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How to Attain Sustainable Education in Sierra Leone: A Policy Design For Sanda Tendaren Chiefdom

Ahmed Lamin Sheriff

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HOW TO ATTAIN SUSTAINABLE EDUCATION IN SIERRA LEONE: A POLICY DESIGN
FOR SANDA TENDAREN CHIEFDOM

A Dissertation

Submitted to the School of Education

Professional Doctoral Degree for Educational Leadership

In partial fulfillment of the requirements for
the degree of Doctor of Education

By

Ahmed Lamin Sheriff

December 2015

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Ahmed Lamin Sheriff

2015

DUQUESNE UNIVERSITY
SCHOOL OF EDUCATION
ED.D. IN EDUCATIONAL LEADERSHIP PROGRAM

Dissertation

Submitted in Partial Fulfillment of the Requirements
For the Degree of Doctor of Education (Ed.D.)

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HOW TO ATTAIN SUSTAINABLE EDUCATION IN SIERRA LEONE: A POLICY DESIGN FOR
SANDA TENDAREN CHIEFDOM

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ABSTRACT

HOW TO ATTAIN SUSTAINABLE EDUCATION IN SIERRA LEONE: A POLICY DESIGN FOR SANDA TENDAREN CHIEFDOM

By

Ahmed Lamin Sheriff

December 2015

Dissertation supervised by Gibbs Kanyongo, Ph.D.

Socioeconomic inequalities affect the access to affordable and sustainable education in Sierra Leone: Sanda Tendaren Chiefdom. Education is a crucial part of the chiefdom's development. It has a direct affect on the living standards of the citizens of the chiefdom and a subpar system can negatively impact Chiefdom's economic development and stunt societal participation in political discourse. If access to affordability and sustainability of education are addressed seriously, the short and long-term impact for Sanda Tendaren chiefdom will be tremendous and lasting. Chiefdom villagers will have access to improved school buildings closer to their homes and education will be affordable for Sanda Tendaren chiefdom citizens regardless of their socioeconomic status. Making education free and fair in Sanda Tendaren chiefdom would result in an immediate increase in enrollment at all levels and reduce gender inequality.

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I dedicate this dissertation to my late mother Fatu Borjeh, late Uncle Ajibu Jalloh, my late wife Marie A. Sheriff and my late father Babagalleh Sheriff. Special thanks to my mother and uncle for what they laid into my heart when I was young about the importance of obtaining an education. My uncle especially is my hero. He laid the foundation for his family and children in the village. He invested his money to make education accessible for us by building a primary school in our village. My mother and uncle were passionate about education despite neither of them having a formal and traditional education. They are the reason why I am dedicating my energy to address education issues by coming up with a policy to make it affordable, accessible

and sustainable. My late wife was also very supportive of my work and was always praying for me to complete the program. Thanks for her love.

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Chapter One

This chapter will provide an overview of Sierra Leone, Sanda Tendaren Chiefdom, and authority of paramount chiefs in Sierra Leone, identify the problem of practice, explain why I selected this problem and address why the problem is important and needs to be solved. This chapter also will address social justice implication, steps that are being taken to address the problem by the government and ordinary citizens, school enrollment, impact of globalization and explore what areas of expertise support my selection of this problem.

Sierra Leone: An Overview



Figure 1 above shows map of Sierra Leone and its four regions North, South, West and East

Portuguese explorer Pedro da Cintra discovered Sierra Leone in 1462. It was dubbed Serra Lyoa, which means Lions Mountains because its mountain ranges are shaped like lions. In 1787, British abolitionists and philanthropists established a settlement in Freetown, Sierra Leone's capital city, for repatriated and rescued slaves, and in 1896, Britain set up a protectorate over the Freetown hinterland. Sierra Leone remained a British colony until April 27, 1961, when it gained independence. Sierra Leone is in West Africa and is bordered by Guinea in the northeast, Liberia in the southeast, and the Atlantic Ocean to the southwest. Sierra Leone is composed of 13 main ethnic tribes and its population is estimated at 6 million. The Temnes and Mendes make up 66 percent of the population. According to the CIA World Factbook, there are two major religions in Sierra Leone: Islam and Christianity. Muslims make up 60 percent, Christians make up 10 percent and various indigenous religions make up 30 percent.

Sierra Leone's footprint is 27,925 square miles (71,740 square kilometers), slightly smaller than South Carolina. The country has Western, Eastern, Northern, and Southern administrative regions, and there are thirteen districts. There are one hundred forty nine chiefdoms in those districts. My focus Sanda Tendaren Chiefdom is one of those chiefdoms. Sanda Tendaren Chiefdom is in Bombali district, which is part of the Northern Province.

Sierra Leone has a democratic system of government with three branches: the executive branch — which is headed by the president, who is elected to a five-year term — the legislative branch, and the judiciary.

Sierra Leone's literacy rate is 43.3 percent, with 54.7 percent of males and 32.6 percent of females being literate (2011 EST.). The country's population in 2014 was estimated at 5,743,725. The median age is 19.1 (18.6 for males and 19.6 for females) (2012 EST.). The

average life expectancy for Sierra Leoneans at birth is 57.39 years; the average for men is 54.85 years, and for females, 60 years (2014 EST.).

The population of Freetown is estimated at 941,000 (2011), with 39.2 percent of residents living in urban areas (2011). School life expectancy from primary to tertiary education is 13 years for males and 11 years for females. Education expenditures total 2.9 percent of the gross domestic product (2012) (Index Mundi 2013; CIA World Factbook).

Sanda Tendaren Chiefdom

Sanda Tendaren Chiefdom is in the Bombali district in the Northern providence of Sierra Leone. According to 2004 (UN Census) Bombali district has a population of 434,319 has an area of 7985 km. Bombali district is the second largest district in Sierra Leone. There are thirteen chiefdoms in Bombali district each has its own Paramount Chief as chief executive of the chiefdom. Sanda Tendaren Chiefdom has a population of 18,840 (UN census, 2004). The population according to the same census is divided 50% male and 50% female.

There are two major tribes in the chiefdom the Temnes and Lokos and few other minor tribes such as my tribe Fullahs. In the 1950s, the two small Loko chiefdoms, Mafonda-Makerimbo and Goimbahum, known at that time as Batkanu Joint Native Administration were later annexed to Sanda Tendaren chiefdom. The chiefs from those two Loko chiefdoms became sub-chiefs to the Sanda Tendaren Paramount Chief called Bai Lame (Robinson, 2013). The main religion of the chiefdom is Islam. Farming and cattle ranching are the main economic activities in the chiefdom. The chiefdom is not endowed with raw minerals. The Paramount Chief is called Kandeh Wusu Sesay II elected in 2002 for life. The paramount chief comes from one of the ruling households in the chiefdom that is eligible to be paramount chief. They come from the families of Munus, Sanus and Sesays (Robinson, 2013). The paramount is elected by councilors

and is assisted by section chiefs, village heads, chiefdom speaker and chiefdom police and court officers.

Authority of Paramount Chiefs in Sierra Leone

Administrative structure of chiefdoms dates back to colonial times. The power of chiefs was part of the Authorities Ordinances 1938, the Chiefdom Treasuries Act of 1938 and the Tribal Authorities Amended in 1964, which included the authority of chiefs in the national constitution of Sierra Leone. The chieftaincy in Sierra Leone was established by the British government during Governor Cardew's term in 1896. The colonial power gave special powers to a special group of people called paramount chiefs as the solo authority as local governing body. That power of the chieftaincy remained in effect until 2004 when the World Bank came up with a new policy to create the Local Council authority (Robinson, 2013). Paramount chiefs were elected for life and come from ruling households. Paramount chiefs are the custodian of the land in his or her jurisdiction. Paramount chiefs are the guardians of the law and they are to maintain order and collect local taxes for the central government in Freetown. The chief is responsible for the promotion of social justice and economic develop of its people. Paramount chiefs are expected to uphold and respect the customary laws as observed in the respective area. The Paramount chief is also the chief judge who hears complaints brought to his or her court through his or her chiefdom speaker. The chiefdom police are to enforce tax collection and protect the paramount chief (Jackson, 2007).

As stated by Manning (2009), the local government Act of 2004 established the Local Council in a way to strengthen and support the institute of traditional authority and the modern way of governing. The local council represents the government in Freetown and its main role is to serve as check and balance between the paramount chief and its citizens. The paramount

chiefs also had the added power to be responsibility to bring development of any kind to the chiefdom. The paramount chief settles disputes among its people, and as custodian of the land, they can lease or sell it for the purpose of development. The paramount chiefs have the power to jail someone who breaks the law, such as those who fail to pay their local tax. The paramount chief also has the power to seize farmland for failure to pay the required local tax. The local government act of 2004, which created and financed by the World Bank, was in my opinion designed to erode and diminish the power and authority of the traditional institution of paramount chief. The World Bank had the money to use as leverage to impose its policy on the system of government. This is the reason why I am advocating the policy of independence by raising funds internally to improve our education system in our chiefdom.

What is the Problem?

The lack of access, affordability and sustainability of education in Sanda Tendaren Chiefdom is directly related to the national circumstance and it must be a high priority concern because they impact the living standards of the nation and Sanda Tendaren citizens. Access means how many miles do children have to travel to the closest school, are schools equipped with supplies, are there libraries in each school, are schools accessible for girls and are there qualified and experience teachers? Affordability means are parents able to pay for education especially for secondary and college? Sustainability of education in our chiefdom means funding education for the foreseeable future. The willingness of the present generation to sacrifice for the good of the future generation will sustain education. The issues can have a negative impact on the country's economic development, as well as societal participation in political discourse if not addressed with urgency by policymakers. Education is one sector in which inequity and the evils of a socially unjust society can be addressed.

Education has never been a priority for the leaders of Sierra Leone nor by the local authorities such as the Paramount Chief of our chiefdom when it comes to raising and allocating funds for education only as stated by Curtis (2014). In 2010 the education budget was Le 127bn, which is equivalent to US \$33.00m. In 2011 it was Le 142bn or equivalent to US \$33.2m, and in 2012 it was Le139bn or equivalent to US \$32.2m. According Curtis (2014), the budget for roads was much larger than the education budget which was Le 278bn or US \$72.2m in 2010, Le 284bn US\$66.4m in 2011 and Le395bn or US\$91.6m in 2012. This means education has to compete for funding with other sectors of the economy with the limited available resources.

The civil war in Sierra Leone that started from 1991 to 2002 left the nation with much suffering more so to the chiefdoms and no sector of the economy was spared. Progress has been made since the end of the war yet the country is still one of the least developed in the world. Much work still has to be done to address the education needs as the country has an obligation to meet the international education development goals such as Education for All (EFA) and the Millennium Development Goal (Guo, 2014).

The government lacks the necessary logistics, financing and qualified personnel; therefore, schools have to charge poor parents fees despite the fact that primary education was made free in 2004. Due to the increase in the number of primary schools, the country is facing a shortage of teachers, materials and quality school buildings. It is becoming the norm of teachers not being paid on time and this is causing them to be less motivated (Nishimuko, 2008).

Why the Problem is Important and Needs to be Solved by Sanda Tendaren

As stated by Kanu (2007), education is mostly regarded as the key to a country's national development. Any policies for building the nation: chiefdom must include the reforming of nation's inherited educational system and policies that were erected to maintain the colonial social order. The country has to encourage neo-colonial dependency instead of promoting elitism. The country will also have to prepare its citizens to live successful lives in their villages and local communities to adapt to a rapidly changing world. Considering what Nishimuko (2008) stated as reasons why education is an important sector of Sierra Leone/chiefdom level to address poverty, these core problems needs to be addressed. Educational access leads to improved living standards through economic advancement, greater political participation and improvement in overall health of a nation. Education is directly related to democracy by encouraging a democratic chiefdom with all its benefits. Education will bring improvements in social equality, health, and participation in the economic sector (Nishimuko, 2007; 2008).

The majority of schools in our chiefdom, twenty primary schools and five junior and senior secondary schools, lack basic supplies such as books, furniture, pencils and writing pads because the government does not have the financial resources to fund the schools' needs. The teachers are not adequately compensated and sometimes they are not paid for months. As a result, they find other ways to supplement their income, including farming. Educators spend half the day teaching and the rest on their farms.

In 1987, the Sierra Leone government reduced half the money allocated for education. As a result, it became almost impossible for many children to attend school. Teachers began to leave the profession at an alarming rate because of low pay, layoffs and non-payment of their salaries. The number of children and young people not actively engaged in learning was

alarming. In urban centers, lack of school attendance by youth and youth unemployment resulted in violent riots (Conteh-Morgan, 2006). With limited financial support from the government and payment of salaries delayed for months, many educators were forced to abandon the teaching profession for other profession. Many of these teachers have families to feed and support. In addition, as argued by Nishimuko (2007), teacher salaries are very low in Sierra Leone and most teachers are forced to engage in secondary jobs such as farming, livestock breeding, petty trading and some offer private tutoring for rich families. These inadequacies and social injustices will ultimately create a less motivated teacher class and lack of commitment to the pupils. If there is guaranteed national funding, many of these teachers will stay in the classroom.

Abject poverty forces many families to forgo or abandon sending their children to school. Sierra Leonean families including citizens of Sanda Tendaren Chiefdom cannot afford the costs associated with education despite the fact that primary school is free. Before 2010, parents were responsible for paying tuition and fees, including for teaching and learning materials and the cost for textbooks and exam fees (Mocan & Cannonier, 2012).

According to data from the World Bank, Sierra Leone is one of the poorest countries in the world. The per capita gross national income is \$340 a year. About 70 percent of women and half of men are considered illiterate, and life expectancy at birth is just 45 years, regardless of gender (Mocan & Cannonier, 2012). According to Conteh-Morgan (2006), Sierra Leone was labeled one of the counties with the worst quality of life. The death rate was 24 per 1,000, and the infant mortality rate was 160 per 1,000 live births.

Access, affordability and sustainability in education are fundamental in addressing the redistribution aspect of social justice. According to Gyimah-Brempon (2011), lack of access to

education has a direct correlation to several developmental outcomes, such as health stagnation and impacts on the education of children and agricultural productivity, which is the main economic engine of Sierra Leone: Sanda Tendaren Chiefdom.

As stated by Conteh-Morgan (2006), Sierra Leone's and local chiefdom lack of interest in addressing access to education stems from deep political instability and repression during the All People's Congress rule, during which blatant misuse of the nation's resources by a few led to a decline in economic output. This resulted in a failure to invest in education.

The issue of finding ways to make education sustainable in Sanda Tendaren Chiefdom is important because doing so will make it the engine that helps the chiefdom's development process. As Conteh-Morgan (2006) stated, Sierra Leone, since gaining independence has continued to experience economic dislocations and hardships, such as the drain of human capital and the defunding of education by the national government. Sierra Leone, like most African countries, inherited a highly disjointed society with a limited industrial base; severe economic imbalances; extreme neglect of the rural population; weak state structures; an unproductive power elite; and extreme vulnerability to international influence. Because of our total reliance on others, African nations have been unable to create an environment in which we can educate our citizens without the help of international organizations (Conteh-Morgan, 2006).

According to Gyimah-Brempong (2011), education is correlated to a range of economic development outcomes, such as health and fertility choices; new technologies; institutions that are accountable to citizens; and national pride. Education helps reduce civil conflicts and can improve political stability. Educated people, on average, tend to adapt to new technologies and be the innovative and creative class (Nishimuko, 2007). They belong to the middle class, which is the class most vital to the economic productivity and development of any nation.

The middle class tends to have disposable income to invest in the economy. A finding by Gyimah-Brempong (2011), show the attainment of education in Africa has improved relatively quickly, yet the gap between educational attainment in Africa and other nations has continued to widen. Although the proportion of the adult population with tertiary education increased by 490 percent between 1960 and 2005, in the same period, the ratio of tertiary educated adults in Africa relative to the world increased from 3.5 times to just 4.6. Increased investment in education in Sierra Leone or local chiefdom will result in important conditional benefits, as stated by (Gyimah-Brempong, 2011). Most of them are positive, such as income growth, political stability, and women's participation in national politics. With such positive outcomes as possibilities, Sanda Tendaren citizens must make education a priority.

As stated by Nishimuko (2008), education leads people to exercise individual power and participates in social movement. Since the end of the civil war 1991 to 2001 Sierra Leone has made some improvement in rebuilding the nation from the help of international organizations and to some extent encouraging participation in social, economic and political discourse. Education also plays a very important role in supporting citizens of the chiefdom to develop more political democratic systems and culture awareness. Lack of vital social services such as affordable education, quality healthcare and poor job market, illiteracy and youth unemployment is still very high in Sierra Leone and particularly Sanda Tendaren Chiefdom (Guo, 2014) has also contributed to the country's current problems and also affected the chiefdom.

Social Justice Implications

Carr (2007) noted that knowing the political nature of education is key to addressing social justice; allowing for and promoting the inclusion of marginalized voices are a key to addressing access to education and providing citizens of Sanda Tendaren Chiefdom the opportunity to move out of poverty. Chiefdom leaders must embrace education. The chiefdom's poor have no voice, but with education, many will be afforded access to the resources of the country. According to Carr (2007), social justice is directly associated with participation in democracy and citizenship. Providing access to affordable and sustainable education is key to having a socially just society.

Social justice strives to address and redress marginalization, inequity, and divisive policies, according to Carr (2007). Our chiefdom is a long way from addressing the condition of its marginalized and poor citizens. Carr's perception of social justice is correct, but how does it apply to a chiefdom context?

What has been done to solve the problem: A personal perspective

Sierra Leone's government has not shown much interest in making access to education a priority, but private citizens, including members of my family from Sanda Tendaren Chiefdom, have stepped up to address the issue. My family understands that access to education can make a difference in the lives of people and have taken action in light of the government's inaction. This was a grassroots community project that was necessary and much needed at that particular time. The nearest primary school was miles away and therefore, made education less accessible for majority of the citizens of our chiefdom.

My uncle Ajibu saw the need to provide educational institutions close to home and instead of debating or romanticizing the issue he put his money to work to make it happen. A

primary school was constructed in our village in 1961. The school was to educate our family, the families in our village, called Rokulan, and families in villages within a five-mile radius. The primary school was designed to educate children from class one (first grade) through class seven (seventh grade).

My family, the Timbo, financed the construction of the school and purchased the school furniture including desks and chairs to the items for the small school library. The action taken by my family made a huge difference in the development of the community and was nationally recognized.

No community, nation, society, or civilization will survive without a sound and comprehensive educational system that is easily accessible and affordable. A quality education is the fundamental right of every citizen in Sierra Leone in this case, citizens of Sanda Tendaren Chiefdom; it must never be a privilege only for the wealthy and politically and tribally connected. My family was determined to give the community and us the tools necessary to succeed in the world.

My uncle's efforts, as well as a primary-school classmate who had to quit school because of finances, shaped my ideas about education, its quality, and affordability. My uncle did not have what we would consider a formal education; he was motivated by what he experienced as an uneducated, rich Fullah living in Freetown. He had to offer bribes — to government ministers, presidents, even janitors — for contracts to advance his business. He felt people took advantage of him.

The experience motivated my uncle to do something about educating his family and children in our chiefdom, Sanda Tendaren. The chiefdom is composed of more than twenty villages with an estimated population of more than 18,840 (2004 UN census). More than half of

its residents were school-age children without access to primary-school education. My uncle did not want any of us to experience what he had as uneducated man from the village. So he used his vast fortune to make a difference.

The first phase was to build the primary school and health clinic in 1964. The second phase was to build the mosque and provide electricity for our village by investing in a first-class generator from Germany. My uncle Ajibu, wanted to provide us with a top-notch education and health care. He even paid the teachers' salaries each month without delay. He never submitted a bill for reimbursement to the government.

The third phase was to build a secondary school next to the primary school in the 1980s. That provided poor families a secondary institution closer to home, thus making continued education affordable because the families did not have to pay the cost of sending their children to the urban areas nor pay for school and housing fees. The fourth phase included building housing for the teachers and a 60-bed hospital with four operating rooms. Teachers and hospital staff were promised free housing and other incentives in an effort to attract the very best to our village.

My uncle Ajibu understood that education can provide one with limitless opportunities, and he wanted us to have those opportunities. It cost him millions to finance all the projects in our village, but he did it without asking any residents to contribute financially. The community provided manpower, working as one to accomplish a laudable goal.

My uncle died before the hospital and the secondary school were finished, but I have inherited his vision for community. I am committed to improving not just my village, but the entire nation. What my uncle started in our village can be replicated in other parts of the nation

if visionaries like him are willing to invest in education. I want to have a voice in shaping policies for the good of our country.

Government Efforts to Address the Problem

The president of Sierra Leone, His Excellence Ernest B. Koroma, gave an education policy speech (Allafrica, June 2012) to the Education Review Board titled “More educated girls in school means better families, communities and a better nation.” The government realizes that educating girls is a win-win for Sierra Leone.

The gender gap has to be reduced and education must no longer be a privilege just for boys. According to the president, the dropout rate among girls is a challenge that needs great attention. We already are paying tuition for girls to increase their school enrollment and retention rates, but education is not only government business. According the ministry of finance the 2014 (mofed.gov.sl, 2014) Le7.5bn (US\$1,600,000m) was allocated towards girl children programs that will benefit 132,000 girls attending school. In 2015 budget Le 60bn (US\$13,714,285m) was allocated to the ministry of education, science and technology of which Le10.3bn (US\$2,285,714m) is to support girl children programs. That money will pay tuition for girls for three terms in JSS1, two terms for girls in JSS 11, and one term for girls in JSS111. The Sierra Leone government will also pay tuition for all three terms for girls in junior secondary school. The goal is to address the gender inequality in school enrollment. Let us all continue to raise the awareness that more girls in schools will mean better families, better communities, and a better nation.

Increasing the enrollment of girls is morally and ethically important for the nation. The administration also recognizes that community involvement is vital and that women are important stakeholders that can contribute to the country’s development. All Sanda Tenadren

Chiefdom citizens feel obligated to contribute to the national discourse on education policy to resolve our current situation. The administration is willing to use its position to ensure that no child in Sierra Leone is denied the opportunity to receive an education that will enable them to be literate. Every Sierra Leonean, more so to the citizens of my chiefdom Sanda Tendaren, must be accountable to the younger generation.

The government did increase the salaries of teachers from 200 percent to 400 percent — depending on the grade of the teachers — an increase higher than the prior administration. According to 2014 budget teacher salary was Le 600, 000 per month that is equivalent to \$127.00/month. The 2015 budget teacher salary was Le 660,000/month equivalent to \$139.00/month (mofed.gov.sl, 2015). Has the salary increase helped to reduce teacher absenteeism, which has far exceeded student absenteeism? Has the teacher-to-student ratio improved, and if not, has the government come up with meaningful policy ideas to address the issue? I believe the change provides an opening for debate on these critical issues, and the administration must be held accountable.

Education was in the decline before the war. The administration that was in power from 1967 to 1987 deliberately decreased education funding as a means to quell any dissent that be incited by university students. The civil war that started in 1991 and lasted for ten years made things worse, as children faced challenges in gaining access to education (Moan & Cannonier, 2012). President Stevens' regime — followed by President Joseph Saidu Momoh's rule — witnessed the beginning of the failure of various development policies to tackle the most fundamental parts of Sierra Leonean's underdevelopment.

In the 1970s and '80s, there was a rapid decline in Sierra Leone's economic outlook; neglect of the agricultural sector; an increase in the unemployment rate among the youth; and,

worst of all, the neglect and eventual collapse of the education sector. The collapse of political government will led to the ten-year rebel war, but (Conteh-Morgan, 2006), decades later, there are still many school-age children who lack access to education because of isolation, inadequate communication with families in the most rural villages of Sierra Leone, and low family income.

The low pay rate for Sierra Leone's teachers such as those teaching in schools in Sanda Tendaren Chiefdom has a lot to do with teacher perpetual absenteeism. Teachers are paid far less than their counterparts that have the same qualification and years of experience. Enthusiasm for the profession is diminished because of a lack of sustainable revenue to ensure teachers receive competitive salaries on time. In Sierra Leone and in the chiefdom level, experience does not factor into an educator's pay rate. A teacher who has twenty years of experience in the field is paid the same salary as an instructor with just five years' experience. There is no incentive for anyone to join the profession. The result is a high turnover rate that leaves less-experienced teachers in classrooms, diminishing the quality of the education students receive. Again, the children are paying the price for the poor policies of those in power. To change this narrative, Sanda Tendaren Chiefdom must come up with a policy that will provide sustainable education funding through local sources.

The government has also involved the Faith Based Organizations (FBO) just as the British colonial power did to help become service providers of education. The Ministry of Education Science and Technology (MEST) now provide direct financial funding in the form of grants for education in areas where the government is inadequate (Nishimuko, 2008).

School Enrollment in Sierra Leone

According to Banya, (1993), school enrollment since independence in 1961, 15% OF Sierra Leone children between age 5-11 and only 5% between age 12-16 groups, were enrolled

in school. In 1989 enrollment between ages 5-11 increased to 80% and 30% ages 15-16 years old. By 1962 only 9.5% pupils ages 16-21 were enrolled in colleges and enrollment increased 16.5% for colleges and universities. From 1961 to 1989, enrollment in the country increased by 10% especially for universities students. As stated by Frankema (2012), school enrollment in British colonies was much higher than those in French, Spanish and Portuguese colonies.

In 2004 an Education Act was adopted according to (Guo, 2014) that put into place a policy that all children receive basic education, that meant 6 years of primary school and also 3 years of junior schooling. The 2004 Education Act also eliminated school fees mostly for the northern and eastern part of the country that was more affected by the war than the rest of the country. The entrance fee for those taking the National Primary School Examination (NPSE) was also eliminated. According to (Guo, 2014), the elimination of school fees resulted to an increase of school enrollment from 26,000 for students taking the NPSE in 2001 to 78,000 in 2005. Primary school enrollment also increased from 442,915 in 2000 to 1,252,343 in 2012. These efforts have resulted to an increase of youth literacy from 47.9% in 2004 to 61% in 2011. These government contributions in partnership other international organizations have helped to improve school enrollment and the education sector has made to help bring stability in Sierra Leone post-conflict that lasted for ten years (Guo, 2014). To ensure 100% school attendance, the government imposed a Le 50,000 fine, imprisonment or both to a parent or a legal guardian if he or she fails to send the child to school (Nishimuko, 2008). This is an enforcement mechanism and it is a good thing for Sierra Leone.

The Impact of Globalization on Access to Education

Globalization was to have made trade between nations easier by eliminating trade tariffs, simplifying the transfer of technology, promoting good governance in third-world nations and by creating opportunities for poor countries to access markets in developed nations. The other goal was to stop the brain drain in third-world nations and address religious tolerance and gender equity.

The world powers wanted to level the playing field by forcing rich nations to end subsidies for their farmers so growers in third-world countries would not be at a disadvantage. The concept was noble, however; it did not achieve its intended goals because the poor nations lacked technological access, a majority of their citizens did not have access to education beyond primary school and their farmers did not have free access to Western markets. This is not only my opinion, but the opinion of a majority of citizens of third-world nations.

Conteh-Morgan (2006) notes that there have always been inequalities between regions and within countries, but poor nations' disadvantages have become more severe in this structure because of free trade and the introduction of global market competition. Globalization has been linked to bankrupting poor nations technically. Take note of the fact that the gross national product per capita of 100 developing nations is lower now than it was in the 1960s, '70s, and '80s, and nearly 3 billion people live on less than \$2 per day. People earning so little can't compete with the rest of the world. How can they even climb the ladder of success to reach the middle class? Our leaders have a moral responsibility to make policies changes to stop the economic decline, and turning away from relying on the global market would be a solid first step.

Globalization has contributed to the rise of economic refugees, as stated by Conteh-Morgan, E. (2006). In 2000, their number was estimated at 25 million. It now is estimated at 125 million. Statistics show that the number of people in third-world countries who cannot read or write, lack sufficient drinking water and decent housing, or are dying from preventable diseases is very high. Globalization is to be blamed because it results in our monetary and financial dependence and indebtedness to rich nations.

Third-world nations are unable to make development decisions without input from the World Bank or the International Monetary Fund. The very poor are affected most because they lack political influence and power. Conteh-Morgan (2006) farmers in Sierra Leone/Sanda Tendaren Chiefdom earn less than their counterparts in rich nations. The trade of raw materials only benefits rich nations. Poor nations export mostly raw materials at a low price, in reverse receive the same goods from rich nations as a finished product at three times the cost.

According to Tikly (2001) globalization has resulted in great strides being made toward integrating some sectors of the economy, politics, and culture, but it also has led to more fragmentation and stratification. Certain states, communities, cultures, and societies have become more involved and accepted into the new global ideal, but most have continued to experience marginalization. Political leaders and the few rich people in Sierra Leone are comfortable with the ideals of globalization because they continue to amass more wealth and power. Meanwhile, the poor remain marginalized because they do not have access to capital. Globalization might have narrowed the cultural divide, but it widened the wealth gap within countries and between rich and poor nations. The result is that only the rich benefit from this concept.

Many poor children still do not have access to quality schooling because their family income has not changed enough for their parents to afford it, and the third-world nations they live in do not have the revenue to invest in the sector. As stated by Tikly (2001) formal education was introduced in Africa during the colonial era. The natives were provided the basic skills needed to help govern the country, but they were not given an advanced education, and the system was never intended to be free and universal.

The limited education provided by the British did not give Sierra Leoneans and especially local chieftain administrations the tools needed to compete in the global field. Africa and Sierra Leone were at a disadvantage even before globalization because of a lack of basic tools. Colonial education might have contributed to the continued marginalization of African economics and productivity. The education was provided to a select few, and as such, created an elite class.

As argued by Kanu (2007), globalization produced some form of economic reconstruction through world organizations such as the IMF, the World Bank and the World Trade Organization by introducing strict budget reductions for third-world nations that affected social services and expenditures. Those cuts led to reductions in state-sponsored education expenditures. As they were introducing budget restrictions, the world organizations also were imposing strict management conditions on school curriculum, teaching, and testing framework.

My Areas of Expertise that Support my Selection of this Problem

My passion is evident in the nonprofit organization I founded fifteen years ago: Cotton Tree Association of Sierra Leone, Pittsburgh from 2000 to present. In seven years of its existence, the organization donated eleven, 40-foot containers to Sierra Leone. Ninety-five percent of the containers' contents were educational materials worth about \$7 million.

As president of Cotton Tree Association, I shared my vision for the organization with the members. We focus all our efforts and energy on providing the educational tools and materials our compatriots need to receive a quality education. I had to work across tribal, cultural, and religious boundaries to attract the interest of Sierra Leoneans to solve a problem. I brokered relationships with well-established local organizations, including the Brother's Brother Foundation, which became our mentor. Brother's Brother supported our organization's mission both financially and with manpower; because of that collaboration, we have succeeded in our mission.

Cotton Tree Association's efforts were successful. In 2005, we opened a chapter of the association in Freetown, headed by PA Amadu. Nearly 80 percent of schools in Sierra Leone were the beneficiaries of our hard work and energy. This feat shows that I can bring people together to solve a problem and have the ability to reach across boundaries to resolve important issues.

My educational background is a contributing factor that makes me knowledgeable of what I am trying to argue. I have a Bachelors degree from the University of Pittsburgh, having majored in economics and minored in sociology, so I bring financial knowledge and an understanding of human behavior. I have a Master degree from Duquesne University, having majored in leadership and business ethics.

Chapter Two

This chapter will address the following issues: Sierra Leoneans' contribution, United Nation's efforts, education in Sierra Leone under colonial rule, post-colonial rule education policies, theoretical frameworks, education reforms since gaining independence and education politicization.

Sierra Leoneans' contribution to the conversation

Nishimuko (2007) argued that educating citizens can improve a nation's economy and the living standard. Education means access to knowledge and exposure to technology. Education will increase the literacy rate and participation in the political conversation, reduce poverty, and improve access to health care for the nation and Sanda Tendaren Chiefdom.

According to United Nations Development Programme (UNDP 2009), 86% of Sierra Leoneans that includes citizens of Sanda Tendaren Chiefdom in the diaspora sent money home either through Western Union or Money Gram. Those remittances were estimated at \$168 million that represents 12% of Sierra Leone's GDP (Gross Domestic Product) in the 2009. However, the Sierra Leone government on the other hand puts the remittances much higher between \$250 and \$400 million that represents 20-25% of GDP (UNDP 2009). These remittances contribute to the economy. But, there is no information available to show how much is for education. Remittances also flow to Sierra Leone and also to our chiefdom through informal channels by people bringing the money during visits and a small portion of remittances are transferred by mobile phone credits. According to Gupta, Pattillo and Wagh (2009), 2006 remittances to developing nations totaled US\$221 billion that amount is twice the amount developing nations receive as assistance from rich nations. So why depend on aid from other countries and international organizations when remittances from people from developing

countries outnumber foreign aid? At least 50% of these remittances are sent through informal channels. Those remittances are sent to poor family members, the remittances are meant to reduce poverty, increase consumption, sometimes affects labor supply, will provide working capital and it has a multiplier because household expenses. Remittances are used for human capital, like education, health and better nutrition. These remittances are usually for households headed by women. As noted by Gupta, Pattillo and Wagh, in 2006 remittances to Sub-Saharan Africa has increased just to 16% since 2000. Remittances to Sub-Saharan Africa in 2006 was just us\$9 billion, but that was only 4% remittances that go to developing nations and just 33% that flow to India, which is the largest recipient of remittances. Other Sierra Leoneans with 501 (c)(3) organizations, such as the one I founded and serve as president of for the past fifteen years, have also contributed to making education accessible by supplying educational materials to schools through the country.

United Nation's efforts to address the issues of access and affordability

Sierra Leone's brutal civil war from 1991 to 2002 left more than 50,000 people dead and many more were injured majority of them are from the Northern province (Nishimuko, 2007). The war caused considerable damage to the country's social and economic structure, and physical infrastructure. Sierra Leone was not financially in a position to address the war issues, such as trauma and illiteracy, and was faced with many challenges in the short and long term. The individual chiefdoms were even in worst condition. The country needed considerable help from the international community. According to Curtis (2014), the Millennium Development Goal required that the least developed nations needed to come up with 20 per cent of MDG funding from local sources to meet the 2015 goal. However, Sierra Leone is not on target to meet the MDG because it only is reaching 10.9 per cent of local taxes expected by the MDG fund.

Progress has been made since the end of the war, but some sectors, including education, still are struggling. School enrollment numbers remain poor. The education sector will need substantial financial help if the country is to meet the Millennium Development Goal requirement of free primary education for youth, regardless of gender, by this year (United Nations). The Millennium Development Goals enacted in 2000 had specific objectives to eradicate poverty in the third world nations by 2015. One of the areas of focus was education to achieve universal primary education for millions who otherwise will not have access to education. With education, the fund had specific targets to achieve universal primary education by 2015, obtain 80% primary completion by 2005, to cut half of adult illiteracy by 2005 and gender equality of enrollment in primary and secondary by 2005 (Ahmed & Cleeve, 2004). Unfortunately Sierra Leone did not implement the MDG fund until 2002 when the rebel war ended. The nation was already way behind other nations in the implementation of the fund. The fund has not achieved its intended results in Sub-Saharan Africa, as such there are still at least 40 million children who should be enrolled in primary school but are not (Ahmed & Cleeve, 2004).

The education sector was not spared from the destructive effects of the civil war. According to a World Bank report, up to 70 percent of school-age children had limited or no access to education during that time, and as argued by Nishimuko (2007), lives in poverty and more than two-thirds of the population is considered living in extreme poverty. Hundreds of schools sustained serious damage or were destroyed. The rebels' main target was the education sector. The World Bank estimated by 2001, only 13 percent of Sierra Leone's schools were usable, 35 percent required total reconstruction and more than half required refurbishment. Thousands of teachers and school children were killed, maimed or displaced and many more were either forcibly or voluntarily recruited into the ranks of the different warring parties. There

was a mass migration from rural parts of the country to the big cities as a result of the war. Non-functioning schools were closed, and no one had access to education.

Poor infrastructure is a major roadblock to sustainable socioeconomic development in Sierra Leone/Chiefdom and in most African countries. It takes hours to travel just fifty miles by car from one village to another village because of poor road conditions. No school buses are available to transport children. If chiefdom's infrastructure is developed and improved, access to education will greatly improve. Having reliable roads will allow farmers to access markets where they can sell their produce. As a result, the standard of living for these poor village farmers will improve substantially. An improved standard of living would allow them to send their children to school, regardless of their gender.

Education in Sierra Leone under Colonial Rule

Britain built the first university in British West Africa in Sierra Leone that was affiliated with Durham University in the United Kingdom; however thirds of Sierra Leoneans children are illiterate despite the budget allocated to the education department (Banya,1993). British education was mostly outsourced to Christian associations such as Protestants, Anglicans and Muslims to administer education policies in Sierra Leone (Banya, 1993 ; Frankema, 2012; Nishimuko, 2008). The present state of education in Sierra Leone has its origin from colonial rule as stated by Banya (1993), it is shaped to depend on the British government style system. According to Banya (1993), British involvement in Sierra Leone was just after abolition of slaves and Sierra Leone was an ideal place to send the freed slaves from London and other parts of the world. Education was outsourced to Christian missions to provide education for the freed slaves to read the bible. According to Nishimuko (2009), Islam played a very important role in educating Sierra Leoneans during colonial British rule. Islam provided Koranic schools and

medical clinics to the Northern region of Sierra Leone and Sanda Tendaren Chiefdom is part of the Northern region.

The British did an awful job, both pre-and post-independence, of preparing Sierra Leone to manage the affairs of the state. Sierra Leone and particularly our chiefdom must free itself from depending on Britain for its financial survival. Britain was only interested in economic austerity to minimize the cost of running the government; the cost-cutting was only to benefit the British government. Those policies led to unrest, and in 1898, the Hut Tax War began, directed at the colonial power and the Creoles soldiers and traders but also towards missionaries. Residents were ordered to pay a tax based on the size of their huts. The funds were then given to chiefs as a form of incentive to keep control and maintain British rule. The tax collected was considered a severe economic burden by a majority of Sierra Leoneans (Conteh-Morgan, 2006; Frankema, 2012). The majority felt the taxes were not properly accounted for or spent by the colonial power. Had there been some such of accountability, the chances of a revolt would have being greatly reduced.

Education during the British rule was built on the philosophy of unequal access. Sierra Leoneans are proud to have had the first Western-style university in all of the British colonies, the first boy's secondary school, Grammar School (built in 1845), and the first girl's secondary school, Ann Walsh, built in 1849. Fourah Bay College, the first university of Sierra Leone, was built in 1827. It was the first higher learning institution built by Britain in all of its colonies in West Africa. Sierra Leone was the center of learning for British West Africans. Doctors, educators, and other professionals helped govern other administrations in British West Africa. However, the education offered was only for elites in the urban centers, and only for males. Most residents were treated as second-class citizens. According to (Banya,1993; Guo, 2014),

Fourah Bay College trained Sierra Leoneans and other West Africans for employment purposes for the colonial economy for almost 40 years.

Bo, the second-largest city in Sierra Leone, was the next town in which the British built a secondary school. The school in Bo was built just to educate sons of the paramount chiefs. The school was intended to get the British into the local chiefs' good graces so as to attain total control and avert a rebellion by the citizens.

Colonial rule aggravated the tribal and class divide among Sierra Leoneans by favoring the elite families and tribes who supported British policies, which promised their children employment, political and educational opportunities in the urban centers. The British policies resulted in fewer opportunities for education for residents of rural areas and women.

Mass construction of schools occurred in the interior part of the country once it gained independence. That was only possible with the help of the international community, because Britain did not make provision to fund education. The decisions of the British continue to influence the way we think about education, and the false notion that education is only for the elite and the politically connected endures. During colonial rule education was only for residents of Freetown mostly populated by ex-slaves considered ruling class and schools were mostly located in Freetown and received the lion share of education budget (Frankema, 2012; Banya, 1993).

The economy was poor and underdeveloped during the colonial era because economic policies were geared mostly toward the extraction and exportation of Sierra Leone's raw materials for the benefit of British people and businesses (Kanu, 2007; Banya, 1993). Sanda Tendaren Chiefdom on the other hand is not endowed with raw materials; the chiefdom is known mostly for farming and cattle ranching.

Post-Colonial-Rule Education Policies

Access to education has increased since 2001 because of the MGD mandate. Yet more than 200,000 school-age children do not have access to education because of a lack of critical infrastructure, including paved roads and school buildings. The lack of affordable and sustainable education is not only an issue I have thought about, it is an issue that has been addressed nationally by ordinary citizens such as my uncle, as I stated in chapter one, and by religious organizations. As argued by Nishimuko, 2009, schools were nationalized after independence, religious missions continued to play an important role in the delivery and management of schools in Sierra Leone. About 75% of schools in Sierra Leone including some schools in my chiefdom are owned and managed by Faith Based Organizations (FBOs).

The government of Sierra Leone enacted educational policies from 1995 to 2006 to tackle educational disparities and access. The international community also is very much interested in the issue, especially since the end of the civil war. The United Nations passed the Millennium Development Goal, a 10-year initiative to encourage 100 percent enrollment in primary schools in developing countries. The international community has spent billions of dollars to make that goal a reality. The funding ends this year. What is next? That is the big question for third-world nations that have doubled or even tripled primary-school enrollment.

Universities in Sierra Leone also are interested in improving access to education. Lack of education is a great contributor to poverty in Sierra Leone. To help address the problem, Fourah Bay College is offering certificates, undergraduate and postgraduate diplomas, and Master degrees in adult education majors. Other universities are now involved in addressing the issue of access to education; they will be discussed at the end of this chapter. Are these initiatives

serving the majority of adults who live in the rural parts of the country, or do they only benefit the urban population?

According to the 2010 report provided in the Millennium Development Goal, in 2000 (United Nations), the literacy rate in Sierra Leone was estimated at 30 percent among the male population and 21 percent among females. When distributed according to regions in Sierra Leone, the literacy rate in the Western area, including Freetown, is 69 percent, while in the provinces (Northern, Southern, and Eastern) it is between 15 percent and 20 percent. This clearly indicates unequal access to education is a problem. According to data from 2008, (United Nations 2008) 58 percent of women and 46 percent of men had no basic education. Only 25 percent of women and 28 percent of men had some primary education. Men were almost twice as likely as women to have attended secondary school. Of those between the 15 and 24 years old, the literacy rate stands at 44 percent for women and nearly 70 percent for men.

The disparity between genders should be enough to raise concerns for all Sierra Leoneans and citizens of our chiefdom, especially those in positions of power. The chiefdom is unlikely to eradicate illiteracy in the foreseeable future unless more effort is made, make huge investments and come up with a new bold policy to address the problem.

Two critical problems in Sierra Leone or chiefdom level education sector are the low quality of education and high teacher-to-pupil ratio. In 2008, the ratio of teachers to students in Sierra Leone was 80:1; double that of the international UNICEF 2008 benchmark of 40:1. Teacher absenteeism is a consistent problem in Sierra Leone, a phenomenon exacerbated by the fact that teachers have to wait months to be paid by the government. Teachers in my village did not experience delay in payment because my uncle paid them from his own money and always on time.

Other problems are the geographical stumbling blocks some children must overcome, and the cancer of corruption that is so widespread. Teachers do not receive incentives to teach in the remote parts of the country. Therefore, they are not motivated, and many quit the profession early to seek employment elsewhere. Those who stay, find creative ways to subsidize their income, such as providing private lessons to children whose parents can afford the cost, or working on their farms.

According to the MDG 2011 report, tremendous progress has been made since the implementation of the MDG fund to elevate poverty in Sierra Leone and Africa in general. However, much work remains to be done. There still is a large percentage of the population that is very poor and survives on less than a dollar a day for a family of four. Cooperation and collaboration between the rich and poor countries are essential. The issue of socioeconomic inequalities must be addressed if any meaningful progress is to be realized. Progress must be sustainable, and it must be evident that it is making a difference in the lives of ordinary Sierra Leoneans living in the rural parts of the country.

The MDG target date of 2015 to reduce poverty and achieve 100 percent primary-school enrollment in all African countries is not achievable. The basic physical infrastructure is poor, and there are insufficient school buildings to house the mass influx of students. Furthermore, prepared administrators are needed to administer the funding, but there are no institutions to train administrators about financial management.

Since the implementation of the program, primary-school enrollment has continued to increase at a steady pace in most developing nations, reaching a record of 89 percent. In Africa, primary-school enrollment has increased from 65 percent in 1999 to 83 percent in 2008. The projection is that most African countries will come close to achieving 100 percent primary-

school enrollment by the 2015 target date. However, the question is; How many will complete their primary-school education and move to the next level? Primary-school education will not address the fundamental issue of reducing poverty, because teachers are not trained. Education must be sustained and individual nations must make provisions beyond the MDG goal.

According to the 2011 United Nations report, “Algeria, Burundi, Egypt, Madagascar, Rwanda, São Tomé and Príncipe, Tanzania, Tunisia, Uganda, and Zambia have already reached or even surpassed the minimum target, which is to achieve 95 percent net enrollment rate by 2015.”

Sierra Leone is way below that enrollment, as the country did not implement the program for five years because of its civil war. No credible data can be found for Sierra Leone.

The increase in primary-school enrollment must be matched with the needed resources. Are there qualified teachers? Is the teacher-to-pupil ratio manageable? Are the teachers compensated well? Only a small number of African countries that provide free primary education include books and uniforms. When parents have to pay for those things, it deepens the issue of inequality to access to education, especially for poor families. Indeed, in 27 African countries, there are no legal guarantees of free schooling and no clear link between educational expenditure and primary enrollment (UNESCO, 2009).

A higher enrollment rate does not necessarily translate to higher rates of primary-school completion or graduation. Low primary completion rates are attributed to two factors (ECA, 2005). First, the primary-school entry age for most Africans is higher than it is elsewhere in the world and older students tend to quit school at a higher rate than younger students. Some of the students leave to enter the labor force or to assist on the family farm. Second, unequal access to education services is a major setback for children from poor households. Poor parents cannot afford sometimes-needed private lessons. This affects primary-school retention and the learning

process is greatly hindered. Children from higher income households in urban centers and boys have a higher completion rate than children from low-income households and girls.

African countries with a literacy rate below 75 percent have made very little progress since the MDG fund was implemented. Despite massive investments by the international community, the literacy rate in Sierra Leone stood at 43.3 percent in 2011, and there were about 153 million illiterate adults. According to the MDG 2011 report, this percentage represents 20 percent of the total illiterate population worldwide. That is a huge, unsustainable number. But who is responsible for fixing it, and what steps are being taken to eliminate the gap? No provisions were put in place to move forward once the funding ends. Education is a national problem and must be national priority that requires a national response from the national elected leaders of the nation. Unfortunately the nation lacks the leaders to lead. The individual chiefdoms must take the lead to bring improvement in education.

When the civil war ended in Sierra Leone, primary enrollment skyrocketed. That is evident in my chiefdom with a three-fold increase in the number of primary schools built. Older children entered primary school for the first time, having previously been deprived of schooling because of a fear of being killed. Enrollment has since stabilized, hovering between 62 percent and 69 percent. Unfortunately, the dropout rate has increased, particularly among girls and those from low-income households. Sierra Leone is not keeping pace with the rest of Africa.

The government of Sierra Leone and individual chiefdoms must take decisive action to encourage pay differential and other incentives for teachers who work in the remote parts of the country. A point of argument is whether it is ethical for the government to provide housing for teachers who work in remote areas. The number of children enrolled in schools has tripled in less than four years; however, the increase in teachers has been less than half. There are almost

20,000 teachers working in 3,430 primary schools in Sierra Leone (Bennell, 2005). But there is a huge disconnect because teachers are over-worked and underpaid. How can a nation expect any productivity from its teachers when they are not compensated sufficiently and respected for their hard work? Granted, teachers' salaries have improved, as noted by the president in his June 2003 speech, but the monthly net pay still leaves teachers in poverty and unable to support their families.

The net monthly pay for unqualified school primary teachers ranges from 70,000 Leones to 100,000 Leones per month, which is equivalent to \$15 to \$22. For qualified teachers, salaries range from 100,000 to 180,000 Leones per month, or \$22 to \$40. The average salary cost for all primary school teachers was 138,000 Leones per month (\$50) in late 2003 (Bennell, 2005).

Teachers in rural areas are most impacted by the poor salaries. Parents have to pay teachers' salaries not with money, but rather with in-kind contributions. A majority of teachers have to support their families with less than \$2 per day. Teachers are paid pennies not enough to support a family of four.

Poor pay strengthens the rural and urban divide in the primary and secondary systems. Teachers want to work in urban areas where they can earn additional income through private tuition — often referred to as syndicates — and other income generating activities (Bennell, 2005). Teachers quite often sell cakes and sweets to their pupils during breaks at primary schools. At rural schools, pupils frequently work on teachers' farms. In some schools, this activity is done regularly and is effectively part of the school timetable (Bennell, 2005).

According to the Sierra Leone report, education management at all levels is very poor. The government's New Education Policy notes that management of education is grossly inadequate to meet the social, economic, and human resources challenges of our time (Sierra

Leone Government, July 1995). To address the problem would require decentralizing the country's school system. Most of the qualified teachers are concentrated in urban centers like Freetown, while rural areas have just one or two qualified instructors, one of whom is the headmaster who typically does not teach (Bennell, 2005). Given the strong desire of most teachers to live and work in urban areas, especially Freetown, substantial incentives would be needed to get them to work in rural primary schools (Bennell, 2005). Attractive incentives will help address the imbalance of educators between the urban and rural schools.

What Sierra Leone: Sanda Tendaren Chiefdom needs is quality — not quantity — education. It is no longer a matter of building more tertiary educational institutions, but of improving existing ones (Momoh, 2011). The nation needs to find ways to financially support these institutions, provide school supplies, and improve teachers' benefits. The nation should also focus on increasing the graduation rate of qualified teachers from universities to improve the teacher-student ratio. For now, at least one or two large tertiary institutions in the Eastern, Southern, and Northern regions would be enough for a small country like Sierra Leone when complemented by Fourah Bay College, the Institute of Public Administration, and Milton Margai College of Technology in the Western area (Momoh, 2011). These institutions may serve the current educational needs of the nation, but plans must be put in place to address increasing enrollment, especially among the poor. When a new education policy is instituted and implemented for Sanda Tendaren Chiefdom, the chiefdom will need more higher education institutions to cope with the demand for entry into college once education becomes free at all levels. Plans must be in place to increase capacity by training and graduating qualified teachers who will take the place of those who are retiring. Given the poor salary and working conditions, and sizeable pay differentials between unqualified and qualified teachers, study leave is probably

the most attractive financial incentive for serving teachers. About one in eight primary-school teachers were on long-term study leave in late 2003 (Bennell, 2005). A large number of teachers took advantage of this incentive, so who was teaching the children? Replacement teachers are not appointed to take those educators' places. This is a major concern for most head teachers (Bennell, 2005). Should these teachers provide the nation with a report detailing the benefits of the study leave? Is the government responsible financially for ensuring these teachers actually learn for the benefit of the nation, students, and parents?

The issues of education access, affordability, and sustainability in Sanda Tendaren Chiefdom cannot be treated without addressing family poverty. One of the reasons children do not attend school is chronic family poverty. Primary school has been free since 2003, yet attendance is still poor because families cannot afford the hidden costs associated with schooling, such as uniforms, supplies, and the loss of the child's help on the family farm. Early marriage also is a serious factor, as girls are encouraged to marry for economic reasons. If the national government of Sierra Leone and also administrative chiefdoms pursue policies to address poverty with the goal of eradicating it, education access, affordability, and sustainability will be enhanced, especially for the very poor and marginalized. Education has a direct correlation to economic improvement in both human and social capital development (Handbook of Social Justice). It is a proven fact that a child with a primary-school education can improve a family's standard of living significantly. Conteh-Morgan, E. (2006), in 1987, Sierra Leone enacted a 50-percent reduction in expenditures for education. That meant chiefdom schools are severely under-funded. Without education subsidies, many poor families find it difficult to send their children to school. In the same period, teachers left the profession because of low and late pay. There was a substantial jump across Sierra Leone in the number of children and youths not

engaged in any form of active learning. Urban youth protested, sometimes violently, demanding change; however, the government was powerless to meet the youths' demands because of a lack of a sound policy to address the issues of access and affordability in education.

Good economic governance and sound, robust policies are critical components of growth and sustainable development. They will empower the vulnerable populations of Sierra Leone to move into the middle class by making the cost of education affordable. As argued by Nishimuko (2007), to close the gap between the elite and politically connected from the majority poor Sierra Leoneans education must be accessible to all. Sierra Leone's government must ensure and encourage continued public spending as a means to halt unequal access to resources and education. The national government is incapable of meeting education demands due to lack of assets and will to do so; therefore, individual communities must come up with creative ways to education the citizens of their respective chiefdoms.

Theoretical frameworks

The framework guiding this study is the human-capital theory. This framework is based on the notion that knowledge, attitudes, and skills are developed and valued primarily for their economically productive potential (Hornbeck & Salamo, 1991). It considers humans as income-producing agents in an economy, a philosophical underpinning applicable to Sierra Leone or Sanda Tendaren Chiefdom. Any additional investment in education has the potential to keep the best and most talented Sierra Leoneans in the country rather than having them migrate elsewhere for economic reasons.

Recent studies by (Gyimah-Brempong, 2011), relating to education, income growth, and health outcomes have generally found that education tends to lead to good health-care decisions for individuals, families, and nations. This might be the result of the educated population having

better information about health alternatives, or the educated making better, smarter health decisions. The educated are more informed about certain health issues and treatments available (Gyimah-Brempong, 2011). Educated people have increased earnings and more incentives to make wise investments in their health. Education can increase economic growth by: improving productivity, especially labor, leading to the creation of new technologies, improving health and the support of labor, and providing incentives for investment in the education and health sectors (Gyimah-Brempong, 2011).

Gyimah-Brempong (2011) argued that education is likely to reduce the ethnic conflicts that have plagued much of Africa. Education is a critical sector of any economy, regardless of whether the nation is classified as developed or underdeveloped. Sanda Tendaren Chiefdom/Sierra Leone must increase its investment in education because it will lead to growth and development at all levels. Sierra Leone must develop individualized local policies to sustain education through national property taxation or fees in the chiefdom level implementation. According to (Gyimah-Brempong, Paddison and Mitiku, 2006), the main engine of economic growth is the accumulation of human capital; that is, the accumulation of knowledge. The economic growth rate in Africa is tied to the attainment of higher education and human-capital improvement. According to Gyimah-Brempong, Paddison and Mitiku (2006), if primary-school enrollment rates at independence in African countries had been as high as those in OECD countries, the average annual economic growth rate of per capita income in Africa would have been 2.37 percent instead of the 0.9 percent recorded in the past four decades. That means an increase in investment in higher education is directly related to increases in human capital, resulting in economic growth that far surpasses increases in physical capital. Even a small

increase in investment in human capital in Africa has the potential to have a significant impact on economic growth and growth in other sectors.

Gyimah-Brempong, Paddison and Mitiku (2006) looked at primary, secondary, and tertiary school enrollments in Africa in 1995. They were 51 percent, 39 percent, and 20 percent, respectively, of the world averages, and average schooling in Africa was only 42 percent of the world average. The averages were improvements from those recorded in 1965. In the 1970s and 1990s, Sub-Saharan African countries spent 3.7 percent of their gross development product and directed 14.9 percent to education. By comparison, other countries spent, on average 3.35 percent and 12.6 percent, respectively. Despite these expenditures, educated human capital in Africa is still low. The researchers concluded that low human capital in Africa is due to inefficiency in the educational system, the emigration of educated Africans, and a lack of policies to sustain education. Even a 1 percent increase in the average years of higher education in Africa — Sierra Leone in particular — would result in a 0.09 percent per capita increase each year.

There is so much importance placed on education human capital to increase the incomes of individuals and economic growth (Gyimah-Brempong, Paddison and Mitiku, 2006). The authors argued with those who concluded that education has no significant or direct impact on economic growth, noting that it has an indirect positive impact in technical progress and innovations. In the case of Sierra Leone, I agree that any increase in human capital has a direct impact on development and earnings potential for the educated. Baptiste (2001) argued against the idea that attaining education results in an increase in individual earnings and a nation's economic growth. According to (Baptiste, 2001), education and training are not the cure-all for economic growth, and not the sole solution to solve poverty, unemployment, or

underdevelopment when the difference in earnings is associated with a difference in education attainment. I disagree with Baptiste as far as Sierra Leone is concerned. Education is a vital factor in earning potential, economic growth, creativity, and innovation.

According to Livingstone 1997, since the 1970s, the claim that schooling results in increased earnings has been thrown into doubt, as school enrollment has increased at all levels but incomes have stagnated, unemployment rates have worsened, and underemployment among the highly educated has increased. Does the quality of education play a role in the underemployment among the highly educated? The answer may be yes for Sierra Leone's educated population, which will continue to suffer from high unemployment until policymakers develop sound policies to address the issue. Without any concrete actions advocated by policymakers, more and more educated Sierra Leoneans/citizens of Sanda Tendaren will migrate to rich nations as economic refugees seeking higher returns on their investment in education. According to Livingstone 1997, the challenge to the human-capital argument is the underemployment of those with credentialed knowledge. A growing proportion of people who have invested years of their lives in obtaining higher education are sometimes unable to find meaningful employment related to their field of expertise. Livingstone, 1997, is arguing against the notion of higher education resulting in an increase in human capital, individual earnings, and national economic growth and development.

Most nations like Sierra Leone and local communities such as Sanda Tendaren experience decreases in economic development and output because of a lack of employment opportunities. Jobs that are available are reserved for the politically connected, and the compensation is very low and unattractive. Other factors affect earnings and economic growth. According to (Bowles & Gintis, May 1975), increased dependency on human capital is

misleading as a framework for empirical research. Other factors must be considered as it relates to earnings and economic growth, including uncertainty of the market forces, the role of labor unions powerful enough to drive a wedge between market products, and labor wages. This might be true for nations that are heavily unionize; however, it is not the case in Sierra Leone. The only union with limited power is the teachers' union. I consider the teachers' union to have limited power because it has not advocated for pay raises or better employment conditions for its members.

Bowles and Gintis (1975) acknowledge that evidence strongly supports the view that education enhances workers' productivity, but they argue that wage structure, the individual attributes valued on the market, and social relations of the educational process can only be accounted for when class, race, religion, gender, and ethnicity are considered and accounted for.

Investment in human capital has significant economic returns for the individual and the economy. According to Blundell, Dearden, Meghir and Sianesi (1999), increased investment in education means a significant wage advantage to the individual, compared with an individual who is not educated. The educated are more productive and account for a nation's output. The economy benefits significantly when nations increase investments in their education budgets. Blundell, Dearden, Meghir and Sianesi (1999) indicated that good education and excellent training provides an incentive for the individual and nations to increase their investment in human capital. As the researchers stated, there are benefits to investing in human capital that mainly benefits the individual, as there is a correlation benefit to the rest of the economy.

There is great public desire by Sanda Tendaren citizens in support for huge investments in education. But Sierra Leone does not have the resources to make significant investments in education and worker training. To invest in education, the chiefdom needs its own revenue. To

sustain education for the long term, Sanda Tendaren Chiefdom has to be less dependent to international organizations and foreign governments to fund education. The chiefdom is capable of funding education without foreign help.

Self-determination theory (Deci & Ryan, 2008) measures basic issues such as personal development under a new policy; self-regulation; the needs of the people; life goals and aspirations of the community; whether the policy is viewed as a new way of thinking; and how it will affect the population's behavior and well-being. There has to be a desire on the part of Sierra Leoneans to try new ideas, even if it is painful and the ending is uncertain. The status quo has not worked; therefore, new thinking is necessary if Sierra Leone is to live up to its potential.

Economic development is mostly viewed as a means to attaining a higher living standard, resulting in huge advancements in medical technology, which, in turn, lowers mortality and improves fertility rates (Shen & Williamson, 2000). Economic development opens a country to foreign trade, education investment, and urbanization (Shen & Williamson, 2000). Dependency theorists say capitalist systems enhance global divisions of labor, destroying the local economics of many less-developed countries (Shen & Williamson, 2000). Such an imbalance leads to a reduction in economic growth, and income inequalities increase, with the potential to significantly impact the populations of less-developed countries such as Sierra Leone (Shen & Williamson, 2000). According to Shen & Williamson, (2000), dependency theorists argued that trade dependence has enhanced the gap between developed and underdeveloped countries because of the unfair export of raw materials from less developed countries. Prices paid to less-developed countries for raw/primary goods have experienced a long-term decrease compared with prices for finished or processed goods resold to underdeveloped nations by developed nations. This practice has weakened less developed countries' ability to compete, create,

innovate, and be less dependent on rich nations. Less-developed nations have lost the ability to raise local revenue through taxation to fund local projects, as rich nations have done for centuries. Expenditures for all sectors of economic development in developed nations are from taxation. Why is it a hardship for the less-developed nations to use the same tactics makes them less dependent on other nations?

Shen & Williamson, (2000) stated that states need to take total responsibility for their economic development, medical technology, and educational investments. According to (Shen & Williamson, 2000), rich nations have the propensity to generate inequalities, which in turn lowers the quality of life for citizens of less-developed countries. But a strong state with strong or targeted economic policies will have the ability and resources to redistribute social policies that reverse these inequalities and the state will meet the basic human needs of its citizens (Shen & Williamson, 2000). Nations dependent on rich countries for funding experience inequalities in access to medical technology, lower life expectancy and educational investment, and less creativity. Sierra Leone is totally dependent on other nations for financial help and policy guidelines, but why shouldn't it be self-reliant? Sierra Leone, Sanda Tendaren in particular, needs to generate its own revenue to fund the government especially education.

Appleton and Teal (1998) looked at the economic benefits associated with educating citizens. They also made comparisons between Africans and South Asian countries in regards to investments in education. The difference in investment is also a gauge in the difference in economic development, income and returns. Africa has the lowest human development index when compared with other nations, such as countries in South Asia. Life expectancy in Africa is only 53 years, but it is 61 years for South Asian countries. That means the child mortality rate is higher in Africa. The reason is insufficient investments in the health and education sectors.

According to Appleton & Teal, (1998), access to health care in Africa is only 61 percent, but it is 82 percent in South Asia. Africa is producing and training far fewer health care personnel compared with South Asia.

The literacy rate among African women is 43 percent, compared with only 34 percent in South Asia women. The literacy rate for men is 64 percent for African men, compared with 62 percent for South Asian men. School enrollment in Africa at all levels is only 46 percent; in South Asia, it is 53 percent. African countries invest less in the education and health care sectors; therefore, human capital is more serious in Africa, and it affects economic production and output in both goods and services. According to Appleton & Teal, (1998), incomes increased very little in South Asia (less than one-third of GDP) in the 1960s. But South Asia experienced a significant increase in the 1980s of its GDP per capita, while Africa experienced a decline. Appleton and Teal (1998) looked at gender inequalities in access to education and its effects on how human-capital resources are allocated, income inequalities, and political influence. Women in Africa are greatly disadvantaged when it comes to access to education. Only 43 percent of African women are literate, compared with 64 percent of African men. Sierra Leone is in the same category as all other African countries. This is unsustainable and it must change to move from continued economic stagnation and output. It is socially unjust to have gender inequalities in any country. If the goal is for Sierra Leone and Africa to compete with the rest of the world, education must be accessible for all citizens.

Appleton and Teal (1998) also looked at the economic impact of having a high school dropout rate in Africa. It is costly for the economy, and it is difficult to provide goods and services and control unrest because of a high percentage of unemployed youth. The reason for the high dropout rate in Africa might be inadequate education expenditure, under-qualified

teachers, or that the children do not have the resources that would make learning enjoyable. Family income might also be a factor.

When Appleton and Teal (1998) looked at life expectancies in Africa compared with South Asia, they concluded that there are variations within Africa that directly correlate to education and health care investment. Rwanda and Sierra Leone, the two least developed countries in Africa, have life expectancies at birth of 23 and 34, respectively. When life expectancy is that low it directly affects a nation's economic output and return on investment. Human capital, as a matter of fact, impacts the development of a nation, and there is a direct link between human and physical capital investment, income and economic growth and output, and local and international private investments. Education and health care investments, according to (Appleton & Teal, 1998), are to be viewed as intrinsically valuable outcomes to be placed alongside economic production as measures of human welfare. When Sierra Leone decides to triple its investment in education and health care, it will experience income and economic growth. Education must be accessible and made sustainable for all its citizens. The economic return on an increase in education expenditure of any country can be measured in increased family income, better health planning, an increase in economic growth and output, and higher per capita GDP. According to Appleton & Teal (1998), there are indirect economic benefits that are associated with even a small increase in education investment: it will have an impact on health decisions, and parental education will benefit children, increase life expectancy and lower the risk of parents dying prematurely; it will influence women's decisions on family size (women with at least a primary education tend to earn higher wages and have children who compete and perform better in school), and help those who use modern contraception delay having children and getting married; and it will lead to a significant increase in cognitive skills, health of the next

generation, and creativity and innovation. An excellent health care system with qualified personnel also has an indirect impact in income levels and economic output of a nation.

Education Reforms since Gaining Independence

The education system did not receive meaningful attention for reform until the late 1990s. The reform was due to other things taking place in West African countries. The government introduced 6-3-3-4 — six years of primary-school education, three years of junior secondary school, and three years of senior secondary school and four years of tertiary education. The idea to reform the education system to 6-3-3-4 was a result of the following: an interest in increasing access to education, an interest in making sure adults had access to education, a need to address the high level of illiteracy and provide technical and vocational education, children with special needs needing to have access to education with the necessary tools and a desire to provide girls access to education. Sierra Leone decided in the 1990s to change the educational system so the country would be in compliance with other West African countries. The original education system was known as 7-5-2-4 — seven years of primary-school education, five years of secondary education, two years of pre-university, and four years of university education. It was system that worked well and international test results were excellent.

A special commission set up by the military government recommended the switch to the new system. Ms. Christiana A. Thorpe chaired the commission and under her leadership the country has conducted two peaceful presidential and parliamentary elections. The new system was instituted because, “Over the period 1970 to 1990, the socio-economic situation of the country deteriorated very seriously, and this has had an adverse effect on educational development throughout the country,” Thorpe said. For the period from 1970 to 1985, the average annual growth rate for primary-school enrollment was slightly more than 6 percent,

while it was slightly more than 6.5 percent for secondary enrollment. In the five years that followed, the average annual growth rate of primary enrollment fell to 2 percent; for secondary school, enrollment fell to 1.6 percent. The figures indicate a trend that the government was trying hard to address against the background of a rebel war and with scarce financial resources. The other reasons cited for the change were a lack of technical/vocational employees and low teacher education levels. Before the change, the adult literacy rate was 21 percent (male, 31 percent and female, 11 percent). A literacy level that low, has a direct impact on economic growth and development.

To tackle these shameful statistics, the government and the public needed a new direction. The only drawback was the accountability part of the change. How, and why, a change during a bloody war? The decision was not well thought out and no account was taken for the children in rural parts of the country. Would they have access to school, as well as adequate security and protection from the rebels? Would the government provide protection for the teachers?

This new system is still under review and it is not clear whether it will produce the intended outcome, including making access to education easier. The dominant powers during and after British rule paid little attention to the state of education for the people in the interior of Sierra Leone. They were ignored, and those in power did little to address the majority. They felt that as long as Freetown was cared for, the rest of the people would benefit. Former Prime Minister Brown said that “When we are starting to understand the damage caused by the absence of opportunity, can we afford to refuse the next generation their chance.”

How Education became Politicized /The Sierra Leonean Perspective

Sierra Leoneans are nostalgic about their country being called the Athens of West Africa because of the superb education offered by Fourah Bay College 1827 to 1987. The country was the envy of Africa, as Fourah Bay College was the first Western-style College built by the British in any of its West African colonies. Over the years, that prestige has waned because of the injection of politics into college education by the administration from 1967 to 1987.

Siaka Stevens' main goal was to suppress and intimidate those in the education system by appointing himself as chancellor of the university system. The action was intended to stop students and faculty from criticizing his administration. The move eroded educational freedom.

As Dr. Sheikh Umar Kamarah, professor of English and linguistics at Virginia State University explained, "The most important change to the University Acts of 2005 that needs to be made is revising Section 12, which reads, 'Each University shall have a Chancellor who shall be the President of Sierra Leone.' This provision in the Act, especially in the context of our political culture, makes for a counterproductive meeting of the Crown and the Gown. The University is where it is today largely because of the unnecessary and counterproductive injection of party politics in the affairs of that institution (Patriotic Vanguard, December 2012). Sierra Leone is unique in that it is the only country in the world to have its elected president to also serve as chancellor of its university system. To allow our university to do its job of serving the nation and nurturing critical minds that our nation needs, its campuses and administration(s) must be free from the unhealthy impact of party politics. It makes sense; therefore, to delink the Presidency from the University Chancellorship, Kamarah wrote. Institutions of learning and the governments must rather forge partnerships to do research and development issues that will further help the nation move forward.

Chapter Three

Policy proposal/design for action

In this chapter, I will discuss the issues like policy design, leadership style, education policies of other countries, education policies in Sierra Leone, proposed new national education policy, proposed local chiefdom education policy, benefits of education and conclusion.

For Sierra Leone to move on, in the case Sanda Tendaren Chiefdom we have to design an education system that is vastly different from the one to which we have become accustomed. The new education design that I am proposing will focus in generating funds internally to fund education. The system we have-dependence was imposed on us and is not a reflection of our values and culture. We had to follow colonial policies, embrace them as if they were perfect, and never question the purpose of what we were learning or how it was connected to our culture. By accepting the British system, we surrendered our independence and way of life. We had to follow a foreign way of learning and educating our people in the chiefdom. We are stuck in a learning design that is totally focused on core subjects —mathematics, science and reading. This design has very much suppressed the individual creativity of Sierra Leoneans. We have done things the same way for decades and the results have not changed. If we want a different outcome, we have to think outside the box and perhaps learn from what other nations have done to implement education policies that fit their cultural context.

Change is not easy as stated by Evans, (1996), the majority of people tend to resist change, especially when they believe it is being imposed on them by those in power without input from the bottom half of the population. I tend to agree that that is a common sentiment. The people must contribute to the conversation only if it is not political or of tribal interest. Any new educational policy that will affect the marginalized must consider the human and organizational components of change to prevent chaos and the policy being sabotaged (Evans,

1996). The current education policies have been discussed in previous chapters. We now need to prescribe ideal cures to those policies. Concentrating on positions, policies, and tangible procedures rather than the human component is wrong-headed (Evans, 1996). The human reaction must be considered, especially in a culture as unique as Sanda Tendaren Chiefdom.

Any new education policy design for Sierra Leone or our chiefdom should tap into the creative class; we will be able to gain success beyond our collective imaginations, as (Florida, 2002) stated. The creative class, in my view, has three fundamental issues to address: investing in creativity to ensure long-term economic growth, overcoming the class divides that weaken our social fabric and threaten our economic well-being, and building new forms of social cohesion in a world defined by increasing diversity and beset by fragmentation (Florida, 2002). The creative class by definition is generation X that does not adhere to formal life style. This generation is growing up in the age of technological advancement that love casual dressing, love music, art and the theater and no shy in trying new things. Even in Sanda Tendaren this generation is all into computers that is their life. This generation needs encouragement to pursue its creativity and add to economic growth. This generation is not shy from taking risks.

Leadership Style Needed to Articulate the New Policy for the Chiefdom

Sanda Tendaren needs a new direction if it intends to compete with the rest of the other chiefdoms in the country. The new direction needs a certain type of leadership to articulate the new policy. Such leadership must be transformational, broadening and accessing the interests of the stakeholders. We need a leader who is able to generate awareness that change is for the good and capable of communicating that the acceptance of the change and the leadership mission are for the good of the entire population (Bass, 1991). A good leader has the intellectual ability to persuade stakeholders — the citizens of Sierra Leone or Sanda Tendaren Chiefdom — to look at

a new policy as solving an old policy that has failed the nation. He or she must persuade them that short-term pain will be replaced with long-term gain (Bass, 1991). Asking Sierra Leoneans or citizens of Sanda Tendaren Chiefdom to contribute to make education free is not going to be easy. Shamir and Chen (2008), notes that an inspirational, motivational leader will make the vision attractive by making emotional arguments and showing optimism and enthusiasm. The ideal way is to let Sierra Leoneans or citizens of Sanda Tendaren know that sacrificing for the whole is a benefit for the nation. The leader must have the ability to project a positive vision if the policy is to succeed. That is what is needed to introduce a new education policy that will generate local funds to provide universal free education. That is the main focus of my policy and argument. The policy I am advocating is a huge deal; it needs credible leadership to help articulate the vision.

Universities must take the lead role in improving education from the bottom up. Universities, communities, schools, students, and policymakers in this case leadership of the chiefdom have a stake in designing a new education policy for Sierra Leone or the chiefdom that addresses our values and culture. Virtually every citizen has a stake in the nation's long-term economic strength. As stated by Florida (2002), the United States has thrived thus far by acting systematically to become the world's leading creative economy. The U.S. has invested heavily in research and development, maintained a strong university system, committed strongly to free expression, and remained open and attractive to the world's best and most creative minds.

Schools, especially universities, must show good leadership by being innovative by taking the university to places that are far removed from urban centers and providing financial relief for the poor. Njala University has pioneered a system in which university admission interviews are conducted across the country for prospective applicants. All universities need to

implement similar procedures. Take the university to the people instead of making the people travel to your castle.

Boys and girls in Sanda Tendaren Chiefdom must have access to a reliable, quality education in which students and teachers can learn from one another. The poor need education for their children, as well as access to good health care, safe drinking water, security, and safe shelter. Most of the citizens of the chiefdom will say their needs are not being met. That may be true because they see themselves as failures and marginalized. In their biological context, needs are requirements for an organism's survival and well-being (Hoy & Miskel, 2008). Sierra Leone is not meeting the basic needs of its citizens, including the right to be educated. That means Sanda Tendaren must take the lead to change the narrative.

The role of the local chiefdom government is to ensure equity, access, continued development and progressive learning. Schools should not focus just on covering the curriculum or getting through the book. Schools should be meeting the diverse needs of the students who bring with them varying talents, interests, learning styles, cultures, religions, and predispositions (Darling-Hammond, 2010).

Effective school and national leadership is the measure by which most parents decide the places they want to live. That is true in the United States, but not necessarily in Sierra Leone. Most parents prefer to send their children to schools that have a high passing score, competent staff, a good administrator and access to current technologies. According to (Hoy & Miskel, 2008), school effectiveness represents enduring and fundamental challenges to their practice. Both educators and the public acknowledge that different schools achieve different levels of success, even with similar student populations. The success or failure of a design for learning is

dependent on how it is communicated, the leadership values, the communicator and his or her passion, and the involvement of the stakeholders.

Strong leadership can affect change in the face of entrenched skepticism. A topic may be so intensely tied into the individuals' values that they are not willing to process the message (Greenwald; 1980: 1982). Individuals sometimes feel that they have heard a message and its arguments and counterarguments over and over; they are unwilling to listen and process the new ideas in the message because nothing has changed in their lives (Cacioppo & Petty, 1997, 1985). Sometimes, the greatest push back with conviction will be from the privileged and the educated of Sierra Leone. The stakeholders must be made aware that change is not easy; it requires a great deal of personal and financial sacrifice from all citizens of Sanda Tendaren Chiefdom — the rich, poor, and educated. The shareholders must be able to process the message, and the message must be simple. The message must be communicated in the local languages of Sanda Tendaren, such as the Limba, Temene and Fullah languages understood by all citizens of the chiefdom.

The president must create ways to change an entrenched way of life so people can work with him to promote his ideas and vision. Economists advocate incentives. The incentives lens, when focused on school systems, can lead to policies that give or withhold monetary rewards for changes in system performance or practices. This is not applicable in Sanda Tendaren because the chiefdom does not have the revenue to withhold monetary rewards to schools or the teachers.

Sociologists look for answers in the culture, social norms, and beliefs of the country to determine the reasons for its existence and pride as a nation. In educational settings, social norms that reject changes or prohibit questioning of a professional's practices are impediments to change. Psychologists look for answers in the individual's cognitive and emotional processes.

External incentives and organization norms are a part of an individual's calculus, but influences also include personal goals, orientations, knowledge, and resources, as well as expectations of outcomes based on beliefs about one's ability to succeed and about reactions from others.

Education Policies of other Countries

The 2011 report by the Organization for Economic Co-operation and Development stated that the most educated populations tend to be in countries where spending on all levels of education is among the highest. The United States spent 7.3 percent of its gross domestic product on education in 2010.

The OECD report listed these 10 countries as having the most educated and wealthy citizens because each of them invested heavily towards education:

- The Russian Federation is ranked first, with 53.5 percent of its citizens having college degrees, and education expenditures as a percentage of GDP at 4.9 percent.
- Canada is ranked second, with 51.3 percent of its citizens having college degrees, and education expenditures as a percentage of its GDP at 6.6 percent.
- Japan is third, with education expenditures as percentage of its GDP at 5.1 percent.
- Israel is fourth, with education expenditures at 7.5 percent of its GDP.
- The United States is fifth, with 42.5 percent of its citizens having college degrees, and education expenditures at 7.3 percent of its GDP.

- South Korea is sixth, with education expenditures at 7.6 percent of its GDP. According to the report, South Korean teachers are the best-paid among countries reviewed by the OECD.
- The United Kingdom is seventh, with education expenditures at 6.5 percent of its GDP. According to the OECD report, the U.K.'s education expenditure has increased and, as a result, its graduation rate has increased. It has become a preferred destination for foreign students.
- New Zealand is ranked eighth, with education expenditures at 7.3 percent of its GDP.
- Finland is ninth, with education expenditures at 6.5 percent of its GDP. Finland's investment in education continues past secondary school. Public funding in Finland accounted for nearly 96 percent of the country's education expenditures. This is a design that would be good for Sierra Leone.
- Australia is tenth on the list, with education expenditures at 6.1 percent of the country's GDP.

The model I prefer is the one adopted by Finland, in which 96 percent of education expenditures are covered by public funding. Sierra Leone and its chiefdoms are capable of making advances in education just as other countries have even at a local chiefdom level. Finland, South Korea, Singapore, the United States, and Brazil built strong educational systems with focused policies to make education accessible, affordable, and sustainable. Finland, South Korea, Singapore, and Brazil were not educational powerhouses in the 1970s, when the United States was the unquestioned educational leader in the world and contributed to extraordinary economic development for the past two centuries (Darling-Hammond, 2010; Hanushek, 1996).

Finland came from behind to become the world leader in student achievement. Their strategy is the opposite of what is being done in America. Darling-Hammond argues that the American education system does not promote equity in how it educates its children. School financing is dependent on the school district and how rich it is. Children who come from wealthy school districts have the best education system, the best equipment, and the best-paid teachers. The poor school districts have the opposite.

Finland, on the other hand, has true equity in education. All education funding is public, that is, from the government. If education is publically funded, it means the resources are equally distributed. Finnish education policy guarantees equal access to high-quality education and training. Equal opportunities to education should be available to all citizens, regardless of their ethnic origin, age, wealth, or where they live. Finnish education is designed to be free at all levels. Education is funded from various tax revenues enacted by the government, and the people are happy to pay taxes in exchange for a free and excellent education.

Finland's system is truly unique. Until 1960, educational attainment in Finland was fairly low with only one in ten adults completing more than nine years of basic education and attaining a university degree was uncommon. Finland's education level was comparable to that of Malaysia or Peru.

The Finnish education system does not place students in different classrooms; gifted students are not separated from those who are slow learners. Every student is important and has an equal right to a high-quality education. All teachers are required to have a master's degree to be given a teaching position. It is estimated that more than 99 percent of Finnish students complete basic education, and about 90 percent complete upper secondary school (Darling-

Hammond, 2010; Halinen & Jarvinen 2008). That is a high number when compared with other OECD nations that reported in 2011.

Finland is the only country in the 2011 OECD report that has so much of its education funding come from public rather than private sources (Darling-Hammond, 2010). The American system is much different, as more than 70 percent of its education funding is private. There are no uniform guidelines on how the resources are to be invested. That means the idea of any equal education in America is only a myth. The Finnish education system gives educators autonomy in deciding the method of teaching and curriculum priorities, and teaching is one of the most respected professions in Finland (Rinne, Kivirauma & Simola, 2002).

Finland has been a poster child for school improvement and public school funding; it rose to the top of the international rankings once it emerged from the Soviet Union's shadows (Darling-Hammond, 2010). It took Finland more than two decades to attain respectable rankings. A lot of planning and organization had to be done before any testing and accessing could be done. Finland was never really ranked educationally before 1996. It had a rigid bureaucratic system that discouraged innovation and creativity and produced low-quality education and significant inequalities. But it currently is ranked first among all the OECD nations on the Program for International Student Assessment (PISA) assessments in mathematics, science and reading (Darling-Hammond, 2010).

Finland boasts an extremely equitable distribution of achievement, even for its growing share of immigrant students. Education reforms in Finland have led to the rapid improvement in the nation's economy because a middle class emerged after Soviet Union rule. The economy has transformed drastically from a rustic, agrarian one as recently as the 1950s — when it was

thought to be about 40 years behind its neighbor, Sweden, — to a knowledge-based economy ranked among the most competitive in the world (Darling-Hammond, 2010).

Finland's success can be attributed to its extensive investments in teacher education and other areas of education funding. Finnish teachers receive two to three years of high-quality, graduate-level preparation at the state's expense (Darling-Hammond, 2010). This design propelled Finland's rise to the top of the world as far as education is concern. It is the only country among the OECD nations that practices equity in education and forged a path to address socioeconomic inequalities. Education became the game changer in Finland. It took courage to implement the changes needed to move the country forward.

Finnish schools are generally small (fewer than 300 pupils) with relatively small class sizes (in the 20s), and they are uniformly well equipped (Darling-Hammond, 2010). The funding for education is determined by need, not by where the school is located. Finnish taxes provided the government with the capital and assets needed to double the country's investment in education.

Finland promotes equity by distributing resources where and when they are needed, regardless of political connections, and that makes it the perfect example of a system that could work for Sanda Tendaren Chiefdom. Finland's constitution guarantees all its citizens fee-free tuition. The ministry of education in Finland states that degree education will remain free of charge for all Finnish citizens (Aarrevaara, Dobson, & Elander, 2009). A similar guarantee should be in the Sierra Leonean constitution. To implement Finland's policy all stakeholders that included policy makers, educators, parents and religious leaders got involved and the Ministry of education took the lead. Education will no longer be restricted; rather education will increase in

quality, be flexible, promote choice and implement new evaluation measures (Rinne, Kivirauma & Simola, 2002).

Investment in teachers has been the linchpin of South Korea's stunning climb from an uneducated population to one of the top-ranked nations in the world educationally (Darling-Hammond, 2010). South Korea made huge investments in education through public funding derived from taxes. Before the 1950s, South Korea was a largely illiterate population. But in 2003, the PISA assessments ranked South Korea first in problem solving; second in reading; third in math; and fourth in science (Darling-Hammond, 2010).

Sierra Leone should not use its 10-year civil as an excuse not to invest in the educational sector. South Korea emerged from Japanese rule and the Korean War — which destroyed more than 80 percent of its school buildings between 1950 to 1953 (Darling-Hammond, 2010) — and became one of the countries showing remarkable improvement in education investment.

South Korea was determined to grow and promote access to education at a rapid pace. It found that it was lagging behind its rivals and had the lowest rate educated citizens in the region. Despite its difficulties, the new nation was committed to education.

As soon as the war ended, the government sought to put in place plans conceptualized in 1948 by the Korea Education Committee (Darling-Hammond, 2010). The education committee forged a policy for learning and teaching comparable to other nations. The goal was to set high standards for schools, teachers, and administrators. The investment in education was to be huge and sustained.

Education access and affordability contributed to the transformation of the Korean population during a 30-year period. While in 1970 only 20 percent of South Korea's young people attended high school, by 2005, more than 90 percent were graduates (Darling-Hammond,

2010). The policies adopted by the Korean government have resulted in vast improvement, and the evidence is supported by data. In 2006, school transition rates were 99.9 percent from elementary to junior high school, 99.7 percent from junior high to senior high, and 82.1 percent from senior high to college — much higher than the United States (Darling-Hammond, 2010).

The South Korean policy did have its drawbacks. There were large class sizes with few teachers to handle the huge enrollment, and quantity rather than quality was emphasized. The government decided to make changes — not by lowering the standards for prospective teachers, but rather by increasing the requirements while making the profession appealing with good incentives. South Korea had built up enough capacity to make the necessary changes. But rural schools did not have seasoned teachers. This was a concern to authorities, so they developed incentives to increase interest in teaching in those areas. Now incentives are available for those who engage in professional learning and for serving in areas where there are staffing needs; typically, excellent veteran teachers aim to become principals (Darling-Hammond, 2010). Additionally, some teachers are promoted based on the length of their service, their performance, and research their achievements. Teachers who serve in high-need areas also earn bonus points towards promotion.

Singapore is another case study from which Sierra Leone and Sanda Tendaren Chiefdom can learn. Intensive investment and reform over a period of 30 years has completely transformed the Singaporean education system. The policies implemented have broadened access and increased equality while orchestrating a system composed of independent, autonomous, and public schools, mostly funded by public sources (Darling-Hammond, 2010).

To ensure access for all its citizens, the government had to take bold steps. All schools receive government subsidies, and school funding is raised through taxes. To encourage greater

enrollment, Singapore's education ministry supported and funded studies in arts, sports, mathematics, and science to cater to students' interests and talents (Darling-Hammond, 2010). Policymakers realized that other disciplines could be introduced in the learning process so diverse talents could contribute to the economic development of Singapore. The goal is to nurture the Singaporean spirit, character, and culture.

The good thing about Singapore is that its prime minister was interested in new education policies. Singapore's explicit focus in its reforms of curriculum, assessment, and teaching has been to develop a creative and critical-thinking culture within schools by teaching and assessing the skills of students and creating an inquiry-based culture among teachers (Darling-Hammond, 2010).

Unlike Sierra Leone, Singapore had few natural resources, other than its strategic trading location, when it emerged from British colonial rule. It was founded as an independent republic in 1965. Like Sierra Leone, Singapore did not have compulsory education, and there were relatively few people entering and staying in school through high school. A highly tracked elite system produced a tiny number of high school or college graduates and few skilled workers. Today, Singapore has doubled its graduation rate, with half of all young Singaporeans graduating from colleges. That is 50 percent more than graduate in the United States.

The education system has changed rapidly because policymakers regard the citizens as the country's main natural resource and its education system as its primary developer. The state's goal is to treat education as an avenue to develop the talents of each citizen, allowing them to contribute by helping Singapore to be more productive and competitive in the international marketplace. It has so far achieved that goal: It has a robust economy that is considered one of Asia's miracles (Darling-Hammond, 2010).

Singapore first introduced reforms in 1979, fifteen years after colonial rule, by expanding vocational schools to reduce school dropouts. The 1979 reform led to a 10 percent increase in secondary school attendance in 1987, and fifteen junior colleges were in operation by 1989. Schools were equipped with computers, functioning laboratories and well-stocked libraries. A decade after the new education system was implemented; the government set a goal of increasing spending from 4 percent to 6 percent of gross domestic product to match the levels of Japan and the United States (Darling-Hammond, 2010). Singapore's 1990 increase in education investment led to improvements in school conditions and curriculum, and allowed greater access to private schools established during the colonial era that previously were inaccessible to lower-income students.

Primary education in Singapore now is free for all, and the government offers funding for tuition, textbooks, and uniforms to students of all schools, including those who attend independent and autonomous institutions (Darling-Hammond, 2010).

Singapore is different from Finland and South Korea — two largely homogenous societies, each with one dominant language (Finnish and Korean) — in that it is multiethnic and multilingual, and it has worked to overcome a colonial past in which schooling was an instrument of division and inequality (Darling-Hammond, 2010). Singapore's approach is unique. Like Sierra Leone, it was a British colony. And the countries had the same educational systems, which were very unequal. Education was only for the rich and powerful. If Singapore can emerge from that system and develop a respectable education sector, why can't Sierra Leone?

We can adopt the same design to correct an unequal educational system. Schools in Singapore have undertaken deliberate efforts through curriculum and school rituals to strengthen

acceptance of and appreciation for differences and to level the playing field for all members of the society (Darling-Hammond, 2010).

The above three countries are unique and each has a narrative of where they started and where they in providing access to education for their citizens. Each is a case study that Sierra Leone can try to emulate to address its unequal access to education.

Singapore and South Korea have public and private education funding. Finland is alone in having so much of its education costs funded by the government. School enrollment and graduation rates have markedly increased; and Finland is among the countries with the most educated citizens in the world.

Brazil in 1998 implemented the FUNDEF (known as Fundo de Manutencao e Desenvolvimento do Ensino fundamental e de Valorizacao do Magisterio) education finance policy so access to and the quality of basic education for all Brazilian children would be equalized. FUNDEF is translated as Fund for the Maintenance and Development of Basic Education and Teacher Appreciation.

The main objective of this education finance policy was to promote greater equity in educational opportunities among Brazil's states and municipalities to ensure there was minimum per-student expenditure in primary schools. Before 1998, education in Brazil was financed mostly using a mandated portion of subnational governments' revenue. There was no consideration of variations in student enrollment or cost, and that resulted in widespread inequalities in student financing.

To maintain the fund, each state and municipality was to contribute a portion of its tax revenues. The tax revenues were then redistributed among the states and municipalities based on student enrollment. Three years after the implementation of the policy, Brazil experienced a

substantial increase in school enrollment in basic education, especially in the poorest regions in the north and northeast.

The objective of the new policy was to increase access to basic education and promote equity for all Brazilians. Without this policy, the poor would have had difficulties accessing education. The government had to implement tax reforms. Funding education was a burden shared by federal and state governments. Sierra Leone is not a federation; we do not have states that have autonomy. Rather, all decisions come from the government in Freetown.

Since Brazil implemented its education finance policy in 1998, repetition and dropout rates have declined and there has been a sharp reduction in inequality in education access and expenditures. There are also funds available for more research and development.

Before the new policy, the education system in Brazil was riddled with inequality in terms of school financing, access and quality of education. The poorest regions had fewer schools and poor enrollment. To address those issues, the government of Brazil initiated widespread reforms, and the federal government took the leading role in ensuring greater access and equity in basic education. In 2002, then-President Luiz Inacio Lula da Silva introduced a new education policy called FUNDEB, an extension of the FUNDEF, to secondary schools (Gordon & Vegas, 2004).

During the time when Julius Nyerere was president of Tanzania, he advocated for an education policy of self-reliance and liberation. Education for Tanzania was to reflect and sustain the nation's priorities, aims, and values. According to Nyerere, education is meant to translate a national ideology into curriculum, to liberate and give freedom from colonial rule and mandates (Nasongo & Musungu, 2009). One is liberated when he or she obtains an education. The individual is then able to experience physical and mental freedom by having control of their

life and the environment in which they live. Education can remove certain restraints and limitations to personal and national development, including poverty, disease, slavery, colonialism, ignorance, and dependence on outside forces (Nasongo & Musungu, 2009). Education is intended to arouse curiosity and provoke inquiry.

Despite the fact Africa has gained political freedom, it still is has outside forces influencing its internal policies because it is not striving for self-reliance through education. Education in Tanzania is intended to expand the individual's freedom. The policy is simple: educate your citizens and give them freedom.

Nyerere was against any policy that decreased education funding. With the availability of money, the need for education can be met, and nothing should prevent it (Nyerere, 1967). Education was not accessible for a majority of children in Tanzania because of a lack of capital. Few had access to even primary education and even fewer had access to secondary education. That was not acceptable to Nyerere, so he introduced an education policy to serve the whole nation and determined that education provided must be geared toward benefiting the nation. There was no justifiable reason to tax many for the education of a few. The burden to educate all Tanzanians had to be shared responsibility (Nyerere, 1968). Nyerere was a champion of educational reforms for Africa.

Some argued, in opposition of Nyerere's self-reliance policy (Wedgwood, 2007), that the policy failed the people Tanzania because graduates were dependent on the central government for employment opportunities, goods and services, and thereby not self-reliant. According to Ibhawoh & Dibua (2003), the education policy was only geared toward limited quality and quantity to produce just enough graduates for the formal sector of the economic. The policy was more focused on the expansion of primary-school education and less on secondary education.

Nyerere's critics say his policies tilted more toward socialist ideology. Sierra Leone favored a semi-capitalist ideology.

Finland, South Korea, and Singapore all are very different culturally and historically, but all have made drastic improvements in their education systems during the past 30 years. Their investments have catapulted them from the bottom to the top of international rankings in student achievement and attainment, graduating more than 90 percent of their young people from high school (Darling-Hammond, 2010).

Education Policies in Sierra Leone

From 1995 to 2007, Sierra Leone through legislation introduced educational reforms to increase access to and the affordability of education for all Sierra Leoneans. I applaud the efforts of the political leaders. Here are some of the policies that have been introduced:

- The new education policy for Sierra Leone (1995): (Government of Sierra Leone, 1995)
- Tertiary Education Commission Act (2001), which established the Tertiary Education Commission tasked with developing tertiary education (Government of Sierra Leone, 2001)
- The polytechnics act (2001). This act established polytechnic institutions and the polytechnics council, which controls and supervises polytechnic institutions (Government of Sierra Leone, 2001)
- The national council for technical, vocational and other academic awards acts (2001). Its function was to validate and certify awards in technical and vocational

education and teacher training, accredit technical and vocational institutions, and advise MEST (Ministry of Education Science and Technology).

- The education act of (2004). The purpose of this act is to guide education in Sierra Leone from pre-primary to the tertiary level. The act is focused on management, control and the role of the stakeholders in the system, particularly local leaders such as paramount chiefs and district leaders.
- Local government act (2004). This act re-established local district school councils to promote decentralization of the education system. More power was directed to local school districts. (Government of Sierra Leone, 2004)
- The university act of 2005. The act was developed to help establish more universities in Sierra Leone (government of Sierra Leone, 2005)
- Moving education forward, introduced in 2007. This policy was intended to refine the 1995 act. It was to be more comprehensive and forward-looking than prior education policies.

All of these policies were meant to improve education in Sierra Leone. However, all failed to change the way education is delivered or improve access, affordability and quality because there were no funds allotted or available to support them. Without sustained money to finance a policy, even the most thoughtful effort will fail.

Proposed New National Educational Policy

For years, Sierra Leone's education system has been geared toward the few who can afford its costs. Not much has changed from the colonial era to the post-colonial era. That means the country continues to produce the same results. Parents still have to pay tuition for secondary

school and college. Education is not a right and is not guaranteed in our constitution; rather, it is a privilege for families who can afford it. The country should not expect different results if it is unwilling to make difficult changes for the good of its citizens.

Sierra Leone's system is perfectly situated to deliver the results that it does because we have not come up with a policy to improve how education is delivered or funded. Our graduation rate is not as other countries, teachers are not paid competitive salaries and schools are in poor conditions. We remain dependent on other countries for our education funding and policy initiatives. As stated previously, from 1995 to 2007, the country introduced several education policies, but none delivered any tangible results for the country. I consider those policies unfunded mandates.

If we want to see results, we must generate ways to fund a policy. Therefore, I am suggesting the creation of the Sierra Leone Sustainable Education Policy (SLSEP).

What I am proposing might surprise Sierra Leoneans, but the new policy design is intended to find ways to generate funding for their education. The goal should be to sustain education for the long term without outside help. The policy I am proposing is designed in a way to compete in the current global economic climate. The schools and the curriculum must be designed to produce a strong workforce that can compete in a global economy (Spring, 2013).

The funds that are generated should provide fee-free tuition for Sierra Leoneans from primary school through college. To do so will be costly, so the citizens of Sierra Leone must share the burden equally. Sierra Leone's government is not in the position financially to support the cost of educating its citizens for free, so we have to look within to raise the revenue to make the policy work.

There are a couple of ways we can generate internal funding for sustainable, fee-free tuition: We can tax property, or implement a 20-percent tax on gasoline, a 20-percent tax on car registrations, a 30-percent tax on foreign companies in the country, or a 40-percent tax on miners. We also could increase fees on passports or institute a national lottery. Property can be defined in Sierra Leone as a house, office building, farmland, fishing boat, car, garden and cattle.

If, for some reason, the elected officers consider only physical buildings taxable property, then the burden is equally shared. Most Sierra Leoneans do not own cars, a minority are miners, few are fishermen or ranchers and there are a limited number of foreign companies operating in the country.

For the sake of argument, let's assume that there are 400,000 houses and offices in Freetown and each homeowner or office owner is asked to pay \$300 per year as property tax. From Freetown alone we will generate \$120 million per year — nearly 520 billion Leones. If this is replicated in other cities throughout the country, the results will be incredible. The \$300 is only a suggestion; the tax structure will be different from city to city, village to village.

Property tax will be one source — and maybe the only viable means — to make the redesign for education possible. The other options I suggested to generate revenue to fund free education in Sierra Leone will generate less revenue for the redesign.

If property tax is not a good option, I suggest we raise revenue to fund education by asking the estimated 700,000 Sierra Leoneans that are living abroad to pay \$300 a year. That will net \$210 million a year, the equivalent of about 907 billion Leones. Alternatively, we could nationalize all of our industries, or ask the wealthiest Sierra Leoneans — including political leaders who have benefited at the expense of the rest of the nation — to help cover the education funding shortfall.

Now let us look at how we can cut costs to save money to fund education. We can close all but one prison in the country; half our military and police forces; and close the dormitories of all schools, including secondary institutions and universities. Requiring students to live off campus will save millions. Additionally, we should eliminate housing for college professors, as they will be able to rent or buy homes because they will be paid competitive salaries on time.

I have presented revenue-generating and cost-cutting measures to achieve my intended goal of making education free for all Sierra Leoneans from primary school through college.

The revenue that could be collected for a year would be at least \$1 billion — unheard of in our country. The funds would be used exclusively to improve the educational system. Funding will be available to improve schools' infrastructure and update equipment. Money will be available for research and development. Teachers will be paid competitive salaries and will receive their compensation on time. Primary-school children will receive a hot breakfast or lunch five days per week.

When we generate our own revenue, we become less dependent on the rest of the world, from whom help is never guaranteed and can come with strings attached. By accepting outside help, we are always at the mercy of the global economy and other unforeseen circumstances, which can result in catastrophe. With our own funding, we could transform and reform the school curriculum to fit our nation's context (Kanu, 2007).

Since gaining independence, Sierra Leone has experienced political instability and economic stagnation, resulting in social unrest. The economic stagnation resulted in heavy borrowing from international organizations for the nation's survival. That resulted in Sierra Leone having to abide by those organizations' rules. It is time we develop policies to change our

narrative. My policy is based on common sense. Development does not come in a vacuum; it takes huge investment and individual and national sacrifice.

When the rebel war ended, a new class of marginalized young people emerged, most from the rural regions. They lack education and access to livelihood opportunities. The condition of the young people — in particular those who are under- or unemployed — has become a critical problem that policymakers must address. There are people younger than 35 who are not in the labor force, not in school, and have limited opportunities to change their circumstances. It is a group that needs education but is unable to afford the cost.

Sierra Leone's poverty rate is among of the highest in the world. Seventy percent of Sierra Leoneans live below the poverty line. Literacy rates are low — 54.7 percent for men and just 32.6 percent for females. Men spend less than four years receiving education and for women, less than two years (Peter, 2009). The country needs a new, bold policy to address this issue. Our current policies have not worked, and it is time we change.

Education levels for young Sierra Leoneans remained low compared with other nations. Thirty-five percent of youth between 15 and 24, and 63 percent between 25 and 35 have never attended school because of the cost. Only 20 percent of the people in those age groups finished primary school (Peter, 2009).

In 1948, the United Nations declared in Article 26 of its Universal Declaration of Human Rights that education is a right, and primary education should be free. The article was modified in 1959 to state that education should be free and compulsory at the early stages. In 1966, the International Covenant on Economic, Social and Cultural Rights declared that primary education should be free and available to all, while secondary school education should be made generally

available and accessible to all. Sierra Leone has not met these mandates because the money has not been available (Bray, 2007).

We need to generate our own revenue to fund education; we cannot rely on foreign governments and financial institutions. The promised funding will not be available on our terms. Furthermore, we must accept that there are countries that want to help but might be unable to because their citizens have no interest in solving the problem of poverty in other nations.

Will getting what we need from external agencies move Sierra Leone toward greater independence? No. We will not be independent or self-reliant. To be independent, Sierra Leone must free itself from foreign gifts, which can make us weak and unworkable. Loans have limitations, and the repayment terms are always poor for poor nations. Foreign funding is not good for poor nations; we need to be more self-reliant (Nyerere, 1968).

To implement this new policy all stakeholders must be represented just as it was done in Finland. The Ministry of Education Science and Technology must take the lead in promoting the policy, policy makers should pass legislation to give the policy legal standing, parents, educators, students and religious leaders and the tax bureau the National Revenue Authority that will be charge to collect and disburse the taxes.

Proposed Chiefdom Education Policy

For the sake of this paper I want to focus my education proposal/design on a local level based on the idea of a grassroots community driven model. The goal is similar to the national design and that is to make education accessible, affordable and sustainable for the citizens of our chiefdom called Sanda Tendaren. The local education policy will be known as Sanda Tendaren Chiefdom Sustainable Education Policy (STCSEP). The local design is to create change from within. The design is to create change and improvement of the current education in our locality

by building on the chiefdom's capacity and building a working collaboration as the community did when the primary school and the health clinic were built in our village Rokulan, which is part of the chiefdom. Everyone contributed in kind because they saw the benefits of having a school and clinic close to home and accessible and free to all the citizens of the chiefdom. No citizen was asked to contribute financially towards the building of these facilities. The project was purely grassroots and today it has benefited the entire chiefdom as it has produced educators serving at home and abroad.

There are about twenty six primary schools, five Junior Secondary schools and one senior secondary school in our chiefdom. The only senior secondary school is located in Rokulan. Since the mid -2000s primary school has been tuition free but secondary school is not free. Parents still have to pay tuition to send their children to attend secondary school and university. Although primary school is now free parents are still unable to afford the hidden cost to send their children to school; therefore, we have a huge dropout rate. Very few children attend secondary school and the number is even worst when it comes to university attendance.

In the national design, I suggested taxing property to pay for education to ensure accessible, affordable, sustainable and free education at all levels for Sierra Leoneans; Sierra Leoneans living abroad will also pay their portion. The local design will not be based on tax, rather it will be called a fee that each household in the chiefdom will contribute towards funding education so that education will be sustainable for future generations. The monies collected will be used to pay secondary school fees and university fees for those accepted to attend any secondary school within the chiefdom or university in any party of the country. Every household will pay a flat rate of \$10/year and citizens of the chiefdom living abroad will be asked to contribute \$100 each/year. Based on (UN 2004 Census), there are 18,840 houses in the

chiefdom. If each household, without any exception, pays a \$10 annually fee, that means \$188,400 will be collected in a year and if converted to Leones from dollars and let's say Le 4750 equals \$1.00 US, that will equal to LE894, 900,000. Let's guess that there are 7000 Sierra Leoneans from the chiefdom living abroad all over the world, not just in the United States of America, and each are asked to contribute \$100 annually, that will bring \$700,000 annually and when converted to Leones equal to LE3, 325,000,000. Again, there is no exception; this will be a shared responsibility for all. If we want to make a difference, then this is doable. It may even be an example for other grassroots community involvement that identifies a problem and the community comes together to tackle the problem. The monies collected will be allocated in the following way: 15% to pay secondary and college tuition, 15% for teacher training and recruitment, 10% teacher salaries and benefits, 10% school infrastructure improvement and modernization, 10% school supplies, 10% providing primary school children either a hot breakfast or lunch three days/week, 10% sporting and band equipment and 20% will be put into some investment portfolio. All of these decisions are local decisions that do not require any legislative involvement from the national government.

This design will succeed with one hundred percent backing of the chiefdom's paramount chief, local council and in collaboration of his section chiefs that serve in his administrative villages. The Paramount Chief has the power to pass a decree that this fee should be accepted and will be the law of his jurisdiction as it is one of his functions to encourage development in his chiefdom and education is a major part of the development of any society. The fund will be managed by people appointed by the Paramount Chief and this committee should be comprised of religious leaders, elders, at least 50% women based on 2004 UN census, educators, parents and students. The decision when the monies are to be paid will be left to the authority of the

board with the leadership and approval of the Paramount Chief. All meetings of the board members must be open to the public for the sake of transparency and accountability; this will also limit corruption and the misuse of public funds. For any misuse of these funds by anyone, without exceptions, the punishment will be five years of incarceration or what is deemed appropriate by the paramount chief and his assistant sections chiefs, according to the by-laws of the chiefdom.

Implementing the local design will be much easier than the national design for several reasons. For example, it will be strictly based on a fee rather than a tax that does not require enacting a new tax code, it will amend the constitution to make education a right, and it does not require legislative action or having to come up with distribution hierarchy formula of the funds.

The fees are to be paid the second Sunday of each month at a church and the second Friday of each month at a mosque. Parents that have no religious affiliation will be required to bring their fee to their respective village schools. Payments are to be given to the Headmaster of the primary school or Principle of the secondary school the second Friday of the month. For those who reside in the United States of America, payments can be sent to Maryland USA where there is a functioning association of alumnus of the Rokulan primary school graduates. The association is currently receiving \$100.00 yearly contributions from those of us that are members to help support the needs of the primary school. We do not need to reinvent the wheel if there is an association that has the capacity to handle these monies. Families that cannot afford the fee due to economic hardship can offer to volunteer their time to cut the grass in the football fields and some other odd jobs as needed by the school authority. Those families should contribute in kind.

The local design will be evaluated by how much money has been collected. Having a 90% collection rate of the fees will be considered a great success. Some of the information to be collected, evaluated and measured will include the following: a). school enrollment, especially between girls compared to boys; this will show if there is improvement in narrowing of the gender gap; b). if the marriage rate of teenage girls trends downward, c). if the population of the chiefdom is tending upward because people are moving to the chiefdom due to the success of the program, d). if the poverty rate in the chiefdom is trending downward, e). if women are able to experience a sense of empowerment, and f). if women are able to delay marriage and are able to decide on the family size that they want rather than the decision left to the man.

Monitoring will be put in place to ensure the integrity of the fund by making all the meetings and financial reports public, having all the bills approved and signed by 60% of the committee members, having all the checks signed by five committee members, and having all bills paid by check; no cash payments. The committee will invest 5% of the funds to create a local website that will inform our stakeholders and interested partners about the chiefdom, number of schools, teachers and their qualifications, school enrollment, graduation rate, committee meetings and all financial reports. The local policy will succeed because we share a common culture, language, religion and we have both inter-tribal and religious marriages. We have worked together in the past to solve problems that led to improvement such as help building the primary school and health clinic in my village Rokulan.

The primary purpose of the chiefdom design is to fund higher education for the children of the chiefdom for the foreseeable future. The fund will have ripple effects in the other chiefdom economic sectors such as farming. The purpose is to fund education beyond basic primary education. The children of Sanda Tendaren will have access to higher education paid for

by the citizens of the chiefdom. The goal is to produce large number of college graduates who will in turn gain full time employment and eventually become tax payers, homeowners in the chiefdom and pay the annually fee to continue funding education for the next generation. As stated by Bloom, Canning & Chan (2006), a community with a large number of people with higher education save more, innovate, invest and for the most part will become entrepreneurs. The poverty level in the chiefdom will reduce. The chiefdom may even become attractive for other citizens from neighboring chiefdoms to move to our chiefdom to take advantage of the opportunity of free higher education paid for by the citizens of the chiefdom.

Benefits of education for Sanda Tendaren Chiefdom

We have to pay to educate the children of Sanda Tendaren. Education is one way to address our chronic poverty problem and set the nation's attention on making meaningful investments in our children. Education has a direct correlation to excellent health decisions; a reduction in income and gender inequity; an increase in physical and human capital investment; and an increase in research and investment.

Spring (2013), noted that education improves the material prosperity of societies that invest in educating their citizens. Behrman (1997), notes that education not only benefits a society economically, it has a social benefit component — the individual who is educated, the community from which they come and the nation all benefit. Educated people make better health decisions and as a result, the cost of health care expenses is better controlled.

Temple (2001), explained that an increase in human-capital investment usually results in raising the growth rate of a nation, the individual, and the community. An increase in human capital occurs when a nation/community in this Sanda Tendaren chiefdom increases its expenditure in education; this usually results in an increase in the output of goods and services

and leads to innovation and new ways to solve problems. Attaining education increases an individual's earning capacity and a nation's gross domestic product.

When Sierra Leone or Sanda Tendaren Chiefdom increases its investment in education, earnings will be affected. People will be paid a living wage and have disposable income to spend on goods and services. Education has a direct impact on the leisure of an individual. Educated people work smart, not hard. They make provision for a social life and don't necessarily work 12 hours a day. Education also equips people with the knowledge needed to compete in the global economy by teaching them to operate advanced technological machinery.

Education empowers women, helping them decide when to marry and have children. It can provide a woman with knowledge of the health and social benefits of using contraception, allowing her to make informed decisions about family size.

When a woman is educated, she can break the circle of poverty (Son field, Cavanaugh, and Anderson, 2013). Cannon and Moan (2012), argued that education improves a woman's bargaining power because of her earning potential. She is able to contribute the household income; that power helps the woman make decisions that do not conflict with her well-being. Both Banya (1993) and Nishimuko (2007, 2008) argued that education produces an innovative population, increase achievement orientation and produces a productive population that is politically knowledgeable and less likely to engage in criminal activities and discrimination. There are plenty of reasons why education is so vital and important to any nation especially a country like Sierra Leone or my chiefdom that I am particularly interested in.

Chapter Four

This chapter will address the following issues: Chiefdom Policy implementation, Policy limitations, Design Evaluation and Monitoring and Conclusion.

Policy implementation Chiefdom level

Policy implementation means execution of a plan to change an existing way of life or can also be defined as organizational activities that are directed to carrying out a new policy that is much different from then current policy that has continued to produce the failed results (Flower, 2000; Langley, Moen, Nolan, Norman & Provost, 2009). For this new proposed education policy to succeed, there has to be adequate training of important partners, credible system of documentation and the needed resources such as infrastructure and manpower (Langley, Moen, Nolan, Norman & Provost, 2009). In the context of Sanda Tendaren Chiefdom, we will need at most \$4000.00 as an initial capital investment to address decades of lack of internal education funding. These monies will be used mainly for education, printing of payment receipts and to entertain local officials to sell the policy to them as it is done in our culture and customs.

The implementation of any new policy like the one am I proposing mainly for Sanda Tendaren will require mobilization of key stakeholders, in the case of the chiefdom, that means seeking the support and help of the paramount chief, section chiefs, village heads, local council officers and religious leaders. These individuals are held in high esteem and interact with the local population regardless of income or political or tribal affiliation. Educators, parents, students and elected officers are also important stakeholders. The stakeholders are to understand the policy is not a short-term project; rather the policy is here to stay and replace our current failed policy. We must address the skeptics fear if they question the appropriateness of the new policy. Is it good for the chiefdom? Will this new policy change the way learning is delivered? What

segment of the population will most benefit from this policy as stated by Fowler (2000)? As argued by Fowler (2000), some may argue it is a transplanted and untested idea in any chiefdom in Sierra Leone and the chiefdom does not have the capacity or the resources such as office space, furniture, computers, trained workers to register all houses in the chiefdom, the ability to count all citizens of the chiefdom living outside the country and sign contracts with banks to collect taxes from those living abroad to ensure the policy works as it is intended.

As stated by (Fowler, 2000; Langley, Moen, Nolan, Nolan, Norman & Provost, 2009), implementing a new policy is always challenging especially when the change is broad and complex for a chiefdom such as ours. People are not accustomed to paying or contributing to any form of economic development. The implementers must take into consideration the social composition of the population especially the tribal and religious composition of the chiefdom. For a newly implemented policy to be permanent, it must have a standard, credible documentation, adequate training for all employees, measurements, and needed resources. These are considered as best practices. For some, requiring any form of documentation is considered as too bureaucratic and unnecessary. Excellent documentation will ensure consistency from one stage of implementation to the next and from one group to the next.

A large steering committee of respectable citizens of the chiefdom will be needed to communicate the importance of the policy and its long-term impact to the country. This committee will include educators, parents, students, elected officers, local paramount chiefs, religious leaders and farmers. The committee will have the responsibility to empower the people of Sanda Tendaren to take full advantage of this new policy based on our values and national aspirations (Fowler, 2000; Langley, Moen, Nolan, Nolan, Norman & Provost, 2009). As stated by (Langley, Moen, Nolan, Nolan, Norman & Provost, 2009), the people should feel the policy is

not being forced on them rather it is to replace the current failed system. The policy must explain the history of education funding during the colonial period up to the current time. We have largely depended on outside funding rather than local funding. This policy will replace the old system and move the country to other nations. The peoples' anxiety must be addressed because they fear the unknown. To address the anxiety of the people, every step must be published to keep the people informed.

The education curriculum will be revamped in all levels that will reflect our chiefdom's history, culture and diversity in terms of tribal languages and religion. Greater efficiencies will be placed towards pre-school and primary school age children. This group is critical to the future of the chiefdom. Investment in teacher training and salary pay must be an important component of the policy implementation.

The campaign to educate citizens of the chiefdom about the new policy must be sustained endeavor for a year. Christian ministers and Muslim imams will take the lead to promote the new policy to their members every Sunday and during Friday prayers. The media must do its part to educate the population about the long run benefits of this new policy. Because people are distrustful of politicians, a robust ethics law will be enacted and those who violate or miss use this fund will pay dearly with jail time.

Implementing the national design will take much longer because it will require the involvement of the national legislation to pass a new tax code. It may amend the national constitution guaranteeing education as a right and it will have to write new ethic codes just for this fund indicating that misuse of these funds will result in jail time. The government will have to decide how the money is distributed and how those who will serve as committee members will be appointed by the paramount chief with the advice of his section chiefs.

Action Plan for Engagement with residents of Sanda Tendaren Chiefdom during implementation of new policy

- A) Administer interviews to collect information from critical stakeholders such as (parents, teachers, students, local leaders, religious leaders, national representatives to the national government, citizens of the chiefdom residing aboard and international stakeholder).
- B) The information collected from the stakeholders will be analyzed.
- C) The information collected will be shared with stakeholders.
- D) The policy/design for action will be revised or modified based on the feedback from the interviews.
- E) The information collected will be made public. The media will play a major role in educating the residents of the chiefdom about the new policy.
- F) Organize town hall meetings and focus groups in churches, mosques, schools and chiefdom court rooms.

Addressing the skeptics and creating a buy-in protocol

The buy-in concept to the policy for those families who may be skeptical, unwilling or reluctant to allow their daughters to attend school; the only possible way forward is to provide incentives to those families. Make low interest loans available to farmers in the form of grain, seeds and fertilizer , cattle ranchers, truck drivers help buy a used truck and small business owners fund the building of grocery stores. The goal is to provide these families the ability to make a living wage to help support their families. The trust fund will help these farmers and ranchers find markets for their products nationally and internationally. If these skeptics are able to making a decent living there is no need to marry their teenage daughters to some rich man who may be four times her age for a short term cash infusion. These families should see that

educating their daughters is a long term investment but, it will yield long term benefits by higher earnings potential. The end result will be more beneficial to the daughter, her family and community. The long term earning potential in the long run will surpass a short time cash infusion from bride price. The other way to convince these fathers is to have accomplished women take an active role is promoting this policy.

Addressing the issue of accountability and controlling corruption

Most teachers in Sierra Leone now have bank accounts and their salaries are directly deposited to their accounts. Therefore there is no need to open bank accounts for the teachers and staff. The Cotton Tree Association of Sierra Leone, Pittsburgh that I am the founder and president has a 501 (c)(3) will collaborate with the Rokulan primary school alumni association in Maryland, USA to work with an Accenture group to serve as conduit to transfer funds from the USA to a commercial bank in Makeni, Bombali district Sierra Leone. This will be negotiated once the design is implemented. We will register the trust fund in Sierra Leone as a non-profit organization. The funds will be administered by the executives from the USA and the executives of the trust fund in Sierra Leone. All supplemental salaries to teachers, staff and vendors will be paid by check directly to their bank accounts. Vendors will be paid after invoices are approved by five members of the board and when it is determined the work is complete.

Limitations of the policy Chiefdom Level

Leading the reform when the system is not tested but is plausible and doable is a hard sell if there is fierce opposition from those who feel they are going to be losers once the reforms are in place. These are the people in the chiefdom, few of them who are the rich and politically connected, whom now have to contribute to the welfare of the marginalized. Even the poor may

resist, arguing that they are not in a position to contribute to the welfare of the chiefdom; especially those families do not have children in the schools.

Other valued concerns that may contribute to the limitation of study pertain to how the law be enforced equally, how the fund with be distributed, and how citizens of the chiefdom living abroad will pay their annual contributions. The Paramount Chief who is the sole legal authority in the chiefdom must ensure the establishment of an excellent accountability mechanism of those in charge of the funds to ensure they are not misused for personal gain by anyone.

Post-colonial Sierra Leone including chiefdoms are sadly dominated by corruption, authoritarianism and back door political activities that led to the collapse of the nation (Guo, 2014; Thompson & Potter, 1997). Corruption in Sierra Leone is the blatant abuse of public funds by public officials for private gains. Corruption is an issue that the majority of Sierra Leoneans and citizens of Sanda Tendaren Chiefdom point to as the crucial reason why they are doubtful if the money will be used for its intended purpose. Sierra Leone and chiefdom are not known to have data for any development projects. Even international donors to specific projects have difficulty retrieving data and getting accurate accounting of how the funds were spent (Guo, 2014).

There are several other questions that arise when thinking about the limitations of this policy. Do the universities in Sierra Leone have the capacity to train individuals to become teachers in the new era, which will require teachers at all levels to have a bachelor degree? Will there be teachers displaced either because of age or qualification? How will the affected teachers be compensated for their years of service? We will also need to secure our borders so that non-

Sierra Leoneans will not exploit the free education available for their benefit. How will the system ensure that children with disabilities benefit from these changes?

As argued by Langley, Moen, Nolan, Nolan, Norman & Provost (2009), there is an expectation that change is not always the answer. How do we convince a skeptical population that the change is vital and overdue because the current system is not serving the interest of the entire population of the chiefdom, especially the marginalized of society? Will the new change improve lives and is the change sustainable in the long run? Some skeptics will argue that the change will be costly and unaffordable to chiefdom such as Sanda Tendaren that has a poverty rate over 70 per cent (Nishimuko, 2007; 2008; Langley, Moen, Nolan, Norman & Provost, 2009).

Will there be plans in place to address any unexpected economic instability nationwide and worldwide, such as what happen during the 2008 worldwide economic recession? Any economic down turn will affect revenue collection, especially from contributions from those living abroad.

Some of the limitations to the design are due the infrastructure capacity of the chiefdom. These include the fact that there are no banks, post offices, newspaper outlets, or television stations in the chiefdom for the purpose of sharing important information regarding the fund. Also, people do not have access to a modern banking system. These may be short-term limitations depending on the health of the funds. We may even petition one of the commercial banks in the country to open a branch in the chiefdom and also petition the government in Freetown to open at least three post offices in the chiefdom. Additional limitations include tribal loyalties, religious affiliations and gender inequalities. Women are still considered second-class citizens, especially in male dominated culture such as ours.

Design Evaluation/Monitoring Chiefdom Level

The design will under-go constant evaluation and revision until objectives of the design are met to the satisfaction of people of Sierra Leone. As a gauge or measurement to see if any meaningful changes have taken place since the implementation of the policy, there are several things that will be of interest to me. Since funds will be available to pay teachers on time without delay, will the morale of the teachers improve? Are teachers reporting on time for class and do they have their lessons prepared? Will school enrollment equity between genders show improvement? If the answers to these questions are all positive, then it means the system is showing some improvement.

The other expected outcomes will include improved accountability by those managing the fund and school administrators and those empowered to collect the fees and contributions from those living abroad must operate with the highest ethical integrity.

With access to education now available and the fact that girls will be able to receive free schooling, will we see a delay in making their daughters marry rich men for the family's economic survival? With access to education families will make sensible health decisions that will lead to an increased lifespan and reduction to the child mortality rate.

Are new universities being built to accommodate the expected increase in university enrollments from all over the country? The design's other objective is the creation of a middle class that will result in meaningful increase to the overall economic productivity in the country.

Are pre-school and primary school children being fed either a hot breakfast or lunch at least three or four times a week? Is the curriculum design to fit the current century of learning not based on memorization, but rather driven by the ability to use technological innovations and

innovations to help citizens of Sanda Tendaren chiefdom compete with the rest of the nation and even be a leader in communities their size in other West African or Africa as a whole?

We need to dismantle the old system of training for the people that will teacher our future leaders and innovators, especially pre-school and primary school age children. We need to convert the current teacher certificate training colleges to four-year education colleges to train teachers of the current century. We need to ensure every school is equipped with computers and every teacher in the chiefdom will be provided a laptop to use during school for instruction and at home for lesson preparation. We will evaluate if there is collaboration between private and public sectors. All meetings will be announced in the local papers and during religious gatherings and school assembles two weeks prior to any meeting by the board and all meetings must be open to the public. Names and salaries of teachers and employees of the chiefdom school system will be made a public record open for the public to read while ensuring the public have access to it without any problems. Fees and contributions collected in the first and second year must be between 85% and 90%. That will indicate real success of the new design for the chiefdom.

Conclusion

The reason why I am advocating a new education design in Sierra Leone and Sanda Tendaren Chiefdom is due to a very long history from the colonial period to the present. Education was funded well by the British parliament legislation; but it is presently being funded far less. Education in Sierra Leone was funded by British taxpayers as stated by Corby (1990).

Present day Sierra Leone still remains deeply depended on other countries and international organizations to fund our education and to set policies for who will educate our people. This narrative remains unchanged and unchallenged for centuries. Past and current

political leaders, as well as local leaders in our chiefdom have failed to make the hard and difficult policies to forge our own future as an independent nation. Without hard choices, the nation will forever remain in poverty and inequality where only a very few enjoy the vast wealth of the nation. According to Corby (1990), when Sierra Leone became a British colony the British budgeted 300 British pounds to hire six teachers, this was the first meaningful British government towards education in Sierra Leone. In 1840 there were only 14 government schools (public schools) in the colony while the Christian missions had 20 schools they operated. British education as such decreased substantially while Christian mission funding increased in the same time period. British education was through small grants and limited scholarships given for secondary school education. By 1860 British education funding was only 730 British pounds annually for the colony. When Sierra Leone became a protectorate, Britain increased education funding to 3660 pounds annually. In the 1900s, 7000 Sierra Leoneans attended school in Sierra Leone when it was a colony out of 14,000 children of primary age school age. In the 20th century, school enrollment in Sierra Leone was less than 900 from a population of 1,500,000. That is dismal and the nation has been doing nothing on its own accord to introduce new policies on how to fund education to make education affordable, accessible and sustainable for all Sierra Leoneans. These designs for the nation and for our chiefdom Sanda Tendaren will work and it must work because it a better alternative to what we have today and have had since the colonial period both independent and post independent when Sierra Leone became a republic. Sanda Tendaren already has a model in what my uncle Ajibu Jalloh accomplished, who single handedly built a primary school for his family and children from our chiefdom. It was a grassroots endeavor and he did more than just build a primary school, he gave the children in our chiefdom a fighting chance to compete with the children of the privileged for good jobs and a better life.

Providing free education has paid dividends. Today there are hundreds who are now medical doctors, lawyers, teachers and engineers that are proud graduates from the primary school that are contributing to the development of Sierra Leone and countries around the world.

The national design, as well as the chiefdom design can work if implemented as proposed: property tax nationwide, and fees and contributions for the chiefdom. Both designs are meant for the improvement of our current system. Our current education policy, either nationally or locally, has not worked for the past five decades. Migration of educated Sierra Leoneans, purely for economic reasons, have continued and increased during the ten-year rebel war. Poverty has persisted, our healthcare system is in a deplorable state, gender inequality continues to be a huge problem, low economic output and productivity, low pay rate, and a low birth rate and child mortality rate, have all continue to trend upward.

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Appendix A-Interview Protocol

Interview Protocol

Demographics

1. Age:
2. Sex:
3. Tribe?
4. Level of education:
5. Religious affiliation:
6. Number of children per household:
7. Occupation:
8. Marital Status:
9. Number of wives:

Interview Questionnaire

- 1): As a citizen of Sanda Tendaren Chiefdom do you understand the concept of education?
- 2): Are there benefits to community- funded education?
- 3): Should Sanda Tendaren Chiefdom fund higher education for its citizens?
- 4): How can the chiefdom pay for higher education for its citizens?
- 5): Should girls have equal access to education as boys?