

**REPUBLIC OF LIBERIA
MINISTRY OF EDUCATION**

EDUCATION FOR ALL

(EFA 2000)

**ASSESSMENT OF PROGRESS
LIBERIA COUNTRY REPORT**

NUMBER 30, 1999

EFA 2000 ASSESSMENT REPORT

Name of Country: LIBERIA

National Assessment Coordinator: Benjamin K. Sumo
Director, Information Systems & Data Services

Address:

Ministry of Education
P. O. Box 9012, Monrovia, Liberia
Fax No. (231) 226216/226144

Brief Description of Review Process

The report is a product of collaborative efforts involving policy makers, planners, and researchers from the Ministry of Planning and Economic Affairs, education authorities as well as parastatals of the Ministry of Education with responsibilities for various aspects of education (e.g. National Mass Literacy Program, Teacher Education, Curriculum Development), donor agencies such as UNICEF, UNDP, UNESCO, Local Non-governmental Organizations (NGO's) and other stakeholders in the promotion and delivery of basic education, which make up the National Basic Education Steering Committee.

Furthermore, this report draws on the work of the Technical Sub-Committee of the EFA Assessment Group, which considered the 18 indicators recommended; guiding the preparation of the current report with a view to determining on which of the data is available. It decided to carry out a survey, which will identify data in areas in which they are not available and to use them when obtained along with existing data and analyze them in the course of the comprehensive education analysis project in Liberia.

Background Information

Liberia: A Country Profile

Land Area	43,000 square miles
Population (1999)	2.6 Million
Population distribution	Urban 46%
	Rural 54%
Population growth rate	2.4%
	Female 49.9% of the population
	Male 50.1% of the population
Population under 5 years (1999)	438,691
Population under 15 years (1999)	695,916
Population 15 – 24 years (1999)	530,913

Administrative Divisions: Liberia has a Republican form of government. The country is divided into 13 counties. A Superintendent appointed by the President heads each County. Following the democratic elections, President Charles Ghankay Taylor was elected President in July 1997.

Adult Literacy Rate(1997)	Female 26.3
	Male 48.9
	Total 39.3
Percentage of the population that received formal education (1997)	Total 33.2
	Male 39.8
	Female 26.3

	Urban	41.3
	Rural	30.3
Gross primary school enrolment rate (1997)	Total	72.7
	Male	72.9
	Female	72.5
	Urban	71.4
	Rural	73.2
Primary school entry rate (1997)	Total	4.3
	Male	5.9
	Female	3.1
	Urban	4.4
	Rural	4.3
Number of Primary Schools (1999)		2,405
Number of Primary Schools Teachers		16,205
	Male	13,090
	Female	3,115
Average Teacher-pupils Ratio		1:31

Education For All in Liberia: Its Philosophy and Objectives

1. The Jomtien Declaration is not strange to Liberia. The beginning of the journey towards universalizing of education date back as far as the 1930's when compulsory education was instituted in Liberia. At that time, the advocates of universal education contended that unless all children within certain age group are forced to attend school, free education would become a new privilege of the wealthy group because poor and uneducated parents and guardians will not take advantage of the opportunity. Thus, in the end, the poor and uneducated will pay for the education of the rich through their taxes. Therefore, by Liberia joining other countries, agencies and organizations in adopting in March 1990 the World Declaration on Education For All, she was merely reaffirming that which she believed and had already taken some steps towards its attainment.
2. The philosophy of education as an instrument of national development was emphasized in the message sent to the National Consultative Conference on Educational Policy in 1974 by the late President William R. Tolbert Jr. To summarize, he said:
 - “ a. Education as a crucial instrument of national advancement, should ensure the development of the total individual
 - b. ..Our country's promise of equal opportunity can best be realized by education geared to the needs of the people through diversification of educational programs and adequate learning facilities;
 - c. In this age of science and technology and expanding human needs, vocational and technical training are essential to the speedy industrialization and economic advancement of the country;
 - d. The cultivation of skilled manpower is indispensable to national development.....”
3. For Liberia therefore, basic education comprises both the range of formal schooling as well as a wide variety of non-formal and formal public and private educational activities offered to meet the learning of all groups of people of all ages. Finally, as a result of the 7-year civil crisis in Liberia, most educational institutions were vandalized, destroyed thus, impeding EFA goals and objectives in Liberia.

1.0 EFA Goals and Targets

Immediately after the Jomtien Conference, Liberia was plunged into a civil crisis until July 1996, when most educational institutions re-opened. Though late, Liberia took specific measures aimed at translating the Jomtien Declaration on Education For All into reality. The activities embarked upon by government included sensitization drive mounted to solicit funding from donor agencies, friendly governments to renovate and rehabilitate educational institutions. As a result of using the mass media, discussions and consultations were held with donors, NGO's, stakeholders and education authorities. A clear perspective of what the Government of Liberia post-war priority programs were outlined as follows:

- (a) Rehabilitation of the Education Sector through:
 - Strategic initiatives earmarked under the National Reconstruction Programme(NRP) 1998-2000
 - Rehabilitation Support to Education Sector Project (LIR/97/001) supported by UNDP/UNESCO
 - Assistance from UN Agencies, International and Local NGO's and PVO's and other partners/countries
 - Government of Liberia Development Budget
- (b) Assisted Enrolment Program (AEP)
- (c) Accelerated Learning Program (ALP)
- (d) Girls Education: Special projects supported under
 - Forum for African Women Educationalist (FAWE) – Liberia Chapter
 - Victoria A. Tolbert Life-Long Learning Center(s)
- (e) National Mass Literacy Campaign
- (f) Science Programs for Secondary Schools: Textbooks and laboratory development
- (g) Capacity building through re-establishment of the Rural Teacher Training Institutions
- (h) Ministry of Education (MOE) Furniture Making Center, Bomi County.

These post-war priority programs articulate the EFA goals and targets including the six target dimensions recommended in the EFA Assessment Guidelines.

1.1 Expansion of Early Childhood Care and Development

In the spirit of the expanded vision of EFA, Pre-primary Education in Liberia defined as education for children aged 3 – 5 years has been expanded to include day-care centers for children under 3 years. These critical roles have been carried out mainly by private sector (Liberia National Red Cross, religious institutions, etc). However, there are few government owned pre-primary/kindergarten schools around the country. Some public schools have this level attached to the primary schools.

1.2 Universal Access to Primary Education

In this respect, the targets set by the Liberian Government are as follows:

- To progressively introduce structural changes in the coordination and management of educational and training services and increase professional and management capacities of the Ministry of Education and its representations at county levels;
- To promote concept and national production of educational materials, ensure dissemination of materials to schools and learning centers, strengthen inspectorate, testing measurement and examination procedures;
- Restructure and rehabilitate formal basic education services: the primary schools;
- Restructure and rehabilitate non-formal basic education services;
- Rehabilitate and develop technical education at post-primary and junior high school level;
- To promote the participation of girls and women in educational programmes and development action in general; and
- Rehabilitate and promote the utilization of the media in formal and non-formal education programmes.
- Reconstruct and rehabilitate general education at the junior high school level.

1.3 Improvement in Learning Achievement

The improvement in learning achievement, overall has been to its lowest due to the civil crisis which resulted in the displacement of children, the lack of instructional materials, lack of trained teachers, etc and other traumatic events associated with the war.

1.4 Expansion of Basic Education and Training in other Essential Skills Required by Youth and Adults

The expansion of basic education and training have been the sole responsibilities of the mission schools, private voluntary organizations (PVO's), donor agencies (UNICEF, UNFPA, UNESCO, UNDP EUROPEAN UNION, etc) and non-governmental organizations. However, government has played relatively less dramatic role in this direction as a result of her engagement in the rehabilitation and reconstruction of social services.

2.0 EFA Strategy and Plan of Action

The main features of the agreed strategy and plan of action to achieve the goals and targets set by the Government of Liberia are as follows:

2.1 The Assisted Enrolment Programme (AEP)

The 7-year civil war in Liberia impacted negatively on all aspects of the education system. In addition to the destruction and/ or depletion of institutional structures, facilities, programmes, and personnel in the sector, the 7-year civil war resulted in a mass of illiterate, semi-literate and unskilled youths and adults as well as a large number of ex-combatants, girl-mothers and disabled youth who, by virtue of their special circumstances, would not fit into the programmes of formal school system. The war also eroded the income sources of most citizens, and therefore their ability to send their wards to school. Therefore, the Government of Liberia in 1998 launched the Assisted Enrolment Programme (AEP) to address the situation of limited access, and to demonstrate its commitment to reconstruction and revitalization of the education system with specific focus on the disadvantaged and war-affected.

2.2 The Accelerated Learning Programme(ALP)

This programme grew out of a desire by the Ministry of Education and UNICEF to induce the enrolment of war-affected over-aged children and school dropouts in the country. This UNICEF sponsored project seeks to accelerate children learning at the primary level by facilitating their completion of a 6-year curriculum in three years, representing levels instead of grades.

2.3 National Mass Literacy programme (199-2000)

The overall development objectives of the programme is to ensure that every Liberian has the enabling capacity for involvement and participation, as well as to benefit from in all aspects of national development and progress. The Programme includes an accelerated strategy referred to as "Each-one-teach one" by which each literate Liberian is urged to work on a voluntary basis. Literacy classes are also being organized.

2.4 The Provision of Primary School Textbooks

Suitable textbooks for primary schools have always been in desperate short supply, especially after the Liberian civil war. Therefore, through the efforts of UNICEF, European Union (EU) and the Ministry of Education, existing copies were revised and printed to complement the curriculum in the four (4) core subject areas. In 1998, a local NGO, the Church Related Educational Development Organization (CREDO)

was chosen as the implementing partner to distribute 1,058,000 primary school textbooks in the country. A Management/Technical Team comprising UNICEF, EU, Ministry of Education (MOE) and CREDO was formed with MOE as chair while CREDO co-chairs the Management/Technical Team.

3.0 EFA Decision-making and Management

The Ministry of Education coordinates all activities of EFA in collaboration with International Non-governmental Organizations, Local Non-governmental Organizations, donors and other stakeholders involved in the delivery of education in the country. There exists an Education Steering Committee headed by the Deputy Minister of Planning and Development within the Ministry. They actively participate in the decision-making process on EFA. The Education Steering Committee includes, but not limited to the following:

- 3.1 Donor agencies (UNICEF, UNESCO, UNDP, UNHCR) and bilateral agencies such as Lutheran World Federation/World Service and the Adventist Relief Development Agency (ADRA), etc
- 3.2 The local Government Authorities
- 3.3 Local Non-governmental Organizations
- 3.4 National Teacher's Association of Liberia (NTAL)

Prior to the unification of Liberia in 1997, Liberia was divided under two de-factor governments, the Interim Government of National Unity (IGNU) and the National Patriotic Reconstruction Government (NPRAG). Most of these organizations (donor agencies and implementing partners), served the Liberian children with out border during the emergency period under the captioned "The United Nations Education Sub-Committee" and they played significant role in the decision-making process in EFA.

Cooperation in EFA: The Provision/Management and Financing of Basic Education.

- 3.1 Pre-primary education is organized and financed almost exclusively by private individuals, groups and corporate bodies on commercial basis. NGO's and religious institutions also played an important role at this level of education and training.
- 3.2 Primary, Junior & Senior High Schools, Adult and Non-formal education, all of which constitute basic education, are fostered by the Government of Liberia. There are, however quite a number of privately-owned and funded primary and secondary and religious institutions complementing government efforts. Individual parent-teacher associations and committee support to government has been on the increase as a result of community sensitization and mobilization campaign by government. With in the crisis context that coincides with the launching of the EFA decade, the Government of Liberia has benefited from substantial assistance from donors, the Taiwanese Government, NGO's bilateral organizations, etc. These organizations have contributed immensely to the implementation of the national strategy for EFA.
- 3.3 Teacher Education: The teaching force was seriously affected, most of the trained teachers fled into exile, some died in refugee camps, as a result there existed the need to trained teachers. Out of the 12,000 teaching force in 1990, only 3,000 trained teachers were available by 1994, when some normal school activities resumed (The Emergency Period 1994 – 1997). To address this teacher shortage, the Ministry of Education working along with UNICEF and UNESCO introduced series of one-week teacher training workshops, but it did not actually yield the expected results due to the high demand for qualified teachers. It was in this vein that in May 1998, the Ministry of Education in collaboration with UNICEF and UNHCR, together with UNHCR's implementing partners (IRC, ADRA) began planning a special crash teacher training program to address the needs of about 9,000 persons who have entered the teaching profession, with out any initial teacher training. As of now, UNICEF and UNHCR continued to sponsor teacher training for primary school teachers. In addition to the Ministry's efforts to address the training needs of post war Liberia school teachers, there are other local non-

governmental organizations presently engaged in training teachers. The National Teacher Association of Liberia (NTAL), is currently engaged in training teachers to teach at the junior and senior high level. While another group, the Liberian Cooperative Standard Education School System (LICOSSES) INC., a community-based organization is engaged in training teachers at the Grade "C" & "B" teaching level.

3.0 Investment in EFA

Investment in basic education has considerably increased since the inception of the Taylor- led Government in August 1997. As a matter of fact, government has continued to fund all public institutions in the midst of continuous financial constraint. Students in public institution pay very low fees (no tuition fees) which are insignificant compared to the actual cost of providing them with that level of education.

4.1 Assisted Enrolment Programme (AEP) launched by government was basically a framework for a "special back-to-school initiative" to get as many children as possible back to school, and, to possibly double the enrolment in public schools during the period as well as encourage the teachers and provide access to non-formal education and training for war-affected youth and adults. The special package for the AEP objectives included: teacher incentive package (hardship allowance); enrolment assistance for public schools; payment of the West African Examinations Council (WAEC) fees; establishment of Learning Centers; and the Ministry of Education School Furniture Programme (SFP).

4.2 Assessed Impact of the AEP

On school enrolment, the AEP had immediate and dramatic positive impact on the number of schools, children and teachers nationwide. Within the period of 3 months (1998), primary school enrolment increased by a national average of 50%. The number of teachers increased by an average of 43%. On county-specific basis, all counties reported significant increases in numbers except Grand Gedeh County (for primary schools) and Grand Kru County (for teachers).

TABLE 1: School Enrolment

COUNTY	PRIMARY			SECONDARY		
	Pre-AEP	Post-AEP	AVG. % NCR.	Pre-AEP	Post-AEP	AVG. % INCR.
1. Grand Cape Mt.	20,248	27,335	35	141	248	76
2. Bomi	8,658	12,381	43	77	89	16
3. Lofa	48,601	71,929	48	3,356	4,732	41
4. Montserrado	28,261	47,195	67	4,417	8,834	100
5. Margibi	4,964	9,283	87	1,236	3,337	170
6. Bong	47,525	65,586	38	4,806	7,624	59
7. Grand Bassa	16,853	21,740	29	1,576	2,364	50
8. Sinoe	8,995	10,974	22	96	152	58
9. Rivercess	9,034	9,937	10	111	131	18
10. Grand Gedeh	80,939	106,031	31	12,516	24,156	93
11. Sinoe	20,928	13,185	-37	802	1,099	37
12. Grand Kru	17,944	20,450	14	2,014	2,074	03
13. Maryland	14,025	18,645	33	1,173	1,326	13
Total	291,243	434,671	49%	29,378	56,184	56%

Source: Assisted Enrolment Programme (AEP)
Preliminary Impact Assessment, UNESCO (PIU), LIR/97/001

Table 2: Teachers Distribution by County

COUNTY	TEACHERS(Primary & Secondary)		
	PRE-AEP	POST-AEP	AVERAGE % INCREASE
1. Grand Cape Mount	779	873	12
2. Bomi	311	485	56
3. Lofa	1,121	1,244	11
4. Montserrado	1,407	1,731	23
5. Margibi	256	178	-33
6. Bong	1,551	2,714	75
7. Grand Bassa	633	785	24
8. Rivercess	519	633	22
9. Nimba	3,112	3,828	23
10. Grand Gedeh	617	685	11
11. Sinoe	392	486	24
12. Grand Kru	893	839	-6
13. Maryland	560	1,120	100
Total	10,908	15,601	43%

Source: Assisted Enrolment Programme (AEP)
Preliminary Impact Assessment, UNESCO (PIU), LIR/97/001

4.3 Changes in Public Expenditure

Public expenditure in primary education steady increased from 227,643 Liberian dollars in 1998 to 493,331 in 1999, indicating an increased of 117%. While public expenditure on education increased from 121,141,821 Liberian dollars to 292,236,344 Liberian dollars. The below table shows government's total allocations to primary education as a percentage of the total budget for education from 1998 to 1999.

Table 3: Public Expenditure on Primary Education as percentage of total Public Expenditure on Education (198-1999).

Year	Current Expenditure on Primary Education	Total Public Current Expenditure on Education	Percentage
1998	L\$227,643	L\$121,141,821	0.19
1999	L\$493,333	L\$292,236,344	0.17
Total	L\$720,976	L\$413,378,165	0.18

Source: Liberia National Budget, Bureau of the Budget

4.4 Private Sector Expenditure on Basic Education

The private sector expenditure on basic education comes in one or more of the following:

- 4.4.1 Provision of primary and secondary education: proprietors of these institutions solely provide for private primary and secondary schools in the country.
- 4.4.2 Pre-primary education financing: the establishment, ownership and management of pre-primary schools are mainly in the preview of the private sector. Individual, non-governmental organizations, religious organizations run these pre- primary education institutions.

4.5 Petroleum Trust Fund

In 1998, government launched the Petroleum Trust Fund to assist the Ministry of Education in the rehabilitation and reconstruction of educational facilities. All members of the private sector that purchase fuel for their motor vehicles, contribute directly to the Petroleum Trust Fund by paying 7% tax which is used by the Ministry of Education toward basic education. By the end of March 1999, Government of Liberia has contributed approximately 12.9 million Liberian dollars toward basic education.

4.6 Community and Family Expenditure

- 4.6.1 Communities contribute to the provision of basic education in many ways. Some communities provide buildings through self-help projects, which are used as schools and for mass literacy center. Some provide furniture such as chairs tables and /or donate instructional materials. A recent innovation is the involvement of the community in the management and monitoring of the community schools under the UNDP/UNESCO Project (LIR/97/001) initiative.
- 4.6.2 The family expenditure in basic education can be also measured in terms of parental care, providing of a favorable home environment in which the child can develop properly, physically and emotionally. Expenses on providing good food, clothing, health facilities, shelter are costs towards the child basic education. Even when fees are not paid, the family expenditures also take the form of cost of uniform, shoes, transport to and from school, meals and textbooks, etc. Parent Teacher Association (PTA) levies are also form of family expenditure to basic education in Liberia.

4.0 National Mass Literacy Programme(1999-2000)

As a result of the civil crisis, the Government of Liberia is seriously concerned over the rate and consequences of illiteracy on the over all socio-political and economic development. The current rate of illiteracy, estimated at 66.8%, is considered as dangerously too high for effective participation and involvement of the citizenry in the national development agenda. Thus, any efforts to promote mass literacy should be prioritized by partners and stakeholders as sine qua non to national progress. Taking account of the effects of illiteracy on individual and national development, the problem of High Mass illiteracy should be seen as a national enemy and tackled in a war-like spirit. To this end, the Ministry of Education launched the National Mass Literacy Programme on September 8, 1999, to address this national problem that has engulfed its citizenry. It is expected that by the end of the year 2000 (December 2000); the following objectives should have been achieve:

- Illiteracy rate in Liberia is reduced to below 35%
- Every illiterate Liberian has access to literacy facilities or services(in one form or the other) with social, financial or location constraints
- Every literate citizen is involved in and committed to activities for the eradication of illiteracy on continuing basis
- All partners in education (NGO's, Voluntary/Religious groups, Community leaders and organized Private Sector) are involved in the National Mass Literacy Programme.

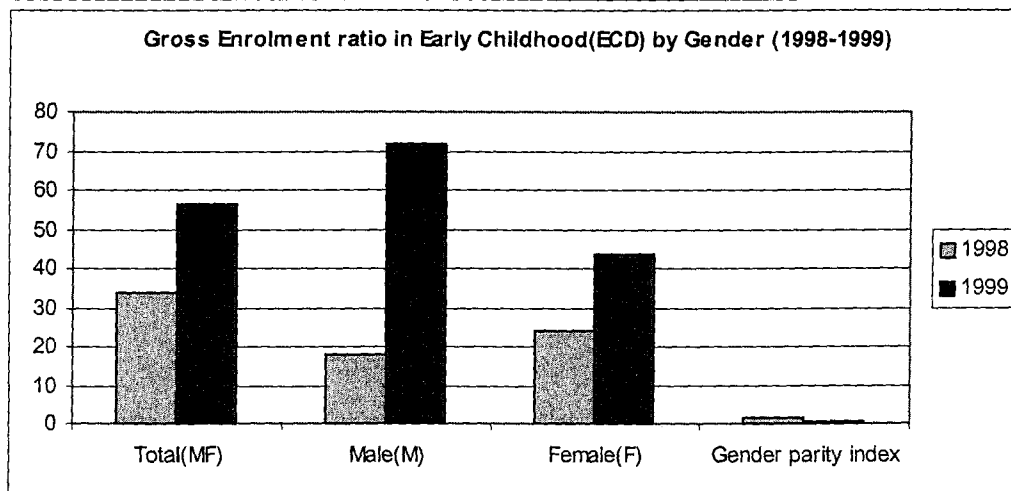
5.0 Progress Towards Goals and Targets

6.1 Early Childhood Care and Development (ECD)

Early childhood schooling is an urban practice that has existed among the elite, and even at that it is not a very popular practice. However with respect to reform in early childhood care and Development, Government intervention at this level was at its minimum. Presently there exists a new dynamism now in place to increase government participation at this level of training by the year 2002.

Gross Enrolment Ratio in Early Childhood (ECD) by Gender (1998-1999)

	1998	1999
Total(MF)	34.0	56.2
Male(M)	18.2	71.8
Female(F)	24.1	43.4
Gender parity index	1.3	0.60

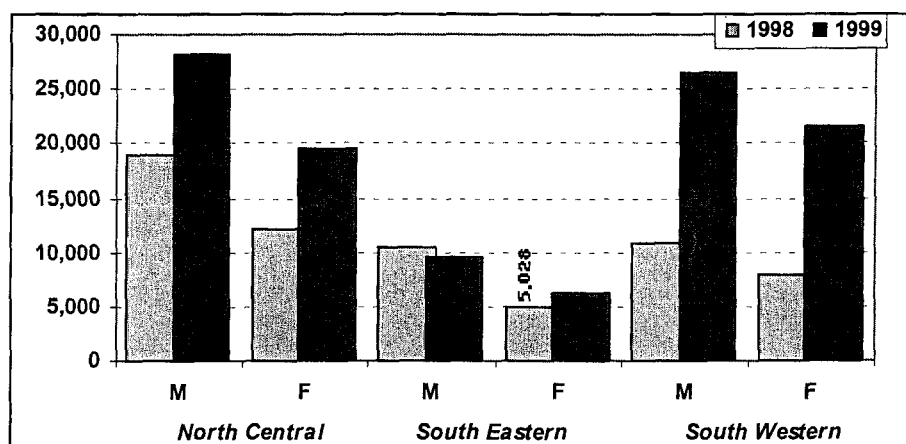
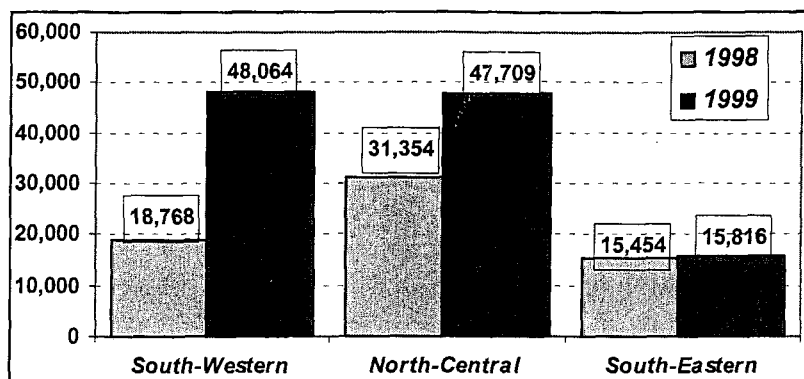


Gross Enrolment ratio in ECD in 1998 increased from 34.0 % to 56.2 % in 1999. While the gender parity reduced from 1.3 % in 1998 to 0.60 % in 1999. This indicates that most girls were encouraged to attend ECD.

6.1.1 Number of pupils enrolled in ECD by Region

Year	1998		1999
REGION		Enrolment	Enrolment
South-Western	Total(MF)	18,768	48,064
	Male(M)	10,820	26,515
	Female(F)	7,948	21,549
North-Central	Total(MF)	31,354	47,709
	Male(M)	18,947	28,120
	Female(F)	12,207	19,589
South-Eastern	Total(MF)	15,454	15,816
	Male(M)	10,426	9,630
	Female(F)	5,028	6,186

Number of pupils enrolled in ECD by region 1998 and 1999.



The total number of pupils enrolled in ECD per region in 1998, increased by the following percentage: South-Western = 1.56 %, North-Central = 0.52 % and South-Eastern = 0.02 %. These percentages clearly indicate that pupils enrolled in ECD in the 3 regions were small.

6.1.2 Number of primary grade 1 pupils having attended some form of organized early childhood development programme.

Year Region	1998/99				% New entrants to primary grade 1 that attended ECD	
	New entrants to primary grade 1		New entrants to primary grade 1 that attended ECD			
	Public	Private	Public	Private	Public	Private
South-Western	7,1121	11,647	3,014	3,073	0.04	0.26
North-Central	11,913	19,441	4,856	5,293	0.41	0.27
South-Eastern	7,002	8,468	2,245	3,322	0.32	0.39

The above table reveals that the average percentage of pupils who attended some form of ECD in both public and private school were as follow: Public school was 25.6 % and while Private school was 30.6 %. This indicates that most pupils attending ECD in private school in 1998/99 was more than public school.

7.0 Basic Education

7.1 Apparent gross and net intake in primary education

7.1.1 Table : Apparent intake rate(AIR) by gender 1998-1999

Year	1998	1999
Total(MF)	5.8	10.0
Male(M)	7.9	12.7
Female(F)	4.0	7.8
F/M	0.51	0.61

The above table shows that in 1998, apparent intake rate (AIR) was 5.8 %, while in 1999, the apparent intake rate was 10 %. This indicates that the apparent intake in primary school increased by 4.2 %. Similar trend also exists in AIR by geographical location.

7.1.2 Apparent intake rate(AIR) by geographical location and by gender

Year	1998				1999			
Region	Apparent intake in grade 1			Parity index	Apparent intake in grade 1			Parity index
	MF	M	F	F/M	MF	M	F	F/M
South-Western	2.8	3.7	2.1	0.57	7.7	9.8	6.1	0.62
North-Central	11.1	15.6	7.7	0.49	16.1	22.1	11.6	0.52
South-Eastern	9.1	14.3	5.2	0.36	9.2	13.0	6.2	0.48

7.1.3 Net intake rate

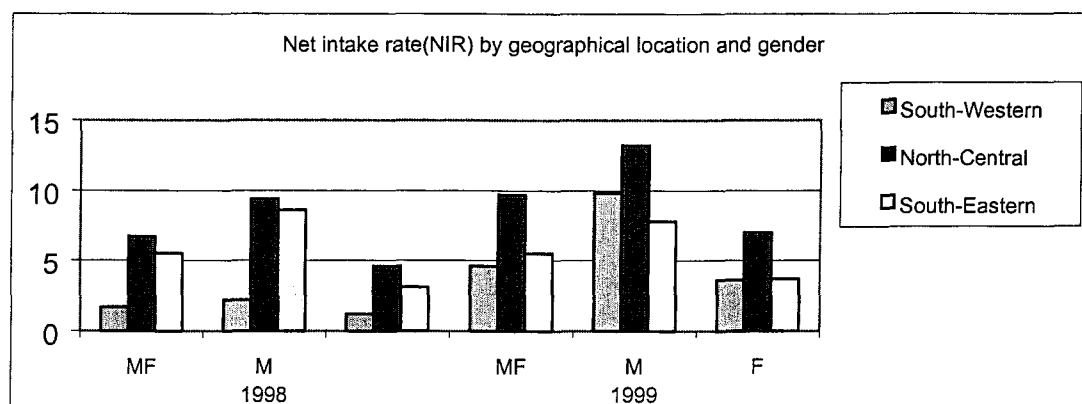
7.1.3.1 Net intake rate (NIR) by gender 1998-1999

	1998	1999
MF	3.5	6.0
M	4.7	7.6
F	2.5	4.7
F/M	0.53	0.62

7.1.3.2 Net intake rate (NIR) by geographical location and by gender.

Year	1998				1999			
Region	Net intake rate grade 1			Parity index	Net intake rate grade 1			Parity index
	MF	M	F	F/M	MF	M	F	F/M
South-Western	1.7	2.2	1.2	0.54	4.6	9.8	3.6	0.37
North-Central	6.7	9.4	4.6	0.49	9.7	13.2	7.0	0.53
South-Eastern	5.5	8.6	3.1	0.36	5.5	7.8	3.7	0.47

There exists gender disparity (NIR) in primary school in the 3 regions in Liberia.

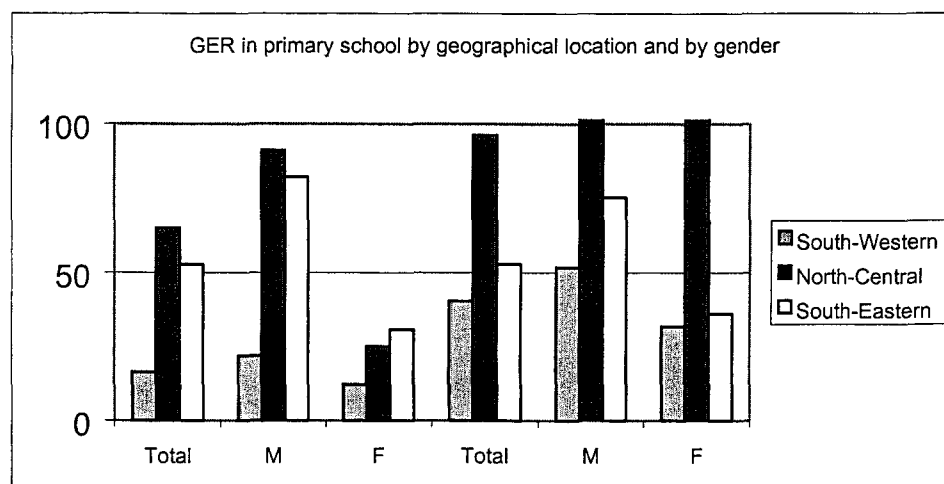


7.1.4 Gross and net enrolment ratios in primary education.

7.1.4.1 GER in primary school by geographical location and by gender.

Region	1998				1999			
	Gross enrolment rate			Parity index	Gross enrolment rate			Parity index
	MF	M	F	F/M	MF	M	F	F/M
South-Western	16.3	21.8	12.1	0.55	40.4	51.8	31.8	0.61
North-Central	65.0	91.1	25.1	0.28	96.2	131.8	312.3	2.36
South-Eastern	52.8	82.1	30.8	0.38	52.9	75.3	36.1	0.48

The trend in the GER and NER in primary school continued to remain the same that is enrolment rate for male is higher than female rate.



7.1.4.2 NER in primary school by geographical location and by gender.

Region	1998				1999			
	Net enrolment rate			Parity index	Net enrolment rate			Parity index
	MF	M	F		MF	M	F	
South-Western	9.8	13.1	7.3	0.56	24.3	31.1	19.1	0.61
North-Central	39.0	54.7	15.1	0.28	56.7	77.8	18.3	2.36
South-Eastern	31.7	49.3	18.5	0.38	32.3	46.0	22.0	0.48

7.2 Public Expenditure on Education

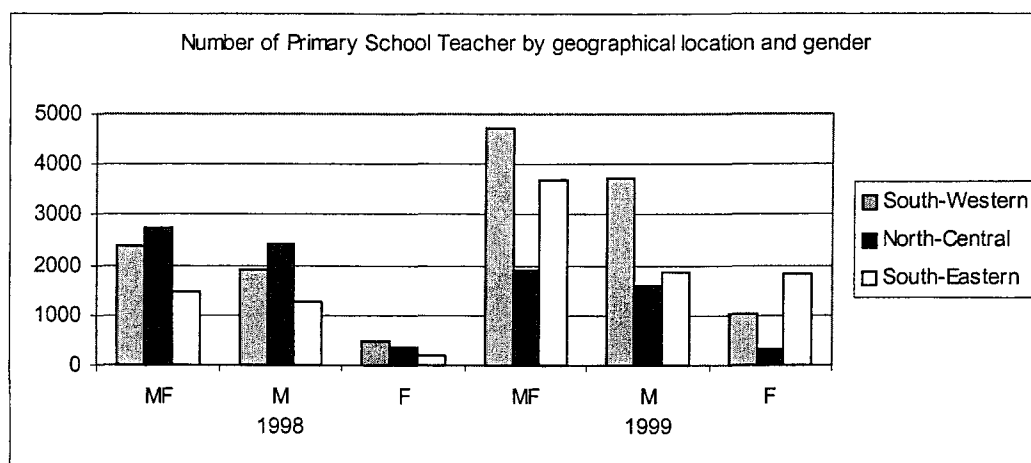
7.2.1 Trends in public expenditure on education in Liberian dollars.

	1998	1999
Gross National Product(GNP)	1,655,279,000	2,560,000,000
Expenditure on education	121,141,821	292,236,344
Expenditure on primary education	227,643	493,331
Assisted Enrolment programme	8,600,000	4,300,000

7.2.2 Primary School Teachers

7.2.2.1 Number of Primary School Teacher by geographical location and by gender

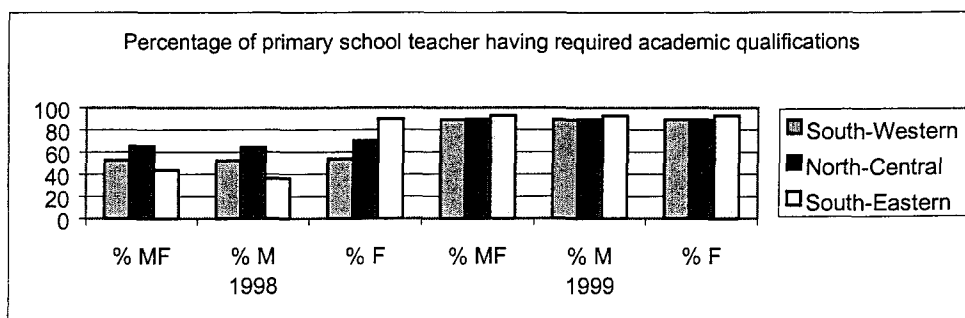
Region	1998			Parity index	1999			Parity index
	MF	M	F		MF	M	F	
South-Western	2362	1901	461	0.24	4733	3721	1012	0.27
North-Central	2749	2411	338	0.14	1907	1607	300	0.19
South-Eastern	1475	1267	208	0.16	3686	1871	1815	0.97



The number of primary school teacher in 1998 continued to increase in the 3 regions in 1999 due to access to primary school in the country (most especially school renovated by NGO's).

7.2.2.2 Percentage of primary school teacher with the required academic qualifications.

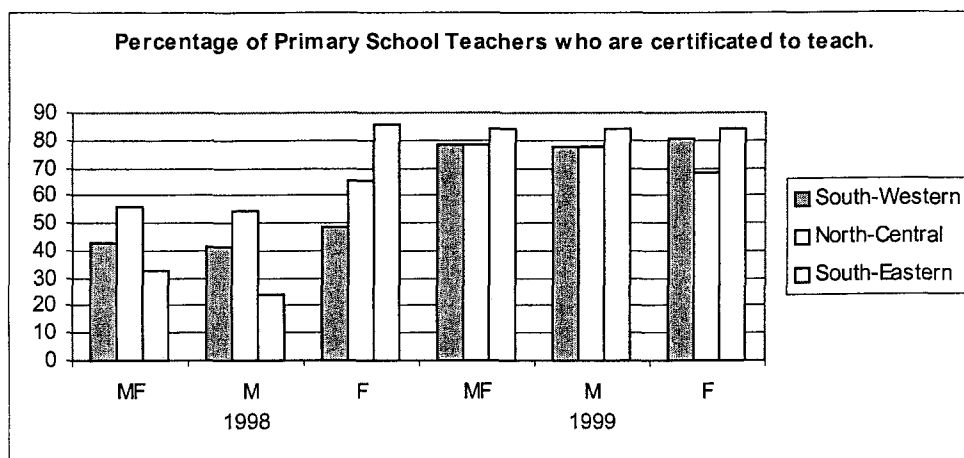
Region	1998			1999		
	% MF	% M	% F	% MF	% M	% F
South-Western	52.4	52.1	53.6	89.1	89.0	89.3
North-Central	65.0	64.2	70.1	89.4	89.4	89.0
South-Eastern	43.7	36.1	89.9	92.8	92.7	92.8



The total percentage of primary school teacher with required academic qualification in the South-Eastern region, increased in 1998 from 43.7 % to 92.8 % in 1999. This is due to the absence of most trained/certified a teacher who is either in exile or displaced in the country. This trend exists in the South-Western and North-Central. Hence, the need to train teachers cannot be over-emphasized.

7.2.2.3 Percentage of primary school teachers who are certified to teach according to national standards.

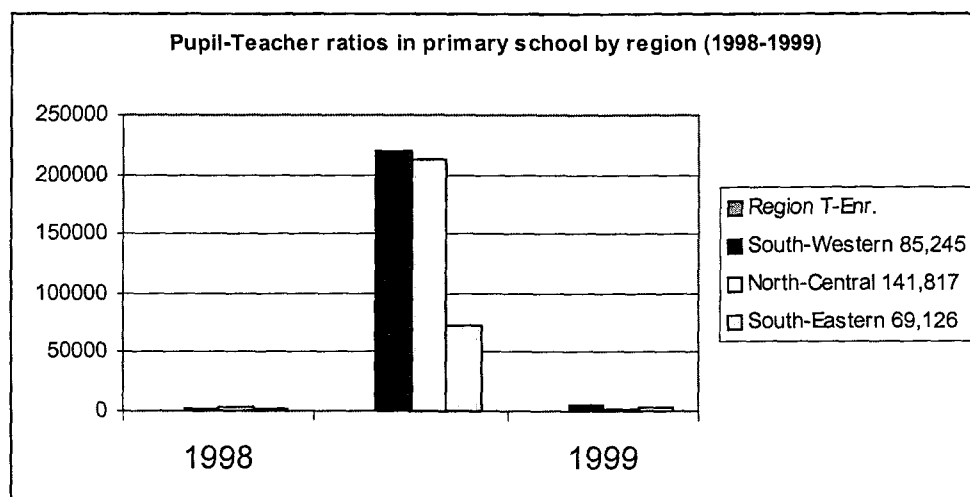
Region	1998				1999			
	"B-cert."/"C-cert."				"B-cert."/"C-cert."			
	MF	M	F	F/M	MF	M	F	F/M
South-Western	42.8	41.3	48.6	1.18	78.6	78.0	80.4	1.03
North-Central	55.6	54.3	65.4	1.20	78.2	77.7	68.0	0.88
South-Eastern	32.6	23.9	85.6	3.58	84.0	84.0	84.1	1.0



The graph shows the trend between male and female certified to teach in primary school. The percentage of qualified male and female rose in 1999 by region.

7.2.2.4 Pupil- teacher ratios in primary school by region (1998-1999).

Region	1998			1999		
	Total Enrolment	No. of Teacher	Pupil/Teacher Ratio	Total Enrolment	No. of Teachers	Pupil/Teacher Ratio
South-Western	85,245	2,362	36.09	218,986	4,733	46.26
North-Central	141,817	2,749	51.58	212,968	1,907	111.67
South-Eastern	69,126	1,475	46.86	72,904	3,686	19.78



7.3 Non-formal education

7.3.1 Adult literacy rate: Percentage of the population aged 15+ that are literate

		Literacy rate 15+	Literacy rate 15-24	Literacy gender Parity index	
				15+	15-24
National (The whole country)	Total(MF)	25.3	47.6	0.5	0.5
	Male(M)	35.5	62.5		
	Female(F)	17.9	33.9		
Urban areas	Total(MF)	56.7	61.5	0.7	0.6
	Male(M)	66.4	76.9		
	Female(F)	45.9	47.3		
Rural areas	Total(MF)	19.1	34.4	0.3	0.4
	Male(M)	29.8	51.6		
	Female(F)	9.2	19.7		

8.0 Effectiveness of EFA Strategy/ or Plans and Programmes

In Liberia, generally between 1998 and 1999, strategy/ or plan of action did produce some meaningful results. **Achievements:**

- 8.1 Government commitment to the Assisted Enrolment Programme (AEP) and the Accelerated Learning Programme (ALP) highlighted earlier in this document, was indeed effective to an extent and should be commended.
- 8.2 UNICEF
 - Through UNICEF, approximately 550 public primary schools benefiting 125,000 students received supplies
 - Established the National Primary School Textbook Project- implemented in cooperation with the Ministry of Education (MOE) and other partners - provided affordable textbooks for primary student's nation-wide.
 - Rehabilitated four county curriculum centers with supplies and equipment.
 - Established and furnished 39 student palaver (conflict) management centers
 - Rehabilitated the 3 teacher training institutions for primary school teachers
 - Other areas of social mobilization, monitoring and evaluation, establishment of database were also tackled, etc.
- 8.3 Cooperation between the Ministry of Education and other donor agencies attributed immensely toward the achievement of most of the educational programs.

9.0 Main Problems Encountered

As a result of the 7-year civil war, progress toward specific EFA goals and targets were shattered. However, with the commitment of donor agencies, bilateral organizations, etc. in assisting the Ministry of Education, there exist the likely hood that most of the difficulties encountered in the delivery of basic education will be abolish by the year 2001.

10.0 Public Awareness, Political will and National Capacities.

The government of Liberia commitment to achieving national goals and targets is overwhelming, most especially in the midst of financial limitation. Public awareness by government has been forth coming since the inception of the Taylor-led Government. To fulfill her commitment to basic education, the Government of Liberia in 1998 commissioned a group of Eminent Persons on children to study the “ impact of under-development and armed conflict on children in Liberia”. A report jointly commissioned by the Government of Liberia, the Eminent Persons Group on children and the United Nations Children Fund (UNICEF) was prepared and submitted by the Subah-Belleh Associates, a Liberian owned Management Consultant firm in November 1999 at a National Policy Conference on the Liberian Children. This conference sponsored by UNICEF was held from 17 – 20 November 1999 at the Unity Conference Center, Virginia, Liberia. At this conference, the plight of the Liberian children was highlighted, as a consequence of the 7year-civil war. Participants at this conference resolved that the rights of the Liberian Children should be taken seriously into consideration and protected by national government and the international communities. The government of Liberia has endorsed this resolution.

11.0 General Assessment of the Progress

The Liberian Education Sector is characterized by low access to education, inadequate number of education facilities, poor school quality, low productivity, and poor learning environment. These have substantially compromised the educational opportunities for many Liberian children. Although there is an increased in the total school going population over the years, the overall performance of the Liberian Educational System is still at a low end. The increased in the number of schools and number of students as well as the teacher-student ratio shows a positive trend. However, the reality is that in most urban and rural settings in Liberia, access to school is very low. School facilities such as libraries, reading rooms, toilets facilities, science laboratories are inadequate or non-existence in most communities. Furthermore, the lack of proper or adequate incentives to attract qualified teachers have caused the increased of unqualified teachers in the Liberian Educational system.

11.0 Policy Directions for the Future

The government of Liberia being aware of the numerous challenges facing the education sector over the years, has embarked upon series of activities geared toward a comprehensive education sector review, come the new millennium. Besides, changes in policies and in modalities to advance more quickly and effectively the country's EFA goals will also be pursued. Major areas of concern to this sector review include, but not limited to the following:

- (a) Programs for war-affected youth to be design and implemented by the year 2010;
 - (b) Special education for the disabled need to be revisited;
 - (c) The teaching of mother-tongue (indigenous languages policy) to be incorporated in the national curriculum;
 - (d) Revisit early childhood development programme in Liberia;
 - (e) Universal primary education programme (UPE);
 - (f) Accreditation and standard setting for the Liberian school system;
 - (g) Privatization of schools;
 - (h) Review the policy of subsidy and grants to school;
 - (i) Handbook for Ministry of Education personnel and
 - (j) Management of schools with reference to the decentralization of education service to the local levels.
- Finally it is expected that after the education sector review, a master plan for the Ministry of Education will be formulated to address problems encountered in the education sector.