

DRAFT

Republic of Liberia

MINISTRY OF EDUCATION

EDUCATION FOR ALL (EFA)

NATIONAL ACTION PLAN, 2004 - 2015

FOREWORD

The Liberian EFA Action Plan is an elaboration and strategic component of the Liberian Basic Education element of the National Education Master Plan 2000-2010. The plan covers the six goals identified for the attainment of Education For All globally by 2015. The goals have been approached in this forum against the background of already existing policy provision as contained in the Policy Framework for the Liberian Education sector and the Liberian Education Master Plan 2000-2010.

Liberia EFA Plan Objectives

The Liberia EFA Action Plan development objective which is in consonance with the Dakar Framework for Action is to work: through the nation EFA framework and utilize the functions of advocacy, resource mobilization and to ensure EFA Liberian from childhood to adulthood in ways and means that will result in sustainable livelihood and overall human development.

The specific objectives include raising and sustaining national awareness for basic education action on the global and national significance of EFA in Liberia and prioritizing the involvement of all stakeholders in the provision and support for EFA. The issue of providing access to Universal Primary Education within the primary education sub-sub-sector among the major specific objectives. The Government of Liberia, during the plan period, will be prepared to work with all partners and stakeholders in a coordinated fashion to ensure that basic education is provided to all who fit categories for this level of education, as well as reactivation of curriculum material production centers are among the core EFA implementation activities. The training of teachers is extremely important for the attainment of EFA may not be achieved. It is therefore imperative that over 30,000 teachers be trained.

Liberia EFA Plan Objectives

The EFA National Action Plan (EFA-NAP) 2003-2025 is not an isolated post-war plan. Rather it is an elaboration and strategic component of the Liberian Education and Training Sector Master Plan 2000-2010 as well as the Medium Term Plan. It is an extension, indeed a re-articulation, of the national goals, objectives and unmet targets of Basic Education for All, within the six goals of the Dakar Framework For Action; hence the focus and sharpness of the programmes and investment of the EFA national Action Plan lie in their having been fostered by the “Best Practices” and lessons of the two preceding post-war reconstruction programmes. The EFA Action Plan has, nevertheless, elaborated the relevant aspects of the needs and priorities within the emerging sectoral issues, needs, and priorities. These emerging and current needs and priorities are those that have been consciously declared by the Ministry of Education and the stakeholders.

The priority programmes and investment objectives retained the EFA National Action Plan are presented in modular packages and phased under short, medium and long-term investments and other frameworks to the achievements of goals that are being set against the year 2015.

The Liberian Government is therefore prepared, with the assistance of international and local partners, to do all within its power to ensure that the proper mechanisms for EFA are set up, and the requisite follow-up and dynamism of this initiative, which will both benefit and involve all stakeholders, is an unprecedented success story.

D. Evelyn S. Kandakai, Ed.D.
MINISTER OF EDUCATION

EXECUTIVE SUMMARY

This strategy is aimed at facilitating governmental budgeting decision as well as partners, and donors' investment choices. This strategy enhances further detailed programming and prioritization at the point of implementation of the plan. The priority programmes, objectives. The priority programmes, objectives and investments are summarized as follows:

EFA Plan Strategy

The EFA National Action Plan (EFA-NAP) is an offshoot of the Education Sector Master Plan 2000-2008. The plan is designed to achieve the EFA goals articulated in the Dakar Framework for Action, taking into account the strategic objectives in relations to the EFA target dimensions;

- Expression of quality Early Childhood Education and Development
- Increasing universal access to, and completion of Primary (basic) Education
- Improvement in learning achievement;
- Promotion gender equity and enhancement of the education of girls and women
- Reducing adult illiteracy;
- Expanding basic education and skills training for out-of-school children;
- Promoting vocational/technical education
- Developing information and communication technology
- Reducing poverty to achieve EFA goals
- Developing HIV/AIDS education programmes and response mechanism
- Improving management for EFA

The EFA National Action Plan 2003-2015 retains and elaborates the principles of partnership and decentralization for the support and implementation of the programmes. In this connection, emphasis will be placed on the involvement of the private sector, the civil society, the community and local leaders (participatory approach). The newly established and Training Councils at the Nation (NETC), Country (CETC) and local levels, the Local Schools Management Committees (LSMCs) are to take significant advisory, monitoring, an oversight functions in support of the MOE in the implementation of the plan programmes down to the grassroots.

The EFA National Action Plan (EFA-NAP)

The EFA National Action Plan (EFA-NAP) 2003-2015 recognizes that the resources to government will remain limited for some years to come. Consequently, Government's financial contribution to the sector would not meet the totals requirements to implement the programme, even though with the proposed increase in the allocation to the sector of upwards of 20% total Government budget. Thus, strategies are adopted to align the costs with feasible expectations from the Government, the public, the private organizations and partners.

The total cost of the EFA National Action Plan 2003-2015 has been estimated at US\$50 million (an average of \$3.5 per annum). As indicated on the summary table below about 45% of the programme will be implemented during the 6-year short-term (2003-2007), while 55% will be implemented in the 8-year medium term (2008-2015). On the other hand

the greatest emphasis of the plan is on target – group 2 (formal basic education) that consumes nearly 355 of the investment.

Priority Programs

1.	ECCD	1,918,000
2.	Primary Education	2,905,000
3.	Adult and Non-formal Education	3,840,000
4.	Vocational/Technical Education	9,790,000
5.	Improvement of Learning Quality	4,838,000
6.	Girls Education	3,915,000
7.	Integration of Human Rights, Peace, and Democracy	2,040,000
8.	Poverty Reduction Strategy	500,000
9.	Learning needs for out-of-school youth and children	1,800,000
10.	Cost and Financing of Education:	
	(a) Implementation of UP:E under EFA	700,000
	(b) Implementation of Education Law	350,000
	(c) Increase in Budgetary Appropriation for EFA (approx. 15%) annual Revenue	525,000
	(d) Strengthening of MOE capacity for budgeting function, Financial Management, Staff and Facilities Management and Experience Control Management	335,000
11.	Information Communication and Technology	

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LIST OF ABBREVIATION/ACRONYMS

ADB	-	African Development Bank
ADRA	-	Adventist Development Relief Agency
AEP	-	Assisted Enrollment Program
ALP	-	Accelerated Learning Program
CCA	-	Common Country Assessment
CEO	-	County Education Officer
CETC	-	County Education and Training Council
CES	-	Catholic Education Service
CSA	-	Civil Service Agency
CUC	-	Cuttington University College
DEO	-	District Education Officer
ECCD	-	Early Childhood Care Development
EFA	-	Education For All
EFA-NAP	-	Education For All National Action Plan
EMT	-	Executive Management Team
EU	-	European Union
DFA	-	Dakar Framework for Action
FAWE	-	Forum for African Women Educationalist
GDP	-	Gross Domestic Product
GOL	-	Government of Liberia
HDI	-	Human Development Index
HDR	-	Human Development Report
IDPs	-	Internal Displaced Person
IEC	-	Information Education & Communication
ICT	-	Information Communication Technology
IT	-	Information Technology
ILO	-	International Labor Organization
IMF	-	International Monetary Fund
JHS	-	Junior High School
JSS	-	Junior Secondary School
KRTTI	-	Kakata Rural Teacher Training Institute
LBS	-	Liberia Broadcasting System
LINSU	-	Liberian National Student Union
LSMCs	-	Local School Management Committees
LWI	-	Liberia Women Initiative
LWS	-	Lutheran World Service
IRC	-	International Rescue Committee
LRRRC	-	Liberia Refugee Repatriation & Resettlement Commission
LNACOM	-	Liberia National Commission for UNESCO
MOE	-	Ministry of Education
MOF	-	Ministry of Finance
MOH	-	Ministry of Health
MPEA	-	Ministry of Planning & Economic Affairs
MVTC	-	Monrovia Vocational Training Center
NCHE	-	National Commission on Higher Education
NETC	-	National Education Training Councils
NFE	-	Non-Formal Education
NGO	-	Non-Governmental Organization'
UNESCO	-	United Nations Education Scientific & Cultural

	Organization
UNICEF	- United Nations Children Education Fund
WAEC	- West African Examinations Council
WFP	- World Food Program

BASIC FACTS AND KEYS DEVELOPMENT INDICATORS

NO	INDICATORS	VALUE	YEAR
1.	Population	2.7 Million	2002
2.	Population Growth Rate	2.4%	1996
3.	Life Expectancy At Birth	47.7 Years	1999/2000
4.	GDP Per Capita (US\$ and PPPP\$)	US4169.00	2002
5.	External Debt (US\$) as % of GDP	US\$613.80	2002
6.	Poverty Headcount Ration (% of population below national poverty line, US\$1 per day)	76.2%	2001
7.	Prevalence of HIV/AIDS in Adult Population	8.2%	2002
8.	Population with access to safe water supplies	26%	1999/2000
9.	Population with access to acceptable sanitation	45%	1999/2000
10.	Population with access to health services	69%	1999/2000
11.	Population with access to education	40%	1999/2000
12.	Population of under weight children (Under 5)	26%	1997/1998
13.	Net primary enrollment rate	34.7%	2000/2001
14.	Ratio of girls to boys in primary education ..FM	40.8%, 59.2%	2000/2001
15.	Infant mortality rate	117/1000 Live Births	1999/2000
6.	Under 5 mortality rate	194/1000 Live Births	1999/2000
17.	Maternal mortality rate	578/100,000 Live Births	1999/2000
18.	% of population relying on traditional fuels for energy use (firewood and charcoal)	99.5%	2000/2001

In the Dakar Framework for Action (paragraph 16)³ it is suggested that each not national EFA plan will:

- i. Be developed by government leadership in direct and systematic consultation with national civil society;
- ii. Mobilize and coordinate support of development partners
- iii. Specify reforms addressing the six EFA goals;
- iv. Achieve a synergy of all human development efforts through its inclusion within the National Development Planning framework process.

CHAPTER 1

INTRODUCTION

1.1. THE CONTEXT OF EDUCATION FOR ALL IN LIBERIA

1.1.1. The Political Context

Liberia has emerged from a long civil war (19... - 2003). The war affected all aspects of the society. There was disruption of normal political systems functions. The civil society and organized interest groups became dysfunctional. With the end of the war, a National Transition Government has been put in place to oversee the processes of DDRR and the restoration of normal political systems.-----

-----National election for restoration of democratic structures is scheduled for 2005.

1.1.2 Social and Economic Context

There is paucity of reliable recent demographic statistics on Liberia. The last census was conducted in 1984. The next census in 1994 was hindered by the civil conflict. Although the 1984 census report revealed a population of e.1 million with an annual growth rate of 3.1 percent, thus suggesting a population of 3.4 million by 1988, this Action Plan accepts a 2.7 million estimate for 2000. As a result lives, the population is yet to be accurate determined.

The 3 largest of Liberia's 15 counties, (Montserrado, Nimba and Bong) account for over 60% of the total population with Montserrado alone having about 30% of the total population. In terms of age distribution, the age group of 0-18 years account for 54.3 percent (of which ½ are female).

This structure makes Liberia fall within the "youthful age" category of demographic transition theory. By contrast, the elderly age group (i.e. over 65 years) accounts of 2.55 while the active labor force (i.e. 64 years) represent 43.2% yielding a high dependency ration of 6%. The under 5 year olds account for 14.6% of the population, while the primary school-age population (6:12) is currently placed at 22.2% of the total.

Significant gender imbalances in terms of access and opportunities exist in the social and economic sector. Women in Liberia account for 49.9% of the total population, and 39.9% of the formal employed force. But urban adult literacy among women is put at rate of 26.3% as compared to 48.9% for men. This skew is more acute in the rural areas. A large proportion of the population are still reeling from the war effects, and almost all families experienced traumatic incidents from death of a family member, rape, torture, stress, missing children, loss of property, disruption of education or means of livelihood internal displacement, or exile.

On the economy, the country's long-term economic decline was worsened by the war consequences adversely affected, and certainly decreased major social services delivery systems, particularly education. The education sector was virtually decimated, and whatever remained was seriously

diminished in quality and accessibility. Additionally, the social sector institutions which are easily most vulnerable to decline revenue or cutbacks in

spending have remained a modest priority in budgetary allocation. As illustrated in table allocation to education as a proportion of the total budget in 1997 was 5.50% compared to that of health (5.12%). Nevertheless, there have been significant increases in budgetary allocation to the sector since 1998 (see Table below); the table shows allocation to the education as a proportion of the national budget and was 7.35 in 1998 and 11.40% in 1999. Part of the explanation for the increases relates to increased Government commitment to innovative post-war education rehabilitation and recovery programs⁸.

Table 1: Social Sector (Education/Health) Share in 1997 Budget Allocation (In L\$)

SECTOR	RECURRENT	CAPITAL	TOTAL	% SHARE
Budget	24,510,725	500,800	29,515,525	5.50
Health	21,877,640	5,880,888	27,765,640	5.12
Total Nat'l Budget	507,700,000	29,440,000	536,440,000	

Source: Ministry of Finance: National Budget 1997

Table 2: Public Expenditure on Education Sector as Proportion of National Budget 1997-1999 in L\$

EAR BUDGET	TOTAL NATIONAL BUDGET PROPORTIONH	ALLOCATION TO EDUC. /NATIONAL	% SHARE
1997	507,000,000	29,515,525	5.50%
1998	1,665,279,000	121,141,821	7.32%
1999	2,560,000,000	292,236,344	11.4%

Source: Ministry of Finance 1999 Ministry of Education (Dept. Adm.) 1998/1999

As a result of the above social situations, poverty has become widespread in Liberia, and the quality of life and standard of living have grossly declined. The UNDP Human Development Reports for 1996, 1997 and for 1998 rated Liberia 158 and 156 respectively out of total of 74 countries. To this end, the issue of improved access, opportunities, equity, equality, in social services (especially education) as well as programmes aimed at reconciliation, trauma healing, and other psycho-social rehabilitation will continue to feature prominently in current and future national re construction and development plans for some years, with this plan being no exception.

1.1.4. The Cultural Context

Liberia is a country rich in culture. There are -----

The traditional and cultural practices and beliefs influence aspects of the social and economic practices including education.

1.2. DESCRIPTION OF THE EDUCATION SECTOR

1.2.1. The Structure of the Education System.

The Liberia Education Law 2002 (Section 2.1. – 2.13) has defined the structure of the education system to include:

- Categories of Schools

Pls. add one sentence or two as description of this provision (see Education Law pp4 –6)

- Early Childhood Education

- Primary Education

- Basic Education

- Secondary Education

- The Sixth Grade

- The Ninth Grade and Twelfth Grades

- Higher Education

- Adult and Non-Formal Education

- Teacher Education

- Vocational and Technical Education

- Local Governing Bodies

- Reform and Standardization.

1.2.2. The organization and Management of Education in Liberia

Pls. Add one or two sentences on ownership of schools, management structures at national County and local levels, the role of parents and civil society, etc.

1.2.3 Costs and Financing of Education

1.2.4. Accreditation and Standards

1.2.5. The Major Issues in the Education Sector

The Liberian education system was experiencing a declining state in both size and quality in the few years immediately prior to the civil war. The seven-year civil conflict and the current war has certainly exacerbated the situation. It continues to endanger untold destruction to the physical infrastructure, emaciated parents and demoralized teachers and students. The results of the 1998-1999 West African Education Council show that over 75% of all candidates from secondary schools in Liberia failed.

The education sector is one of the greatest post-conflict challenges the country has to confront with. Liberia already has an alarming 10% illiteracy index, while at the same time, gross enrollment in primary and secondary schools nationwide is just about half of the population of children of the legal school age (6-18 years). From the household survey, a third of the children age for primary school (NER is 70%) in Montserrado County currently do not attend school. The GER for the same was a very high 162.4% confirming that the backlog of children who could not go to school during the war are crowding into the primary schools.

The disparity between boys and girls in accessing education is also a cause for concern. Except for attendance in pre-school (which is urban and elitist), where girls are 51% compared to 49% boys have greater access to education than girls as of the primary level. With primary and secondary combined, the GERs are 69.1% for boys and 39.9% for girls. The disparity in accessibility between boys and girls is reflected in the national illiteracy index in which illiteracy among male is 24% as compared to 54% among females. Access is not the only issue. The quality of the education sector has been declining since the decade just before the conflict, when low salaries and deteriorating conditions of work among other factors, were driving qualified teachers out of the public schools. The only three teacher training institutions (KRTTT, ZRTTI and WRTTI) for primary school teachers in the country could not cope with the increasing demand and replacement requirements, implying that increasing number of unqualified people entered the classrooms.

Hence, the conflict only further depleted the system of competence and quality. Today, as many as 65.2% of the children in primary and secondary schools in Liberia are taught by unqualified teachers. The sector is left with an insignificant 6.5% who have college or better education. Another 28% are certified by the Ministry of Education to teach and a huge 65% have attained no more than secondary education. The education system has no specialized programs for handicapped children, which is virtually denying them access to education. Before the war only seven special schools operated in the country; and all of those schools were located in Montserrado County. Only two of those institutions have been re-opened and they are operating below their pre-war capacities.

1.2.6. The Major Initiatives in the Education Sector

The Government of Liberia has over years embarked on national programs to promote basic education for all. It has provided up to secondary education almost free of cost and provided subsidies to private schools. An adult education program existed for several years prior to the war. About 17% of the national budget is appropriated for public education system. Recently a nationwide NMLP was launched to assist parents to read and write and reduce the illiteracy rate of 35% by end of the year of 2000. There is also the Accelerated Learning Program (ALP) which seeks to integrate children of 8-13 years into their age appropriate grades in the regular school system by increasing their pace of learning. In direct response to the problem of the large number of over-age youths in the primary school, the ALP compresses the six-year curriculum to shorten and facilitate the completion of primary school within half the normal time. The ALP also introduces a fundamental shift in the approach to teaching. It utilizes the integrated approach in which subject is related to other subjects and measures by outcomes instead of objectives. There is also a national

program, the Assisted Enrollment Program (AEP) aimed of providing a greater number of school-age children who are not in school with greater access to public school at every grade level by increasing the availability of educational services, reducing the costs of enrollment, and providing incentives for teachers.

In short, incapacity, poor quality and unattractiveness of programs currently offered for a very large segment of children is a major challenge. But the economy, itself incapacitated by the depletion of productive assets, idle workforce, among other factors, is not a source of hope in immediate and foreseeable future, for the education sectors, particularly the EFA. This means that government appropriation for education and the EFA, in particular, may continue to be very inadequate for the target period of implementation for this plan; however, with the political will, the government with the support of its partners can ensure the implementation of this plan especially the Universal Primary Education (UPE).

1.2.7 Education for All (EFA) in Liberia

The Liberian Education Sector Master Plan (2000-2010) defines Basic Education as “that which provides that foundation for continuous and life long learning; and which all citizens are entitled. Basic education is defined to include education up to the level of grade nine. It incorporates early childhood education, primary education, adult and non-formal and/or out-of-school education including literacy, oral expression, and productive skills acquisition, among other things. It therefore takes into account the basic learning needs of all those involved in the learning process. Basic education is also a fundamental human right².

The policy framework stipulates that basic education shall be consistent with global parameters and dimensions which dictate that basic education not only provides literacy, numeracy, oral expression and problem solving, but that it also delivers skills which equip human beings to be able to take into consideration a culture of peace, democracy and human rights education to enable a person to become a stabilizing member of his/her society and the global village. With the advent of a new age of information and communication technology, it is evident that computer literacy must be infused into basic education.

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CHAPTER TWO

LIBERIA EFA NATIONAL ACTION PLAN

2.1. THE FRAMEWORK FOR EFA-NATIONAL ACTION PLA

2.1.1. The Jomtien framework

The fundamental goals and messages of Education For All (EFA) proclaimed at the World Education Forum at Jomtien, Thailand (1990) remain the hub of EFA activities. However, an assessment and experience of the past decade was discussed at the Dakar World Education Forum (WEF). The forum reaffirmed the Jomtien vision and set the new targets:

- i. *The Young Child From 0 – 6:* with corresponding sub-sector as early childhood care and development (ECCD) and pre-school.
- ii. *Children in Formal Basic Education:* (with particular attention to girls) in sub-group 2.1: pupils who are already in the formal education system; sub-group 2.2: children who are expected to enter grade – 1 (i.e. primary education) and grade – 7 (i.e. lower secondary education). Formal basic education (for EFA purposes this comprises primary education and also lower secondary education, grades 7 – 9).
- iii. *Out of School Youth in the EFA – age range* (with particular attention to girls); sub-group (3.1: children who never enrolled, i.e. who never entered grade – (typically children in educationally under-served areas, minority group, etc. and grade 6) primary education leavers who did not enter grade – 7 (lower secondary education); sub-group 3.2 children who entered grade – and children who entered grade – but drop out before attaining the end of the cycle. Corresponding sub-sector is Non-Formal Education (NFE) and containing education.
- iv. *Adults Below Literacy Level:* corresponding sub-sector is non-formal education and continuing education.

It is in this light that the WEF advised each country to prepare a credible EFA National Action Plan by the year 2002, based upon the premise that heart of EFA activity lies at the country level and “the basic learning needs of all can and must be met as a matter of urgency” (Dakar Framework for Action, paragraph 6).

2.1.2. The Dakar Plan of Action

The World Declaration of Education For All (EFA) states “Basic education is more than an end in itself. It is the foundation for lifelong and human development on which countries may build systematically, further levels and types of education and training” (Declaration 4) “The Delivery, complexity, and changing nature of basic learning needs for children, youth and adults necessitates broadening and constant redefining the scope of basic education” (Declaration 5). The World Declaration and Framework for Action propose that the basic learning needs of all, which include both essential learning tools and content, should be met. These needs are required for human beings to survive, to develop their full potential, to live and work in dignity, to participate fully in development to make informed decision and to continue learning. Basic learning needs include early childhood care and development opportunities relevant, quality primary schooling or equivalent out-of-school education for children and literacy basic knowledge and life skills training for youth and adults. They also include using the media and available technology to education on matters of social concern and to support basic education. The World Education forum 2000 collectively focused on the education expansion and improvement of comprehensive early childhood; access compulsory and complete, free primary education of good quality for all children

by 2015; equitable access to appropriate learning and life skills programs; 50% improvement in level of adult literacy, continuing education for all adults by 2015, especially for women and equitable access to basic education for all adults eliminating equality by 2015 and improving all aspects of the quality of education by 2015.

In addition to the six goals, the Forum identified a number of particularly critical them and transverse programs, (i.e. HIV/AIDS), teachers and quality education, education in conflict and post conflict situation, as well as emergency and crisis and information and communication technology (ICT), as needing immediate attention action.

The Dakar Framework for Action is a collective commitment. Governments have an obligation to ensure that EFA goals and targets are reached and sustained (Para 2, p.8). This can most effectively be done through broad-based partnership within countries supported by cooperation with regional and international agencies and institutions.

In the Dakar Framework for Action (paragraph 16)³ it is suggested that each national EFA plan will:

- i. Be developed by government leadership in direct and systematic consultation with national civil society;
- ii. Mobilize and coordinate support of development partners
- iii. Specify reforms addressing the six EFA goals;
- iv. Establish a sustainable financial framework;
- v. Be time-bound and action-oriented; and
- vi. Achieve a synergy of all human development efforts through its inclusion within the national development planning framework and process.

2.1.3. The EFA global Goals

Following on the Jomtien and Dakar frameworks, the world set up a set of six EFA Goals to be pursued by all nations through their home-grown strategies, resources and means. These goals include:

Pls. Quote the Six Global EFA Goals here

Goal 1.

Goal 2.

Goal 3.

Goal 4.

Goal 5.

Goal 6.

2.2. NATIONAL PRIORITIES FOR LIBERIA EFA

2.2.1. National Priorities in the Context of the Global EFA Goals

Global EFA Goal

Goal 1.

Liberia National Priorities

1.1. -----

1.2. -----

1.3. -----

1.4. -----

Goal 2.

2.1. -----

2.2.-----

2.3.-----

Goal 3.

3.1.-----

3.2.-----

3.3. -----

Goal 4.

Goal 5.

Goal 6.

CHAPTER THREE

LIBERIA NATIONAL EFA PROGRAMME

3.1. EFA NATIONAL PRIORITY OBJECTIVES

3.1.1. Early Childhood Care Education ?

Please use the National Priorities listed under para. 2.2.1.

3.1.2.

3.1.3.

3.1.4.

3.1.5.

3.1.6.

3.2. EFA NATIONAL PRIORITY PROGRAMMES

Pls. State the specific programmes for achieving each of the priority objectives.

The order of presentation is suggested in the table below. You may not need to use the tabular format.

Priority Objective	National Priority Programme (s)
1. Quote Objective 3.1.1.	1.1. 1.2. 1.3.
2.	2.1. 2.2. 2.3. 2.4.
3.	3.1. 3.2. 3.3. 3.4.
4.	4.1. 4.2. 4.3. 4.4.
5.	5.1. 5.2. 5.3. 5.4.
6.	6.1.

	6.2. 6.3.
--	--------------

3.2.1. Ensuring Early Childhood Care Education for all Children aged 0 – 5 years

Program Rationale and Justification

Program Content and structure

Specific Activities

Implementation Strategy (Arrangements)

Means (Estimated Costs) or Funding

3.2.2. Ensuring Universal and Compulsory Primary Education

Program Rationale and Justification

Content and structure

Specific Activities

Implementation Strategy (Arrangements)

Means (Estimated Costs) or Funding

3.2.3. Ensuring Access to Quality Basic Education

3.2.4. Adult and on-Formal Education Including Mass Literacy and Vocational Skills for Youths

3.2.5. Provision of Trained Teachers for Primary and Basic Education

3.2.6. Provision of Materials and Pedagogical Support

3.27. etc

1.4 EFA NATIONAL FORUM

a. What is the EFA National Forum?

The National EFA Forum is a consultative and coordination body that comprises all stakeholders in basic education.

b. Who should be member of the Forum?

- ✓ Ministry of Gender and Development
- ✓ Ministry of Finance
- ✓ Ministry of Internal Affairs
- ✓ Ministry of Youth and Sports
- ✓ Ministry of Labor
- ✓ Ministry of Health & Social Welfare
- ✓ Ministry of Agriculture
- ✓ Ministry of Planning & Economic Affairs
- ✓ Ministry of Justice
- ✓ Ministry of Information
- ✓ Ministry of Education
- ✓ House Standing Committee on Education
- ✓ Senate Standing Committee on Education

OTHERS/PARTNERS

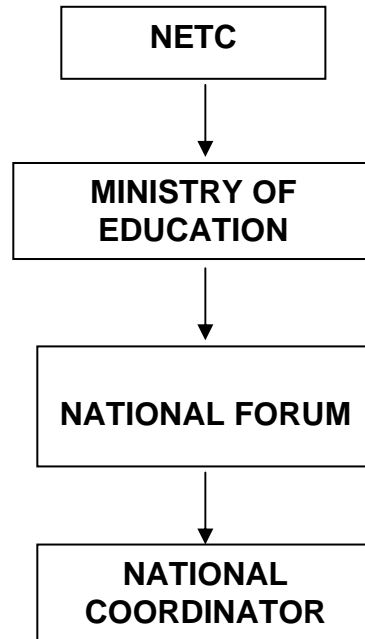
- ✓ Press Union of Liberia
- ✓ Liberia National Association of School Principals
- ✓ National Teachers Association of Liberia (NTAL)
- ✓ Female Lawyers Association of Liberia
- ✓ National Bar Association (NBA)
- ✓ Methodist Secretariat
- ✓ Liberia Marketing Association (LMA)
- ✓ Inter Faith Mediation
- ✓ National Association of Human Rights Organization
- ✓ FAWE

RECOMMENDATIONS

- As soon as this National Plan of EFA is validated, the National Forum should be established and commissioned.
- Consultation should start taking place now for the recruitment of membership on the Forum.

TERMS OF REFERENCE

- Advocacy
- Resource Mobilization
- Generation and Information Sharing
- Review and Develop Policy

STRUCTURE

CHAPTER 2

2.1 THE PRESENT EFA SITUATION

- a. Access to Education
- b. School Facilities

The number of school facilities available is major determinant of access to education. As the records of the Ministry of Education indicate, the number of school facilities declined between 1980 and 1989, from 1,830 to 1,765. this decline occurred after a previous increase of 69% from the decade before. The total number of facilities nationwide in 1999 stood at 3,385, while primary and secondary facilities are 2,405 and 461 respectively.

Of the total school facilities nationwide, primary level accounts for 71% secondary, 14% and pre-schools, 15%. Even with the substantial increase, the facilities remain inadequate by about 35%, using the classroom size of 45 students per class and average room per facility per level.

- c. Pre-School

The survey conducted by the Early Childhood Care and Development revealed that there are 519 pre-schools facilities that house 894 pre-school programs in Nurseries, Daycare, and Kindergarten. Montserrado County accounts for 805 of all the pre-school programs in the country.

- d. Primary and Secondary Schools

According to the Ministry of Education, there are 2,405 primary schools and 461 secondary schools or a total of 2,866 schools.

FACILITY	NUMBER
Pre-school	519
Primary	2,405
Secondary	461
Total	3,385

Source: Ministry of Education, 1989

As the foundation for lifelong learning and the creation of learning society, basic education is considered as an entitlement or a right; and consists of early childhood education, primary education and adult education. It is necessary to examine the gaps that exist with respect to the fulfillment of anyone of these components in Liberia.

Gross enrollment in Early Childhood Care and Development Programs is only 12.56% for the whole country, according to the Ministry of Education. Baseline survey on Early Childhood Care and Development study (October 1999), while enrollment ratio is put at 4.31%, the 12.56% enrollment represents 59,875 pupils enrolled at that level with 79% being in Montserrado alone. This figure also represents 11.8% of the entire primary and below enrollment of 507,192 at this level. At the primary level, the national gross enrollment is placed at 63.16% as compiled from the following table from the MOE Assessment of Progress: Liberia Country Report, EFA 2000 (November 1996).

B. Access to Primary Education

i. ENROLLMENT

The number of children attending school is closest indicator of how much real access children have to school. There is an estimated 1,628 children in the school-age range of 3-18 years. The statistic publisher by the Ministry of Education (1999) showed that total enrollment across the country in Pre-primary and secondary schools are 678,672. This suggests that over half of the children 3-18 years, who should be in school, are in absolute terms, enrollment is largest at the primary level with 507,192 or 75% of total number of students followed by the secondary level, which has 115,453 or 17% and the pre-school level with enrollment of 55,982 or 8%.

ii. NON-FORMAL EDUCATION

With the third component of basic education, that of non-formal adult Education, statistics indicate that the literacy rate of Liberia is put at some 33.2% with 39.8% for males and 26.3% for females. These figures indicate serious gaps in the provision for basis education with Early Childhood Care or Education and even programs having the gaps followed by that of Adult Basic Education and even with the least gaps primary education still found serious wanting gender gaps in Adult Education are the most severe and have debilitating effect on both the EFA Action Plan must address the gender gaps in basic education to remove the deficits. Tremendous efforts must therefore be exerted by government at the first basic level to ensuring that higher levels are favorably affected.

One of the issues related to access that is very acute is the question of the gap in enrollment, retention and performance of girls and women in Liberia. Like other African countries there is more parity at entry to the primary school, which begins with Early Childhood Care and Development programs. The following table indicates some parity at the beginning level.

Table 2: Male/Female Enrollment for Level (ECED)

LEVEL	# OF MALES	# OF FEMALES	TOTAL	PERCENTAGE
Nursery	8,87	9,247	18,124	30.3%
Daycare	1,482	1,566	3,048	5.15%
Kindergarten	19,267	19,436	38,703	64.6%
TOTAL	28,636	30,249	59,875	100.0%

At the primary level of the 507,192 students in 1999, 292,208 or 57.6% were males, while 214,984 or 42.3% were females.

C. In Addition to access quality of education provided to Liberian children is a major determinant of the kind and level of their mental and personality development they will acquire. The main factors that affect quality of education are the standard of the curriculum, the implementation of the education curriculum, including the caliber and adequacy of teacher sufficient conditions of instructional infrastructure and materials, and unity of the environment for learning. In view of tthese factors, it is correct to mention that the quality of children education is poor.

The curriculum defines the kinds and amounts of knowledge that students are expected to acquire at a prescribed level of the school system. It is there the most determinant factor of the quality of education that children receive. Liberia's participation in the West African sub-regional examination evaluation process indicates that the standard of its curriculum is comparable to those of the other countries in the sub-region.

D. TEACHER QUALIFICATION

The qualification, sufficiency and moral of teachers are critical factors that affect how children are taught and, therefore, how well they learn. Many Liberian schools with qualified teachers have been an on standing problem. The issues have been training and retention of qualified teachers. Training for bachelor's degree is provided at the William V.S. Tubman Teacher College, University of Liberia and Cuttington University College, while three rural institutes, Kakata Rural Teachers Training Institute, Zorzor

Rural Teachers Training Institute and Webbo Rural Training Institute provide certificate training for the teachers. In spite of these efforts, the amount of qualified teachers remains limited.

The 1999 data on teachers based on the payroll of public school teachers, show that there are 16,205 teachers at the primary level. About 10,558 or they have only secondary education. Those with official accepted credentials total each are; 6 with bachelor's degree; 11% "C" certificate; and 18% "b" certificate.

Teachers Trained by Institution, 1998

I NSTRUCTION	TEACHERS	LEVEL
KRTTI	1,400	Primary
ZRTTI	442	Primary
CUC	820	Primary
UL	2,762	Elementary
TOTAL	5,424	

Teacher by Qualification 1999

LEVEL	ACADEMIC	NUMBER	PERCENTAGE (%)
Primary	High School	10,558	65.2
	Bachelors	1,018	6.3
	"C" Certificate	1,709	10.5
	"b" Certificate	2,920	18.0
	TOTAL	16,205	100.00
Secondary	High School	3,038	58.7
	Bachelor	390	7.6
	"C" Certificate	555	10.7
	"B" Certificate	1,192	23.0
	TOTAL	5,175	100.00
Pre-School	High School	1,211	57.1
	Certified	890	40.5
	Male	51	2.4
	TOTAL	1,152	100.00

At the secondary school level, there is near absence of qualified teachers, when all teachers should have at least a first degree or the equivalence; as many as three out of five high school education. Those with acceptable credentials include Bachelor's degrees, 7.6%; "C" Certificates 10.7%; and "B" Certificate 23.0%. It is only in the pre-school that comparatively high 40% of teachers are certified.

As a result of the general lack of qualified teachers, unqualified teachers teach a high percentage of school children. Using a teacher-pupil ratio of 1:13, about 330,465 (65.2%) of primary school children are taught by unqualified teachers.

The problem of salary for public teacher is still one of the major obstacles to the progress of the education sector. Until quite recently, monthly salary for teachers was under ten United States dollars (US\$10.00). The amount was grossly inadequate to provide for basic substance. The recent salary increase raises gross monthly salary to about twenty United States dollars (US\$20.00) which is better but still very inadequate for meeting the basic necessities of a professional teacher when a 50 kilogram bag of rice cost US\$420.00 in Monrovia. Incentives in the form of opportunities available to teachers for further professional development are limited. Opportunities for excelling by hard and quality work to administrative and managerial positions within the school system are limited. No mechanism for additional recognition is provided for quality performance in the classrooms. Hence, Liberian teachers hardly expected better rewards for being good teachers.

The physical infrastructures of Liberian schools are inadequate, and in most cases, unsuitable for learning. Many buildings housing schools are former residential structures, churches, and old warehouses. Because they are not designed for educational purposes, the rooms in these buildings are inappropriate for classrooms in terms of size, ventilation, and lighting. Most often, these structures have no accommodation for libraries, laboratories, and recreational facilities. In some cases there are no safe drinking water and sanitation facilities. In most schools especially the small independent private schools, there is an inadequate supply of basic educational and sanitary materials.

CURRICULUM

The content range of programs and learning experiences of the school system determines the relevance, efficacy and a lot of other factors of the education system. Therefore, the curricular or education programs go hand in hand with the materials and means to implement them. The present K-12 national school curriculum was developed in 1980 and was revised in 1996 and got circulation in 1997. In principle, the process used was the "Global approach", and the content was envisaged to accommodate the major directions of policy concerns and developmental goals including: Liberian orientation to reflect closer societal needs, resources and values; Liberian curriculum context, with a strengthened Liberian environmental content; a broad based content with needed diversification to cater to the national and local variations; a functional schooling, bringing practical, vocational subject content at various levels; national norms, to determine the enabling the system to respond to and allow the promotion of continuing education opportunities and the promotion of desirable social, moral and ethical values.

In practice, however, the curriculum and program of study leave much to be desired for the type and class of educational which Liberia deserves. Random and cursory measures of efficiency of the Liberia education system coupled with the performance of the school products in international competitive examination point to certain fundamental issues to be resolved in order to move the system forward. The quality of teaching and teachers will have to be improved through regular training program for in-service and pre-service teachers, salaries and good conditions of service

must be provided in order to retain teachers in the system, quality and relevance must be encouraged to ensure high standards in the school system.

3.2.7 Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

- i. The Ministry of Education must ensure the improvement of all aspects of the quality of education so that recognized and measurable learning outcomes are achieved, especially in literacy and essential life skills.
- ii. Quality is the heart of education, and what takes place in the classrooms and other environment is fundamentally important to the future wellbeing of children, young people and adults.
- iii. Enhancing educational quality must accompany efforts to expand school enrollment, if children are to be attracted to school, stay there and achieve meaningful learning outcomes.

3.2.8 If the program of studies and curricula of vocational/technical education must meet the condition of access, quality and relevance, the GOL must re-launched at the national level major and comprehensive reforms (i.e. curriculum, staffing, funding, evaluation aimed at improving access, quality, relevance and cost of basic education.

CHAPTER 3

3.1 The National EFA Goals and Objectives

3.1.1 Development Objectives

The Liberia EFA Action Plan development objective which is in line with the Dakar Framework is to work: through the national EFA framework and utilize the functions of advocacy, resource mobilizing to ensure EFA Liberia from childhood to adulthood in way and by means that will result in sustainable livelihood and overall human development.

3.1.2 Specific Objectives

- a. raise and sustain national awareness and action on the global and national importance of Basic Education in Liberia and prioritize the involvement of all stakeholders in the provision and support for basic education.
 - i. Create a national awareness for basic education in Liberia and prioritize involvement of all stakeholders in the provision of Basic Education.
 - ii. Promote Action on national and global significance of basic education and the imperative of this level of education as basic for lifelong learning individual.
- b. Provide access to Basic Education within the framework of Education For All;
- c. Provide conducive and enabling environment for learning in all schools,

3.2 Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

- i. The Ministry of Education must ensure that the learning needs of all young people are met through equitable access to appropriate learning skills program.
- ii. All Liberian young people must be given the opportunity to gain knowledge and develop the values, attitudes, basic technical, vocational and entrepreneurial skills which will enable them to develop their capacities to work, participate fully in their society, to take control of their own lives continue to learn.

3.2.1 Achieving a 50% improvement in level of adult literacy by 2015, especially for women and equitable access to basic continuing education for all adults.

- i. It shall be available throughout Liberia and open to all youths including out of school youths and adults.
- ii. Adult education will be integrated into the mainstream of national curriculum.
- iii. The Ministry of Education shall :

- a. Within the various non-formal education programs there will be compulsory element of mass literacy;
- b. Ex-combatants and disadvantage youths and women are accommodated, as a matter of priority; and
- c. Promote action on national and global significance on basic education and the imperative of this level of education as bases for lifelong learning individual and national development.

3.2.2 Eliminating gender disparities in primary and secondary education by 2005, an achieving gender equity in education by 2015, with a focus on ensuring girls full and equal access to achievement in basic education of good quality.

- i. Within the framework of mainstreaming gender in EFA and adopting the FAWE experience, the Ministry of Education recognizes that a gender-sensitive education is one of the things that will make the vision of Education For all a reality;
- ii. It is apparent from the work in girls' education that access to and quality of education is inextricable linked – it would be easier if this were not the case. This bears very closely on two other critical aspects of girls' (and boys) education.
- iii. The Government of Liberia in collaboration with FAWE/Liberia and partners ensure that all learning takes place in a safe, healthy and supportive environment.
- iv. The needs to understand demand and supply and how these play out, one against the other. A quality education includes learning the basics and learning how to learn in a safe, secure, gender-sensitive, healthy and protective environment.
- v. Decrease the dropped rate due to pregnancy among school girls.

3.2.3 Improving every aspect of the quality of education, and ensuring their excellence so that recognize and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

- i. The Ministry of Education must ensure the improvement of all aspects of quality of education so that recognized and measurable learning outcomes are achieved, especially in literacy, numeracy and essential life skills;
- ii. Quality is the heart of education that takes place in the classrooms and other environments is fundamentally important to the future wellbeing of children, young people's and adults;
- iii. Enhancing educational quality must accompany efforts to expand school enrollment, if children are to be attracted to school, stay there, and achieve meaningful learning outcomes.

3.2.4 If the program of studies and curricula of vocational/technical education must meet the conditions of access, quality and relevance, the Government of Liberia must re-launched at the national level major and comprehensive reforms i.e. curriculum, staffing, funding, evaluation aimed at improving access, quality, relevance and cost of basic education.

CHAPTER 4

EFA PLANNING FOR FORMAL BASIC EDUCATION

4.1 THE IMPORTANCE OF TARGET GROUP 2

EFA target-group comprises the children in formal basic education. For EFA purposes, this comprises in Liberia, primary education and lower secondary education. This group consists of two sub-groups: sub-group 2.1 is pupils, who at the beginning of this plan period are already enrolled in school. Sub-group 2.2 includes children who are expected to enter grade one (i.e. primary education) and the first grade of lower secondary or junior high school (grade 7) and the first period, and children overage that could still enter the formal school system. Accelerated Learning Program (ALP) is the program designed by the Ministry of Education for overaged children, which is ongoing.

In the education sector, the total primary school enrollment rate is 72..7%, which means that target group 2 is the largest EFA target group concerning school age children. It comprises the majority of children in disadvantaged learning situations on which the Dakar Framework for Action places special emphasis (girls, children in difficult circumstances and those belonging to ethnic minorities).

The EFA goals for formal basic education are:

Goal 1

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

Goal 2

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

Goal 3

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

In Liberia, the policy thrust and structure, which govern education policy, and orient action in the formal basic education sub-sector comprise three aspects, that have already been highlighted in subsequent pages and these include the following:

1. Reaching or maintaining access to education for all children of school age;
2. Enhancing quality and relevance; and
3. Ensuring efficient management of resource utilization and efficient functioning of the school system.

The EFA plan and preparation process (data collection and analysis, program formulation target setting) are organized around these aspects. In the EFA context in Liberia, the term “access” to formal basic education means both: entering school in grade 1 (primary) and remaining enrolled throughout the complete primary cycle and entering lower secondary school or JSS in the first grade of the cycle (corresponding to grade – 7 and remaining enrolled throughout the complete lower secondary education cycle (junior high school).

For low internal efficiency, the causes are inadequate teacher capacity (lack of trained and experienced teachers in particular in modern teaching methods and in applying the reformed curriculum, textbooks, unfamiliar with the language of pupils); inadequate teaching conditions (high pupil class and pupil-teacher ratios); low number of effective school periods (double shift; lack of teachers, absenteeism); language of instruction adequate curriculum; inadequate learning materials (textbooks); language of instruction (not in the mother tongue); pupils attending school not regularly; system and procedure to measure pupil performance; examination system (criteria, procedure, mostly WAEC and school examinations); poor health and malnutrition; unfriendly, unsafe, unhealthy school environment and so on.

For gender inequality, possible causes are cultural, religious, social customs; poverty; unsuitable and pedagogy, learning materials, physical school facilities, etc.

For good (ii), the following objectives must be taken into account:

Carry out special aimed at identifying children to in school and getting them into school thereby providing primary education to educationally under-provided population groups in counties and districts.

Goal 4

Objectives:

- Carry out special programs to significantly increase internal efficiency;
- Carry out special, intensive teacher pre-service training programs in order to rapidly increase the number of teachers.
- Take appropriate measure to ensure adequate levels of government funding for primary education, especially UPE.

Goals 5

Objectives

- Carry out special program to incite or encourage parents to send their daughters to school.
- Review curriculum, textbooks and physical school facilities to adapt them to the special cultural, religious and social aspirations and needs of girls and eliminate the gender bias.

Additional national goals: Increase access to free lower secondary education or junior high schools.

Objective: Carry out special programs for teacher training school rehabilitation and reconstruction and provision of teaching-learning materials.

CHAPTER 5

5.0 EFA PROGRAMS AND STRATEGIES AND INPUTS FOR EARLY CHILDHOOD CARE AND DEVELOPMENT

5.1 Importance of Early Childhood Education in Liberia

5.1.1 Policy Provisions for Early Childhood Education

Recognizing and affirming that early childhood education has gained international consensus as being essential to later development and the educational development of children:

- (a) Liberia commits herself to the provision of early childhood education for all children as early as possible through encouragement of all districts, counties and communities establishment of early childhood facilities;
- (b) The government will therefore work with partners to assess current provisions for early childhood education and to develop standardized and sustainable programs;
- (c) The regular age for attendance in early childhood programs shall be from 2-6 years old. Special provisions shall be made for overage children at this level.
- (d) Early childhood education programs shall seek the holistic development of the child so that each child may develop appropriate physical, mental, emotional, social skills, attitudes, habits and behaviors to enable him/her to the primary level to continue to learn, live and contribute to society.

5.1.2 Early childhood Care, Development, Survival and Growth

According to a survey conducted by the Early Childhood Care and Development there are 519 pre-schools facilities that house 894 pre-school programs in nurseries, daycare and kindergarten. Montserrado County accounts for over 80 percent of all the pre-school programs in the country. The survey recorded pre-school population in 1999 to be 441,342 as against a total enrollment of only 55,982; this translates into an equivalent GER of 12.6% and an NER of 4.31%.

Child rearing in most family settings is the collective responsibility of family members and the community. Child rearing, however, usually starts primarily as the responsibility of the mother up to the approximate age of five when the child's development beyond motherhood is accentuated. At this age, boys will then be taken over by their fathers or male adults in the family and are taught skills that men are expected to have in society. Girls likewise will stay with mothers or women adults for the same reason. Parents are generally responsible while grandparents generally provide emotional support.

5.1.3 Teenage Pregnancy

The rates of teenage pregnancies are alarmingly high (23%). A common phrase in Liberia is "Baby Ma", which responds to the children who become mothers almost as early as

puberty. This has implications for the access to education for the girl and also the healthy growth and development of the child. The teenage pregnancy phenomenon is further compounded by chronic poverty and young girls resort to prostitution as a means of survival.

This not only exposes them to pregnancy but also places them in the high risk category for HIV/AIDS. In the public and private schools once pregnant girls are expelled from school and as a mother not permitted re-entry. Also among these girls are those who remain traumatized following their abduction by fighters during the war to be treated as sex slaves and often raped. These girls require specialized support. Often times they are shunned by family and community especially when their children are offspring of war fighters who terrorized the community.

To address this situation opportunities are provided to teenage mothers to have access to basic education while simultaneously providing care support for their babies. In addition to being exposed to the accelerated learning curriculum the girls will be given practical advice on child rearing and healthy productive behavior. Simultaneously the care and the development of the child in an appropriate and nurturing manner is promoted while the girl is afforded basic education to facilitate her ability to cope more often than not as single a parent within community.

5.2 Early Childhood Care and Development (Target Group 1)

OBJECTIVES	STRATEGIES	INPUTS (COSTS) '000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
Expand and improve ECCD for the most vulnerable and disadvantaged of children.	1) Use workshops, and/or seminars to educate the teachers, parents, and community about the various corners of the kindergarten, using targeted schools for demonstration	25	50
(a) Expand and create kindergarten environment corners in every established early childhood care and development centers within the 15 counties of Liberia.	(ii) Set up media institutions, posters and demonstration concerning kindergarten, daycare, nursery, pre-schools to create awareness, using teaching materials such as radios, television for learning centers.	15	45
Kindergarten environment include:	(a) Build 2 missions and boarding schools in each of the ten counties by 2015.	75	50
(i) Physical	(b) Recruit vulnerable and disadvantaged children.	15	20
(ii) Learning			
(iii) Social	(c) Provide free and compulsory	100	90

(iv) Street children (v) Children with poor and illiterate parental background (vi) Children with single parents (vii) Orphans (c) Create awareness on peace education in the ECCD program for the most vulnerable and disadvantaged children c. Improve the content and relevance of ECCD curriculum by creating avenue for various corners and improve the learning conditions.	education for all ECCD children, especially the most vulnerable and disadvantage.	18	25
	(d) Introduce the concept of conflict abnormal students to portray the image of peace. <ul style="list-style-type: none"> Students from different ethnic groups, teachers, parents including advantaged and disadvantage children. 	30	20
	(e) Training 50 local curriculum specialists including local printers and materials production experts.	50	50
	(f) Develop and distribute an ECCD curriculum that is relevant to the learning needs.	75	120
	(g) Provide relevant textbooks and learning materials for ECCD programs.	15	45
	(h) Add sex education in the ECCD curriculum to help prevent the spread of HIV/AIDS by teaching parts of the body and its usage, and improving hygienic conditions in population family education.	30	25
	(i) Create awareness through workshops and seminars (j) Through media institutions (printing and electronic media).		
TOTAL		448	540

OBJECTIVES	STRATEGIES	INPUTS (COSTS) '000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
(d) To support the development comprehensive ECCD policy to ensure the survival, growth, social emotional and cognitive development (e) To recruit and train caregivers.	(k) Support to ECCD policy formation with focus on community based initiatives and girls education	15	5
	(l) Through periodic workshops and seminars, train 2000 ECCD caregivers.	250	25
	(m) Make curriculum accessible and available by reviewing curriculum content to include new areas such as life skills vocational education and moral education in the vernacular.	30	35
	(n) Strengthen the capacity of curricular expert in the core subjects by developing an implementation.	75	30
	(o) Rehabilitate and create new material centers nationwide.	50	70
		100	125
	(p) Design and implement Accelerated Learning Programme for ECCD.	40	10
	(q) Training administrative, teaching and other essential staff at the government, non-governmental ECCD centers to upgrade their knowledge and skills in ECCD.	75	30
		400	740
	(r) Develop and print textbooks for pre-primary pupils		
	(s) Construct ECCD center for each district of each county giving a total 76 centers.		
TOTAL		1,035	1,070

5.3 EFA Goals (Dakar Plan of Action)

Estimating that by 2015 all children enter and complete free and compulsory primary of good quality (goal “ii”)

Primary Education (Target Group-2: Formal Basic Education)

OBJECTIVES	STRATEGIES	INPUTS (COSTS) ‘000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
2.5.1 Government mobilizes strong national and international political commitments for Education for All, including enhanced investment in primary education. Carry out special programmes to aim at improving the quality of primary school.	(i) Increase the Ministry of Education Annual Budget to primary education by 50% and reduce allocations to lower priority sectors by the same percentage.	5	25
	(iii) Set goals for equitable spending across primary school systems and mobilizes resources for the private sector and non-governmental organization to minimize/achieve primary education goals.	13	31
	(iii) Strengthened and improve the AEP, ACP and teacher education.	250	313
SUB- TOTAL		268	369
(a) Gear primary education towards individual empowerment elimination of poverty household and community levels and social and economic levels.	(a) Integrate primary education strategies into broader national and poverty alleviation measures.	10	25
	(ii) Develop inclusive primary educational system that identify, target, and respond of the needs and circumstances of the poorest meet marginalized with the technical assistance of consultant	50	175
SUB-TOTAL		60	200
(b) Ensure the engagement and participation of civil society in the primary education development. Strengthen support	(i) Government involves civil society in dialogue, decision-making and innovation around the goals for primary education by conducting workshops seminar and conferences.	75	75
	(ii) Establish resource centers	175	125

services to schools and teachers.	and pedagogical advisory service in each county and train relevant personnel to manage them:		
Review and curriculum textbooks	(iii) Conduct 10 workshops for primary and junior high school principals to improve internal efficiency as well as on mechanisms for criteria relation to this objective.	150	200
Carry out special programmes from grade to grade and to increase promotional transfer form primary to junior high school level.	(iv) Encourage civil society organizations identify barriers to EFA goals and develop policies and strategies to remove them.	5	25
	(v) Arrange for dialogue to enable citizens and civil society organizations to contribute to the planning, implementation, monitoring and evaluation of primary education through conferences, workshops seminars.	100	150
SUB-TOTAL		505	575

OBJECTIVES	STRATEGIES	INPUTS (COSTS) '000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
(C) Carry out special, intensive teacher in service programmes to enhance the status and professionalism of teachers.	(i) Improve teacher's conditions and status in regard to recruitment, initial and in-service training, remuneration, and career development.	75	50
	(ii) Identify, attract and retain qualified teachers.	80	50
	(iii) Train and employ more female teachers in order to increase enrollment of girls.	90	30
SUB- TOTAL		245	130
(d) Implement integrated sector strategies for gender equality in primary education	(i) Make the content process and context of primary education free of gender bias.	50	75
	(ii) Encourage and support	15	30

to cater to the needs for changes in the attitude and behavior in educational programmes.	equality and respect.		
	(iii) Observe teachers' attitudes; examine curriculum and textbooks to promote gender equality in primary schools.	10	30
	(iv) Make monitoring and supervision fair and transparent; let the rule and regulations for promotion and disciplinary actions have equal impact on boys and girls.	5	15
SUB-TOTAL		130	175
(e) Conduct educational programs in ways that promote natural understanding and peace prevent violence and conflict.	(i) Government and civil society assess educational needs in the context of crisis and re-establish natural life for children and adults through learning provision in secure and friendly learning environment.	50	50
	(ii) Rehabilitate 50 damaged primary schools.	100	30
	(iii) Develop human personality, as proclaimed in the Universal Declaration of Human Rights, Articles 26 by producing human rights education materials.	30	50
SUB-TOTAL		180	130
(f) Implement education programs and actions to address the HIV/AIDS pandemic.	(i) Government, civil society and the international community monitor the epidemic impact on the education system and design specific programs geared towards prevention.	25	25
	(ii) Government makes laws to ensure the right of AIDS affected people to education.	10	10
SUB-TOTAL		35	35
GRAND TOTAL		1,423	1,614

5.4 GIRLS EDUCATION

On the Situation of Children in Difficult Circumstances

OBJECTIVES (A)	STRATEGIES	INPUTS (COSTS) '000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
Provide encouragement and incentives for girls towards their enrollment, retention and enhanced performance in school.	(i) Enhance gender parity by the end of the primary cycle and improve completion levels at all cycles of education.	60	80
	(ii) Awareness raising through FAWE and other organization interested in educating the girl child.	50	175
	(iii) Execution of the Edda Gaccukai Awards by the Ministry of Education and FAWE/Liberia to promote enrollment, retention and performance.	100	150
	(iv) Establishment of Charles Ghankay Taylor Awards for high performance in the National Mass Literacy Program (individuals, centers, communities, districts, counties)	175	250
	(v) Encourage the Victoria A. Tolbert Girls in District and Women groups to continue to assist girls by scholarships, and by innovative means.	100	150
	(vi) All girls who complete accelerated learning programs to be given awards.	1,250	400
	(vii) At the end of this period, more female teachers, should be trained (at least 15,000) through per-service and in-service programmes.	30	15
	(viii) Establish 5 gender units in the Ministry of Education and build capacity to make them function.	45	50
	(ix) Establish 3 Gender Units at	50	125
		30	-
		75	

	the regional level, taking into account the three Mano River Union countries (Liberia, Sierra Leone, and Guinea)	15	-
	(x) Rehabilitate the schools of the blind and deaf and dump to accommodate more disabled girls.	50	15
	(xi) Conduct Quick Impact assessment to determine the enrollment of girls and distribute the result.	150	125
	(xii) Produce 250 school counselor manuals.		-
	(xii) Establish 5 -based Gender Monitoring groups in the 15 counties of Liberia to: Monitor intimidation and sexual harassment of girls.		
	(xiv) Provide quality by increasing women in the teaching profession (15,000 female teachers) by providing scholarships study tours and other training facilities.		
SUB-TOTAL		2280	1510
OBJECTIVE (B)			
Carry out special programs to incite parents to send their daughters to school	(i) Conduct an awareness campaign aimed at parents and teachers.	50	30
OBJECTIVE (C)			
Decrease the dropout rate due to pregnancy and motherhood school girls	(i) Reinforce life school skills education and promote responsible behavior among learners.	175	50
	(ii) Work with communities to emphasize the importance of education for young mothers.	60	75
	(iii) Train school counselors as the first point of contact of for learners who need advice on reproductive health.	160	100
	(iv) In-service training for principals and teachers on matters	100	75

	of reproduction health and health issues.	100	1000
	(v) Conduct HIV/AIDS workshops for schools		
SUB-TOTAL		595	400
GRAND TOTAL		2,925	1,940

5.5 EFA PROGRAMS AND TARGETS FOR THE DEVELOPMENT OF VOCATIONAL AND TECHNICAL EDUCATION (TARGET GROUP – 2)

OBJECTIVES	STRATEGIES	INPUTS (COSTS) '000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
Rehabilitate, strengthen and/or vocational education at post-primary and junior	(i) Study, review and identify technical high schools to be rehabilitated and equipped under the programme and set up reconstruction criteria, schedule and means.	10	20
		50	75
	(ii) Identify (in counties where no technical education institutions presently exist) general high schools to be strengthened with facilities and equipment to provide technical education at junior high school level.	50	80
	(iii) Create school management (SMBs) for public schools or confirm non-fit making NGOs institution or association for the running of private schools; (precondition for further involvement under further involvement under the reconstruction.	20	50
		50	20
	(iv) Associate non-[formal with basic vocational pre-service training “barefoot training workshops” to each of the school trained.	100	200
		300	600
	(v) Assist SMB with the selection and recruitment of contractors, supplies, teachers and aid trainers.	50	50

	(vi) Assist SMB with the rehabilitation of their schools.		
	(vii) Assist SMB with the provision of basic furniture and equipment including some basic equipment to “barefoot training workshops” which are being associated.	100	300
	(viii) assist with technical junior high schools and through them “barefoot training workshops” with the designs of curricula which are locally relevant.	300	500
	(ix) Provided educational supplies to technical junior high schools and through them to associated “barefoot training workshops”		
	(x) Develop and organize an in-service training program for teachers and instructors.		

OBJECTIVES	STRATEGIES	INPUTS (COSTS) ‘000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
Review and improve the junior and senior curricular and develop appropriate textbooks, materials and library facilities to respond to the demands for relevance as well as meet the needs of the Liberian society.	(i) Conduct study, assessment, documentation, bidding contracts, etc.	50	100
	(ii) Identify and train 50 Liberia curriculum specialists in mathematics, science, language arts and social studies.	50	100
	(iii) Study and develop the junior and secondary school curricula and provide textbooks, materials and laboratory facilities.	150	200
	(iv) Organize training workshops for all secondary schools principals and teachers for implementation.	50	100
SUB- TOTAL		1330	2395

Rehabilitate, reconstruct and strengthen the Senior Secondary Schools (SSS) programmes facilities/personnel and equipment to make them fully function and up to standard.	(i) Conduct study, assessment, documentation, bidding contracts, etc.	50	150
	(ii) Renovation, furniture and equipment of 100 seriously damaged public schools @ US\$5,000 each.	100	200
	(iii) Maintenance, repairs, equipment of 50 Senior Secondary (high) Schools (SSS) @ US\$10,000 each.	100	300

5.6 ADULT AND NON-FORMAL EDUCATION (TARGET GROUP-4)

OBJECTIVES	STRATEGIES	INPUTS (COSTS) '000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
<p>Provide adult and non-formal Education to meet the learning needs of all young people and adult through equitable access to appropriate learning and life skills program.</p> <p>(a) Re-launch the National Campaign on the elimination of illiteracy and sustain national non-formal education services in Liberia.</p> <p>(b) Creating a national awareness for non-formal education, and prioritizing the involvement of stakeholders in the provision and</p>	<p>Provide special support services to girls, war affected youths and adults through:</p> <ul style="list-style-type: none"> - Mass Literacy Program - Learning centers - Computer Literacy Program - ALP <p>Continuing Education Programs (night schools) for women and out-of-school youths, especially girls.</p>	150	175
	(i) Disseminate information about non-formal education from national, country, district and home levels, using the media.	150	75
	(ii) Reactivate 300 pre-war adult education and literacy center nationwide.	75	100
	(iii) Establish, in addition 80 "Learning Center" to provide non-formal education, not only basic literacy education but also vocational and still training	250	200

support for non-formal education.	programs, counseling, including trauma healing, HIV/AIDS etc.	100	100
(c) Promoting and sustaining action on national significant of non-formal education and the importance this level of education as basis for life-long learning for individual and national development	(iv) Organize seminars and workshops to create awareness of non-formal education. (v) Community ownerships of such programs will be encouraging bodies such as NETC, CETC, EC's local Educational Management and Training Committees.	80	30

ADULT AND NON-FORMAL EDUCATION (TARGET GROUP 4)

OBJECTIVES	STRATEGIES	INPUTS (COSTS) '000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
(d) Provide linkage for the formal and non-formal education systems starting with the Accelerated Learning Program.	(i) Make announcement to highlight the linkage between the ALP and the National Literacy Program.	15	10
	(ii) Set up centers outside the formal school system to accommodate learners who have completed the National Mass Literacy Program using the ALP as a means to catch up on the need for achieving education at the formal level.	200	150
	(iii) Set additional linkage with skills building programs at the basic level and those in vocational institutions. (viii) Set additional linkage with skills building programs at the basic level and those in vocational institutes.	150	150
	(iv) Organize crash training programs for those who will man	60	-
			50

(d) Make non-formal education development programs that will catch to war-affected youth available on a short and long range basic to make them useful and productive citizens by 2010.	these centers.		
	(v) Organization study visits for some trainees on an external basic or invite trainees on an external basic or invite consultant for such training of trainers.	10	30
	(i) Assemble documents on all programs that have centered to and/on one catering to war affected youths	50	50
	(ii) Document by film and print of war-affected youths that have taken advantage of such program. (iii) Design programs in line with gaps noted in the programs developed, plus the aspiration of these youths.	150	50

VOCATIONAL AND TECHNICAL EDUCATION (TARGET GROUP 2)

OBJECTIVES	STRATEGIES	INPUTS (COSTS) '000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
Rehabilitate, and/or strengthen vocational education at post-primary and junior secondary level.	(i) Study, review and identify technical high schools to be rehabilitated and equipped under the program and set up reconstruction criteria schedule and means.	75	50
	(ii) Identify (in counties where no technical education institutions presently exist) general high schools to be strengthened with facilities and equipment to provide technical education at junior high school level.	50	75
	(iii) Create school management (SMB's) for public schools or confirm non-profit making NGO's	50	80

	<p>institution or association for the running of private schools; (pre-condition for further involvement) under further involvement under reconstruction.</p> <p>(iv) Associate non-formal education with basic vocational pre-service training “barefoot” training “workshops” to each of the school trained.</p> <p>(v) Assist SMB with the selection and recruitment of contractors, supplies, teachers and trainers.</p> <p>(vi) Assist SMB with the rehabilitate of their schools.</p> <p>(vii) Assist SMB with the provision of basic furniture and equipment including some basic equipment to “barefoot training worksho9ps” which are being associated.</p> <p>(viii) Eliminate gender disparities with emphasis on vocation/technical education.</p> <p>(ix) Assist with technical junior high schools and through them” barefoot training worksho9ps” with the design of curricula which are locally relevant.</p> <p>(x) Provide educational supplies to technical junior high schools and through them to associated “barefoot training workshops”</p> <p>(xi) Develop and organize in in-service training program for teachers and instructors.</p>	<p>50</p> <p>100</p> <p>300</p> <p>50</p> <p>50</p> <p>100</p> <p>300</p> <p>50</p>	<p>20</p> <p>200</p> <p>600</p> <p>50</p> <p>50</p> <p>300</p> <p>500</p> <p>50</p>
		1175	1975

CHAPTER 6

COST AND FINANCING CONSIDERATIONS

6.1 Defending “Cost” for purposes of Planning

The term “cost” has diverse connotations, depending on the context and the purpose of which it is used. In governmental education plans such as the Education Sector Master Plan (2000-2010, EFA plans and plans for the development of basic education the term “cost” refers to the monetary value of all inputs required for the functioning of the education sector foreseen in the plan, and which must be provided for by the education authorities.

In the basic Education Sector the educational institutions (schools) are, as a rule, operated by governmental bodies (usually at central, district, community level). But there are also cases where basic education schools are operated by non-government, i.e. private bodies (in the legal form of associations, foundations, etc.) The costs for running the schools are paid out of the budgets of these bodies.

6.2 Different Categories of Cost

For the purpose of this national EFA plan, three different categories of cost and financing will be considered. These include:

- a. Costs related to access to education;
- b. Costs related to quality and relevance of education;
- c. Costs related to management of the education system

These three functional categories of costs can be applied to any sub-sector or the education sector as a whole. They can also be applied for certain large components, e.g. Teacher Training Curriculum Development, and Decentralization.

Costs Related to Access to Education (Expanding Enrollment)

COST ITEMS	Educational Components Directly Impacting on or Generation costs		
	Pupils	Teachers	Schools
Capital Costs: I. Construction of classrooms and other school premises II. Expansion and/or upgrading of existing Schools III. Provision of furniture in connection with items (I and ii) IV. Replacement of obsolete facilities V. Transport equipment			
Recurrent Costs: I. Salaries and related items of remuneration of teachers and other school personnel II. Rent for building III. Teacher in-service training IV. Printing and distribution of textbooks teachers' guide V. Non-renewable teaching and learning aids VI. Consumables for the running of the Schools. VII. Regular building and equipment maintenance and major repair VIII. Insurance IX. Scholarships, subsidies to students X. Social items (schools, feeding, health programs, etc. XI. Special programs for out-of-[school children and youth.			
COST RELATED TO QUALITY AND RELEVANCE OF EDUCATION			
CAPITAL COSTS: I. Construction of school laboratories, libraries, resource centers II. Rehabilitation of teacher training facilities III. Provision of furniture and equipment in relation to item I and II IV. Provision of sit – Equipment for school			
RECURRENT COSTS I. Curriculum development activities II. Teacher in-service straining activities III. Supervisory and support activities IV. Repair and maintenance of equipment V. Non-renewable teaching and learning aids			

VI. Research and studies			
VII. Specific programs for internally displaced students and teachers.			
COST RELATED TO MANAGEMENT OF THE EDUCATIONAL SYSTEM			
CAPITAL COST: I. Construction/rehabilitation II. Transportation (vehicles) III. Replacement of obsolete furniture, office equipment and transportation V. Other capital items			
RECURRENT COSTS: I. Salaries and related items' II. Rental office space and equipment III. Utilizes (electricity, telecommunication, postal service and the ordinary services IV. Maintenance and operation of transportation Equipment VI. Insurance VII. Un informs VIII. Other consumable and services			

FINANCING THE NATIONAL ACTION PLAN

The EFA plan is not credible unless it shows the required expenditure can be financed. This can best be done by including at least outline financing plans for the programmes in the plan.

PLANNED PROGRAM	RESOURCE

6.3 EDUCATION COST AND FUNDING ELEMENTS

The financing of education in Liberia has always been a joint venture between the public and the private sector, including religious mission, private organizations and institutions, parents and local communities. Public schools operated without tuitions feed being requested, while private schools operated on various basis including subventions from state and private sources as well as the levy of tuition fees.

6.4 ENROLLMENT AND COST

Enrollment increases at any level of basic education and training herald's serious consideration and concerns because of its implication to all other factors in the education function. This situation is irrespective of whether that increase in enrollment is necessitated by governmental policy, social demand, manpower requirement or the are modernity. Ironically increases enrollment is snot often automatically accompanied by commensurate resource inflow to the sector.

6.5 STAFF AND COST

6.6 SCHOOL FACILITIES AND EDUCATION COST

It has been indicated in preceding pages nearly close to 70% of all available infrastructures (building and classrooms in usable conditions) 65% of furniture and equipment, and 95% of laboratory and workshops were destroyed, demand, vandalized or looted.

With the surge of primary and secondary school children into the school result of the AEP (enrollment increases of 99.5% in 1999 and 2001), the facilities situation was extremely serious. For the EFA, the relationship between enrollments increase and school facilities needs is clear. Also the connection between facilities and education cost is also obvious.

6.7 GOVERNMENT BUDGET AND EDUCATION FINANCING

With the Government of Liberia limited of education in the face of the current high demand for facilities, instructional materials (textbooks), the demand for teacher and incentives, the present amounts that the Government spent on education in 1998 as compared to the already low amount budgeted in 1999 seem inadequate of the EFA. The 1998 budget for education shows a figure of (L4121,141,821(17% budgeted for personnel services, 23% for other services, 9% consumable supplies, 30% for subsidy and grant (Table 5).

Even though there was an increase of L\$158,194,523:131%, it was not adequate, given the high operational cost of education in the country. The cost of education can be associated with the amount of resources needed or is affordable to offset the cost. The cost constitutes the GOL revenue such as the custom and excise tax, direct taxation, FDA, petroleum sales, maritime, etc. the cost will change when the element of cost increases. If government improved this could reduce the demand for government services.

PROGRAMME JUSTIFICATION, ACTIVITIES, ACTIVITIES AND INPUTS: (COST IN US\$)

OBJECTIVES	STRATEGIES	INPUTS (COSTS) '000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
1. Realization of the Access to Education	(I) Construction of 8,428 classrooms including other school premises of basic and non-base education	36,309	49,290
	(II) Expansion and/or upgrading of 229 existing schools (basic and non-basic)	2,553	3,456
	(III) Provision of furniture in connection with items (I and II).	4,901	6,626
	(IV) Provision of equipment in	4,125	558

	connection with items (I and II)	767	1,338
	(V) Replacement of obsolete facilities	49	67
	(VI) Transport equipment.	100	100
		200	300
SUB-TOTAL			
		B. Recruitment Cost:	
	(VII) Regular building, furniture, equipment, maintenance and repair		
		227	307

PROGRAMME JUSTIFICATION, ACTIVITIES, ACTIVITIES AND INPUTS: (COST IN US\$)

OBJECTIVES	STRATEGIES	INPUTS (COSTS) '000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
1. Realization of Quality and relevance of Education.	(I) Construction of 6 school laboratories, 15 libraries, 64 resource centers, and 3 research and development institutes	1,406	18,990
	(II) Renovation of a existing science centers	100	145
	(III) Rehabilitation of 3 teacher training facilities	252	349
	(IV) Provision of furniture and equipment in relation to items I, II and III	16	21
		767	1,338
	(V) Replacement of obsolete facilities	49	67
	(VI) Transport equipment.	100	100

		200	300
SUB-TOTAL		1929	2684
		B. Recruitment Cost:	
	(VI) Regular repairs and maintenance	18	23
		227	307

PROGRAMME JUSTIFICATION, ACTIVITIES, ACTIVITIES AND INPUTS: (COST IN US\$)

OBJECTIVES	STRATEGIES	INPUTS (COSTS) '000	
		Short-Term (2003-2007)	Medium-Term (2008-2015)
II. Management of the Education System.	(I) Construct 10 and rehabilitate county education offices	400	600
	(II) Provision of furniture and equipment in 10 county education office	60	90
	(III) Replacement of obsolete furniture and equipment in 5 existing offices	20	30
	(IV) Transport equipment, etc	69.50	74.50
	(V) Logistic (15 vehicles) 16 motorbikes including operation and maintenance	2,000	1,800
SUB-TOTAL		2,549.50	2,594.50
		B. Recruitment Cost:	
	(VI) Regular building furniture, equipment maintenance and repairs	20	25

CHAPTER 7

ADMITS RATIO AND MANAGEMENT

7.1 Organization and Structure of Education

- 7.2 The Liberian Government is responsible for education and training nationwide. However, private groups, communities, religious institutions, and concessionaries take part in the educational endeavor with partial support (through subsidies and grants schemes)s from government. Therefore the organizations of education in Liberia encourage partnership and participation.
- 7.1.2 The structure of the education is composed of primary, secondary and tertiary levels. Primary education consists of 1 – 3 years of pre-primary followed by 6 years of primary education. Primary education is available in public, private sponsored, mission sponsored, concession-sponsored (i.e. large companies), and community self-help schools. Secondary education consists of 3 years of Junior Secondary School (JSS) followed 3 years of Senior Secondary (SSS). Basic education comprises early childhood care and development, primary education and non-formal education. Vocational and Technical Education and Training are available in some secondary as well as tertiary type of educational institutions.
- 7.1.3 The Ministry of Education is responsible for the overall administration and management of the education and training sector. The MOE is headed by the Minister of Education. The administrative structure of the MOE consists of three departments namely: Department of Administration, Department of Instruction and Department of Planning, Research & Development. Each Department is headed by a Deputy Minister, and has number of Bureaus and Divisions headed by Assistant Ministers and Directors respectively. The MOE is represented at the county level by the County education Officer and Districts level (County and District Education Offices), each headed by a designated applicable officer – CEO) and District Education Officer – DEO).
- 7.1.4 In principle, the administration and management of education is decentralized to the MOE representations at the County (CEO) and District (DEO) levels. There have been set up the framework for participative and advisory mechanisms at the central level (through the new National Education and Training Councils – NETC) at the county level l(through the County Education Training Council – CETCs) and at the District level (through the Local School Management Committees – LSMCs). Yet, while responsibilities have been decentralized downwards, commensurate powers and authority have not been devolved, and the policy is snot backed up by matching grants for the counties and the district to carry out their statutory education functions at the sub-national levels.
- 7.1.5 The Ministry of Education will be streamlined and transformed into an effective coordinating, monitoring and supervisory institutions, while County Education Offices will be strengthened to become focal points for educational development and support to be backstopped by the CETCs. Furthermore, to guide EFA development towards local requirement and responsibilities, the CETCs will not only advise County Education Offices

on what should be done, but also answer the question as to how objectives can be effectively achieved and assist with the local mobilization of materials, human and financial resources.

7.2 PARTNERSHIP AND CONSULATIVE MECHANISMS

- 7.2.1 Partnership has been one of the hallmarks of the organization and management of education and training in Liberia, and EFA is no exception. About 48 percent of primary school population, 50 percent of secondary school enrollment, and over 62 percent of all students registered in the various colleges and the universities are listed under private non-profit, mission (religious organizations) and NGO institutions. A few profit making type institutions (mostly pre-primary/nursery and of school facilities) also contribute to overall education provision. Therefore, the issue of partnership and its modalities of mechanisms become strategic considerations to educational development planning and management.
- 7.2.2 While the Government creates conducive and enabling environment for partnership and participation in the education and training sector, the partners are not encouraged to usurp the responsibilities of government for policy, planning, direction and control of education in the overall interests of the nation. To this end, the MOE retains ultimate authority and responsibility for determine the scope and mechanisms for partnership and mutual consideration in the sector in order to avoid double standards as well as to promote access, equity relevance and efficiency at all levels.
- 7.2.3 In order to further strengthen partnership and ensure effective participation and consultation at all levels, the MOE has lot in place advisory bodies at the national, county and local levels. In this connection, the National Education and Training Council, the 15 County education and Training Councils and 72 Local Schools Management Committees serve as moderators, advisors and facilitators on pertinent matters to the OE at the respective levels.
- 7.2.4 In short, the national policy on education, including EFA, provides that the Government of Liberia will ensure and encouraged all partners and stakeholders to operate with the positions of the Education Law and to adhere to established rules and regulations, particularly with regard to establishment of schools, admissions and placement, fees and charges, school year calendar and fundamental rights of individuals. Furthermore, the government will ensure partnership to strengthen capacities.

CHAPTER 8

EFA PLAN IMPLEMENTATION STRATEGIES

8.1 Organization and Institution Arrangements

8.1.1 By definition, the National EFA Forum is a consultative and coordination body that brings together around one table the representatives of all those with a vital stake in basic education. In this connection, the major thrust of the Liberian EFA Nation Action Plan must take into account the organization and institutional arrangement in relation to the relevant aspects of the organization program of the Ministry of Education. As a consultative and coordination body, the EFA Forum must function within the structure of the consultative mechanisms and basic education program support capacities at the national, county and district levels. These mechanisms will be strengthened and modified to include non-governmental structures the management of schools as well as the non-formal education structures and EFA Forum structures.

8.1.2 Coordination

These advisory and consultative bodies and other partnership constitute the structure of the Liberia National EFA Forum with its main functions as follows:

- Advocacy which should serve as a champion of EFA to make the case quality basic education in Liberia.
- Resource mobilization – to ensure that all types of resources (financial, material and human) and all sources of support (government, the private sector, communities, international donors and agencies) should be included in the Forum’s resource mobilization strategies.
- Monitoring – The Liberian National EFA Forum will monitor to ensure that learning achievement is at the center of EFA related actions and whether excluded group; or marginalized populations are being reached effectively at all levels of basic education. The Ministry of Education will be the main monitoring agencies that will input the appropriate reporting mechanisms in place so that the results of monitoring are incorporated into processes of policy review and strategy revision.
- Generation and sharing of EFA – related information – under the auspices of the Ministry of education, the Liberia EFA Forum will undertake studies and analysis of EFA-related activities and will be conduit for sharing information inside Liberia as well as for exchanging information with regional and international bodies.
- In collaboration with the Ministry of Education under whose auspices the National EFA Forum will carry out its functions, there are key representatives from relevant government ministries and agencies from relevant parts of the civil society; that is those associations and social institutions that organize citizen’s interest and express their view (i.e. Press Union of Liberia, National Bar Association of Liberia, National Teachers Association of Liberia, High School Principal Association, All Professional Organizations, Inter-Faith Council, etc).

- In addition to the other government ministries that should participate in the forum those that should also participate include: Ministry of Finance, Ministry of Gender & Development, Ministry of Youth & Sports, Ministry of Health & Social Welfare, and Ministry Labor.
- The EFA National Forum's initial organization and institution arrangements are prepared by the EFA Forum Coordination Secretariat established by the Ministry.
- The Ministry of Education and partners at the county and local levels will coordinate all the activities of the EFA Forum including advocacy, and monitoring. The EFA Forum will operate under the auspices of the Ministry and its advisory bodies and other partners including the National Education and Training Council, County education and Training Council, and Local School Management Committees, Parents-Teacher Association.
- International and National NGOs. In the EFA Forum the following international organizations will participate in the implementation of the EFA-NAP by providing technical, financial and material assistance. These include: UNESCO, UNICEF, UNDP and UNFPA. Already, these UN agencies are supporting some aspects of Basic Education. For instance, UNESCO continues to support the rehabilitation of basic education and training. The EFA-NAP, while UNICEF is supporting major components (IECD, Girls Education, and Teachers Education) of basic education in the Ministry of Education.

8.3 FUNDING

8.3.1 DOMESTIC FUNDING

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