
Financing Education: An Overview of Education in Sierra Leone

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Abstract: Education is the strongest pillar for the development of any nation. So also, education is one of the profound problems of many developing countries like Sierra Leone. Educational system provide a step by step knowledge to the young children according to their developmental stages. Every nation therefore gives priority for the promotion of education country wide. The challenge faced by Sierra Leone is not only restricted to the lack of budget for the education sector but is significantly linked with the way public financing is planned, managed and monitored. In brief, this paper is an overview of the government financing of Education in Sierra Leone. The paper starts by giving an understanding of Educational Background, Education Systems, and the Structure of Education in Sierra Leone. For clarity of the subject of Financing Education, a review of knowledge catalogues in brief the colonial legacy, relevant of public financing, Resources Management in schools and colleges in Sierra Leone. The paper made a brief flash back analysis of key education sector plans on education in the previous years. For better understanding, the paper then figures out the implication of financing Education, Government spending in Education, household contribution of funding Education, External donors to education, and flow of Resources in schools in Sierra Leone.

Keywords: Financing, Education, Resources

1. Introduction

Sierra Leone has witness an extraordinary flow in student enrollments, as well as great effort to rehabilitate and construct schools that were destroy, damaged, or abandoned. Besides, the significant progress, the education sector was facing big challenges. Many emanated from the consequences of the war, Ebola, others are new challenges that erupted from recent development.

Financial resources play a key role in producing quality education services. In reality, the education sector requires much more if the system is to be expanded and national and international goals met. To mobilize more domestic funds and attract more international resources for education from primary level upward, Sierra Leone needs to show clear evidence, together with a credible plan for utilizing future, additional resources. [1]

Effective Financing of education is the yardstick to expand

and improve the quality of the educational system. Sierra Leone educational goal will be achieved by the adequately mobilization of resources and careful management of difficulties and challenges. Regarding the overall government expenditure (current and development) and to GDP, it continually flow the same over that time. The government spent about 19 percent between 2001 and 2004, the highest part of educational expenditure that stepped a heavy weight was the EDUCATION FOR ALL (EFA) fast track initiative (FTI) benchmark of 20 percent. At that time, half of the current government spending goes to preprimary and primary education. Support from external donors is an important part of the funding of education in Sierra Leone, although there are relatively few donors. Clearly due to the large contribution of household (and many of those not yet in school come from the poorest families) and public resources are stretched, increased donor funding will be needed to increase the coverage of education. [2]

1.1. Sierra Leone Educational Background

There is a strong believe by Westerners that they carried education to Africa. In reality, for many centuries African nonliterary, native has unified the people into society from birth to death. Inclusive in scope, it imparts moral values, gives vocational training, and codes of behavior. Education is a continuous exercise for all society teachers. Additional pre-European system of education was Islamic/Arabic. It was spread in West Africa at the starting of the ninth century, education with three R's in Arabic. Since administrative and communication required Arabic, a well-educated class of officeholders developed. This made some places of West Africans began using local languages, transcribed in Arabic alphabet, for these tasks. Alongside, West Africans developed the religious disciplines that Muslims favor and the more subjects including history, biography, medicine, and astronomy. Europeans, then, did not introduce education to West Africa, but rather; they did bring their own particular approaches of teaching subject matter content. Western education shaped minds along lines than did native African education. The former stressed achievement rather than community values. Islamic education for its side, facilitated in preparing the students for their role in a society which Islam infused in the entire community education. [3]

For so many years, Europeans ships had stopped a point in Sierra Leone called cape Sierra Leone, it was a beautiful site of Africa's finest natural harbor, to obtain fresh water and food and also involve in slave trade businesses. With much attraction, the London-based Sierra Leone was motivated by humanitarian and commercial concerns therefore, in 1787, sent 411 people of repatriated slaves of African origin, but most of them died out of malaria infection. The number was increased later, and those people were known as the Krios-they speak broken English. Freetown and Sierra Leone peninsular were known as the "Colony" until independent in 1961. In 1792, the Sierra Leone Company sent six teachers who started the first western-type school. There was great progress in the teaching of the six teachers within the colony, successfully' communicated the blessings flowing from a knowledge of letters and from Christian instruction to hundreds of Negroes. In 1808, Sierra Leone became a British Crown Colony. A year later, the parliament in London voted 300 pound for the 'Civil Establishment of Sierra Leone', to provide for six teachers, the first substantial government aid to education in Freetown. Education was then promoted within the cycle of Christianity, and many schools were built. By 1840, there were 14 government schools, 28 mission schools in the colony. In the middle of the nineteenth century, the Government support for education decreased; while there was more expansion of mission schools in promoting Christianity. This was due of the fact that, Christianity gospel could not be separated from the written word, the missions established schools to teach Africans to write and to read the Bible. Mission promotion started in Freetown in 1804 when the Church Missionary Society (CMS), sent the first missionary workers. In 1818 the government arranged with

the CMS for the latter to conduct the government schools although the government paid the teaching staff. By 1840 the mission schools had more than 6,000 children in their schools from a population 40, 000. [3, 4]

The Education inspectorate expressed dissatisfaction to the schools because the instruction was exclusively religious and the teachers' incompetent, mostly because of low salaries. The first two secondary schools in Freetown were the CMS Grammar school for Boys established in 1845 and Annie Walsh Memorial School founded in 1849 for girls. In 1827 the CMS started an institution to prepare ministers, teachers, and Church lay workers (3) The Institution known as Fouray Bay College was affiliated with Durham University in 1876. [3, 5]

1.2. Educational System in Sierra Leone

Sierra Leone inherited the 7-5-2-4 system of education from the colonial power after independent in 1961. Later that system was adjusted to 6-5-2-4 in 80s. In 1993/94 the system was changed to 6-3-3-4 as a need to decrease the drop-out rate; cater for the middle-level manpower; and encourage the holistic development of the child i.e. cognitive, psychomotor and the affective. The 6-3-3-4 education system is comprises of 6 years of formal primary education, 3 years of JSS, 3 years of SSS, and 4 years of tertiary level education (see figure below). Moreover, the Ministry of Education, Science and Technology (MEST) has dedicated on preprimary education in the previous few years because of the overwhelming indication that early childhood care, health, and education intensely impact events later in life. The Education Act, 2004 -Being an Act to reform the education system, including provision for pre-primary education, technical and vocational training, adult and non-formal education and the role of universities; and to provide for other related matters. [6]

Due to severe public examination failure, the system was changed to 6-3-4-4- in 2011 as recommended by the Gbamanja White paper (Commission of Enquiry). The report by Professor Gbamanja stated that the introduction of the 6-3-3-4 system was not timely; though it was a good concept by intention, there were enormous problems at implementation and performance. The Commission recommended the establishment of a Teachers Service Commission and an Institute of Education. Also recommended was the banning of all access courses and the erasing of the two-shift system (as the afternoon shift is not conducive for learning), the reduction of subjects from nine to seven to enhance concentration, the banning of extra lessons, the reviewing of performance contracts for Principals, and that government should stop paying fees for pupils but rather provide text-books in schools. The Commission also recommended that parents/guardians should monitor their children/wards in and out of school, and that government should set up a monitoring task force to complement this. This brought about the change of the system from 6-3-3-4 to 6-3-4-4 which was being implemented. The educational system was then spread as:

Pre-primary education (Ages 3-5yrs) not Compulsory. Basic Education i.e. Primary 1 to Junior Secondary 3 (Ages 6-15yrs) Compulsory education. Technical/Vocational Education or Senior Secondary 1-4 (Above 15yrs). Tertiary or University Education-Teacher education, Polytechnic, Undergraduate & Post Graduate. Successful candidates of WASSCE are admitted to a tertiary institution based on the number of course tests passed. In addition to the WASSCE,

the National Vocational Qualification (NVQ) was introduced in 1999 to target students after BECE who demonstrate aptitude for and interest in TVET. Successful candidates of NVQ may be admitted to tertiary institutions. It is worth to note that, the new government of the Sierra Leone People's Party thought it necessary to reverse the system of education to its formal state- 6-3-3-4 this year, 2019, in order to cater for more quality education. [1]

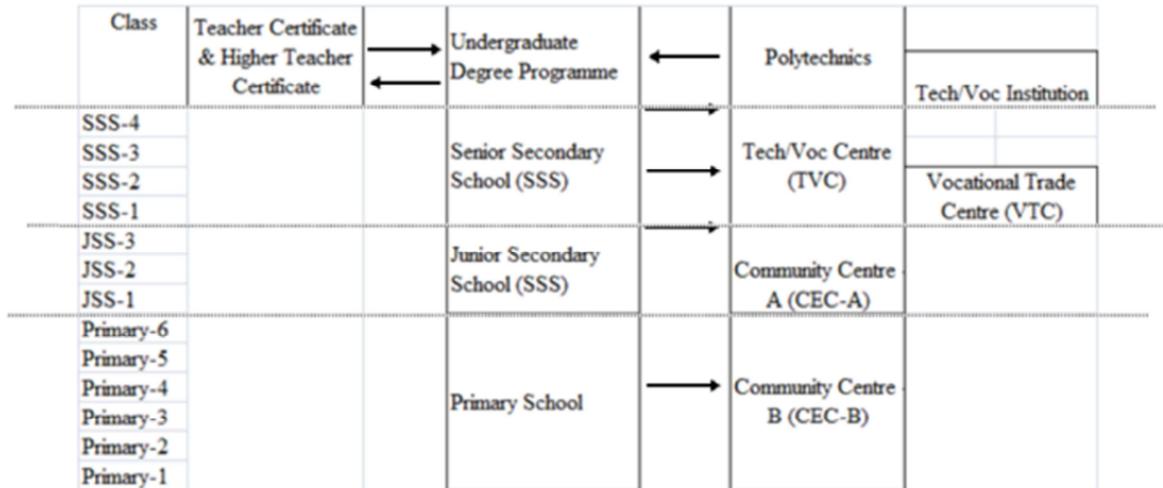


Figure 1. A table of the educational system from primary to University education in Sierra Leone.

The previous organizational and managerial arrangement of education in Sierra Leone has been insufficient to meet the social, economic, technological, and other trials of the time. The new system, consequently, pursues to embark on a systematic reform and restructuring of the management and administration of education at all stages. After a comprehensive review of the whole situation, the new structure will be decentralized and professionalized. Issues connecting to administrative and service matters will be decentralized to the regional and district education authorities as suitable. A directorate scheme also has been set into place. The director general and chief advisor to the secretary of state is the professional and administrative head of the Department of Education. Distinct directorates are in charge of planning, educational programs, educational services, resources-personnel and finance, and support services. The Director of Education (Inspectorate) is in control for coordinating the daily administration of education at the provincial and district levels. [7]

2. Review of Knowledge

In practical terms in Sierra Leone, public finance is that aspect of economic studies that have to do with the management, examination of the Sierra Leone government fund, more so, it co-ordinates and supervises the Sierra Leone government budgeting and expenditure. The government has a wider range of functions, activities and policies to exhibit in to their citizens. These include provision of public utilities and services, like water supply, healthcare deliveries, educations, transport services, communication,

efficient administrative machineries, and promotion of community development.

Every current government is expected by its people to perform some type of function which takes into account general administration, Maintenance of law and order, provision of social and important amenities, and other long term nature reserves, formulation and implementation of social and economic programs aimed at promoting the welfare of the public [8].

2.1. Public Financing

Public Finance is an important sector of finance and economics for the entire spectrum of government. Public Finance is part of the field of economics, and primarily concerned with activities that involve the government and how it allocates resources and spends money [9]. For more clarity, Jimmy Chula, 2015 [10] further enlightened in the footnotes of page 3 that, Public Finance is the study of the role of government in the economy. It is the branch of economics which assesses the government revenue and government expenditure of the public authorities and adjustment of one or the other to achieve desirable effects and avoid undesirable ones [10, 28] Jimmy still quoting Musgrave, viewed the scope of Public Finance as embracing three functions of the government's budgetary policy namely allocation, distribution and stabilization. In an another school of thought, Public Finance is very important to development for the fact that, it leads to economic growth, price stability, economic stability, equitable distribution, allocation of resources, balance development, promotion of export and

infrastructural development [11]. Public Finance is said to be the branch of economic studies that deals with the behavior, principles, theories, rules governing government fund. Therefore with the aim and influencing government expenditure, with this regard, public finance examines government borrowings resources, taxing and at the same time manages public debts (Jimmy Chula, 2015). In the simplest terms, public finance is the study of the role of the government in the economy. This is a very broad definition. This study involves answering the four questions of public finance: When should the government intervene in the economy? How might the government intervene? What is the effect of those interventions on economic outcomes? Why do governments choose to intervene in the way that they do? [12]. There is a vast dissatisfaction with our present educational system, stressed by the dismal performance of U.S Students on international tests. A 2009 study evaluating the math, science, and reading skills of 15-year olds across 65 countries established that U.S. students placed only 17th in reading skills, 23rd in science skills, and 35th in math skill average and behind nations such as Estonia, Hungary, and Poland. While this dissatisfaction is prevalent, there are once again abundant differences across the political spectrum on how to address this problem. Liberals normally believe that the problem is that we have not placed enough resources into our educational system. They contend that higher pay for teachers and more resources to schools in disadvantaged areas are necessary to improve the performance of the U.S. system [12]. This fact show that there is a gap that government wants to fill, so in order to intervene, government finance education for quality and improvement of education. This is also a common target for the government of Sierra Leone.

2.2. Education

Education plays a significant part in the improvement of individual, community and national levels. It can be a promoter for fast-tracking economic growth and development particularly in low-income countries. Education can also connect social and economic disparities, by providing the same access to education for all children. Conscious of the great benefits of education and the ability to transform society, the Government and people of Sierra Leone have capitalized in the education sector with an opinion of increasing opportunities towards providing education for all [13]. This Education Sector Plan 2018-2020, further pointed that, the objective of education is to provide a collective basis of knowledge, skills and values for all citizens that will empower them develop to their fullest capability, derive highest benefits from membership of their societies and accomplish their civic obligation.

Education is the progression through which a person is developed into individuality and an individual into a personality. Each individual is different from the other and every individual has some distinctive potential in some arena or the other. Education doesn't simply denote to the number of years a person spends in a school. It refers to the change in

behavior, attitude and culture brought about in the person as a result of his having experienced education during a specific period. Thus, the main characteristic of any educational course is to bring about the best in the person. Educational accomplishments are geared towards ensuring that students succeed mastery of educational objectives. In school, the extent to which these objectives have been achieved, is determined by their status of peer pressure, time management as students' success are reflected in their academic performance. [14]

Generally, education is a process of changing the behavior pattern of people. Behavior refers to the way to change the student in his thinking, his feelings and his actions. In manifesting these changes in the person, education has the main task of: firstly, preserving and transmitting the cultural heritage to the young. This shows that the good things in the culture and traditions must be inherited. In this manner, culture must be maintained, and transmitted to young generation. Secondly, education has the task of transforming the cultural heritage. Education must aid the student to per take in the cultural heritage that has been preserved. When there is need for change in the culture, the learner or student has the mandate to transform the culture or applied relevant changes in the culture that will conceptualize the proposed new life. Thirdly, education must have the ability of developing the individual. The individual's role in the preserving, transmitting, and transforming the culture, calls for his potentiality as an individual to be evident to himself and the society. The individual should have the ability to acquire knowledge and skills that will enable him contribute significantly to the solution of obstacles and problems, and making great provision for the needs of society. [15]

In that respect, Gbamanja also quoted Hanson and Brenbeck, (1996) as maintaining that, the role of education is to produce a nation that will be both modern and free. In developing a nation, education should foster economic growth. This demonstrate a powerhouse to produce skilled manpower and growth in the new discoveries for productivity in the economy. More so, education is a weapon to provide for national unity and political development. Hanson and Brenbeck further argued that, the primary basis of political democracy is a literate and informed electorate that has the will of making decision which the political system require of it. They agree that a literate society makes a better decision and judgement for a better nation. So literacy is important for citizens in all aspects of lives. Education is a vital tool for national development. [16]

Public education may develop the quality of life in a country. Education may make inhabitants more informed and dynamic voters, which will have constructive benefits for other citizens through improving the quality of the democratic procedure. Education may also decrease the likelihood that people turn to a life of misconduct, an outcome that has positive benefits for other citizens by improving their security and decreasing the public costs of policing. More generally, education may play a role in enabling immigrants, who are some of the most creative associates of the country.

Another reason for the intervention of government in education, is due to the inability of some parents to pay for the education of their children. Besides, in the case wherein parents cannot afford to provide for their children's education, the intervention of the government is necessary to salvage the future of talented children in society. This also gives equal opportunities to all children from various background to excel in life. In a nutshell, the various reasons for government involvement in education: Potential productivity spillovers, informed inclined citizens, failures in credit markets, failures of family utility maximization, and redistribution. It is important that government involvement in education yields a higher educational attainment. [29]

2.3. The Colonial Legacy

By way of understanding Education in the contemporary developing world, it is essential to understand something of the effect of colonialism, the hopes inspired by nationalist movements, and the specific problems that hinder development: poverty, traditionalism, and physical insecurity. These problems have become less pronounced in some countries in recent years but have worsened in some others. With the latter countries environments, very high levels of indebtedness have limited the ability of governments to improve general Education.

Nearly all developing countries were colonized- that is, they were under the direct administrative rule of one or another of the European powers. America fell out free from European rule in late eighteenth and nineteenth centuries, but most African countries, the near East, and Asia won their independent only in past 60 years. Between 1945 and 1968, 66 countries gained political independence from colonial rule. As such, most of the developing world consists of rather new states. The greatest prominent colonial powers were Rome, Greece, Britain, France, Spain, Portugal, the Netherlands, Belgium and Denmark, whose joint kingdoms roofed at various times the whole of the North, Central and South America, Africa, Australia, much of Indonesia, India subcontinent as well as maximum of the countries lying in between. Colonial rulers were mainly interested in raw materials, cheap labor, and acquiescent subjects. Colonialism abridged Africans to state of emptiness. It resolute that Africans were no more creators of history than beetles – objects to be observed at under a optical microscope and inspected for uncommon structures. In a nutshell, the effects of colonialism are:

- a) Damage of political power
- b) It jammed the further evolution of national harmony
- c) It slanted workmanship and demolished the evolution of technology in Africa.
- d) It demolished core trade
- e) It devastated African values
- f) It presented new cost system
- g) The introduction and strengthening for cash-crop production.
- h) It open a door for poverty into Africa via taxation, paid employment, alienation from the land and environment

and discouragement of food-crop production.

- i) It shaped social stratification in Africa. [30]

Education for the masses was sometimes considered useful for these purpose, but it was a comparatively low priority. Racism played a major role in shaping the attitudes of the colonizers to the colonized. In the absence of strong official support, Christian's missionaries sometimes introduced formal education as a way evangelizing the indigenous populations [17]

2.4. Resources Management in Schools

Basically, education is a service industry focusing upon" goal orientation where funding is an enabler. [18]. It will be unaccepted to talk about financing education without measuring resources management. Schools and colleges can be conceptualized as a simple figure or 'cycle'. Levacic [19] identifies four different features that collectively form the resource management cycle: Obtaining resources, allocating resources, Using resources and evaluation and review. Funding enables the acquisition of resources and the effective administration of the educational Institution. Resources is Educational wheel to fuel schools to be functional. A self-managing school is a school in a structure of education to which there has been decentralized a significant amount of authority and responsibility to make decisions about the distribution of resources within a centrally determined framework of goals, policies, standards and accountabilities. Resources are distinct broadly to include knowledge, technology, power, material, people, time, assessment, information and finance. Cardwell and Sprinks define the various component, they identify as contributing, to the resources allocation of a school or college as follows:

- a) KNOWLEDGE-comprises of the Curriculum and purpose or goal of education
- b) TECHNOLOGY- the methods of teaching and learning.
- c) POWER-decision making authority.
- d) MATERIALS -the manipulation of facilities.
- e) PEOPLE-the Human Resources Management
- f) TIME
- g) FINANCE-money allocation

Besides, Bullock and Thomas made additional to the four further factor to the list. They covered the following:

- h) ADMISSION-this is a decision over which students are to be admitted to the school.
- i) ASSESSMENT-the technique of assessment to be employed.
- j) INFORMATION-the arrangement of the data to be published about the school's performance.

Interestingly, Bell (1998) contributed another factor:

- k) SCHOOL GOVERNANCE- the decision over the full authority and composition of the governing body. [18-21, 23]

3. Methodology Used

This research was restricted to a secondary source of data collection. This was as a result of the researcher being on

studies in China, and was given this assignment to be submitted within a month's time. The researcher found it impossible to implement instruments of interview, questionnaire or observation for being away from the research coverage area. The only option for researcher was to source information from online articles, papers and books within reach about the financing of education in Sierra Leone. The researcher deduced the themes, and made a qualitative analysis of the subject.

4. Analysis of Education Financing in Sierra Leone (2007-2015, and 2018-2020 Projection)

With particular focus on "The Road Map to a Better Future- 2007-2015" of the Ministry of Education, Science and Technology, it was revealed that, approximately 20% government spending, which is the largest of any the sectors, was allocated to education in 2015 budget. An estimated 48% to 50% was allocated to primary education, and about 25% of the rest to secondary education with Junior secondary allocated with 19%. In reality, 4.9% of GDP terms government expenditure was on education. In a clearer note, expenditure of education is not only resting on the government of Sierra Leone, households contribute immensely significant amount to education. Statistics from research have proved it that 50% of the spending to primary education come from households. Regarding secondary education the percentage is even greater at approximation 60%. With regards to consumption, the Country Status Report estimated that only about 43% of the expenditure on education is figured consumed by females.

The ministry of Finance charged the local council with the responsibility of paying fees subsidies to basic level education schools. Also the Ministry of Finance pays examination fees directly to the West African Examination Councils (WAEC) for the public examinations of National Primary School Examination (NPSE) for primary to Junior Secondary School; Basic Education Certificate Examination (BECE) for Junior Secondary School to Senior secondary school; and West African Senior School Certificate Examination (WASSCE).

In the Education Sector Plan 2018-2020, statistics also showed that, the nation's GDP had developed by 15.2 percent in 2012 and 20.7 percent in 2013, and was proposed to develop at 11.3 percent in 2014 before the Ebola outbreak in May of that year. The Gross Domestic Product was projected to develop at an average rate of 6.1 percent for the complete plan period (2014-2018). Consequently, it was anticipated that the government, with aid from development partners, would be able to principally meet the cost of financing education, projected at the time to be Le 3.93 trillion, with only minimal gaps to be occupied through other sources, including the private sector and households. The period 2014-2016 concluded up being a thoughtful economic experiment for the Government of Sierra Leone. The years

2014 and 2015 were specifically disturbing considering the unparalleled outbreak of the Ebola virus disease (EVD) during these two years, together with a simultaneous sharp weakening in the country's leading export commodity, iron ore.

Based on the strong economic progressive trend at the point of planning the education plan did not occur, with GDP growth dropping from 20.7 percent in 2013, to 4.6 percent in 2014 and then narrowing by 20.7 percent in 2015. The total fiscal influence of the twin catastrophes during 2014-2015 was estimated at least US\$130 million, due to the slowdown in economic activities and weaker tax compliance. The Total income collected in 2014 was US\$90 million lower the pre-Ebola projection; and the total loss in government income during May 2014 to July 2015 has been projected at US\$ 74 million. More so, in 2014, the government apportioned US\$27 million (2.8 percent of expenditure) to sponsor Ebola-related activities. With certainty, the main activity in mining (iron ore production), stopped as the disease was too intense, owing to decline in the world market price of the mineral. Due to this defect the Sierra Leone Economy suffered a fall.

The drop in national income and increase in expenditure stemmed in a wide of the national financing gap, some of which had to be replaced through improved borrowing from the domestic banking sector. So also, debt servicing was escalating, all of which means much more resources would be moved from acute development sectors like education towards financing debt. The result of these blows on inflation manifested themselves by the first half of 2016, when general prices presumed double-digit at 10.2 percent, from 7.2% and 8.1% in 2014 and 2015, respectively. This was as a result of the devaluation of the Leone against major international exchanges, fueling amplified prices of basic commodities. Inflation brought down domestic demand and powered business uncertainty, which put together, had reduced investment climate and compact tendency of income uptake of the government, thereby influencing expenditure on serious areas like education.

In this situation, it is not surprising that the actual spending on the Education Sector Plan for 2014-2016 lack short of planned spending by Le 1.12 trillion (US\$ 189.44 million), contrary to estimated spending of Le 2.5 trillion (USD 571 million). The Leone devaluated clearly, from Le 4,300 per dollar in 2014, to Le 7,239.20 in 2016. Subsequent in a change estimated at US\$ 145.15 million, for the period 2014-2016.

Between 2014 and 2016, the Government sustained its importance on education by struggling to specify spending to the sector. Expenditure concerning primary education far overshadowed spending towards post-primary education. Succeeding the financial recession in 2014-2015, the economy progressively started improving in 2016, recording a GDP development rate of 6.1 percent as business undertakings were stabilizing, and is projected to grow by 5.9 percent in 2017. Growth is projected to stay floating all through to 2020, when it is predictable to reach 6.8 percent from 6.1 and 6.3 percent in 2018 and 2019, respectively.

5. Discussion

5.1. Implication for Education Financing in Sierra Leone

As a weak state, Sierra Leone's economy is highly dependent on the changing aspects of the international socio-economic and political environment. The price of its important export commodity, iron ore, is determined by the international market. This significantly depends on the consumption forms and dynamics of consuming economies like China, and other countries. Being aid dependent suggests that the country has to be aware of the financial and political realities clarifying in major industrialized countries that offer aid (Education Sector plan).

As Sierra Leone Government had projected a rescue in GDP growth for the period 2017-2021, the latest World Economic Outlook Update, released by the International Monetary Fund (IMF), proposes that global economic action is in a period of restrained development following a number of shocks. It cautions that the UK decision to leave the EU has created considerable economic, political and institutional uncertainty that could pose severe downside risks. This is particularly notable in a world economy that is already categorized by weak business and consumer attitudes and frequent financial market instability, parting global GDP estimated growth slower than predicted for 2017 at 3.4 percent (Education Sector plan 2018-2020).

In the US, first-half growth was fragile than expected due to a stronger dollar and delicate energy sector investment. However, prominent indicators point to a regaining in the second half of the year. The UK economy was anticipated to slow down to 1.3 percent in 2017, as the persistent consequence of Brexit starts to take hold, while that of the entire Euro Zone was expected to sink by 1.8 percent in 2017. Additionally, in China, investments in commodity export continued to be weak. Besides, there was a foreseeable worsening in near-term economic viewpoint for sub-Saharan Africa, replicating challenging macroeconomic settings, counting on sharp devaluation of domestic monies due to the persistent effect of the fall in commodity prices. All of these are having influence on the performance of Sierra Leone's economy through lower commodity prices and trade channels. It constrained the GDP growth with grave implication for income generation to finance critical sectors like education. [13]

5.2. Government Spending in Education

In accordance with the significant increase in government income and expenditure, there had been an increase in spending on education since time in memorial. Indeed there had been considerable variability due to the emergence of unexpected incidents of the war and Ebola epidemic. Nevertheless, considerable effort was injected in education to improve the economy and lives of citizens. It is noteworthy that government expenditure on education remained stable at about 4.2-4.9 percent of GDP between 2000 and 2004. This percentage compares favorably with other postwar countries,

such as Burundi (3.9 percent in 2002/23), Rwanda (2.8 percent in 2000/01), and Mozambique (2.4 percent in 1999/2000). The range for other countries in sub-Saharan Africa is from 0.6 percent of GDP (Equatorial Guinea in 2002/03) to 10.4 percent (Lesotho in 2001/02), with a median for the region of 3.5 percent. [24]

Government put premium in Education from kindergarten to University, and all that it entails in terms of financing and expenditure. The major part of government resources for education goes to primary education that includes pre-primary. A share for resources of education also goes to secondary education, tertiary education, technical, vocational and non-formal education. Other category of allocation of expenditure is administration and support services, which includes the office of the permanent secretary, planning and development services, physical and health education, the inspectorate Division, Non-Formal Education, and Tertiary Education Commission. It is necessary to know that, the way countries distribute their public expenditure across the different level of Education differ greatly. Some put more emphasis on primary Education, while others in Secondary Education and so on.

Public funding of education for the previous quarter of a century saw a severe drop partially because of the depression in the national economy and the negligence of education by several governments. The new system, all possible sources of funding for education, internal and external, will be harnessed. The new system advocates increasing central government funding to education with more funding to basic education and external support to primary education through investment. Additional means of funding education will be through work study programs and credit schemes. Local nongovernmental organizations (NGOs) will be stimulated to finance precise programs, segments, projects, or activities. Similarly, private individuals, youth organizations, local bodies, professionals, and other groups will be encouraged to contribute in the funding of education in the country. For the effective management of educational finances, the Department of Education has established a directorate for resources.

5.3. Household Contribution to Financing Education

In Sierra Leone, household spend considerable amount on the education of their children. Parent who send children to private school pay the full cost of education. Those with children in government and government assisted schools also do spent for their children education. Though government has made education free at some levels, yet still, parents provide, lunch and other necessities for their children's education that involves expenditure. Household pay tuition and other education related costs, such as supplying uniforms, books and transportation for their primary-school children in private schools and some community schools. Many schools in respective of ownership, demand parents to contribute to extra-curricular activities such as sports. The other category of contribution is that of Community Teachers Association. Payment for uniforms (about 23 percent of total

household spending on primary education), books, food, and extra-curricular activities still constitute a large financial task on parents. There is also a quantum of household expenditure with students in Tertiary Institutions of Fouray Bay University, Njala University, Milton Margai College of Education, Freetown Teacher College, Anes Bai Koroma University and many other colleges in Sierra Leone. The tuition fees are paid directly to the administration of those colleges and Universities. The fees varies by colleges and departments. [25]

5.4. External Donor

Sierra Leone receives substantial level of donor funding particularly at the end of the rebel war in 2001 and 2002. The external sources of funding include loans, grants, and in-kind contributions from multilateral organizations, bilateral agencies, international NGOs, International religious Institutions, and individuals. Some of the funding is passed through the government, and others received directly by educational Institutions and individuals (scholarships, projects). Because of the different ways that external donors operate in Sierra Leone, makes it difficult to exactly assess the real amount. Approximately, 40 percent of the overall government budget comes from external support. The largest multilateral donors to education in Sierra Leone during 2000-04 were the World Bank (through IDA), the African Development Fund, and European Community, the largest bilateral donors were the United Kingdom (through general budget support) Germany, and Norway.

5.5. Flow of Resource in School

Sierra Leone has undergone a process of decentralization of education, which means that many of the existing processes and Institutions are changing. Before this process of decentralization, resources flowed from the Ministry of education direct to schools, but the devolution of basic education means that the resources will flow directly to local governments for disbursement to school [1].

In relation to financial resources, the funds going to education is determined as part of the government's medium term expenditure framework (MTEF). MTEF is a mechanism that enables the government to allocate available resources to the different sectors and subsectors in line with its priorities. The International monetary fund as part of MTEF, and the government of Sierra Leone agree on budget ceiling for the year and quarterly allocations through budget hearing, and discussions, the annual expenditure is allocated across all government ministries and departments. There are several major expenditure items for basic education: teachers' salaries, fees subsidies for students, examination fees, and teaching materials- this includes textbooks and furniture. In observing the rules of decentralization policy (the Local Government Grants Distribution Formulae and Allocations for 2006) it was made clear that school fee subsidies are given to local councils. [26]

Local council to be paid directly to schools; examination

fees are paid to WEAC after a thorough validation of the number of pupils taking the exams; and textbooks and teaching materials are procured and distributed to local councils. Furthermore, local councils have to provide a detailed plan of activities with costing to MOF, submit an acceptable monthly financial report, and provide data on key education indicators, including enrollment at each level, numbers of teachers, and number of schools.

6. Conclusion

It is good to know that, Sierra Leone was colonized by the British, and so it inherited the British system of education after independent in 1961. The main organ that promoted and made a foundation for western education were the Christian missionaries. So the schools were run in partnership between the state and the Churches. Both sects used to finance their educational Institutions, but the state carries the greatest burden. As part of the responsibilities of a government, schooling is the highest share the government give to develop education for its citizens. It was unfortunate that, the Nation experience some set back over the years. As a result, the financing of education also suffers some constraints. The government has fought very hard to make sure education receives the highest share in the national budget. [27]

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