ALL CHILDREN IN SCHOOL BY 2015

Global Initiative on Out-of-School Children

LIBERIA

LIBERIA COUNTRY STUDY

Profiles of Children Out of School

March 2012

Contents

Acknowledgements

Preface

One of the most critical responsibilities of any society is to ensure its children and youth are provided the opportunity to go to school. Access to education not only prepares individuals to lead productive and prosperous lives, but it is a leading instrument for society to experience social, economic, and political growth and stability.

In 2010, UNICEF and the UNESCO Institute for Statistics (UIS) launched the joint Global Initiative for Out-of-School Children (OOSC). The key objective was to accelerate Liberia's efforts in providing universal primary education by 2015. The joint initiative emphasizes the growing importance of necessary nation-wide education sector reforms, focusing on the reduction of OOSC. Liberia can achieve the goal of universal primary education by 2015 if strategic and deliberate actions are put in place to address the critical concerns for achieving OOSC status
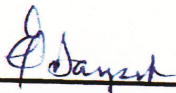
The Ministry of Education, completed the Out of School Study in 2011 with technical support from the research institute, Subah-Belleh Associates (SBA), and funding from the United Nations Children's Fund (UNICEF).

The study focused on five essential elements of exclusion: (1) Children of pre-primary school age not in pre-primary or primary school; (2) Children of primary school age, who are not in primary or secondary school; (3) Children of lower secondary school age, who are not in secondary school; (4) Children who are in primary school, but are at risk of dropping out; (5) Children who are in lower secondary school, but are at risk of dropping out.
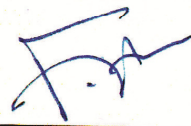
The findings concentrate largely on results at the national and county levels, and provides staggering information on Liberian children who are not in school, as well as children who are in school, but not in the appropriate age level for the grade they are in. The analysis did not include district level data due to the geographical overlap and variances of education districts and political/administrative districts on the national and county level.

The growing number of both children not in school and children in school, but are at risk of dropping out, makes Liberia a country with the highest percentage of out of school children – as compared to countries, such as Sudan and the Democratic Republic of Congo. This report highlights critical factors to why Liberian children are not going to school. Some reasons found by the research include inequality and disparities of poverty with exposure to child labor, conflicts, natural disasters, culture, gender, HIV/AIDS, disability, ethnicity, language, and religion.

As Liberia transitions from post-conflict to development, it is critical that we develop a holistic and collaborative approach for Liberian children and youth. The Ministry of Education will use the recommendations in this report to develop a comprehensive Alternative Basic Education Programme to address the issues of out-of-school children in Liberia among others.

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Acronyms

ALP	Accelerated Learning Program
ANER	Adjusted Net Enrollment Rate
AU	African Union
CBL	Central Bank of Liberia
CDC	Congress for Democratic Change
CWIQ	Core Welfare Indicators Questionnaire
ECOWAS	Economic Community of West African States
EFA	Education for All
ELEM	Elementary
EU	European Union
FGDs	Focus Group Discussions
FY	Fiscal Year
GDP	Gross Domestic Product
GER	Gross Enrollment Ratio
HIPC	Heavily Indebted Poor Country
HIV/AIDS	Human Immune Virus/Acquire Immune Deficiency Syndrome
IEC	Information, Education, Communication
ILO	International Labor Organization
IMF	International Monetary Fund
JHS	Junior High School
JICA	Japanese International Cooperation Agency
KG	Kindergarten
KIIs	Key Informant Interviews
LAUNCH	Liberian Agricultural Upgrading, Nutrition and Child Health
LIBR	Liberia Institute of Biomedical Research
MCSS	Monrovia Consolidated School System
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOF	Ministry of Finance
MOGD	Ministry of Gender and Development
MOHSW	Ministry of Health and Social Welfare
MOL	Ministry of Labor
MOYS	Ministry of Youth and Sports
MPEA	Ministry of Planning and Economic Affairs
NER	Net Enrollment Rate
NGOs	Non-Governmental Organizations
OOSC	Out-of-School Children
PRS	Poverty Reduction Strategy
PTA	Parents-Teachers Association
SBA	Subah-Belleh Associates
SC DBase	School Census Database
SHS	Senior High School
UN	United Nations
UNESCO	United Nations Education and Scientific Cultural Organization
UNICEF	United Nations Children Fund
UP	Unity Party
USA	United States of America
USAID	United States Agency for International Development
WAEC	West African Examinations Council
WFP	World Food Program
YES	Youth, Employment, Skills

Executive Summary

Liberia is one of 193 countries that are signatories to the Millennium Development Goals (MDGs) of the United Nations. MDG numbers two and three are to achieve universal primary education and gender equality by the year 2015. Regrettably, the number of out-of-school children (OOSC) in Liberia, particularly those of primary school age, is high. In fact Liberia compares poorly to post-conflict countries in Africa such as Sudan and DR Congo on this issue. The global situation of OOSC remains a concern to the United Nations.

The United Nations in 2010 launched an "Initiative on Out-of-School Children". This initiative is jointly being implemented by UNICEF and the UNESCO Institute for Statistics (UIS). It seeks to reduce the number of OOSC globally and accelerate efforts towards achieving the goal of universal primary education by 2015. Twenty-seven (27) countries across seven (7) regions of the world are participating in this initiative. Liberia is one of these countries within the Sub-Sahara Africa Region.

Liberia's Ministry of Education (MOE) supported by the United Nations Children's Fund in Liberia (UNICEF/Liberia) commissioned this study on OOSC. The study sought to determine: (i) who they are; (ii) why they are out of school and; (iii) what can and should be done to increase and sustain access and enrollment to education for them. The study was undertaken by Subah-Belleh Associates (SBA), a Liberian Management Consultancy Firm.

The findings of the study are intended to inform education polices and strategies and on-going sector reforms that seek to engender inclusive and equitable programmes towards accelerating progress in achieving universal basic education in Liberia. Specifically, the findings derived from the study will be used in strategizing, designing and implementing policy and programmatic interventions to increase access of education to OOSC.

The study employed the UNICEF and UNESCO's 5-Dimensions of Exclusion (5DE) Conceptual and Methodological Framework (CMF). The computations and calculations were all based on the formulae contained in the CMF. This framework presents five dimensions of exclusion from education as follows:

> **Dimension 1:** Children of pre-primary school age who are not in pre-primary or primary school.
> **Dimension 2:** Children of primary school age who are not in primary or junior high school.
> **Dimension 3:** Children of junior high school age who are not in primaryor junior high school.
> **Dimension 4:** Children who are in primary school but are at risk of dropping out.
> **Dimension 5:** Children who are in junior high school but are at risk of dropping out.

Country Profile and Context

Liberia is a West African country with an area of 43,000 square miles (or 111,000 square kilometers) and is divided into fifteen political subdivisions or counties. It has a population of about 3.7 million people and an annual population growth rate of 2.1%. The average household size is 5.2 persons and the fertility rate is 5.2 children. Most of the people (64%) are below the poverty line, and almost half of the population (48%) lives below the abject poverty line.

More than two-fifth of the population (43% or 1,583,994 people) are school aged children ranging in ages from two to 17 years. These school aged children consist of 481,824 pre-primary aged children, 610,799 primary aged children, 258,473 junior high age children and 232,898 senior high aged children.

School Age Population	
Age Range	**Population**
2 - 5 years	481,824
6 - 11 years	610,799
12 - 14 years	258,473
15 - 17 years	232,898
Total	1,583,994

Source: Author's calculations from LISGIS 2008 Population Census

The education system of the country is divided into five levels, namely, pre-primary (nursery and kindergarten), primary (grades 1 – 6), junior high (grades 7 – 9), senior high (grades 10 – 12), and post secondary. This report is not concerned with the post secondary education level. The table below gives key characteristics of the education system in Liberia.

Education Statistics				
	Pre-primary	Primary	JHS	SHS
Percentage of Gross Enrollment	40.6%	44.8%	9.2%	5.4%
Percentage of Schools with Education Level	41.2%	41.4%	13.3%	4.1%
Student-to-Trained Teacher Ratio (STTR)	100	48	23	41
Distribution of Trained Teachers	22%	50%	21%	7%
Text-book-to-Student Ratio	-	1.2	0.7	0.3
Average Class Size	47	31	38	59

Source: Author's calculations from MOE 2010/2011 SC DBase

Enrollment is mainly concentrated at the early stages with 40.6% of all students enrolled at the pre-primary level and 44.8% enrolled at the primary level. Enrollment drops dramatically as the education ladder is climbed with 9.2% enrolled in the junior high level and a mere 5.4% enrolled in the senior high level.

The distribution of schools having the various education levels follows a similar pattern as enrollment, where 41.2% and 41.4% of all levels are pre-primary and primary, respectively; and 13.3% and 4.1% are junior and senior high, respectively. It is important to note here that these are not the number of schools; rather they are the number of education levels. A school may have several education levels.

The Pre-primary level has a very high student-to-trained-teacher ratio (STTR) of 100 pupils to a trained teacher. This is more than double the acceptable level of 40 pupils per trained teacher. This problem exists in all counties, with 11 counties having STTRs of more than 100 and none with STTR less than 60 pupils per trained teacher as detailed in Table 3. The national primary STTR is 48 pupils to a trained teacher, which problem is also reflected across the counties with only two counties having primary level STTRs less than 40 pupils per trained teacher. The problem of high STTRs is much less at the upper education levels, with the junior high level having the best national STTR of 23 pupils to a trained teacher. All counties have acceptable STTRs at the junior high level. At the senior high level however, the national STTR is borderline at 41 pupils per trained teacher with only seven counties having acceptable STTRs.

The primary level has the highest percentage of trained teachers (50%) followed by the pre-primary level with 22% and junior high level with 21%. The senior high level has a meager 7% of trained teachers. Females account for 21% of trained teachers, of whom 56% are teaching at the pre-primary level, 38% at the primary level and merely 5% and 2% at the junior and senior high levels, respectively. Geographically, trained teachers are mainly concentrated in six counties (in order: Montserrado, Nimba, Bong, Margibi, Lofa, and Grand Bassa) with Montserrado having the highest percentage of 43.6%. These six counties make up more than 83% of trained teachers in the country. More than half of trained teachers (51%) are in public schools, 25% in private schools, 19% in mission schools and only 6% in community school.

Textbooks (for the core subjects of Language Arts, Mathematics, General Science, and Social Studies) are readily available at the primary level with 12 textbooks available for every 10 pupils, nationally. This pattern is reflected in nearly all of the counties at the primary level with all but one county having between 10 and 21 textbooks for every 10 pupils. The only exception is Montserrado which has six textbooks available for every 10 pupils. The textbook situation is however dire at the upper levels with the junior and senior high having seven and three textbooks for every 10 students, nationally. Across the country, eight counties (Bong, Grand Cape Mount, Grand Gedeh, Lofa, Margibi, Nimba, River Gee, and Sinoe) have between 11 and 25 textbooks for every 10 student at the junior high level; with the rest having fewer than 10 books for every 10 students. There are far fewer books available at the senior high level in the counties with all counties having fewer than five text books for every 10 students.

Textbook availability at the primary level is mainly limited to public school. The situation in private, mission and community schools is very far from desirable and in sharp contrast to the picture in public

schools. While public schools have on average 16 textbooks for every 10 pupils, community schools have eight books, mission schools have six and private schools have only 5 for every 10 pupils.

The problem of congestion is severe at the pre-primary and senior high levels with national average class sizes of 47 and 59 students per class, respectively. At the pre-primary level only three counties (Grand Kru, Rivercess, and Sinoe) have average class sizes less than 40 students per class. At the senior high level only two counties (Gbarpolu, Grand Cape Mount, and River Gee) have average class sizes of less than 40 students per class. At the primary level, all counties have average class sizes less than 40 students per class. At the junior high level, all counties with the exception of four (Bomi, Margibi, Maryland, and Montserrado) have average class sizes less than 40 students per class.

There are 277 vocational schools across the country providing training in more than 50 disciplines to more than 17,500 persons comprising 50% females. Most of these vocational schools (61.0%) are located in Monrserrado followed by Margibi with 10.1% and then by Bong and Grand Cape Mount with 6.1% each, and by Grand Gedeh with 5.8%. The counties with the least number of vocational schools are Gbarpolu (0.4%), Maryland (1.1%), Rivercess (1.4%), Nimba (2.2%), River Gee (2.5%), and Lofa (3.2%). More females are enrolled in these vocation programs than their male counterparts in four of the counties with the highest female enrollment reported in Rivercess (100%) and Montserrado (63%). There are three levels of training provided including beginning level with 46% enrollment, intermediate with 30% and Advanced with 24%.

Despite the very high number of disabled children in the school system (22.3%), there are only four specialized institutions in the country that cater to the needs of these disabled children. These institutions are School for the Blind, School for the Deaf and Mute, the Group of 77 and the Antoinette Tubman Cheshire Home all of which are located in Monrovia.

Profiles of Excluded Children

There are 1,542,398 students enrolled at the four levels and the Accelerated Learning Program (ALP) with 40% enrolled at the pre-primary level, 44% at the primary level, 9% and 5% at the junior and senior high levels, respectively, and 2% are enrolled in the ALP. Females constitute 47% of the total enrollment, which coincidentally is also the percentage of females enrolled at the primary level and in the ALP, and about the same as at the pre-primary level. There are slightly smaller proportions of females enrolled at the junior and senior high levels at 45% and 43%, respectively.

School Enrollment				
Level	Female	% Female	Total	% of Total Enrollment
Pre-primary School	296,332	48%	611,807	40%
Primary School	316,445	47%	674,534	44%
Junior High School	61,612	45%	138,029	9%
Senior High School	34,903	43%	82,049	5%
ALP	16,741	47%	35,979	2%
Total	726,033	47%	1,542,398	100%

Source: Author's calculations from MOE 2010/2011 SC DBase

Most of these enrolled students (63.5%) are older than their grade levels while 35.9% are enrolled at the right age for the levels enrolled. Less than one percent (0.6%) are younger than their grade levels.

Age-Grade Category	% of Total Enrollment
Older than Grade Level	63.5%
Right Age for Level	35.9%
Younger than Grade Level	0.6%
Total	100.0%

Source: Author's calculations from MOE 2010/2011 SC DBase

Almost all (98.8%) enrolled pre-primary aged children are in the pre-primary level. However, majority of enrolled primary aged children (58.1%) are enrolled in pre-primary, while 90.4% of enrolled junior high school aged children are enrolled in primary. Nearly all (91.8%) enrolled senior high school aged children are enrolled in primary or junior high with 64.1% of them enrolled in primary and 27.6% enrolled in junior high.

Enrollment by Age Cohort and Level					
Age Cohort	Pre-primary	Primary	JHS	SHS	Total
Less than 2 years	100.0%	0.0%	0.0%	0.0%	100%
2 - 5 years	98.8%	1.2%	0.0%	0.0%	100%
6 - 11 years	**58.1%**	41.6%	0.3%	0.0%	100%
12 - 14 years	0.0%	**90.4%**	9.3%	0.3%	100%
15 - 17 years	0.0%	**64.1%**	**27.6%**	8.2%	100%
More than 17 years	0.0%	**31.8%**	**32.4%**	**35.8%**	100%

Source: Author's calculations from MOE 2010/2011 SC DBase

Enrollment at all of the education levels comprises mostly of students who are much older than the level. At the pre-primary level 61.1% of enrolled children are primary age; 59.9% of primary enrollment is junior and senior high school aged and older with junior high school age children constituting 32.5%, senior high school age children, 18.9% and individuals more than 17 years making up 8.5%. Junior high enrollment is made up of 82.3% of students older than the level with senior high school aged children accounting for 39.8% and individuals older than 17 years making up 42.5%. Enrollment at the senior high comprises 79.1% of individuals older than 17 years.

Composition of Enrollment per Level by Age Cohort				
Age Cohort	Pre-primary	Primary	JHS	SHS
Less than 2 years	0.6%	0.0%	0.0%	0.0%
2 - 5 years	38.4%	0.4%	0.0%	0.0%
6 - 11 years	61.1%	39.7%	1.4%	0.0%
12 - 14 years	0.0%	32.5%	16.3%	1.0%
15 - 17 years	0.0%	18.9%	39.8%	19.9%
More than 17 years	0.0%	8.5%	42.5%	79.1%
Total	100.0%	100.0%	100.0%	100.0%

Source: Author's calculations from MOE 2010/2011 SC DBase

The very large number of children enrolled at levels far below their ages can be explained by the fact that children are starting school very late. The net intake rate (NIR) is a measure of the total number of new entrants in the first grade of an education level who are of the official entrance age for that level, expressed as a percentage of the population of the same age. It is a measure of children who are starting school at the right age. As can be seen in the table below, only 11% of two-year-olds start pre-primary, 10% of six-year-olds start primary, 4% of 12-year-olds start junior high and 3% of 15-year-olds start senior high.

Net Intake Rates	
Level	NIR
Pre-primary	11%
Primary	10%
JHS	4%
SHS	3%

This means that most children begin primary education when they are more than six years old; these late entrants then cascade as they climb the education ladder.

More than one million children (1,072,493) are classified as out-of-school in accordance with the UNICEF and UNESCO five dimensions of exclusion. More than half of these children (53% or 571,535) are physically out of school, while the remaining 47% (or 500,958) are in school (at the primary and junior high levels) but at risk of dropping out of school.

Out of School Children (OOSC)

Dimension	Description	Male	Female	Total	% Female	% of OOSC
1	Pre-primary School Aged not in School	119,822	124,395	244,217	51%	23%
2	Primary School Aged not in Primary or Secondary	150,741	153,135	303,876	50%	28%
3	Junior High Aged not in Primary or Junior High	8,500	14,942	23,442	64%	2%
4	Enrolled in Primary but at Risk of Dropping-out	223,020	227,342	450,362	50%	42%
5	Enrolled in Junior High but at Risk of Dropping-out	24,843	25,753	50,596	51%	5%
Total		526,926	545,567	1,072,493	51%	100%

Source: Author's calculations from MOE 2011 SC DBase

The physically out of school children constitute 42% of the corresponding age cohort population. This means that 42% of school age children between the ages of two and 14 years are physically out of school. More than half (51%) of pre-primary school aged children are physically out of school. Exactly half of primary school aged children are also physically out of school. Only 9% of junior high school aged children are physically out of school. This low percentage of junior high school aged children physically out of school is due to the fact that most junior high school age children (90.4%) are enrolled in the primary.

Physically Out-of-School Children

Dimension	Applicable Level	Age Range	Population	OOSC	OOSC % of Population
Dimension 1	Pre-primary	2 - 5 years	481,824	244,217	51%
Dimension 2	Primary	6 - 11 years	610,799	303,876	50%
Dimension 3	Junior High	12 - 14 years	258,473	23,442	9%
Total			1,351,096	571,535	42%

Source: Author's calculations from MOE 2010/2011 SC Dbase and LISGIS 2008 Population Census

The children at risk of dropping out of school at the primary and junior high levels constitute 62% of the total gross enrollment at those two levels. More than half (67%) of primary students are at risk of dropping out of school. This result agrees with the result reported earlier of the number of children enrolled in the primary who are older than that level (59.9%). At the junior high level 37% of students enrolled are at risk of dropping out of school.

Children at Risk of Dropping Out of School

Dimension	Applicable Level	Age Range	Gross Enrollment	OOSC	OOSC % of Gross Enrollment
Dimension 4	Primary	6 - 11 years	674,534	450,362	67%
Dimension 5	Junior High	12 - 14 years	138,029	50,596	37%
Total			812,563	500,958	62%

Source: Author's calculations from MOE 2011 SC Dbase and LISGIS 2008 Population Census

Barriers and Bottlenecks

Based on the results of the surveys conducted in this study, a number of factors were identified as barriers and bottlenecks that are preventing pre-primary, primary, and lower secondary school-aged children in the country from attending school or are contributing to their dropping out of school. These barriers and bottlenecks have been broadly categorized into four major groups, namely, socio-cultural, economic, school-related, and political factors. The factors are given in the matrix below.

Socio-cultural Factors	Economic Factors	School-related Factors	Political Factors
• Influence of the poro and sande societies, which are the traditional practices of education for boys and girls, respectively; • Lack of awareness by some parents of the importance education; • Lack of awareness of some parents of the importance of early childhood development; • Oversized households with too many children; • Refusal of some children to go to school; • Early marriage of girls; • Pregnancy; and • Poor health and disability of children.	• Household poverty; • Household food insecurity; • Loss of parents, guardians, and support sources; and • Child labor practices.	• Poor quality of schools; • Lack of schools or teachers; • Financial exploitation by teachers; • Rumors and fears of sexual harassment; • Bullying at school; • Punishment and children refusal to accept discipline; and • Distance away from school	• Non implementation of education policies; • Lack of adequate capacity of the MOE; and • Inadequate financing.

Policy Options Matrix

Pre-Primary

Rationale	Situation in Liberia	Policy Proposals	Expected Result
Increase the enrollment of official pre-primary starting age (2 years) children			
Children currently start pre-primary education late, and finish by the time they should be entering junior high. Respecting the official age for pre-primary will favor timely completion. Every pre-primary school aged child must have access to a nearby pre-primary school.	Although the gross enrollment rate (GER) for pre-primary is very high (127%), enrollment for children aged 2 years is only 11%, meaning that many children of official pre-primary age have not yet started school. 61% of enrolled pre-primary children are in the primary age range (6 – 11 years), meaning that many children in pre-primary are older than the statutory age for pre-primary.	Children aged over 2 years should enter pre-primary school. Primary aged children who are enrolled in pre-primary should be moved up the education ladder and enrolled in primary.	Higher pre-primary completion and primary entry rates. Increased adult literacy rates.
Improve quality education, through teachers' qualification and learning outcomes			
Teaching by trained teachers improves learning outcomes.	Fewer than 47% of pre-primary school teachers are trained.	Quality training of all pre-primary teachers. Increase pre-primary teacher training capacity.	Better quality of education and student learning outcomes.

Primary

Rationale	Situation in Liberia	Policy Proposals	Expected Result
Increase the enrollment of official primary starting age (6 years) children			
Children currently start primary education late, and finish by the time they should be entering junior high. Respecting the official age for pre-	Although the gross enrollment rate (GER) for primary is very high (110%), enrollment for children aged 6 years is only 10%, meaning that many children of official primary age have not yet started school or are in pre-primary. 58.1% of enrolled primary school	Children aged over 6 years should enter primary school. Primary aged children who are enrolled in pre-primary should be moved up the education ladder and enrolled in	Higher primary completion and junior and senior high school entry rates. Increased adult literacy rates.

Rationale	Situation in Liberia	Policy Proposals	Expected Result
primary will favor timely completion. Every primary school aged child must have access to a primary school.	aged children are enrolled in pre-primary. Close to 60% of students enrolled in primary are above the primary statutory age.	primary. Children in primary who are above the statutory age for primary should be moved up the education ladder to the appropriate level for their age.	
Improve quality education, through teachers' qualification and learning outcomes			
Teaching by trained teachers improves learning outcomes.	Fewer than 57% of primary school teachers are trained.	Quality training of all primary teachers. Increase pre-primary teacher training capacity.	Better quality of education and student learning outcomes.

Recommendations

This report recommends the following actions on the part of stakeholders in mitigating the various factors that contribute to children not being in school.

Mitigating Socio-Cultural Factors

- The MOE and MIA should work together in ensuring that the activities of the Poro and Sande are scheduled during the regular school vacation so as not to overlap with the school year.
- The GOL should institute a permanent program to create and maintain awareness among parents about the importance of sending their children to school.
- The MOE should devise a program to work with communities in organizing study classes for children of parents who cannot read or write or who are otherwise unable to help their children with school lessons.
- The GOL should institute a permanent program to create and maintain awareness among parents about the importance of early childhood education.
- The GOL should ramp up its birth control programs with awareness among households on the importance of matching family size to household income.
- The practice of polygamy should be discouraged.
- Further investigation should be conducted to understand why children are refusing to go to school.
- The Ministry of Information should regulate video cinemas so that they do not admit school age children during the school week with possible heavy fines for violators.
- MOE and the Ministry of Gender, along with partners, should galvanize and synergize their programs aimed at discouraging early marriage and encouraging households and communities to keep girls in school.
- GOL should increase access to health in all parts of the country.
- The government should also expand existing social protection programs with incentives for beneficiary households based on school attendance, child health and nutrition.

Mitigating Economic Factors

- The government should also expand the scope and geographic coverage of existing social protection and public works programs.
- As the economy expands, the GOL should prioritize job creation
- Encourage traditional family and community support systems for orphans, and abandoned children
- Enforce policies on child labor in schools;
- Assistance programs (such as social protection programs, school feeding) should be conditioned on non-engagement in child labor.

Mitigating School Related Factors

- GOL should increase the quality of schools; the MOE should ensure that schools meet minimum established standards.
- The MOE and the National Teachers Association should establish a program for certifying teachers before they can be allowed to teach, and should establish standards for teaching at the various levels of the education system.
- A mechanism should be devised and implemented by the MOE for the monitoring of teachers attendance and performance in schools.
- The MOE and the National Teachers Association should establish a program for certifying teachers before they can be allowed to teach, and should establish standards for teaching at the various levels of the education system.
- Establish a code of conduct for teachers and school workers aimed at preventing sexual harassment and other exploitations of students.
- Involve communities and parent teachers associations (PTAs) in the monitoring the implementation of the code of conduct
- The MOE should establish mechanisms for reporting and investigating cases of sexual harassment with clear punishment for culprits.
- Awareness should be created among students, parents, teachers, etc. on the availability of these mechanisms and consequences for perpetrators.
- Counseling programs should be implemented to promote social cohesion among students.
- Schools authorities should establish a mechanism for reporting cases of bullying and perpetrators should be enrolled in these counseling programs.
- Further investigation should be conducted to understand the nature of punishments and the reasons students are refusing them.
- Every Liberian child should be given the opportunity to go to school particularly at the pre-primary and primary levels;
- The GOL should establish pre-primary schools in every town or village which is located more than 15 minutes from the nearest school;
- The GOL should establish primary schools in every town or village which is located more than 30 minutes from the nearest school.

Political Factors

- The MOE should determine why the implementation of the free and compulsory primary education has not worked.
- Create awareness among stakeholders about the existence of educational policies and laws.
- Clearly formulate a definition of "free" in free education and determine the total cost of schooling to establish the actual proportion that cost that government is bearing.
- Strengthen the implementation of the provisions of the Education Reform Act of 2011 on equitable distribution of school grants.
- Increased capacity for the MOE to monitor education activities in the country.
- Furnish the MOE with the requisite resources needed for monitoring education activities.
- The government should increase it expenditure in education.
- Partners should also increase their support to the education sector.

Chapter 1 Introduction

1.1 Background of the Study

Liberia is a signatory to the Millennium Development Goals (MDGs) of the United Nations. There are eight international development goals that 193 United Nations member states including Liberia and, at least 23 international organizations have agreed to achieve by the year 2015. These goals, in the order in which they were established, include the following: Eradicate extreme poverty and hunger; Achieve universal primary education; Promote gender equality and empower women; Reduce child mortality; Improve maternal health; Combat HIV/AIDS, malaria and other diseases; Ensure environmental sustainability; and Develop a global partnership for development (UN, MDG website).

As seen above, goal numbers two and three of the MDGs are to achieve universal primary education and gender equality (by empowering women). The main target under these two goals are: **to ensure that all primary school- age children (girls and boys) can complete a full course of primary schooling by the year 2015, and to eliminate gender disparity in primary and secondary education preferably by 2005, and in all levels of educationnot later than 2015**. These are to be ensured and measured by three indicators, namely: Enrollment in primary education disaggregated by gender; Completion of primary and secondary education disaggregated by gender; and Literacy of 15-24 year old, females and males (UN, MDG Monitor: Goals 2 and 3, internet).

Liberia, a post-conflict country has, since 2006 when the new post-war government was put into place, been making gradual progress to meet the above two global requirements. Today, there are more girls in school and more women in government than ever before in Liberia's history. Regrettably, however, there are challenges that, if not properly and timely addressed, could compromise the attainment of these noble goals of universal primary education and gender equality. One such challenge is the large number of out of school children.

Liberia compares poorly with other post-conflict countries such as Sudan and DR Congo relative to the number of out-of-school children. A review of out-of-school children in twenty-five (25) countries shows Liberia with the largest number of out of school children, in percentage terms in each country. Liberia's primary out of school children were estimated to be approximately 60% of all primary school age children compared to DR Congo's (39%) and Sudan's (46%) (UNICEF/UNESCO Institute for Statistics, Global Initiative on OOSC, Flyer, p.4, 2005).

A key part of the problem is the large number older children in primary and basic education. The culprit is Liberia's protracted civil conflict that disrupted all aspects of normal life, including education. Displacement of both students and teachers, destruction of educational facilities, and looting of school materials and supplies were widespread. On account of these, children older than primary school level total 404,102 children, accounting for 59.9% of all children in primary that are above the official age of the primary level of education (National School Census, 2010).

Based on current trends, it is estimated by the United Nations that 56 million children of primary school age globally will not be in school in 2015 (UNICEF/UNESCO Institute for Statistics, 2010). The reasons for children being out school are many. Most are associated with structural problems of inequalities, disparities and displacements linked to factors such as poverty, exposure to child labor, conflicts and natural disasters, culture, gender, HIV/AIDS, disability, ethnicity, language, and religion.

Regrettably, policies and programmes to address the problems of out-of-school children have generally been insufficient. This is so because the problems are multi-dimensional and intricate. To date, there has not been an adequately focused and cross-cutting systematic analysis of the issues related to children out of school.

Accordingly, UNICEF and the UNESCO Institute for Statistics (UIS) in 2010 launched a "Global Initiative on Out-of-School Children". The initiative seeks to accentuate attention on OOSC and provide guidance to the acceleration of education sector reforms, particularly to achieve a breakthrough in reducing the number of OOSC. The real mission is to accelerate efforts towards the goal of universal primary education by 2015. Clearly without focused and sustained actions to address

this critical issue of OOSC, this goal will not be achieved. The importance of meeting this goal is that, in real terms, it is a pre-requisite to meeting many if not all of the other goals.

Twenty-six (26) countries across seven (7) regions of the world are participating in this initiative. These 26 countries reflect the magnitude of the problem of OOSC as well as the disparities in education. These regions and countries are as follows:

- **East Asia and the Pacific:** Cambodia, Indonesia, Philippines, Timor-Leste
- **South Asia:** Bangladesh, India, Pakistan, Sri Lanka
- **Central/Eastern/Commonwealth of Independent States:** Kyrgyzstan, Romania, Tajikistan, Turkey
- **Middle East and North Africa:** Morocco, Sudan, Republic of South Sudan
- **Eastern and Southern Africa:** Ethiopia, Mozambique, Zambia
- **West and Central Africa:** Democratic Republic of Congo, Ghana, Liberia, Nigeria
- **Latin American and the Caribbean:** Bolivia, Brazil, Colombia, Mexico.

Within the context of Liberia's post-conflict low human capacity, the challenge to get OOSC into schools in Liberia is urgent. If Liberia will achieve its long-term development vision of becoming a middle income country by the year 2030, it must fast-track socio-economic development. The engine to achieve this is education. The entry point is universal access and enhanced quality of basic education.

The international community is supportive. In its Education for All (EFA) High-Level Group Meetings in Addis Ababa in February 2010 and in Jomtien in March 2011, the international community called on governments to enhance measures to address the problems of OOSC and to ensure equity (access and quality) in education (UNICEF and UNESCO, Global Initiative on OOSC Information Paper, p.1).

1.2   Purpose of the study

Selected countries have been challenged to undertake special studies on out-of-school children in order to collect and analyze information and data on them to better understand the full dimensions and intricacies of their situations. The findings of the study will inform educational polices and strategies. Specifically, the information and data obtained will be used in strategizing, designing and implementing policy and programmatic interventions to increase access to education for OOSC. Collaterally, the findings will inform on-going sector reforms and engender inclusive and equitable programmes towards Liberia's achievement of universal primary education by 2015. In Liberia's case, the focus is now not only on primary education, but basic education which includes lower secondary education and children of ages up to 17 years.

The Ministry of Education (MOE), supported by the United Nations Children's Fund/Liberia (UNICEF/Liberia), commissioned Subah-Belleh Associates (SBA), a Liberian Management Consulting Firm, to undertake this study on Out-of-School Children in Liberia. The study was carried out in the middle of 2011. This is the report of that undertaking.

Chapter 2 Country Profile and Context

2.1 Country Profile

2.1.1 Geographic

Liberia is situated on the West Coast of Africa, with Guinea to the North, Ivory Coast to the East, Sierra Leone to the West, and the Atlantic Ocean to the South. It is a small country, covering an estimated land area of 111,369 square kilometers, with total land boundaries extending to around 1,600 kilometers. The terrain is characterized by mangrove swamps and beaches along the coast, wooded hills and semi deciduous scrublands along the immediate interior, and dense tropical forests and plateaus in the interior. The climate is tropical with a wet season from Mid-April to Mid-October and a dry season from Mid-October to Mid-April. The average annual rainfall is 4,150 mm and average temperature ranges from 22 to 27 degrees Celsius.

2.1.2 Demographic

Liberia's population in 2010 was estimated at 3.994 million (UN population estimate, 2010). The population is

Table 1: Liberia General Country Profile	
Location	West Africa
Land Area	111,369 Sq. km
Date of Independence	July 26, 1847
Population (UN Est. 2010)	3.994 million[+]
Population Growth Rate	2.1%
Population Doubling Time	33 yrs. (2043)
Sex Ratio (male per 100 female)	101[+]
Population Density	35.9 persons/sq. km[+]
Urban Population	48%[+]
Fertility Rate	5.42 children[+]
Average Household Size	5.2 persons
Adult Literacy Rate	59%[+]
National Budget (2011/12)	US$459M
GDP Per Capita (2009)	$880,000,000*

[+]**Source:**UN Population Estimate, 2010
*** Source:** World Bank Liberia at a Glance - 2/25/11

nearly evenly divided between the sexes and has a density of 93 persons per square mile of land. The population is young; approximately 61 percent of the population is below the age of 35. The annual population growth rate is 2.1 percent, with the total population of Liberia expected to double the 2008 number (of 3.5 million) in 33 years (i.e. by 2041) if this observed annual growth rate continues into the future.

Liberia's population growth pattern continues to be influenced by five (5) factors: (a) the widespread practice of polygamy, particularly in rural Liberia; (b) the large proportion of women of reproductive age; (c) the traditional practice of early marriage in rural communities, where many girls marry by the age of 16; (d) high fertility of 5.2 children per child-bearing woman; and (e) the low utilization of contraceptive services among women.

The period of prolonged conflict has caused many young people to miss out on education and the acquisition of employable skills. As a result, many of the youth population are unemployed. The Ministry of Labor (MOL) and the International Labor Organization (ILO) reported in the 2010 Labor Force Survey that the unemployment rate among urban youths is 11% and that 29% of the unemployed population is youths.

The urban-rural dichotomy of the population is 47:53 percent. This division shows that there continues to be a rapid rural to urban migration of the population. In 1974, only 29% of the population lived in urban settlements; by 1984, the proportion had increased to 39% and, by 2008 it had risen to 47%. National average household size is 5.2 persons, with an almost even urban (5.0) to rural (5.4) dichotomy. The rapid urbanization trend has largely involved productive people moving from rural communities into urban settlements on account of (a) attractive social gratifications of urban life such as cinemas, night clubs, football games; (b) public sector employment opportunities, most of which evolve in urban centers; (c) and war-related security, which many perceive to be better in urban settlements, which had some appreciable levels of law and order.

Most people came from rural communities to urban areas during the years of the war, especially Monrovia, and have not returned after cessation of the conflict in 2003. Hence, Monrovia, Liberia's capital city is heavily populated. Its population is 1.8 million (2011 Esimate). This population accounts for 28% of Liberia's estimated 2011 population (SBA, Projection based on growth rate of 2.1%).

2.1.3 Political

The country is divided into 15 political sub-divisions, called counties. They include Bomi, Bong, Gbarpolu, Grand Bassa, Grand Cape Mount, Grand Gedeh, Grand Kru, Lofa, Margibi, Maryland, Montserrado, Nimba, Rivercess, River Gee and Sinoe. Monrovia is Liberia's largest city and Liberia's administrative, commercial, and financial capital.

Independent since 1847, Liberia became engulfed in a 14-year civil war that began in 1989 and ended in 2003. Currently (2011), the country is in transition from protracted conflict to socio-economic development. The process of national renewal commenced with the holding of free and fair elections in 2005. The post-conflict government that followed has since embarked on the process of attending to the interlinking issues of poverty, illiteracy, unemployment, and bad governance, all within the context of Poverty Reduction Strategies (PRS). The most recent PRS (2008 – 2011) visualized a new Liberian nation that "is peaceful, secured and prosperous, with democratic and accountable governance, based on the rule of law and abundant economic opportunities for all Liberians"(PRS,2008:).

After five years of peace-building and reconstruction, Liberia has stabilized. The current national challenge is to move Liberia from stability to full economic recovery, growth and sustained human development. In October and November 2011, Liberians went to the polls to either elect a new government or endorse continuation of the existing government for another six year term. Some twenty-nine (29) political parties registered to contest these elections. Sixteen (16) of the 29 put up presidential and vice presidential candidates. The stakes were high. The elections were crucial in determining whether Liberia could consolidate and sustain her hard won peace and stability, or slide back into chaos.

There were two rounds of elections. The first was on October 11, 2011 in which there was a good turnout of voters (71%). In these elections, Liberians successfully chose members of legislature. However, there was no clear winner in the presidential poll and thus a runner-off was held on November 8, 2011. However, the main opposition Congress for Democratic Change (CDC) alleged electoral fraud in the October 11, 2011 presidential count of ballots and, therefore, boycotted the run-off elections. Notwithstanding this accusation, the entire international community (ECOWAS, AU, EU, UN, USA) declared the October 11, 2011 elections as having been free, fair and transparent. Accordingly, amidst calls for postponement, change of Elections Commissioners and Magistrates, and scuffles with the police by the CDC and its partisans, the November 8, 2011 run-off presidential elections were held as scheduled. Although the CDC had announced it was boycotting the elections, some of its partisans voted in the run-off elections. The candidate of the ruling Unity Party (UP) received the higher number of votes and was declared and certificated the winner by the National Elections Commission. Although the CDC initially rejected the runner-off results, the international community including the ECOWAS, AU, EU, the United States, again announced that the process was free, fair, and transparent. Accordingly, the international community also endorsed the results. The CDC eventually accepted the results of the run-off elections and attended the inauguration of the incumbent President Ellen Johnson Sirleaf on January 16, 2012.

2.1.4 Socio-Economic

Liberia has 16 indigenous tribes. These are Bassa, Belle, Dei, Gbandi, Gio, Gola, Grebo, Kissi, Kpelle, Krahn, Kru, Lorma, Mandingo, Mano, Sapo, and Vai.

There remain many social issues to be tackled. Liberia has one of the highest teenage pregnancy rates in the world (Final Report, Liberia Rising 2030, Retrospective Analysis of the Liberian Society, MPEA 2010). Poverty remains pervasive; over half of the population (56%) lives on less than United States One Dollar per day (CWIQ, 2011). Land conflict is growing and widespread across the country. Many Liberians believe that if it is not properly attended, it could be a cause for Liberia's relapse into conflict.

Although endowed with many natural resources, Liberia remains a very poor country. However, Liberia's war-damaged economy is steadily improving. "Real Gross Domestic Product (GDP) growth in Liberia for 2010 was estimated at 6.3%, compared with 4.3% in 2009. Inflation was largely

subdued, averaging 7.5% in the 12-months to December, 2010. External trade significantly improved during 2010. Exports as a ratio to GDP rose immensely from 27.0% of GDP to 39.8% of GDP in 2010. This was due largely to recovery of the global economy from a period of economic recession." (CBL, Annual Report, 2010).

The national budget has grown from US$80 million in 2005/2006 to over US $516 million (US$516,430,000) in 2011/2012 (MOF, National Budget, 2011/2012). Civil servants' monthly salaries have increased from an average of US$15 in 2005/2006 to about US$80 in 2010/2011. More importantly, civil servants' salaries that were often in arrears, on an average of three months, are now paid regularly.

Collaterally, most of Liberia's staggering debt of US$5 billion has been waived by creditor nations. In June 2010, the Boards of Directors of the IMF and the World Bank approved debt relief for Liberia under the Enhanced Heavily Indebted Poor Countries (HIPC) Initiative (CBL, Annual Report, 2010). Liberia has also attracted more than US$ 16 billion investments through more visibility and investor-friendliness in the international marketplace (President Johnson-Sirleaf, Annual Message to the National Legislature, Monrovia, 2010). Once characterized by red tape, the business regulatory framework has been reformed.

Liberia's monetary policies are working better. The exchange rate between the Liberian dollar and the United States dollar has remained stable, averaging 70:1. The economy has attracted more commercial banks. In 2006, there were only five (5) commercial banks, mostly in Monrovia. In 2011, there are now eleven (11) commercial banks with 74 branches throughout the country (CBL, Annual Report, 2010). The nation's foreign reserves have grown dramatically, from US $5 million in 2006 to US $293.1million in 2010 (CBL, Annual Report, 2010).

2.2 Education Sector Context

2.2.1 School Age Population

There are 1,583,994 school age children in the population, 50% of whom are females. This number includes 481,824 children of pre-primary school age (or 30% of school age children), 610,799 children of primary school age (or 39% of school age children), 258,473 children of junior high school age (or 16% of school age children), and 232,989 children of senior high school age (or 15% of school age children). These facts are presented in the table below

Table 2: School Age Population

Level	Age Range	2011 Population Estimate				
		Male	Female	Total	% Female	% of Total School Age Children
Pre-primary	2 - 5 years	242,544	239,280	481,824	50%	30%
Primary	6 - 11 years	307,736	303,063	610,799	50%	39%
Junior High	12 - 14 years	131,283	127,190	258,473	49%	16%
Senior High	15 - 17 years	118,668	114,230	232,898	49%	15%
Total		800,231	783,763	1,583,994	50%	100%

Source: Author's calculations from LISGIS 2008 Population Census

2.2.2 Literacy Rates

Nationally, the adult literacy rate defined as anyone above the age of 15 years who can read and write in any language is estimated to be only around 59%, with more literate males (64%) than females (55%). For young people between the ages 15 to 24 years, the overall literacy rate is 76%. Within this group, the literacy rate for males is 70%, compared to 81% for females (UIS, 2009).

2.2.3 Structure of the School System

Liberia runs a six-level education system: Pre-Primary (4 years) which corresponds to the International Standard Classification of Education (ISCED) Level 0; primary (6 years of study)corresponding to ISCED Level 1; junior high or lower secondary (3 years) corresponding to ISCED Level 2; senior high or upper secondary (3 years) corresponding to ISCED Level 3; post-secondary corresponding to ISCED Level 4; and tertiary education (4 years or more) which is a combinatioin of ISCED Levels 5, 6, and 7.In addition to these education levels, the MOE also implements the Accelerate Learning Program (ALP) which provides an accelerated platform for people who have missed out on the early years of education to meet the requirements of the education levels missed. The non-tertiary levels are further described below.

Pre-primary: This level comprises early childhood education and includes Nursery 1 & 2 and Kindergarten 1 & 2. Children are expected to start this level at age 2 and finish at age 5.

Primary (Grades 1-6) level, referred to as Primary in Liberia, provides basic skills that include effective communication, simple mathematical computation, understanding the physical environment of the child (civics, geography, ethics, health and hygiene) and those skills which will enable the child to use his/her leisure effectively (arts, crafts, music and cultural dances). There is an intermediary (Junior High grade 7-9 level) between the primary and secondary school. This level emphasizes learning higher and more difficult skills, even though courses are general, to prepare students for secondary and low level technical training. The official age range for this level is 6 to 11 years.

Junior High (Grades 7 – 9) is the lower secondary school level corresponding to grades 7, 8 and 9. The official age range for this level is 12 to 14 years.

Senior High Level focuses on preparations for college or technical education, usually focusing on academic subjects. Some senior high schools also provide training in the industrial and agricultural arts and sciences to prepare students for services and employment in their communities. The official age range for this level is 15 to 17 years.

Post - Secondary Level is either junior college which offers technical training for middle level managerial positions, or regular full-time college granting degrees in professional disciplines. Post - secondary is, therefore, largely tertiary education.

In addition to classification by levels, schools are also classified into four categories depending on ownership. These include Public Schools which are owned, supported and operated by the government; Private Schools which are privately owned, supported and operated by individuals or non-religious institutions; Mission Schools which are owned, supported and operated by religious institutions; and Community Schools which are owned, supported and operated by their respective communities.

Table 3: Enrolment and Number of School Levels by County, 2010/2011

County	Enrollment by Level				Number of School Levels[1]			
	Pre-Primary	Primary	JHS	SHS	Pre-Primary	Primary	JHS	SHS
Bomi	17,958	11,837	3,010	806	149	129	19	5
Bong	72,482	70,621	8,759	4,667	430	426	102	20
Gbarpolu	17,839	16,710	1,404	217	128	126	21	2
Grand Bassa	43,589	31,478	3,778	1,700	333	330	47	13
Grand Cape Mount	16,648	13,140	1,938	379	159	159	22	9
Grand Gedeh	17,213	20,189	3,105	1,646	157	158	41	14
Grand Kru	17,121	17,821	1,810	1,151	143	139	39	4
Lofa	39,633	54,230	7,574	3,313	334	331	77	19
Margibi	36,450	43,542	9,521	5,891	285	284	102	30
Maryland	19,114	24,329	5,108	3,163	155	174	43	15
Montserrado	168,175	223,346	73,243	51,049	1,560	1,580	764	300
Nimba	100,802	107,198	15,263	6,853	632	636	220	50
Rivercess	15,411	12,187	600	94	103	112	19	2
River Gee	11,833	11,752	1,233	302	133	132	16	1
Sinoe	17,539	16,154	1,683	818	217	218	54	7
National	**611,807**	**674,534**	**138,029**	**82,049**	**4,918**	**4,934**	**1,586**	**491**

Source: Author's calculations from MOE 2010/2011 SC DBase

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[1] These are the number of levels rather than the actual number of schools. Some schools have multiple levels.

2.2.4 School Administration

Until recently (2011), the public school system was very centralized, with the senior administrators all situated in Monrovia, at the Ministry of Education. In Monrovia, the capital city of the country, there is an independent Monrovia Consolidated School Systems (MCSS) that manages public schools in Monrovia. The system was copied from the California (specifically inner city San Francisco) States School system in the United States.

In 2011 the school system's decentralization began. The new Education Reform Act (2011) calls for County School Boards to operate similar to the MCSS in managing schools in the counties. Below the County School Boards will be District School Boards that will manage schools at the district levels. At the school level, there will be School Management Committees (SMCs) comprising principals, administrators, and parent-teacher associations (PTAs) to govern schools.

2.2.5 Quality of schools

Insufficient physical facilities impact on school attendance and school success rates. Adequate facilities can be a motivating factor for both students and teachers. Accordingly, variables such as suitability of space, availability of playgrounds, libraries, textbooks including supplies, teaching aids, the number of trained teachers, the number of students that a teacher can conveniently manage (class size) are used to measure quality of schools.

While measurement of the above variables is critical, available information and data on facilities are not sufficient. However, although new schools have been constructed over the last five years, the general situation remains to be improved, particularly in remote rural communities. Some buildings used as schools were former residential structures, churches, old warehouses and so forth. These structures were not built for education; they are makeshifts. They lack adequate space and, on account of this, classrooms are small, lighting and ventilation are poor. Additionally, basic school necessities such as desks, chairs, reading rooms/and libraries, and cafeterias are lacking.

Based on information from the 2010/2011 MOE School Census, the national student to trained teacher ratio (STTR) for the pre-primary level is 100:1 which is a significant improvement over the 2008/2009 level of 140:1, but still alarmingly higher than the World Bank upheld level of 40:1 for low income countries. Similarly, the national STTR for the primary level is 48:1 which is better than the pre-primary STTR and an improvement over the 2008/2009 level of 57:1 but still needs to be brought down to 40:1. The national STTRs for the junior and senior high levels are 23:1 and 41:1, respectively. As presented in the table below, all counties have alarmingly high STTRs with the worst cases occurring in the southeastern counties of Grand Kru, Maryland, River Gee, Rivercess, and Sinoe. It is noteworthy that all counties that have pre-primary level STTRs less than the national level are those that are close to Monrovia, including Montserrado, Grand Cape Mount, Margibi, and Bomi. This trend is explained by the unwillingness of trained teachers to take assignments in locations too far from the capital, which lacks the amenities of social services and limited opportunities for moonlighting at several schools to augment their low wages.

Table 4: Student to Trained Teacher Ratio (STTR) by County and Level, 2010/2011					
County	Pre-Primary	Primary	JHS	SHS	Total
Bomi	91	50	32	29	60
Bong	131	57	23	41	68
Gbarpolu	116	60	18	24	70
Grand Bassa	126	52	29	65	73
Grand Cape Mount	66	30	18	13	39
Grand Gedeh	109	54	20	87	60
Grand Kru	195	77	14	96	82
Lofa	121	60	23	57	65
Margibi	69	42	21	32	43
Maryland	273	67	33	93	83
Montserrado	68	39	25	41	42
Nimba	133	51	18	33	59
River Gee	140	61	29	38	76
Rivercess	228	61	8	12	81
Sinoe	262	78	14	68	89
Total	100	48	23	41	53

The primary textbook-to-student ratio of 1.2 in the below table indicates that there are 12 text books (for the core subjects of Language Arts, Mathematics, General Science and Social Studies) for every 10 children enrolled. The problem of textbook shortage becomes worse as the education level increases with the junior high level having on average only 7 books for every 10 students; and senior high the worst case of only 3 textbooks available for every 10 students.

Table 5: Textbook-to-Student Ratio by County and Level, 2010/2011			
County	Primary	JHS	SHS
Bomi	1.0	0.4	0.1
Bong	1.5	1.2	0.3
Gbarpolu	2.0	0.9	0.3
Grand Bassa	1.5	0.7	0.3
Grand Cape Mount	1.9	1.1	0.1
Grand Gedeh	1.4	1.4	0.4
Grand Kru	1.4	0.3	0.0
Lofa	1.9	1.3	0.2
Margibi	1.0	1.2	0.5
Maryland	1.2	0.4	0.2
Montserrado	0.6	0.5	0.3
Nimba	1.6	1.1	0.4
River Gee	2.1	2.5	0.0
Rivercess	1.9	0.8	0.3
Sinoe	1.8	1.2	0.5
Total	**1.2**	**0.7**	**0.3**

Source: Author's calculations from MOE 2010/2011 SC DBase

The textbook-to-student ratio for the primary level across the country is generally as observed at the national level with at least one text book being available for each child. The only exception to this trend is in Montserrado where the ratio indicates that there are 6 books for every 10 children. At the junior high level, eight of the counties have very good textbook-to-student ratio and the remaining seven still needs considerable improvement especially Grand Kru, Bomi, and Maryland, all of which have fewer than 5 textbooks for every 10 children enrolled. All of the counties have far fewer books available at the senior high level than the number of students enrolled.

An analysis of the textbook-to-student ratio by school type presented in the table below indicates that public schools have a much higher availability of textbooks at the primary and junior high levels than do non-public schools. This is largely due to the procurement and mass distribution of textbooks to public schools by the MOE and its partners.

Table 6: Textbook-to-Student Ratio by School Type and Level, 2010/2011			
School type	Primary	Junior High	Senior High
Public	1.6	1.1	0.1
Private	0.5	0.5	0.4
Mission	0.6	0.5	0.3
Community	0.8	0.6	0.2
Total	**1.2**	**0.7**	**0.3**

Source: Author's calculations from MOE 2010/2011 SC DBase

The average class size was found by dividing the number of students enrolled at each level by the total number of classrooms reported for that level in the MOE 2010/2011 Census Database, the results of which are presented in the table below. It is noteworthy here that the number of classrooms reported in the MOE census may not necessarily meet acceptable international standards, so the information presented in the table may be misleading. Notwithstanding that caution, the average class sizes at the primary level in all counties are below the generally accepted maximum level of 40 students per class. At the pre-primary level, only three counties in the southeast – Grand Kru, Rivercess, and Sinoe appear to have acceptable class sizes; all of the other counties have oversized

classes. At the junior high level, only four counties – Bomi, Margibi, Montserrado, and Maryland – have oversized classes. There is a problem of oversized classes at the senior high level in almost all counties except Gbarpolu, Grand Cape Mount, and River Gee.

Table 7: Average Class Size by County and Level, 2010/2011					
County	Pre-Primary	Primary	JHS	SHS	Total
Bomi	45	25	61	90	36
Bong	68	38	32	64	48
Gbarpolu	45	33	27	27	37
Grand Bassa	43	23	35	52	32
Grand Cape Mount	44	21	14	38	28
Grand Gedeh	51	29	38	57	37
Grand Kru	38	28	20	82	32
Lofa	50	36	39	60	41
Margibi	48	35	41	89	42
Maryland	54	33	44	45	40
Montserrado	41	33	43	60	38
Nimba	64	37	33	52	46
River Gee	69	25	15	19	37
Rivercess	30	17	36	101	22
Sinoe	28	15	17	48	20
Total	47	31	38	59	38

Source: Author's calculations from MOE 2010/2011 SC DBase

2.2.6 Teachers in Liberian Schools

According to the MOE 2010/2011 School Census, Liberia has 52,843 teachers[2] serving a total of 1,506,419 students[3] in 11,929 pre-primary, primary, junior and senior high schools. Women constitute 20% of teachers. The table below presents the distribution all teachers by school level and gender.

Table 8: Distribution of Teachers by Level of Education and Gender, 2010/2011				
Level	Number of Schools	Male	Female	Total
Pre-Primary	4,918	6,690	6,402	13,092
Primary	4,934	21,640	3,497	25,137
JHS	1,586	9,437	482	9,919
SHS	491	4,499	196	4,695
Total	11,929	42,266	10,577	52,843

Source: Author's calculations from MOE 2010/2011 SC DBase

Table 9: Distribution of Teachers by School Ownership and Gender, 2010/2011			
School Type	Male	Female	Total
Public	9,277	3,815	13,092
Private	21,456	3,681	25,137
Mission	7,606	2,313	9,919
Community	3,927	768	4,695
Total	42,266	10,577	52,843

Source: Author's calculations from MOE 2010/2011 SC DBase

Of the 52,843 teaching force in pre-primary, primary, junior and senior high, only a little over half (53.5%) are trained, while a very substantive number (46.5%) are not trained. To improve this situation, the Government with the assistance of donors particularly UNICEF and the Open Society Institute (OSI) and the United States Agency for International Development (USAID) has renovated and re-commissioned all teacher training institutions that were damaged, looted and put out of commission during Liberia's protracted civil conflict. These institutions have begun to train teachers

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[2] A number of teachers teach at several levels in different schools, so there is multiple counting in the number of teachers.
[3] This number of students does not include students enrolled in the Accelerated Learning Program (ALP).

using a USAID implemented Liberia Teacher Training Programme (LTTP) and to provide refresher courses to teachers already in the school system. As with all civil servants, the salaries of public school teachers have also been increased and regularized. This provided a small level of motivation to public school teachers. The tables below present the distribution of all trained teachers by education level and gender as well as by ownership of school. It is noteworthy that the teachers are not necessarily trained for the specified levels; instead all teachers who have completed at least a general Grade C or B training at the rural teachers training institutes (RTTIs) have been counted.

Table 10: Distribution of Trained Teachers by Level and Gender, 2010/2011

Level	Male	Female	Total
Pre-Primary	2,880	3,224	6,104
Primary	11,972	2,197	14,169
JHS	5,693	297	5,990
SHS	1,902	89	1,991
Total	22,447	5,807	28,254

Source: Author's calculations from MOE 2010/2011 SC DBase

Public schools have the highest number of trained teachers while community schools have the least number.

Table 11: Distribution of Trained Teachers by School Ownership and Gender, 2010/2011

School Type	Male	Female	Total
Public	11,898	2,403	14,301
Private	5,046	1,884	6,930
Mission	4,204	1,144	5,348
Community	1,299	376	1,675
Total	22,447	5,807	28,254

Source: Author's calculations from MOE 2010/2011 SC DBase

Montserrado, the political subdivision in which Monrovia, the capital city is located, accounts for the largest number of trained teachers, followed by Nimba, Bong, Margibi, Lofa counties and Grand Bassa, in that order. This is not surprising because Montserrado County accounts for at least a third of Liberia's population and the largest number of schools and students (MOE, School Census, 2010/2011). The table below presents the distribution of trained teachers by political sub-divisions called counties.

Table 12: Distribution of Trained Teachers by county of assignment and gender, 2010/2011

County	Female	Total	% Female
Bomi	87	558	16%
Bong	363	2,295	16%
Gbarpolu	55	519	11%
Grand Bassa	172	1,107	16%
Grand Cape Mount	92	824	11%
Grand Gedeh	114	706	16%
Grand Kru	28	464	6%
Lofa	126	1,624	8%
Margibi	497	2,206	23%
Maryland	113	623	18%
Montserrado	3,249	12,330	26%
Nimba	795	3,917	20%
River Cess	18	327	6%
River Gee	35	349	10%
Sinoe	63	405	16%
Total	**5,807**	**28,254**	**21%**

Source: Author's calculations from MOE 2010/2011 SC DBase

There are more trained female teachers at the pre-primary level (53%) than their male counterparts. However, as the education ladder is ascended, the share of female teachers declines dramatically as shown in the figure below.

Figure 1: Percentage of Female Teachers at each Level 2010/2011
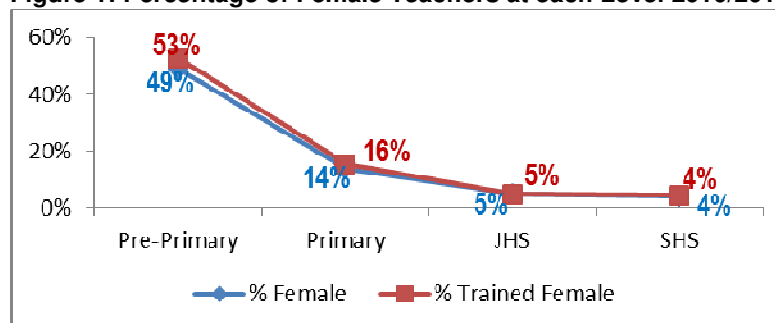
Source: Author's calculations from MOE 2010/2011 SC DBase

2.2.7 Schools for children with disabilities

Special education schools are very limited in the school system. In 2011, there are only four (4) institutions that cater to the educational needs of children with disabilities. These schools include the school for the blind, school for the deaf and mute, the group of 77 and the Antoinette Tubman Home. Accessibility to these institutions is severely limited because they are concentrated in Monrovia or other urban areas. As a result, illiteracy among people with disabilities is likely to be high.

The statistics on disability among students in school are revealing and alarming. In the 2010/2011 School Census databse, the MOE defines disability as pupils having visual or hearing impairement, or who are physically or mentally challenged. At the pre-primary level, 43,099 pupils have disabilities (representing 7% of pupils enrolled at this level) compared to 282,436 pupilsat the primary school level (or 42% of pupils enrolled at this level). At the junior high school level, 8,646 pupils have disabilities (representing 6% of enrollment at this level) compared to 2,502 (or 3%) at the senior high school level. As can be seen the situation is alarming at the primary school level. This calls for further research. The table below presents disability by school levels and gender (MOE, School Census, 2010/2011).

Table 13: Distribution of Children with Disabilities Enrolled in School by Level of Education

Level	Male	Female	Total
Preprimary	23,239	19,860	**43,099**
Primary	158,808	123,628	**282,436**
Junior High	5,216	3,430	**8,646**
Senior High	1,560	942	**2,502**
Total	**188,823**	**147,860**	**336,683**

Source: Author's calculations from MOE 2010/2011 SC DBase

Table 14:Distribution of Disabled Students		
Level	Gtoss Enrollment	Disabled	% Disabled
Preprimary	611,807	43,099	7.0%
Primary	674,534	282,436	41.9%
Junior High	138,029	8,646	6.3%
Senior High	82,049	2,502	3.0%
Total	1,506,419	336,683	22.3%

Source: Author's calculations from MOE 2010/2011 SC DBase

Distributed by county in the 2010/2011 school year, Montserrado accounts for the highest cases of disability among primary school children, followed by Nimba, Lofa, Bong and Grand Kru. The table below presents disability of primary school children by county.

Table 15: Distribution of Children with Disabilities Enrolled at Primary Level of Education by County			
County	Male	Female	Total
Bomi	2,796	2,044	4,840
Bong	16,580	11,680	28,260
Gbarpolu	2,364	2,360	4,724
Grand Bassa	5,008	3,160	8,168
Grand Cape Mount	3,228	3,240	6,468
Grand Gedeh	3,396	3,216	6,612
Grand Kru	14,056	10,616	24,672
Lofa	22,432	20,480	42,912
Margibi	4,124	3,376	7,500
Maryland	6,256	5,004	11,260
Montserrado	30,544	23,644	54,188
Nimba	30,448	23,636	54,084
River Cess	2,428	1,836	4,264
River Gee	4,708	3,304	8,012
Sinoe	10,440	6,032	16,472
TOTAL	158,808	123,628	282,436

Source: Author's calculations from MOE 2010/2011 SC DBase

2.2.8 Vocational Education

Vocational training started in response to the rapid expansion of the Liberian economy in the 1960's and 1970's. The boom in economic activities required skilled manpower which was not available due to extreme shortage of such manpower. To address this skilled manpower problem, the government launched over 48 vocational and technical training programmes. These programmes covered training high, middle and senior level vocational/technical workers and thus catered to students with formal educational training. Liberia's protracted civil war devastated the entire vocational and technical training programs.

Since the restoration of peace many vocational education institutions have resurfaced in different parts of the country providing training in a wide range of areas. According to the MOE 2010/2011 School Census, there are a total of 17,565 students enrolled in 277 vocational institutions in 11 counties providing training in more than 50 areas. These areas of training include agriculture, auto mechanic, building trade, cargo handling, carpentry, computer, cosmetology, drafting, driving, hair dressing, masonry, painting, plumbing, secretarial science, soap making, tailoring, typing, welding, etc. Not all of these areas are provided at each of the vocational education institutions.

Montserrado has the highest number of vocational institutions (169) and the highest enrollment (11,032) followed by Margibi with 28 vocational institutions and 3,492 students. The reason for the high enrollment in Margibi is due to the presence of the Booker T. Washington Institute (BWI), the country's largest vocational education facility.

There is an even split in gender enrollment with females constituting 50.5% owing to the higher enrollment of females in vocational programs in Bong, Grand Cape Mount, Montserrado, and Rivercess.

Table 16: Number and Enrollment of Vocational Schools by County and Gender, 2010/2011				
County	Number of Vocational Schools	Male	Female	Total
Bong	17	92	94	186
Gbarpolu	1	24	1	25
Grand Cape Mount	17	238	247	485
Grand Gedeh	16	253	186	439
Lofa	9	458	219	677
Margibi	28	2,901	591	3,492
Maryland	3	75	75	150
Montserrado	169	4,036	6,996	11,032
Nimba	6	227	41	268
River Gee	7	396	236	632
Rivercess	4	0	179	179
Total	277	8,700	8,865	17,565

Source: Author's calculations from MOE 2010/2011 SC DBase

At present there are three levels of vocational education in Liberia namely, Beginner, Intermediate, and Advanced. In most of the counties, vocational education is currently being provided at the beginner level indicating that the programs in those counties have just started.

Table 17: Vocation School Enrollment by County and Level, 2010/2011				
County	Beginner	Intermediate	Advanced	Total
Bong	108	56	22	186
Gbarpolu	25	0	0	25
Grand Cape Mount	382	0	103	485
Grand Gedeh	439	0	0	439
Lofa	677	0	0	677
Margibi	131	1,910	1,451	3,492
Maryland	150	0	0	150
Montserrado	5,154	3,281	2,597	11,032
Nimba	244	24	0	268
River Gee	632	0	0	632
Rivercess	179	0	0	179
Total	8,121	5,271	4,173	17,565

Source: Author's calculations from MOE 2010/2011 SC DBase

2.2.9 Non-Western Education

In Liberia there are two major indigenous institutions that provide non-western education to children usually of ages 5 and above. These are the Poro (for boys) and the Sande (for girls) traditional (bush) schools. These two indigenous institutions are the most celebrated among the tribal groupings in Liberia. Over the centuries, they have educated Liberians in history, culture, ethics, medicine, family care, and medium of communication, long before the arrival of western-style education to Liberia.

Besides the Poro and Sande, an important way of imparting knowledge and skills based on non-western method, is the apprenticeship system. For example, learning to be a blacksmith, the child does not have to go to formal western style education institution. The child is simply given to a village/town blacksmith to be trained as a blacksmith. The traditional healers and herbalists learned their trades by staying with the masters for a number of years. Farming which is the most important occupation of the people, particularly in rural communities, is learned by the child through working with parents or relatives on farms over a protracted period of time. These activities are not construed as child labor.
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2.3   Five Dimensions of Exclusion (5DE) Model

The 5-dimension **model** developed by UNICEF and UIS was employed in undertaking the study. It provided both a conceptual and methodological framework. The framework provides Five Dimensions of Exclusion (5DE) with each dimension representing one (1) of five (5) target groups on which data and information were collected, analyzed and interpreted towards understanding the breadth and depth of the problem in Liberia. These dimensions of exclusion are assessed across three (3) levels of education: (i) pre-primary (kindergarten); (ii) primary (Primary); and (iii) lower secondary (Junior high school).

Across the 5-dimensions of exclusion and within the three levels of education, there are two (2) groups of children: (1) children who are physically out of school and (2) children who are in school but are at risk of dropping out, due to a multiplicity of factors.

Additionally, it also excludes children in non-formal education programmes. However, children in non-formal education are considered in school if the programmes they attend are recognized by educational authorities and provide pathways into the formal educational system.

Table 18: Description of Model of Exclusion for Research and Analysis		
Dimensions of Exclusion	General Definition	Detailed Description
Dimension 1	Children of **pre-primary school age** who are not in pre-primary or primary school	These are children between the ages of **2 and 5 years**, who are still not in Kindergarten School. These are children physically out of school.[4]
Dimension 2	Children of **primary school age** who are not in primary or secondary school	This category covers children between the ages of **6 and 11 years**, who are not in primary or secondary school. These include 3 groups of children: children who attended but dropped out; children who will never enter school; and children who will enter late. This category covers children who are physically out of school.
Dimension 3	Children of **junior high school age** who are not in primary or secondary school	These are children between the ages of **12 and 14 years**, who are neither in lower secondary nor in primary. This category is similar to Dimension 2 children; these include the same 3 groups of children: children who attended but dropped out; children who will never enter school and, children who will enter school very late, if ever. This category too relates to children who are physically out of school.
Dimension 4	Children who are in primary school but at risk of dropping out	Technically, these children are physically in school, but they are potential OOSCs, due to numerous factors, including age (too old for current class), social pressures, economic hardship, anti-social behavior in and out of school, poor school attendance, etc.
Dimension 5	Children who are in lower secondary school but are at risk of dropping out.	

2.4 Principal Research Questions

The study sought to undertake three (3) fundamental tasks: development of profiles of OOSC; analysis of barriers to their education; and development of policies to address these barriers. To do this three (3) principal research questions were posed:

- ***Who are the out of school children and where are they?Are they visible or invisible?*** Answers to these questions will assist improve statistical information and develop profiles of OOSC that capture both the magnitude and multiple nature of their disparities;

- ***Why are they out of school?*** Findings from this question will help identify and analyze key barriers and bottlenecks that obstruct prevent school participation

- **How can they be brought to school and stay there?***The answers to the first two questions should inform and assist policy makers develop appropriate policies and strategies to bring in and retain OOSC into the classroom.*

2.5 Study Methodology

To adequately answer the above questions, the study employed an assortment of methodologies in collecting the required information and data. Specifically it utilized four (4) different, but complementary, quantitative and qualitative methods of data collection. They included document/desk review, key informant interviews (KIIs), focus group discussions (FGDs) and sample survey.

- A. **Document/Desk Review**: A thorough literature review was carried out to compile relevant secondary data needed for profiling the OOSC as well as examining policy issues and

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[4] The analysis which follows for Dimension 1 uses the longer age range of 2 – 5 years, and for this reason isn't comparable with other Dimension analyses using only Age 5.

constraints relative to the situation of out-of-school children. The following list of documents was reviewed:

- Global Initiative on Out-Of-School Children (OOSC) Conceptual and Methodological Framework (CMF), UNICEF and UNESCO Institute for Statistics, Conceptual and Methodical Framework, 16 March 2011
- National Population and Housing Census Report (2008)
- National School Census Reports for 2008/2009 and 2010/2011
- School Enrollment Statistics for 2008/2009 and 2010/2011
- Core Welfare Indicators Questionnaire Report (2007 and 2010)
- Annual Report of the Central Bank of Liberia (2010)
- New Education Act (Law) of Liberia, Printed in handbills on August 9, 2011
- National Budget of Liberia, 2009/2010, 2010/2011, 2011/2012
- Millennium Development Goals, Website
- Final Report, Liberia Rising 2030, Retrospective Analysis of the Liberian Society, MPEA 2010
- Annual Report to the National Legislature by President Ellen Johnson-Sirleaf, 2010

B. **Determination of Number of Out-of-School Children**: The five dimensions of exclusion of OOSCs were determined from the MOE 2010/2011 School Census Database and the authors' estimates of the 2011 national population based on the 2008 National Population & Housing Census (NPHC) conducted by the Liberia Institute of Geo-Information Services (LISGIS). The guidance in the UNICEF and UIS Conceptual and Methodological Framework were followed and these data sources were used as inputs for the formulas.

C. **Key Informant Interviews**: Persons and institutions with knowledge of, and expertise and authority in, matters of primary education and out-of-school children in Liberia were interviewed to obtain their insight into the problems and the challenges for dealing with them. These included teachers, school administrators, community workers and leaders, county and national education officials. Collaterally, in-school and out-of-school children and their parents themselves were interviewed to obtain their views on their situations. A total of 197 Key Informants were interviewed in the 15 counties.

D. **Focus Group Discussions**: Focus group discussions were organized and conducted for various segments of the survey population. Participants in the FGD sessions were persons involved in, affected by, knowledgeable of, and/or interested in the issues related to the subject under study. Accordingly, FGDs were conducted with children in and out of school, parents of both categories of students, and community members/authorities. The purpose of the FGDs was to collect qualitative information to supplement the quantitative study of the children under the various dimensions of exclusion. A total of 156 Focus Group Discussions were conducted in the 15 counties.

E. **Sample Survey:** A survey of households containing at least one out-of-school child was conducted. A total of 2,579 households were surveyed. These surveys were not designed to be nationally representative; instead, they were samples of all households that contained at least one child that was physically out of school. (Detailed survey methods are provided in the annexes).

Chapter 3 Profiles of Excluded Children

3.1 Overview and Analysis of Data Sources

This Chapter presents a profile of excluded children in each of the 5-dimensions of exclusions. The following relevant data and information were gathered and analyzed from the identified sources. Below is an identification of the data and information sources used and a brief explanation of how the data and information were utilized. This entry presentation is then followed by a dimension by dimension profile interpretation of the data and information.

Secondary Sources

2008 Population and Housing Census Report: In the Census report, the population of Liberia was presented with specifications which identified different categories of school age children by their status of schooling. Since the census was conducted in 2008, a population determined from it needed to be transformed to be made current. The population of school age children determined by the Census was also distributed by additional categories such as attending school, dropped out of school and never attended school. This population was therefore adjusted using the population growth rate of 2.1% as given from the census report which brought the 2008 figures to the current figures for 2011. From the census report, the number of excluded children in categories of dimension -1 to dimension -3 was then determined.

2010/2011 National School Census Database: The National School Census Database contains enrollment by gender, ages and levels. These were used to determine the above age children in each of the levels. It was used to calculate survival and drop-out rates. Based on these, the number of children in dimensions 4 and 5 that are at risk of dropping out was determined.

Enrollment Data, Statistics Division, Ministry of Education: Data regarding enrolment for the 2010/2011 school year were provided by the Statistics Division of the Ministry of Education. The data given presented the enrolment disaggregated to show children enrolled in classes of their official age and those enrolled in the same classes but are above the official age.These data were used to determine the segments of the excluded children in dimension-4 and dimension-5.

The key limitations of the 2010/2011 National School Census Database and the MOE enrollment statistics are the aggregation of age statistics for certain key strata of the school age population and the lack of age disaggregated data for some specific parameters. In these data sources the age group 2 – 5 years is aggregated, making it impossible to get statistics on ISCED 0 (ages 3 – 5 years). In addition, groupings such as "<6" (younger than 6 years), ">12" (older than 12 years), etc. make it impossible to compute such age-specific statics as drop outs, etc.

Data Limitation Issues: Issues of data limitations were observed in both the 2010/2011 National School Censes Database and Enrollment Data provided by the MOE, particularly disaggregated regional enrollment data. Enrollment and other pertinent statistics are not reported for some counties and the data reported in some others are not consistent with the population data. This may be due to a variety of reasons including data collection limitations, data entry problems, and lack of data verification. There also appears to be limitations with some of the population data from the 2008 National Census Data for some counties.

Primary Sources

The Household Survey: The sample household survey conducted was also used to supplement information obtained from the above secondary sources to develop profiles of excluded children. The sample size used in this survey was 2,579 household. In this number of households, 9,265 children were enrolled in pre-primary to lower secondary levels in school. This number of children was used as a sample of children that could be used to infer the situation of all children of their categories. A questionnaire was designed and administered in selected households to gather information on demographics, ethnicity, religion, child labor, poverty status of households and priority setting between traditional and formal educational systems used in the country.

Focus Group Discussions and Key Informant Interviews: In the focus group discussion sessions and key informant interviews, information was gathered from school age children of all categories,

parents and guardians. These were used in qualitative analyses to further interpret or describe the findings of the secondary information gathered and the household survey.

3.2 Overview of Children in School

Nationally, there are 1,542,398 students enrolled in schools in the 2010/2011 school year irrespective of age at the four levels – Pre-primary, Primary, Junior High School (JHS), and Senior High School (SHS) – and the Accelerated Learning Programme (ALP). Table 19 shows that there are 35,979 (2%) students enrolled in the ALP and the remaining 98% (or 1,506,419) are enrolled in regular formal education.

Table 19: School Enrollment Irrespective of Age

Level	Male	Female	Total	(%)
Pre-primary School	315,475	296,332	611,807	40%
Primary School	358,089	316,445	674,534	44%
Junior High School	76,417	61,612	138,029	9%
Senior High School	47,146	34,903	82,049	5%
ALP	19,238	16,741	35,979	2%
Total	**816,365**	**726,033**	**1,542,398**	**100%**

Source: Author's tabulation from MOE 2010/2011 SC DBase

Figure 2: Distribution of Enrollment by Level
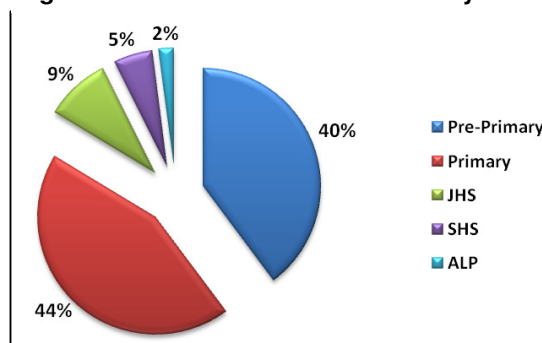
Source: Author's tabulation from MOE 2010/2011 SC DBase

Figure 2shows that most of the students are enrolled in Primary education (44%) and pre-primary (40%), with only 9% and 5% in junior and senior high, respectively.

A comparison of this overall enrollment and enrollment of students at the rightful age for each level reveals a stunning disparity and gives a picture of the magnitude of students older than their grade at each level. As shown in Figure 3only 15% of pre-primary children are of pre-primary age, 17% of Primary children are of Primary age, 1.% of junior high children are of junior high age and 1.1% of senior high students are of senior high age. There is a negligible percentage of underage students at each level.

Figure 3: Comparison of Enrollment at Age and Level
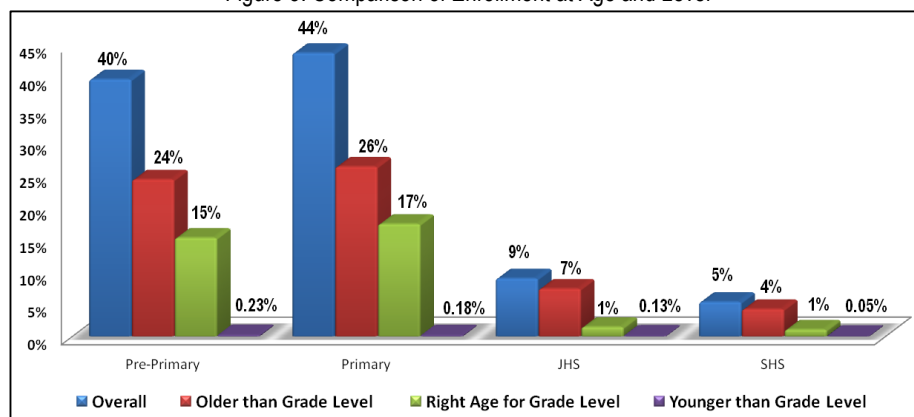
Source: Author's tabulation from MOE 2010/2011 SC DBase

The actual enrollment with respect to age is given inTable 20.

Table 20: Enrollment by Age and Level

Level	Overall			Older than Level			Right Age for Level			Younger than Level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-primary	315,475	296,332	611,807	192,393	181,146	373,539	121,290	113,504	234,794	1,792	1,682	3,474
Primary	358,089	316,445	674,534	216,865	187,237	404,102	139,792	127,827	267,619	1,432	1,381	2,813
JHS	76,417	61,612	138,029	63,363	50,206	113,569	12,008	10,507	22,515	1,046	899	1,945
SHS	47,146	34,903	82,049	38,004	26,897	64,901	8,653	7,692	16,345	489	314	803
ALP	19,238	16,741	35,979	-	-	-	-	-	-	-	-	-
Total	816,365	726,033	1,542,398	510,625	445,486	956,111	281,743	259,530	541,273	4,759	4,276	9,035

Source: Author's tabulation from MOE 2010/2011 SC DBase

3.2.1 Out-Of-School Children and Children at Risk of Being Out of School: Magnitude of the Problem

Exclusion impedes human resource development which is necessary for a competent future workforce. The problem of exclusion may have increased on account of the direct effects and impact of Liberia's protracted civil conflict. Exclusion has two main categories. The first category is school age children who are physically out of school and the second category includes children who are in school but are at risk of dropping out.

The first category entails children who are identified in the first three dimensions, which contain 571,535 children constituting 53% of children in all dimensions of exclusion in Liberia. The second category which contains dimensions four and five has 500,958 children or 47% of all excluded children in Liberia. These facts are presented in Figure 4.

Figure 4: Distribution of Children by Status of Exclusion
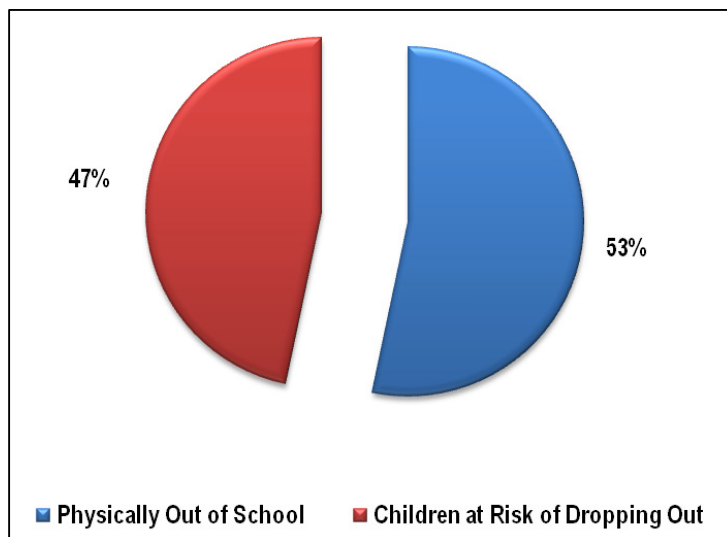
Source: Author's calculation from MOE 10/11 SC DBase

3.2.2 Disaggregation of OOSC by Dimensions

In Liberia over all, 68% of all school age children are classified as out-of-school children or children at risk of dropping out. These children are spread across the various dimensions as shown in Table 21and Figure 5.

Table 21: Out-of-School and at Risk Children by Dimension

Dimension	Status	Male	Female	Total
Dimension 1	Out of School	119,822	124,395	244,217
Dimension 2	Out of School	150,741	153,135	303,876
Dimension 3	Out of School	8,500	14,942	23,442
Dimension 4	At Risk of Dropping Out	223,020	227,342	450,362
Dimension 5	At Risk of Dropping Out	24,843	25,753	50,596
Total		**526,926**	**545,567**	**1,072,493**

Source: Author's calculations from MOE 2011 SC DBase

Figure 5: Distribution of Out-of-School and at Risk Children
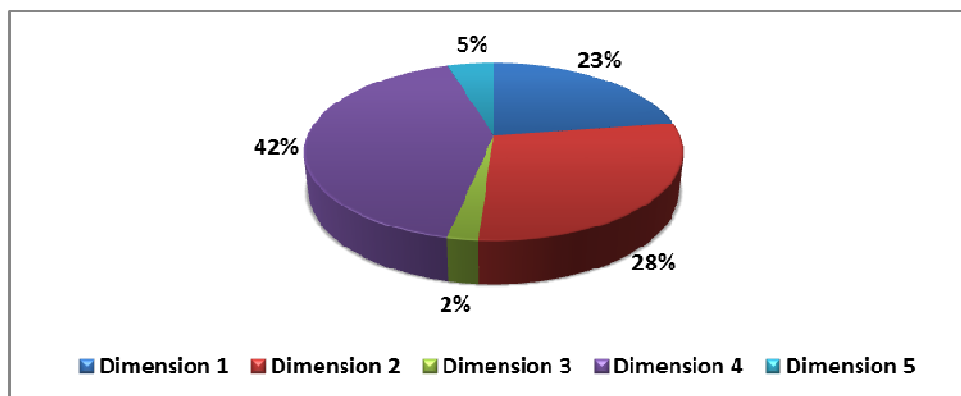
Source: Author's calculation from MOE 2010/2011 SC DBase

Most of the children that are physically out-of-school (51%) are either of pre-primary or Primary school age. This means that the problem of out-of-school children in Liberia is mainly concentrated at the early stages of the education system. A further 4% of these out-of-school children are junior high age children who are not in school.

3.3 Profile of OOSC in Dimension 1 - Pre-primary Age Children Out of School

The age range of 2 – 5 years has been used for the analysis in Dimension 1. This is largely due to the fact that the the MOE's 2010/2011 National School Census database groups this age category and does not provide disaggregated information on single age in this range.

2010/2011 National School Census Analysis

Overall, 51% of pre-primary age children (or 244,217 are out of school; this includes 49% of pre-primary age boys and 52% of pre-primary age girls who are out of school. Less than 1% of pre-primary age children are in Primary school. These facts are presented in Figure 6.

As shown in Figure 7, the problem of pre-primary age children out of school is spread across the entire country with only four counties having lower percentages than the national average. These counties are Gbarpolu (31%), Montserrado (34%), Grand Kru (35%), and Bomi (47%). It is noteworthy that the problem of pre-primary age children out of school is particularly severe in River Gee (73%), Grand Cape Mount (69%), Maryland (65%), Sinoe (63%), Lofa (62%), and Grand Gedeh (61%).

Figure 6: Pre-primary Age Children Out of School
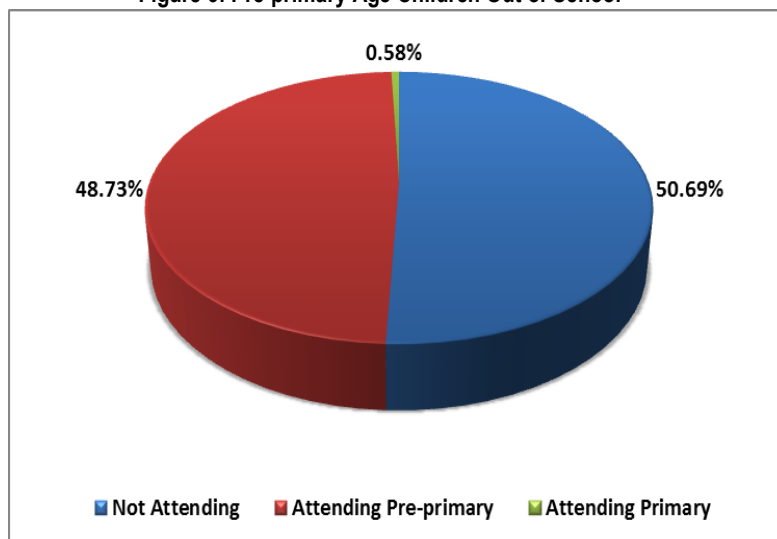
Source: Author's calculations from MOE 2010/2011 SC DBase and 2011 population projection based on LISGIS 2008 NPHC

Figure 7: Percentage of Pre-primary Age Children not in School by County
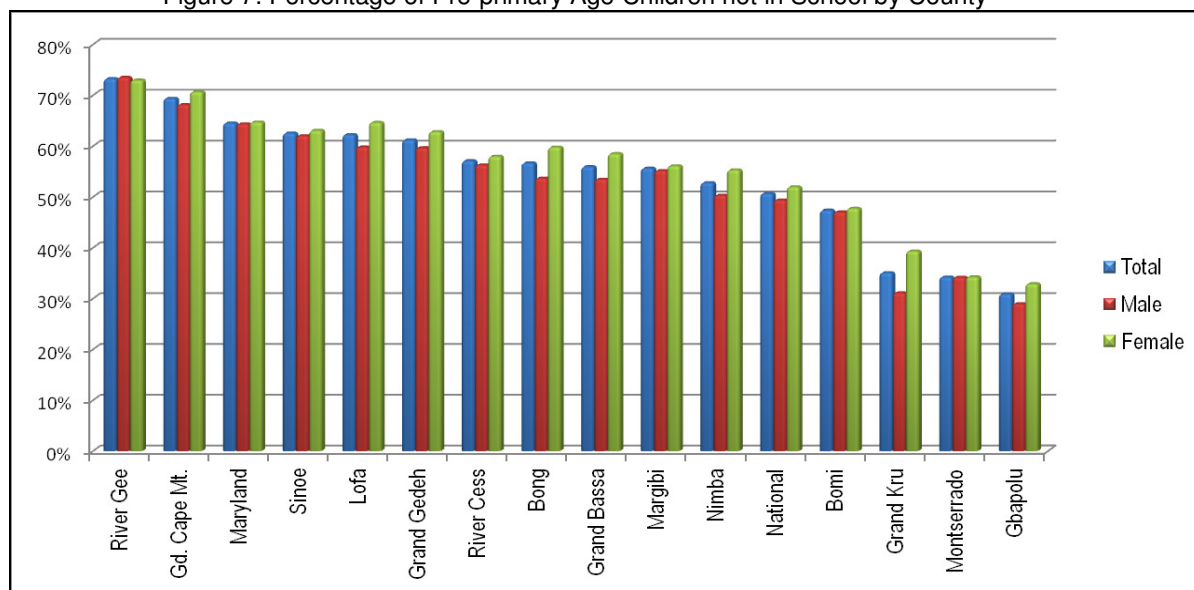
Source: Author's calculations from MOE 2011 SC DBase and 2010/2011 population projection based on LISGIS 2008 NPHC

Table 22 shows the percentages of children in school and those not attending by county and gender. In most of the counties, there is a higher proportion of pre-primary age girls not in school than boys. The only two exceptions to this general trend are River Gee (74% boys, 73% girls) and Montserrado (34% boys, 34% girls).

Table 22: Percentage of Children of Pre-Primary Age in Pre-Primary or Primary Education and Out-of-School, by Sex and County

| County | Not Attending | | | Attending | | | | | | | | |
| | | | | Pre-Primary | | | Primary | | | Pre-Primary or Primary | | |
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bomi	47%	48%	47%	53%	52%	52%	0.16%	0.09%	0.12%	53%	52%	53%
Bong	54%	60%	57%	46%	40%	43%	0.25%	0.24%	0.25%	46%	40%	43%
Gbarpolu	29%	33%	31%	69%	65%	67%	1.87%	1.73%	1.80%	71%	67%	69%
Grand Bassa	53%	59%	56%	46%	41%	44%	0.50%	0.34%	0.42%	47%	41%	44%
Grand Cape Mt.	68%	71%	69%	32%	29%	30%	0.25%	0.30%	0.28%	32%	29%	31%
Grand Gedeh	60%	63%	61%	40%	37%	39%	0.08%	0.07%	0.08%	40%	37%	39%
Grand Kru	31%	39%	35%	68%	60%	64%	0.48%	0.47%	0.48%	69%	61%	65%
Lofa	60%	65%	62%	40%	35%	37%	0.40%	0.33%	0.36%	40%	35%	38%
Margibi	55%	56%	56%	44%	43%	44%	0.55%	0.63%	0.59%	45%	44%	44%
Maryland	64%	65%	65%	36%	35%	35%	0.05%	0.03%	0.04%	36%	35%	35%
Montserrado	34%	34%	34%	65%	65%	65%	1.21%	1.21%	1.21%	66%	66%	66%
Nimba	50%	55%	53%	49%	44%	47%	0.36%	0.36%	0.36%	50%	45%	47%
Rivercess	56%	58%	57%	43%	42%	43%	0.30%	0.27%	0.28%	44%	42%	43%
River Gee	74%	73%	73%	26%	27%	27%	0.04%	0.00%	0.02%	26%	27%	27%
Sinoe	62%	63%	63%	38%	37%	37%	0.12%	0.07%	0.10%	38%	37%	37%
Total	**49%**	**52%**	**51%**	**50%**	**47%**	**49%**	**0.59%**	**0.58%**	**0.58%**	**51%**	**48%**	**49%**

Source: Author's calculations from MOE 2010/2011 SC DBase and 2011 population projection based on LISGIS 2008 NPHC

It is noteworthy that except for Montserrado, the top five counties with the highest percentages of enrollment also have higher percentages of pre-primary age children out of school than the national percentage. These counties include Nimba, Bong, Grand Bassa, Lofa and Margibi.The actual number of pre-primary age children out of school and attending by county is given in Table **23** below.

Table 23: Children of Pre-Primary Age in Pre-Primary or Primary Education and Out of School, by Sex and County

| County | Not Attending | | | Attending | | | | | | | | |
| | | | | Pre-Primary | | | Primary | | | Pre-Primary or Primary | | |
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bomi	3,241	3,222	6,463	3,637	3,519	7,156	11	6	17	3,648	3,525	7,173
Bong	14,650	15,694	30,344	12,565	10,486	23,051	69	63	132	12,634	10,549	23,183
Gbarpolu	1,709	1,849	3,558	4,079	3,669	7,748	110	97	207	4,189	3,766	7,955
Grand Bassa	9,350	9,912	19,262	8,042	6,971	15,013	88	57	145	8,130	7,028	15,158
Grand Cape Mt.	6,987	6,983	13,970	3,238	2,863	6,101	26	30	56	3,264	2,893	6,157
Grand Gedeh	4,234	4,325	8,559	2,855	2,551	5,406	6	5	11	2,861	2,556	5,417
Grand Kru	1,416	1,673	3,089	3,112	2,560	5,672	22	20	42	3,134	2,580	5,714
Lofa	12,489	13,835	26,324	8,303	7,492	15,795	84	70	154	8,387	7,562	15,949
Margibi	8,162	8,252	16,414	6,551	6,357	12,908	81	92	173	6,632	6,449	13,081
Maryland	6,103	5,835	11,938	3,372	3,176	6,548	5	3	8	3,377	3,179	6,556
Montserrado	21,996	22,485	44,481	41,522	42,346	83,868	776	793	1,569	42,298	43,139	85,437
Nimba	17,614	19,153	36,767	17,255	15,344	32,599	126	126	252	17,381	15,470	32,851
Rivercess	3,025	2,998	6,023	2,332	2,157	4,489	16	14	30	2,348	2,171	4,519
River Gee	3,853	3,550	7,403	1,384	1,313	2,697	2	0	2	1,386	1,313	2,699
Sinoe	4,993	4,629	9,622	3,043	2,700	5,743	10	5	15	3,053	2,705	5,758
Total	**119,822**	**124,395**	**244,217**	**121,290**	**113,504**	**234,794**	**1,432**	**1,381**	**2,813**	**122,722**	**114,885**	**237,607**

Source: Author's calculations from MOE 2010/2011 SC DBase and 2011 population projection based on LISGIS 2008 NPHC

Box 1: Household Survey Data Analysis[5] – Dimension 1

Please note that the household survey was not designed to be nationally representative; instead, they were samples of all households that contained at least one child that was physically out of school.

Application of the findings of the household survey conducted in this research to the various dimensions has provided additional information which has been instructive in profiling the dimensions. Accordingly, of the 244,216 out of school children in Dimension 1 as observed from the 2010/2011 School Census in Section 3.3 above, over half (57.2%) of these children live in rural communities, as compared to 42.8% that live in urban areas. The majority (59.7%) live in households that consider themselves to be poor.

Close to two-thirds (63.7%) of the children in this dimension (i.e. children age 2 – 5 years) are involved in household chores such as cleaning the house and yard, washing dishes and clothes, and cooking or doing farm work. Additionally, 5% of them are employed for pay, while another 4.3% are involved in petty trade, selling "small-small things" within the communities in which they reside. Things sold are likely to include items such as doughnuts, plantain, banana, and non-food items such as cold water, coal, kerosene, and soap, or other petty goods for merchants for commissions.

Field Profile 1: An out-of-school Liberian child in dimension 1 could either be a boy or a girl, most likely residing in a poor household in a rural community, heavily bogged down with household chores either at home or on family farms.

These results are presented in Table 37 and**Error! Reference source not found.**in Annex 2 beginning on Page 71.

3.4 Profile of OOSC in Dimensions 2 and 3

In order to determine the OOSC in Dimensions 2 and 3, various ratios are examined to reveal clearer trends in attendance, rather than the actual raw enrollment numbers given in previous tables which can be deceiving. These examinations and calcultations are based on the guidance provided in the Conceptual and Methodological Framework (CMF) for Out-of-Echool Children.

Table 24 shows that the Gross Enrollment Ratio (GER) is higher at the lower levels than at the higher levels. These high GERs at the pre-primary and primary levels indicate that there are more students enrolled than the official school age population for that level. This can mean that more students in the early stages of education are either older or younger than their grade level due to late or early start and repetitions for those older. In the case of Liberia these high GERs are due to late entry. Comparing the junior and senior high GERs and NERs in Table 25, clearly shows that the lower GERs at the junior and senior high levels are indicative of the fact that far fewer students are enrolled at these levels than the cohort populations for these levels.

Table 24: Gross Enrollment Ratio by County, Gender and Level

County	Pre-primary			Primary			JHS			SHS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bomi	135%	129%	132%	82%	77%	79%	61%	55%	58%	23%	15%	19%
Bong	142%	128%	135%	130%	118%	124%	44%	40%	42%	31%	21%	26%
Gbapolu	159%	151%	155%	120%	92%	106%	28%	19%	24%	5%	2%	4%
Grand Bassa	133%	121%	127%	91%	77%	84%	33%	24%	29%	19%	12%	16%
Grand Cape Mount	85%	81%	83%	58%	58%	58%	26%	21%	23%	5%	4%	5%
Grand Gedeh	129%	117%	123%	103%	94%	99%	33%	27%	31%	19%	12%	16%
Grand Kru	200%	188%	194%	171%	143%	158%	49%	31%	41%	44%	11%	29%
Lofa	99%	88%	94%	113%	99%	106%	52%	31%	42%	24%	12%	18%
Margibi	123%	124%	124%	121%	111%	116%	68%	53%	61%	54%	39%	47%
Maryland	103%	104%	103%	92%	85%	89%	46%	36%	41%	34%	21%	28%
Montserrado	128%	131%	129%	127%	114%	120%	90%	71%	80%	71%	54%	62%
Nimba	152%	137%	145%	138%	120%	129%	47%	40%	44%	24%	19%	22%
Rivercess	152%	142%	147%	96%	86%	91%	14%	9%	12%	3%	1%	2%
River Gee	117%	115%	116%	90%	80%	86%	27%	18%	22%	8%	4%	6%
Sinoe	116%	112%	114%	88%	78%	84%	27%	18%	23%	15%	9%	12%
National	**130%**	**124%**	**127%**	**116%**	**104%**	**110%**	**58%**	**48%**	**53%**	**40%**	**31%**	**35%**

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[5]Please note that the household survey was not designed to be nationally representative; instead, it was a sample of all households that contained at least one child that was physically out of school.

	Pre-primary			Primary			JHS			SHS		
County	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total

Generally, the GERs for females are lower than for males. This means that female enrollment is smaller than that for males at almost all levels and in most counties. The only exceptions to this general trend are at the pre-primary level in Margibi, Maryland and Monserrado counties. It is noteworthy here that in the cases of Margibi and Maryland, the GERs are about the same for males and females.

The Net Enrollment Ratio (NER) calculated in this report are based on the following MOE definition: "Net Enrollment Ratios are the ratio of students of the official age for the level enrolled in that educational level to the number of individuals of the official age for that level in the population as a whole." The NER gives a more accurate picture of enrollment at the rightful age and level than does the GER because the NER measures only those enrolled at their rightful ages whereas the GER measures everyone enrolled irrespective of age. Table 25 shows that nationally, the NERs for pre-primary, Primary, junior high, and senior high school are 49%, 44%, 9%, and 7%, respectively. As with the GER, the general pattern in this table is that females generally have lower NERs than males. This means that fewer females are enrolled at their rightful ages than boys. The only exception to this general trend at the pre-primary level is River Gee County which has 26% and 27% boys' and girls' NERs, respectively. Similarly, the only county which has a higher female NER at the Primary level is Grand Cape Mount County which has 31% and 32% for boys and girls, respectively. At the junior and senior high school levels, the male and female NERs are most nearly the same in all the counties with a few exceptions.

Table 25: Net Enrollment Ratios by County, Gender and Education Level

	Pre-primary			Primary			JHS			SHS		
County	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bomi	53%	52%	52%	28%	26%	27%	9%	10%	9%	3%	2%	2%
Bong	46%	40%	43%	43%	41%	42%	3%	4%	4%	2%	2%	2%
Gbarpolu	69%	65%	67%	54%	43%	49%	7%	6%	7%	1%	0%	1%
Grand Bassa	46%	41%	44%	28%	25%	26%	5%	3%	5%	4%	3%	3%
Grand Cape Mount	32%	29%	30%	31%	32%	31%	7%	6%	6%	1%	2%	2%
Grand Gedeh	40%	37%	39%	32%	29%	31%	3%	2%	3%	2%	1%	2%
Grand Kru	68%	60%	64%	62%	54%	58%	4%	3%	3%	29%	7%	19%
Lofa	40%	35%	37%	51%	44%	47%	5%	3%	4%	3%	2%	2%
Margibi	44%	43%	44%	49%	47%	48%	13%	11%	12%	11%	10%	10%
Maryland	36%	35%	35%	35%	34%	34%	2%	1%	2%	3%	2%	3%
Montserrado	65%	65%	65%	59%	53%	56%	18%	15%	16%	15%	14%	14%
Nimba	49%	44%	47%	44%	38%	41%	4%	3%	3%	2%	1%	1%
Rivercess	43%	42%	43%	26%	24%	25%	1%	2%	1%	0%	0%	0%
River Gee	26%	27%	27%	28%	27%	28%	1%	1%	1%	0%	1%	1%
Sinoe	38%	37%	37%	27%	26%	26%	1%	1%	1%	1%	1%	1%
National	**50%**	**47%**	**49%**	**45%**	**42%**	**44%**	**9%**	**8%**	**9%**	**7%**	**7%**	**7%**

As presented in Figure 8 the NERs also show that as students climb the education ladder, there is a significant drop in NER. This means that in Liberia, most students enrolled at the rightful levels are in pre-primary or primary. The problem is particularly severe in the southeastern counties of Rivercess, River Gee, and Sinoe where the NERs are very close to zero.

It is noteworthy here that in all of the counties, 81% of students enrolled in junior or senior high school are above the statutory age for their levels, and a mere 0.59% are younger than their levels.

Figure 8: NER at each Education Level by County
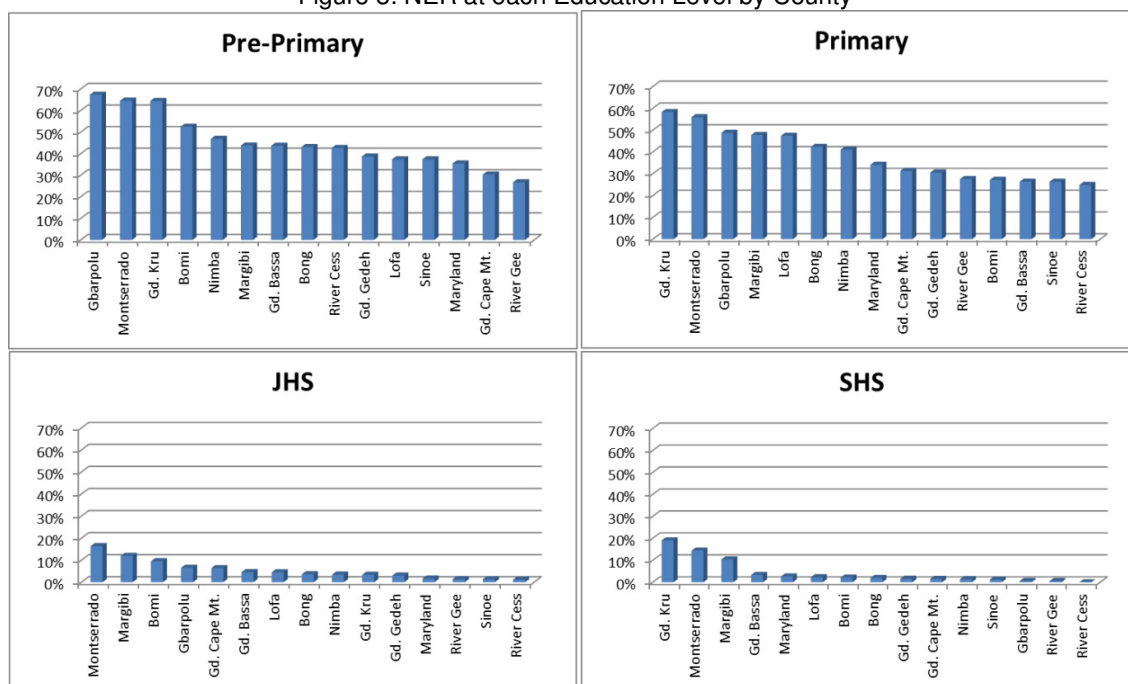
Source: Author's calculations from MOE 2010/2011 SC DBase and 2011 population projection based on LISGIS 2008 NPHC

The picture depicted by the NERs above only reflects students enrolled in their officially designated levels. It does not include students who are enrolled in levels higher than their ages. The Adjusted Net Enrollment Ratio (ANER) in Table 26 corrects this undercounting problem. Notwithstanding the correction, the variation in the ANERs for Liberia is most nearly insignificant due to the very small proportion (0.59%) of enrolled students in levels higher than their ages.

Table 26: Adjusted Net Enrollment Ratio (ANER) by County, Gender, and Level of Education

County	Pre-primary			Primary				JHS			SHS		
	Male	Female	Total	Male	Female	Total	GPI	Male	Female	Total	Male	Female	Total
Bomi	54%	53%	53%	29%	26%	27%	0.91	9%	10%	9%	3%	2%	2%
Bong	46%	40%	43%	44%	41%	43%	0.95	3%	4%	4%	2%	2%	2%
Gbarpolu	73%	69%	71%	56%	44%	50%	0.79	7%	6%	7%	1%	0%	1%
Grand Bassa	47%	42%	45%	28%	25%	27%	0.89	6%	4%	5%	4%	3%	4%
Grand Cape Mount	32%	29%	31%	31%	32%	32%	1.03	7%	6%	6%	1%	2%	2%
Grand Gedeh	41%	38%	40%	32%	29%	31%	0.92	4%	3%	3%	2%	2%	2%
Grand Kru	69%	61%	65%	63%	54%	59%	0.87	4%	3%	3%	29%	7%	19%
Lofa	40%	35%	38%	51%	44%	48%	0.86	7%	4%	5%	4%	2%	3%
Margibi	45%	44%	45%	49%	47%	48%	0.95	13%	11%	12%	11%	10%	11%
Maryland	36%	35%	35%	35%	34%	34%	0.96	2%	1%	2%	3%	2%	3%
Montserrado	66%	66%	66%	60%	54%	57%	0.91	19%	15%	17%	16%	14%	15%
Nimba	50%	45%	47%	44%	39%	41%	0.88	4%	3%	3%	2%	1%	1%
Rivercess	43%	42%	43%	26%	24%	25%	0.94	1%	2%	1%	0%	0%	0%
River Gee	26%	27%	27%	28%	27%	28%	0.98	1%	1%	1%	0%	1%	1%
Sinoe	38%	37%	37%	27%	26%	26%	0.96	1%	1%	1%	1%	1%	1%
National	**51%**	**48%**	**49%**	**46%**	**43%**	**44%**	**0.93**	**10%**	**9%**	**9%**	**8%**	**7%**	**7%**

Source: Author's calculations from MOE 2010/2011 SC DBase and 2011 population projection based on LISGIS 2008 NPHC

Figure 9 also shows the overall Primary Gender Parity Index (GPI) of 0.93 which signifies that girls are under-represented at the Primary level. However, this is an improvement over the 2008/2009 GPI of 0.87. The GPIs for the counties also show that girls are under-represented in almost all of the counties except Grand Bassa which has more girls in primary school than boys and River Gee which has gender parity. As shown in Figure 9, the problem of under-representation of females in Primary education indicated by very low GPIs is severe in Gbarpolu (0.79), Lofa (0.86), Grand Kru (0.87), Nimba (0.88), and Grand Cape Mount (0.89) counties. In addition, these five counties along with Monserrado, Bomi, and Grand Gedeh have GPIs that are lower than the nation index of 0.93.

Figure 9: Primary Gender Parity Indices (GPIs) by County
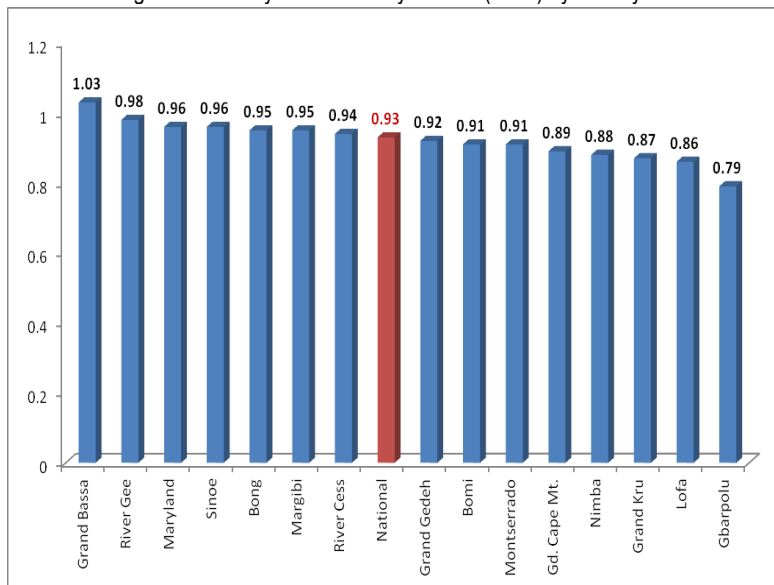
Source: Author's calculations from MOE 10/11 School Census Database

Based on these analyses, 51% of Primary school age children (comprising 49% of males and 52% of females) and 9% of junior high school age children (comprising 6% males and 12% females) are out of school as shown in Table 27 below. The very low percentage of out of school junior high school children notwithstanding the very low junior high NER is due to the fact that junior high school age children who are in primary school are not considered as out of school as per the instructions of the CMF. In addition, data limitation issues were observed in MOE data for some counties, as a result of which some of the data points have been omitted in Table 27 and Table 28.

Table 27: Percentage of Primary and Junior High School Age Children not in School by County

County	Children of Primary School-going Age			Children of Junior High School-going Age		
	Male	Female	Total	Male	Female	Total
Bomi	46%	47%	47%	6%	-	3%
Bong	54%	60%	57%	-	-	-
Gbarpolu	27%	31%	29%	-	13%	6%
Grand Bassa	53%	58%	55%	4%	11%	7%
Grand Cape Mount	68%	71%	69%	46%	47%	47%
Grand Gedeh	59%	62%	60%	30%	32%	31%
Grand Kru	31%	39%	35%	-	-	-
Lofa	60%	65%	62%	-	3%	1%
Margibi	55%	56%	55%	-	3%	2%
Maryland	64%	65%	65%	28%	31%	29%
Montserrado	34%	34%	34%	-	12%	6%
Nimba	50%	55%	53%	-	3%	2%
Rivercess	57%	58%	57%	16%	17%	17%
River Gee	74%	73%	73%	28%	34%	30%
Sinoe	62%	63%	63%	28%	26%	27%
National	**49%**	**52%**	**51%**	**6%**	**12%**	**9%**

Source: Author's calculations from MOE 2010/2011 SC DBase and 2011 population projection based on LISGIS 2008 NPHC

Table 28 shows that the actual number of Primary school age children that are not in school is 303,876 comprising 150,731 males and 153,135 females; and the actual number of junior high school age children that are not in school is 23,442 comprising 8,500 males and 14,942 females.

Table 28: Number of Primary and Junior High School Age Children not in School by County

County	Children of Primary School-going Age			Children of Junior High School-going Age		
	Male	Female	Total	Male	Female	Total
Bomi	3,596	3,402	6,998	170	-	170
Bong	16,018	16,195	32,213	-	-	-
Gbarpolu	2,174	2,427	4,601	-	365	365
Grand Bassa	10,253	10,431	20,684	285	695	980
Grand Cape Mount	8,155	7,578	15,733	2,088	1,796	3,884
Grand Gedeh	6,277	6,098	12,375	1,671	1,478	3,149
Grand Kru	1,829	2,079	3,908	-	-	-
Lofa	15,762	16,172	31,934	-	221	221
Margibi	10,135	10,629	20,764	-	256	256
Maryland	9,224	8,496	17,720	1,829	1,785	3,614
Montserrado	29,716	33,682	63,398	-	5,761	5,761
Nimba	21,726	22,048	43,774	-	540	540
Rivercess	4,092	3,583	7,675	449	382	831
River Gee	5,379	4,643	10,022	830	843	1,673
Sinoe	6,405	5,672	12,077	1,178	820	1,998
National	150,741	153,135	303,876	8,500	14,942	23,442

Source: Author's calculations from MOE 2010/2011 SC DBase and 10/11 population projection based on LISGIS 2008 NPHC

Box 2: Household Survey Data Analysis[6] – Dimensions 2 and 3

Please note that the household survey was not designed to be nationally representative; instead, they were samples of all households that contained at least one child that was physically out of school.

In dimension 2, a very high majority (94.3%) have never attended school, while 5.7% have attended but dropped out of school. Over half (57.2%) of children in this dimension live in rural communities, while 42.8% reside in urban communities. Approximately 59.7% of children within this dimension are from households that consider themselves as poor.

About two-fifth of children in this dimension are involved with work in their households or related to their households. Household work accounts for 37.8% of all activities undertaken by children in this category.

Field Profile 2: An out-of-school Liberian child in Dimension 2 could either be a boy or a girl, most likely residing in a poor household in a rural community, heavily involved with household work either at home or on family farms.

Dimension 3 has the least number of children. Like the other former dimensions, over half of the children in this dimension live in rural communities, and approximately 60% are from households that consider themselves as poor.

Most children in this dimension are involved with household chores as out-of-school children in the other dimensions. Household work accounts for 73.7% of all activities undertaken by children in this category.

As it relates to work that children in dimension 3 do, household related chores (73.7%) account for the greatest time spent working. Interestingly, close to one-third (30.4%) of children in this dimension are employed for pay.

Field Profile 3: Similar to Field Profile 2, an out of school Liberian child in dimension 3 could be a boy or a girl, most likely residing in a poor household in a rural community, either doing basic household chores at home or on the farm.

These results are presented in Table 37 and **Error! Reference source not found.**in Annex 2 beginning on Page 71.

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[6]Please note that the household survey was not designed to be nationally representative; instead, it was a sample of all households that contained at least one child that was physically out of school.

3.5 Profile of OOSC in Dimensions 4 and 5 (Children at Risk of Exclusion)

Liberia is among countries that have a very good education management system which has, among many features, information on the actual number of children that have dropped out of school. The information on children who dropped out of school in the 2010/2011 National School Census database has been used as estimates of children at risk of dropping out of school. These historical values are presented in this section rather than the results of alternative analytical method suggested in OOSC Conceptual and Methodological Framework (CMF). However, the results of the CMF have been presented in Annex 1 beginning on Page**Error! Bookmark not defined.**.

In Table 29 the number and percentage of Primary school children who have dropped out of school is given. These percentages are based on gross primary enrolment in each county. This historical information is used as a measure of children enrolled in Primary who are at risk of dropping out of school – Dimension 4.

Overall 67% of children enrolled in Primary school are at risk of dropping out of school. 62% of males and 72% of females are at risk of dropping out of school.As seen in this table, females in Primary are more at risk of dropping out of school than males in all counties.

Table 30 shows that 37% of students enrolled in junior high school are at risk of dropping out – Dimension 5. 33% of males and 42% of females are at risk here.

As was observed with the Primary school drop-outs, females are at a much higher risk of dropping out of school in all counties than males.

Table 31 shows that the total number of Primary and junior high school students at risk of dropping out of school is 500,958. This constitutes 62% of all students enrolled at these two levels.

Table 29: Number and Percentage of Primary School Drop-outs

County	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Bomi	2,175	35%	2,533	46%	4,708	40%
Bong	19,931	52%	17,005	53%	36,937	52%
Gbarpolu	4,184	44%	4,777	67%	8,961	54%
Grand Bassa	14,301	81%	13,195	96%	27,497	87%
Grand Cape Mount	3,602	52%	4,594	74%	8,197	62%
Grand Gedeh	5,652	52%	6,120	66%	11,773	58%
Grand Kru	3,713	36%	4,111	54%	7,824	44%
Lofa	15,839	53%	16,937	69%	32,777	60%
Margibi	11,691	52%	13,095	62%	24,787	57%
Maryland	6,086	46%	5,856	52%	11,942	49%
Montserrado	71,644	65%	76,618	68%	148,263	66%
Nimba	44,634	75%	45,115	94%	89,750	84%
Rivercess[7]	7,713	-	7,025	-	14,739	-
River Gee	5,276	80%	4,390	86%	9,667	82%
Sinoe	6,579	72%	5,971	85%	12,551	78%
Total	**223,020**	**62%**	**227,342**	**72%**	**450,371**	**67%**

Source: Author's calculations from MOE 2010/2011 SC DBase and 2011 population projection based on LISGIS 2008 NPHC

Table 30: Number and Percentage of Junior High School Drop-Outs

County	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Bomi	484	28%	728	56%	1212	40%
Bong	1386	28%	1439	38%	2825	32%
Gbarpolu	285	33%	321	60%	606	43%
Grand Bassa	1325	57%	1358	94%	2683	71%
Grand Cape Mount	478	42%	486	62%	964	50%
Grand Gedeh	746	41%	744	58%	1490	48%
Grand Kru	259	21%	254	42%	513	28%
Lofa	1215	25%	1180	44%	2395	32%
Margibi	1859	35%	1834	44%	3693	39%
Maryland	670	22%	675	32%	1345	26%
Montserrado	11369	30%	12711	36%	24080	33%
Nimba	3559	41%	3341	51%	6900	45%
Rivercess[8]	280	71%	212	-	492	82%
River Gee	562	71%	222	51%	784	64%
Sinoe	366	33%	248	43%	614	36%
TOTAL	**24843**	**33%**	**25753**	**42%**	**50596**	**37%**

Source: Author's calculations from MOE 2010/2011 SC DBase and 2011 population projection based on LISGIS 2008 NPHC

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[7] The precentages have not reported here due to data limitations.

[8] The percentage for female is not reported here due to data limitations.

The percentage of females at these two levels that are at risk of dropping out of school is 67%, and that of males is 57%.

Table 31: Number of Primary and Junior High School Students at Risk of Dropping Out of School by County and Gender

County	Primary			Junior High			ALL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bomi	2,175	2,533	4,708	484	728	1,212	2,659	3,261	5,920
Bong	19,931	17,005	36,936	1,386	1,439	2,825	21,317	18,444	39,761
Gbarpolu	4,184	4,777	8,961	285	321	606	4,469	5,098	9,567
Grand Bassa	14,301	13,195	27,496	1,325	1,358	2,683	15,626	14,553	30,179
Grand Cape Mount	3,602	4,594	8,196	478	486	964	4,080	5,080	9,160
Grand Gedeh	5,652	6,120	11,772	746	744	1,490	6,398	6,864	13,262
Grand Kru	3,713	4,111	7,824	259	254	513	3,972	4,365	8,337
Lofa	15,839	16,937	32,776	1,215	1,180	2,395	17,054	18,117	35,171
Margibi	11,691	13,095	24,786	1,859	1,834	3,693	13,550	14,929	28,479
Maryland	6,086	5,856	11,942	670	675	1,345	6,756	6,531	13,287
Montserrado	71,644	76,618	148,262	11,369	12,711	24,080	83,013	89,329	172,342
Nimba	44,634	45,115	89,749	3,559	3,341	6,900	48,193	48,456	96,649
Rivercess	7,713	7,025	14,738	280	212	492	7,993	7,237	15,230
River Gee	5,276	4,390	9,666	562	222	784	5,838	4,612	10,450
Sinoe	6,579	5,971	12,550	366	248	614	6,945	6,219	13,164
TOTAL	**223,020**	**227,342**	**450,362**	**24,843**	**25,753**	**50,596**	**247,863**	**253,095**	**500,958**

Source: Author's calculations from MOE 2010/2011 SC DBase and 2011 population projection based on LISGIS 2008 NPHC

Box 3: Household Survey Data Analysis[9] – Dimensions 4 and 5

Please note that the household survey was not designed to be nationally representative; instead, they were samples of all households that contained at least one child that was physically out of school.

Generally, in both Dimensions 4 and 5, over half (57.2%) of the children live in rural communities, as compared to 42.8% that reside in urban communities. Over half (59.7%) of the children in these dimensions come from households that consider themselves poor.

Most children in dimension 4 do not seem to be extensively involved in work, whether it is in the household, or for pay to supplement household income or for themselves. Implicitly, this confirms that they are largely engaged in school related activities. Only a small number of them, less than one-fifth (13.5%) of them are extensively involved with household chores.

Children in dimension 5 account for the second lowest number of children in all the five dimensions. As has been the case in all other dimensions, over half (57.2%) of these children live in rural communities compared with 42.8% that reside and attend school in urban communities. Approximately 60% of the children in dimension 5 live in households that consider themselves poor.

The work profile of children in this dimension is similar to that of children in dimension four. Most are not substantively involved in work, whether it is in the household, or for pay. This suggests that indeed they are currently involved with their schooling.

Field Profile 4 and 5: A typical out-of-school child in dimensions 4 and 5 is more likely to be a boy who is a rural resident within a poor household, lightly engaged in basic household chores, but on account of other factors such as being overage, is most likely to drop out of school.

These results are presented in Table 37 and **Error! Reference source not found.**in Annex 2 beginning on Page 71.

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[9]Please note that the household survey was not designed to be nationally representative; instead, it was a sample of all households that contained at least one child that was physically out of school.

3.6 Analytic Summary

Category	Description

Enrollment	• 1,542,398 overall enrollment (Pre-primary, Primary, JHS, SHS, ALP)
	   o 62% are enrolled in levels for which they are above official age
	   o 35% are enrolled in rightful levels for their ages
	   o 2% are enrolled in ALP
	   o Less than 1% enrolled in levels higher than their age

Out of School& at Risk Children
 	
    Dimension 1
 	
    Dimension 2
 	
    Dimension 3
 	
    Dimension 4
 	
    Dimension 5
	• 68% of school age children (1,072,493) are either out of school or at risk of dropping out
	   o 23% of pre-primary age children (244,217) are out of school
	   o 28% of Primary age children (303,876) are out of school
	   o 2% of junior high school age children (23,442) are out of school
	   o 42% of Primary school age children (450,362) are at risk of dropping out of school
	   o 5% of junior high school age children (50,596) are at risk of dropping out of school

Generic profile: Application of Findings of Household Survey[10]	• Over half (50%) of out-of-school children live in rural communities, particularly remote rural communities; those residing in urban areas are likely to be found in urban slums • Approximately 60% of out-of-school children live in poor households in which household disposable incomes are low on account of the lack of gainful employment of the breadwinners; rural households live largely on subsistence farming • Generically, out-of-school children are easily identifiable by the way they dress (shabbily), talk (street language) and presence within video clubs and the community during school hours • Most out-of-school children are bogged down with household chores likely to include sustained house and farm work

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[10] Please note that the household survey was not designed to be nationally representative; instead, it was a sample of all households that contained at least one child that was physically out of school.

Chapter 4 Barriers and Bottlenecks

This chapter identifies and discusses the barriers and bottlenecks that are preventing pre-primary, primary and lower secondary school-aged children in Liberia from accessing school or contributing to their dropping out of school. The presentations and discussions of these challenges take into account a number of different perspectives on the issues, including those of the out-of-school children themselves, their parents, their peers in school, school teachers and administrators, non-governmental organizations involved in education, and parents of in-school children. It is important to note that the barriers and bottlenecks identified by this diverse group of people, and discussed here, do not present themselves as independent of one another, but rather, as occurring, reinforcing one another, and conspiring to challenge households and/or the children themselves. They include socio-cultural demand factors, economic demand factors, supply side factors, and political-governance factors (including capacity constraints and financing). The field notes presented under each barrier and/or bottleneck reflects the "actual voices of participants[11]" in the study relative to the issues discussed.

The quantitative results of the survey[12] are presented in Table 37, and **Error! Reference source not found.** in Annex 2 beginning on Page 71.

The matrix below summarizes key barriers and bottlenecks determined by the study along with corresponding recommendation(s) for removing the barrier or bottleneck. It is followed by detailed explanations on the barriers and bottlenecks.

Category	Barriers and Bottlenecks	Recommendations
Socio-Cultural Factors	**Influence of Poro and Sande Societies** • These traditional practices of education for boys (poro) and girls (sande) sometimes conflict with the calendars for regular schools thereby preventing pupils from enrolling.	• The MOE and MIA should work together in ensuring that the activities of the Poro and Sande are scheduled during the regular school vacation so as not to overlap with the school year.
	Lack of parental awareness of the importance of education • Some parents who have never been to school do not appreciate the benefit of sending their children to school thereby refusing to send their children to school; for those who send their children to school, they do not have the capacity to help their children with homework and other after school assignments.	• The GOL should institute a permanent program to create and maintain awareness among parents about the importance of sending their children to school. • The MOE should devise a program to work with communities in organizing study classes for children of parents who cannot read or write or who are otherwise unable to help their children with school lessons.
	Lack of parental awareness of the importance of Early Childhood Development • There is a very high perception among rural parents (37.9%) that children between the ages of 2 to 5 years are too young to go to school.	• The GOL should institute a permanent program to create and maintain awareness among parents about the importance of early childhood education.
	Households with too many children • High fertility rate (of 5.2 children per child-bearing mother) coupled with the	• The GOL should ramp up its birth control programs with awareness among households on the

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[11] The actual names of participants have been purposefully omitted in this report to protect their identities

[12] Please note that the household survey was not designed to be nationally representative; instead, they were samples of all households that contained at least one child that was physically out of school.

Category	Barriers and Bottlenecks	Recommendations
	practice of polygamy has resulted in indigent households with many children. Most of the children from these households are not in school.	importance of matching family size to household income. • The practice of polygamy should be discouraged.
	Children's refusal to go to school • 40.7% of households interviewed indicated that children drop out of school simply because "they refused to go to school". • Children spend lots of time in video cinemas watching European football at the expense of school.	• Further investigation should be conducted to understand why children are refusing to go to school. • The Ministry of Information should regulate video cinemas so that they do not admit school age children during the school week with possible heavy fines for violators.
	Early marriage • 39.9% of respondents in the household survey indicated that children in their household had dropped out of school at some point in time due to early marriage.	• MOE and the Ministry of Gender, along with partners, should galvanize and synergize their programs aimed at discouraging early marriage and encouraging households and communities to keep girls in school.
	Pregnancy • Most of the interviewees in the household survey (67.6%) indicated that girls had dropped out of school due to pregnancy.	
	Poor health and disability factors • Of the households interviewed, 17.8% and 5.8%, respectively indicated that children dropped out of school or did not go to school due to illness and disability.	• GOL should increase access to health in all parts of the country. • The government should also expand existing social protection programs with incentives for beneficiary households based on school attendance, child health and nutrition.
Economic Factors	**Household Poverty** • 59.7% of households surveyed consider themselves poor; • 69% indicated "No support" as reason for children dropping out of school; • 79% indicated "No money and fees" and "high cost of school materials" as reasons for children who never attended school; • 66.8% indicated "No money and fees" and "high cost of school materials" as reasons for children dropping out of school;	• The government should also expand the scope and geographic coverage of existing social protection and public works programs. • As the economy expands, the GOL should prioritize job creation
	Household Food Insecurity (Hunger) • Children from poor households do not have regular meals and are constantly hungry which result in dropping out of school	
	Loss of parents or guardians and attending support sources • Children who have lost their parents or guardians, or who have been abandoned, or those that have single parents, who cannot to provide for them adequately, drop out of school as a result.	• Encourage traditional family and community support systems for orphans, and abandoned children
	Child Labor Practices	• Enforce policies on child labor in

Category	Barriers and Bottlenecks	Recommendations
	• School aged children are involved in various forms of child labor ranging in the household, school, and community. The forms of child labor range from household farm work, school-related work, and economic activities such as street peddling.	schools; • Assistance programs (such as social protection programs, school feeding) should be conditioned on non-engagement in child labor.

School-Related Factors	**Poor Quality of Schools**
	• 45.7% of parents surveyed are dissatisfied with the quality of schools for their children:
	   o 18.3% for lack of books
	   o 11.4% for high school fees
	   o 10.6% for inadequate number of teachers
	   o 9.7% for poor facilities
	   o 9.4% for long distance to school
	   o 6.8% poor teaching
	   o 5.7% for inadequate space
	   o 4.8% for teachers being absent frequently
		• GOL should increase the quality of schools; the MOE should ensure that schools meet minimum established standards.
		• The MOE and the National Teachers Association should establish a program for certifying teachers before they can be allowed to teach, and should establish standards for teaching at the various levels of the education system.

	Lack of schools or teachers • 10.8% of households surveyed indicated that children drop out of school because there were no teachers.	• A mechanism should be devised and implemented by the MOE for the monitoring of teachers attendance and performance in schools.
	Practice of teachers requesting monies from students • Some parents and students interviewed cited the problem of teachers selling grades as a reason for students dropping out of school	• The MOE and the National Teachers Association should establish a program for certifying teachers before they can be allowed to teach, and should establish standards for teaching at the various levels of the education system.
	Rumors and fears of sexual harassment at school • 6.1% of households surveyed revealed that they had children who dropped out of school due to sexual harassment • 16.4% children who dropped out of school did so because of fear of sexual harassment • 18.1% of urban dwellers dropped out of school for fear of sexual harassment as compared with 14.5% of rural dwellers	• Establish a code of conduct for teachers and school workers aimed at preventing sexual harassment and other exploitations of students. • Involve communities and parent teachers associations (PTAs) in the monitoring the implementation of the code of conduct • The MOE should establish mechanisms for reporting and investigating cases of sexual harassment with clear punishment for culprits. • Awareness should be created among students, parents, teachers, etc. on the availability of these mechanisms and consequences for perpetrators.
	Bullying at School • 6% of households surveyed indicated	• Counseling programs should be implemented to promote social

Category	Barriers and Bottlenecks	Recommendations
	that students had dropped out of school due to bullying.	• cohesion among students. • Schools authorities should establish a mechanism for reporting cases of bullying and perpetrators should be enrolled in these counseling programs.
	Punishment and children's refusal to accept discipline • It was found from the interviews conducted that some students would chose to drop out of school rather than be punished.	• Further investigation should be conducted to understand the nature of punishments and the reasons students are refusing them.
	Distance away from the nearest school • 12.4% of households surveyed indicated long distance to the nearest school as reason for children never attending school. • 15.2% of rural households indicated this problem as compared with 7.6% of urban households.	• Every Liberian child should be given the opportunity to go to school particularly at the pre-primary and primary levels; • the GOL should establish pre-primary schools in every town or village which is located more than 15 minutes from the nearest school; • the GOL should establish primary schools in every town or village which is located more than 30 minutes from the nearest school;
Political Factors: Governance, Capacity, and Financing	**General Education Policies** • The government has formulated a number of policies and enacted laws prioritizing education; but there policies and laws have not been implemented due largely to resource, capacity and operational constraints, misunderstanding and lack of awareness, and definition issues.	• The MOE should determine why the implementation of the free and compulsory primary education has not worked. • Create awareness among stakeholders about the existence of educational policies and laws. • Clearly formulate a definition of "free" in free education and determine the total cost of schooling to establish the actual proportion that cost that government is bearing. • Strengthen the implementation of the provisions of the Education Reform Act of 2011 on equitable distribution of school grants.
	MOE Capacity • The MOE lacks the capacity and resources to monitor teaching and learning activities, which contribute immensely to the poor state of the education system in the country.	• Increased capacity for the MOE to monitor education activities in the country. • Furnish the MOE with the requisite resources needed for monitoring education activities.
	Financing • The government and its partners have made significant financial commitments to the education sector resulting in major improvements in the sector; however, the needs of the sector are still enormous.	• The government should increase it expenditure in education. • Partners should also increase their support to the education sector.

4.1 Socio-Cultural Factors

4.1.1 Influence of Poro and Sande Societies

The Poro Society for boys and Sande Society for girls have long been traditional schools for 'training and developing" children of certain ethnic origins in Liberia. Here children learn to perform roles that will be expected of them when they get married. They are referred to as "Bush Schools". With the introduction of western culture and Christianity in Liberia by the settlers in the 1800s, the influence of these traditional institutions diminished substantially. However, in a few regions of the country, such as Lofa, Bong, Gbarpolu, Rivercess, Grand Bassa, and Margibi Counties, elements of these societies are still practiced. Although no longer an effective means of training and development of children nationally, they remain an active factor preventing children's access to school in these counties. Parents in counties where the practices still remain valid and influential, insist that their children must attend these traditional schools. As the timing of these societies often conflicts with those of the regular academic calendar of the country, some students are either resultantly forced to be out of school or often seek admission late.

"One girl was here last year but her people them came, took her send her to the Sande Bush. This year she did not come to school." **-** A 13 years old in-school girl in a KII in Smell-No-Taste, Margibi Co.

"Some of us can spend money on Sande and other things but can't buy simple uniform for the children school". – A mother of an OOSC, in a FGD in Taifa Village, Grand Cape Mount County

"Some parents said the western education teaches the children infidelity so they hold on to their religion and cultural practices". - An administrator in Krukan Town, Lofa County

In recent years, attempts have been made to reduce the duration of these traditional institutions.However, even where durations have been reduced, they still do interfere with regular academic programs. Generally, bush schools exist in rural communities and seem to impact both girls and boys.

"The bush school too is another one. It is prevalent among the Kwa ethnic groups. When the kids are in school, the parents come and take them from there and carry them into the bush. And it's affecting the girls more than the boys. When they come from there, they don't want to go to school again."
- An education officer from Buchanan, *Grand* Bassa County

"Lot of children are taken out of school to go the Sande/Poro Bush every year. The culture is a contributory factor. The other time, they came and took 20 children from school and carried them to the bush saying that the children violated their culture. These are some of the causes for children being out of school". - School Administrator from KII in Kpor Town, Margibi County

4.1.2 Lack of parental awareness of the importance of education

Education is empowerment. It enables those who have it to pursue their interests and fulfill their dreams and aspirations. It enlightens by facilitating access to information and knowledge which broadens and deepens one's capacity and capability. It enhances the capacity of an individual to be productive, competitive and self-sustaining. It is the right of all children and a principal obligation of governments to their citizens (UNICEF, Convention on the Rights of the Child, 1989).

Regrettably, most parents of "out-of-school" children in Liberia are not aware of the importance of education to their children's future and for the advancement of their own communities. This is so because 'illiteracy begets illiteracy'; some parents themselves are not educated enough to appreciate the real importance of education. From various discussions held with parents of out-of-school

children, it was implicitly clear that many of them do not adequately understand education and its importance in the life of a household, community and nation-state. For those who do, they tend to exert maximum energy in ensuring that their children access education.

"Some of their parents do not have interest in education." - County Education Officer from Gbarnga, Bong County

"In this place here, some of the parent them na go to school. So they na know some of the good thing education can do. So it will be hard for them to send their children to school".- A Teacher in Sumo Town, Bomi County

Apart from their lack of interest in education, illiterate parents face other challenges that impact their children's education and/or schooling status. For instance, they lack the capacity to assist their children with their studies at home, even if the children were in school. It is widely believed that children who receive tutorial assistance from parents at home perform better than those whose parents are illiterate and, therefore, cannot assist them at home.

4.1.3 Lack of parental awareness of the importance of Early Childhood Development

Early childhood development is an essential dimension of education. This takes place at three levels: at Nurseries, Day-Care facilities, and Kindergarten Schools. Many parents, especially those in rural communities, are not aware of the need for and benefits of early childhood development. Two factors contribute to this. First, what they have known and practiced over the years is that early childhood development is the responsibility of households, extended families, and, to some extent, trusting "communities".

Second, in some communities, especially in rural Liberia, many parents believe that children between the ages of 2 to 5 years of age are too young to go to school. Parents generally believe that these children are so vulnerable that they should remain at home in the care of parents or trusted relatives. Parents who display this line of reasoning are either illiterate, unaware of early childhood development programmes, or live in communities that lack the requisite facilities for pre-primary education. The following comments present the views of a mother and a father on why the children should not start school early.

"The small, small children like two to five years old are too young to learn book and some are scare of teacher beating them". - A father of pre-secondary school drop-out in Warliken, rural town in Tienpo District, River Gee County

"Some of us feel that our children who are between 2-4 years are still small for school and for this reason they are not in school". - A mother of out of school children in a KII in Grand Kru County

"I can't send my 4 year old child to school because she is too small; what she will understand, she will go to school when she is seven years". - A mother of an OOSC in FGD in Barclayville City, Grand Kru County

Interviews conducted with households revealed that 37.9% of respondents indicated that children are too young to go to school as presented in Table 20. On account of this and other factors, such as distance of school, etc., many children are not benefitting from early educational development, meaning that their first-time school enrollment, if they ever attend school, comes generally late, usually at ages above 5 years.

4.1.4 Households with too many children

Liberia's fertility rate is high; at 5.2 children per child-bearing woman, it is among the highest in Africa. This means that Liberian women have too many children to care for. With too many children, amidst pervasive poverty, many households are unable to sufficiently care for all of their children. Thus, having too many children, whose parents do not have the capacity to send them to school, is one reason why many children are out of school.

"Me, I already have 8 children, so when I get small money, I just pay the house rent and find something for us to eat". - A 36-year old woman in Caldwell, Montserrado County

"I born 6 children and my oldest sister and her husband die. They got 4 children and all living with me. I na get man the only thing am depending on that to sell GB before we eat. Where I will get money from to send them to school? Nobody to help me everybody get their own problem".- A 29 year old mother of OOSC in KII in Sanniquellie, Nimba County

"My husband get 3 woman, all of us get 22 children, and he sick na. He na able to make farm na. Dat we can make farm before we eat, where place we will get money to send children to school? The time the man was na sick, our big children was going to school but from the time stick fall down on they man all of them move from school to help we make farm. So you see why children na go to school?"- A mother of OOSC, in FGD in Zawordamai, Lofa County

4.1.5 Children's refusal to go to school

Many children simply refuse to go to school, despite the efforts of their parents. Even under difficult conditions, some parents try to ensure that their children go to school, but to no avail. Instead, the children simply want to play, gamble, and engage in other non-productive behaviors such as taking drugs, being in gangs, and other anti-social undertakings. In this study, 40.7% of households indicated that children dropped out or were out of school simply because they "refused to go to school" or had interests in other things than school. (See the tables in Annex 2 beginning on Page 71.)

"The children get hard-head too. Sometimes when my daughter say she going to school, she go different place. She na want to go to school at all". - A female parent of child in school in a FGD in Boleweyeah, Rivercess County

"The school is in the middle of the town, not far off. These children don't like going to school because they lazy to learn book". - A 58 year old parent of an OOSC in a FGD in Janzon, a rural community in Grand Gedeh County

"Ma own, only trade I want learn oh. School can waste people time. If I sell meat whole day, you know how much money I can get?" - A 14 years old girl OOSC, from FGD in Kakata, Margibi County

"For me, I think it will be alright for me to learn how to be a carpenter because I am too old now to be with the small children. They will just laugh at me." - A 12 year old boy OOSC) from KII in Sayqula Town, Grand Bassa County

A few OOSC spend most of their time in video clubs watching European football games. They are fascinated with African players on teams such as Barcelona, Chelsea, Manchester City, Manchester United, Liverpool, and Arsenal, just to name a few. These players are said to be making millions of foreign exchange dollars with little education. From the video clubs, they spend a substantive amount of time either roaming around (walking about) or playing football. They have this illusion (dream) of one day playing in the big European leagues like their African brothers. For them education is secondary in their lives. All efforts exerted by their parents and relatives to encourage them to go to school have proven futile. Often they start the academic life, but then drop out and hang around video clubs.

Meet Peter Mulbah, a 14-year old OOSC in Bong

Peter, aka, Adebayor, is a football fanatic. He loves the game, plays fairly well and believes that one day he will be discovered and trained to play in Europe. He loves and wants to be like Togolese football star, Emmanuel Adebayor, hence, his football name by which all his friends and community members call him: Adebayor.

4.1.6 Early marriage

Some children were found to be out of school on account of early marriage. This is common in rural communities, where girls as young as 16 years of age are given by their parents into marriage. This is a common cultural practice in some counties. In this study, 39.9% of the households indicated that children in their households had, at some point in time, dropped out of school on account of "early marriage".

"The main reason why children are not in school is this man and woman business. The children have taken it and put it on their heads they do not listen to people; they cannot pay attention to their lesson". - From a mother of some primary school age children out of school in Taworken, Maryland County

"Early marriage suffering us here like hell. Like 14 year boy get in woman business, he will end up pregnanting the girl. And two of them will drop because the family will put them outside". - Male parent of an OOSC in a FGD in Jah Fair Community, Grand Bassa County

"Another thing is this early cohabitation thing which normally results into pregnancy. I don't like to call it early marriage because since they are afraid of the law, they don't perform any marital rituals, and they don't make it legal because it's illegal in the first place". - An Education Officer in a KII in Kakata, Margibi County

"They na suppose to force the student them to marry. All the papay them (old men) want marry the young girl them. A 16- year old girl in-school child, (who refused to get married and is supported in school by the principal) in a FGD in Sawelor Town, Grand Cape Mount County.

4.1.7 Pregnancy

Pregnancy was also cited as a common reason for girls dropping out of school. In more than two-thirds (67.6%) of the households interviewed, girls had dropped out of school because they were "pregnant". Education officials survey[13]ed also agreed that pregnancy was a big factor affecting girls' schooling.

"The belly business part, it just like sport here because all the young girl them get baby. Small, small children them were 13 years and all". - Male Parent of in-school child in a FGD in Cestos City, Rivercess County

"These children take on responsibility too early. When they start involving in sex their reasoning is distorted; the boys don't focus on their lessons; the girls get pregnant and not long they are out of school". - An educational NGO worker in Harper City, Maryland County

"They want to send my sister to school but she is pregnant. This thing the one really stopping her right now". - 12 year old OOSC boy in a KII in Yeaway Camp, Grand Bassa County

"Last semester, we had a very smart student a girl, who had to drop out of school because she got pregnant. This child was force into early sex to support her family". An Administrator in Samukai Town, Montserrado County.

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[13]Please note that the household survey was not designed to be nationally representative; instead, they were samples of all households that contained at least one child that was physically out of school.

4.1.8 Poor health and disability factors

Poor health and disability are also factors affecting access to education or causing some children to drop out of school. Poor health negatively affects a child's education. A child that is ill will not go to school and even if he/she went, he/she will not concentrate or learn anything substantive. Children who are constantly sick are more likely to be irregular in school, likely to repeat grades, and eventually drop out. Some out-of-school children identified were out of school on account of either poor health or disability. In the case of disability, Liberia generally lacks disabled-friendly educational facilities and the absence of such facilities makes the learning environment not-conducive to learning for physically-challenged children. This affects them whether they go to or remain in school. In this study,17.8% of the households gave sickness (poor health) as reasons why children dropped out of school. Disability counted as a factor in 5.8% of the households.

Both sickness and disability were also among the reasons why some children had never attended school. Of the children that never attended school, 1.6% of them did not on account of sickness, while 1.3% of them did not do so because they had a disability.

Disaggregated, 1.0% of children that did not attend school on account of sickness live in urban communities, compared to 1.9% who reside in rural communities. Additionally, 14% of those who did not attend on account of disability reside in urban areas, compared to 1.3% that live in rural communities.

"My ma old; no support and besides that one, my friend used to be laughing at me in school because I am cripple; they can be calling me crab foot (two feet turned upside down)."- A 11 year old boy first grader who dropped out of school in Zleh Town, Grand Gedeh County

"My son was in school but drop because the other children use to laugh at him because he is cripple from polio. I beg him to go back to school but he refuse and he is clever so you see why some children are not in school. A mother of an OOSC (disable child) in a KII in Greenville City, Sinoe County

4.2 Economic Factors

4.2.1 Household Poverty

Poverty is deprivation of basic household or personal needs. Household poverty is often complex. As used in this study, it means the lack of household income to adequately meet the basic needs of the household. It is also reflective of the food consumption pattern of households. It may be caused by the lack of parents working for incomes, or on account of large household size, where the incomes received are too small to adequately meet household needs. It may also be that the head of the household, who is the breadwinner, is a single mother and/or unskilled and unemployed, or it may be that some members of the households are seriously ill and must be attended to with household incomes, and so forth. Whatever the situation, which may differ from household to household, the bottom line is that there is "no money" or "not enough money" to meet basic household consumption needs.

The OOSC household survey found that most families across Liberia consider themselves as poor. Many "poor" household heads were found to be involved in low paying jobs or income earning activities such as petty trading, farming, rubber tapping, charcoal burning and sale, fishing, house-keeping, and private security.

The most common cause of children being out of school in Liberia, established by this study, is poverty. Many households simply do not have adequate money to afford the expenses associated with meeting basic household survival needs and sending their children to school at the same time. In the household survey component of this study, 59.7% of the households considered themselves as being poor. Not surprisingly, 69% indicated "no support" as reason for children dropping out of school. For those who even begin to send their children to school, economic hardships often constrain them to continue support to their schooling. Parents from poor households simply cannot afford the additional educational expenses beyond the free tuition fees. Some of these expenses are costs associated with uniforms, transportation, food/recess money, book bags, copy books, and textbooks.

According to the household survey, no money and fees, and costs of other requirements being too high to afford are the reasons for 79% of those who "never attended school", while they are also the reasons why 66.8% percent dropped out of school.

This strong correlation between poverty and out-of-school children is confirmed in the 2007 CWIQ Survey, which reported that the single most influential factor (59.3%) that accounted for children never starting/going to school was that education was "too expensive". Clearly, this relates to household poverty. As with distance to schools, there was also an urban-rural disparity. In urban areas, 75.5% of the out-of-school children 6-11 years of age were out of school during the CWIQ survey on account of education being "too expensive", as compared to 55.6% in rural communities (CWIQ 2007 Report).

In their own words, as presented below, parents, education officials, and the out-of-school children themselves unanimously identified and confirmed poverty as the most common inhabiting factor to children's chances of obtaining an education, or ever going to school.

"Money business already hard, then we the parents have to choose between house rent and school fees, so we end up choosing the house rent because we na get money". - Parent of OOSC from FGD in Cotton Tree, Margibi County

"Many parents are not in the position of sending their children to school due to no job. Parents only do farming for food". - Education Officer in Fish Town, River Gee County

"My ma na get money. That na all oh. I na get copybook. I na get uniform. I na get book bag. I na get shoes. I want go back to school but my ma na get money to buy my thing then". - 10 year-old OOS boy from KII in Kakata, Margibi

"We want to go to school but our ma and pa don't have money to send us to school so some people can be saying that we do not like school". - An 11 year old boy in New Sodoken, a rural community in Maryland County

4.2.2 Household Food Insecurity (Hunger)

Closely associated with household poverty is household food security as a factor affecting children's access to education in Liberia. A child who is malnourished and manifests stunted growth is likely to make a delayed entry into school or complete the required cycle for the division of education he/she is in. Food security is a determinant of education. Hungry students will not normally demonstrate high levels of concentration. Thus, children are expected to eat breakfast before going to school. In the Liberian educational environment, children are also either given lunch in lunch boxes or "recess money" to buy food items during daily recess breaks. However, poor households often cannot afford breakfasts, or lunch boxes, or "recess money". As a result, some children drop out of school on account of this situation.

"Some of us na get food to eat before we go to school and no recess money then how we will be able to listen to the teacher?" a 13 year old OOSC boy in Malakwelleh Town, Gbarpolu County.

"Hum, that God we depending on here oh! For the past two days we na put pot on the fire in this house and we don't even know where we will get it from today", a mother of an OOSC during discussion of the household food basket (food consumption of the past two days) in Tubmanburg, Bomi County.

4.2.3 Loss of parents or guardians and attending support sources

Death of Parents/Guardians

Some children dropped out of school because their parents or guardians are dead. With a fragile family support system, already largely impacted by pervasive poverty, most guardians of children whose parents are dead simply cannot afford the rigorous financial demands of sending the orphans to school or supporting their continuation in school. Accordingly, they drop out of school. In 21.7% of the households interviewed in this study, children dropped out of school on account of the death of their parents or guardians.

Collaterally, a significant portion of children out of school do not live with their biological parents, either because of the death of these parents or due to the problem of broken homes. Poverty is today making extended families neglect what was once a sacred responsibility when relatives died and left children to be loved and cared for by surviving relatives.

"Me and some other people our mother and father die and nobody to put us in school so we working in the garage".- A 13-year old out of school boy in a FGD in Pleebo City, Maryland County

"Me and brothers and sister don't have ma and pa our pa was sick and die then our ma too get sick and die too, they people who carry us to stay with them can't send us to school only their children alone going to school". – A 14-year old out of school girl in an KII in Bahn, Nimba County

Meet 14 year-old Sarah Dahn

Sarah was taken from the village when she was ten years old to live with her aunt in Ganta in order for her to go to school. Two months after her arrival in Ganta, her aunt died in a motor accident along the Monrovia-Kakata highway. Sarah said, "I do not have anyone in Ganta to live with and to go to school so I had to go to my late aunt's friend, who has a used clothes business in the general market. This lady give me some of the clothes that I usually take to the market to sell and at the end of the day she gives me small money or take me to her house and give me something to eat. This is the reason why I am not in school."

Abandonment/Single-parenting

In addition to the death of their parents or guardians, children were found to also lose their support sources through abandonment by one or both parents as well as through the carelessness of some parents and guardians. Not living with their biological parents was found to be particularly challenging. Parents, education officials, and out-of-school students themselves identified these as a problem, as shown in a sample of their comments below.

"My husband dashed the children them on me and runaway. This other new man I get here, he not care about my children beside the one them were me and him born. That the one them he sending to school." - Female parent of OOCS in a KII in Kakata, Margibi County

"We Liberians, we say we are Christians, but we don't live by example. You can't take a child into your house to live with you and you denied them of important things like education. That's unfair. And that's exactly what's happening here. It's so rampant that it's making my head to hurt."- An Education Officer, in a KII in Buchanan, Grand Bassa County

"I living with my uncle. He say next year I will go to school when we finish burning the coal." - A 12 year-old OOS boy in a FGD in Kpor town, Margibi County

4.2.4 Child Labor Practices

The Laws of Liberia prohibit children under the age of 16 years from working during school hours. They allow labour recruiters to hire children above the ages of 15 years for occupations approved by the Ministry of Labour. The law, however, does not establish an absolute minimum age for employment. Children under the age of 16 years may work for wages if their employers can demonstrate that they are attending school regularly and have a basic education *(USDOL, Worst kinds of child labor in Liberia, 2007).*

The recent labour force Study report confirms the minimum age limitation when it calculates the workforce as persons above the age of 15 years *(LISGIS, Ministry of Labor, Liberia Workforce Study, 2010).* The responsibility for promulgating country-wide labour policies, including those relevant to child labour, consistent with the Labour laws of Liberia lies within the domain of the Ministry of Labour. Additionally, the Ministry is also responsible for monitoring and enforcing compliance with Liberia's labor laws and policies. Within the Ministry of Labour, there is a Child Labour Secretariat that handles child labour issues. Then there is said to be a Child Labor Commission that is mandated to

collaborate with the Ministry of Labour in enforcing child labour laws and policies. Regrettably, the Commission is hardly heard of and is said to be both under-funded and understaffed. Regrettably, the glaring situation of child workers across the country suggests that there are serious challenges in effectively enforcing child labor laws and policies of Liberia.

It is not clear how many children are involved in child labour in Liberia. What is clear are the areas in which child labour is dominant as well as the reasons why children work. Many children are working in the areas of farming (subsistence agriculture), palm nut cutting, rubber tapping, street vending, domestic service, rock crushing, and mining. Children also work in the construction industry as block makers, mason helpers, and truck loaders. Additionally, there are reports that girl - children as young as twelve (12) and thirteen (13) years of age are engaged in the "sex trade".

The reasons for child labour are many, but predominant among these is to supplement household incomes and to facilitate survival. Many households are poor, living on less than US $1 a day. Accordingly, to underwrite daily living expenses, children are working to supplement household incomes to meet household needs. Some of the many child labour situations and the reasons attached to them are exemplified in the few paragraphs below.

In some communities, mostly in rural areas, local labour market opportunities attract some children to pursue income generation activities, instead of going to school. Sometimes this is done with the acquiescence of the parents to supplement household incomes. However, at times, it is simply on account of the quick and flash immediate social gratifications that come with incomes that lure some of the children into the labour market. This is common in mining communities. Apart from mining, other activities of child labour include car washing, carrying bricks at construction sites, and selling small, small commodities on the streets for commissions from local merchants. Some of these child labour related practices are either instructed or endorsed by parents.

Meet 13 year old John Doe

John Doe lives with his parents in the Rockhill Community, Montserrado County. He and his siblings are not in school. He leaves in the morning to go to the rock field to mine and break rocks. But he is not alone. He goes along with his siblings. The whole day they find and break rocks and pile and sell them. The money they earn each day is taken to their parents. They use the money for the household, but regrettably not for their education. Says John, "I break rocks to help my people buy food for our house and I use the other money for myself".

Meet Little Augustine Varney
Augustine is a 14 - year old OOSC in Bomi County. He tells the study team that if he does not help his uncle to repair tires, they will not get food to eat. Augustine was repairing a tire that his uncle had left with him to attend to other businesses. Augustine says he is the principal assistant to this uncle who taught him how to repair tires. He has been doing this and out of school for the past two years.

Meet 15 year old Thomas Bestman

Thomas and his brothers are not in school. They live with their parents in King Gray in Montserrado County. There is a brick factory in the community that hires "who want to work" (daily labor). His parents send them to the brick factory each day to beat blocks to earn money for the household. So the parents say there is no need for them to go to school since they are working and making money.

Some children are also involved in domestic chores that are too demanding for them to go to and/or remain in school. Some of these chores involve fetching firewood from long distances, going on the farm to assist parents in agricultural production to meet household food and other needs, etc. Sometimes, particularly in urban slum communities, children may actually be used to sell "small, small

things" to supplement the household income. Ironically, some children believe, or are made to believe, that they are doing it for their own benefits. Regrettably, although many parents and guardians are aware of the harmful impact on children, they believe they have no choice but to endorse it, given the economic hardships their households face.

"I live with my aunty, when I tell her about my school business, she say she brought me to sell for her and not to go to school." - A 12 year out of school girl in Rock Hill, Paynesville City, Montserrado County

"For some of us, the pressure to do this and do that in our houses can stop us from going to school. For example me, the time I was going to school, every morning I washed the dishes, cleaned the house, carried the things to the market before I go to school." - A 14 year old dropped out of school girl in a FGD in Pleebo city, Maryland County

"I can be selling for my ma. She can be happy for me to sell. I can be happy to sell too. It's not bad to sell." - An 8 year old OOSC girl in FGD in Redlight, Montserrado County

"Well, it's dangerous for them to be selling, but what to do? Sometimes accident can happen on the road, but you have to pray god because we have no choice."-A 50 year in a KII in Logan Town, Montserrado County

In addition to the above forms of child labour, there is one that is often not discussed in studies such as this, perhaps it is not common in the countries being investigated. This has to do with child labor at schools. This may involve cleaning the school grounds, constructing school facilities, or, in some cases, going on the farms of instructors to assist them with their farms. The latter is most common in rural communities. Child labour may also be used as a source of alternative income for the school. For example, in rural communities, someone in the town may ask the school principal and/or teacher to allow his/her students to "tow his building materials" from the bush to his construction site" for a fee. In these communities, this would usually happen on Fridays, which are generally set aside for sports, exercises, and other school-related extra-curricular activities. Close to 17% of the households interviewed in this study reported that their children had dropped out of school because they "wanted to work for money".

Additionally, some children of their volition enter the labour market either for survival (to earn money to buy food and other necessities) or to "enjoy life". Orphans with no extended family members wishing to assist them, are likely to find work to sustain themselves. Collaterally, one of the products of Liberia's protracted civil conflict in which child soldiers extracted wealth from unarmed civilians is an "enjoyment mentality" in which money is pursued at all cost in exchange for immediate material things such as cell phones, jeans, videos, stereos, jewelries, watches, or social gratifications such as movies, parties, drugs, and sex.

Meet Johnson Togbakollie: a 16-year old OOSC in Bong

Johnson has blatantly refused to go to school. He wants to make money and live now. He has a "make money and enjoy mentality". His parents have tried to convince him that education is better, but they have not succeeded. So, he spends his time from one mine to another in search of work to make money. Needless to say, the money he makes is spent on jeans, videos, stereos, and nightclub life with girls.

4.3 School-Related Factors

4.3.1 Demand and Supply Challenges: problems meeting needs at primary schools

Poor Quality of Schools (inability to meet parents'/students' needs/demands)

The poor quality of education is of concern nationwide. Quality is generally a factor of the curriculum; qualification of teachers; and the overall conduciveness of the total learning environment, including essential facilities such as playgrounds. As revealed by the 2007 CWIQ Survey, many parents were not satisfied with the quality of primary schools their children attended. While a little over half (54.3%) of the parents whose children were in school at the time of the survey indicated satisfaction with the quality of education in the schools their children attend, a substantial number (45.7%) is dissatisfied

with the schools for a number of reasons. Consistent with the urban-rural disparity associated with most findings of this and other related studies, more urban parents (56.4%) are satisfied with the schools in their communities than are parents (53.4%) in rural communities.

Among the reasons cited for their dissatisfaction with primary schools, parents identified the lack of books and or supplies (18.3%), high school fees (11.4%), inadequate numbers of teachers (10.6%), poor facilities (9.7%), long distances to schools (9.4%), poor teaching (6.8%), inadequate space (5.7%), and often absent teachers (4.8%), among others.

"Many students in rural communities do not have text books and school supplies. Also, school facilities are poor: there are not enough benches for students;" A school teacher in Belle District, Gbarpolu County.

''How the children will go to school when they hungry and they na get fitting uniform, some of them like football. If they get jessy and football to their school, at less they will go to school''. A 33 year old woman of OOSC in KII in Cape Mount County.

Lack of schools or teachers

There are supply side challenges among the barriers to education. Among these is the insufficient number of school facilities and qualified teachers. These have been perennial problems in the Liberian educational system, particularly over the last 20 to 30 years. The results of this study confirm the situation, which is worse at the lower and senior high levels (secondary school levels).

The problem of unavailability of schools is shown in Table 33**Error! Reference source not found.** and Figure 10below.

To determine the shortfall in the number of school at each level in each county, the average size of schools at each of the levels was calculated for each county by dividing the gross enrollment at the level by the number of schools at the given level in the county. The results of these calculations are presented in Table 32. This average enrollment was then used to determine the number of schools of this average size that would be required to serve the population of school age children at the given level in the county. This was done by dividing the population of school age children at each level in the county shown in Table 33 by the average enrollment for that level in the county presented in Table 32.

Table 32: Total& Average Enrollments and Number of Schools by Level and County

County	Total Reported Enrollment by Level				Number of Schools with Level[14]				Average Enrollment of Schools by Level			
	Pre-Primary	Primary	JHS	SHS	Pre-Primary	Primary	JHS	SHS	Pre-Primary	Primary	JHS	SHS
Bomi	17,958	11,837	3,010	806	149	129	19	5	121	92	158	161
Bong	72,482	70,621	8,759	4,667	430	426	102	20	169	166	86	233
Gbarpolu	17,839	16,710	1,404	217	128	126	21	2	139	133	67	109
Grand Bassa	43,589	31,478	3,778	1,700	333	330	47	13	131	95	80	131
Grand Cape Mount	16,648	13,140	1,938	379	159	159	22	9	105	83	88	42
Grand Gedeh	17,213	20,189	3,105	1,646	157	158	41	14	110	128	76	118
Grand Kru	17,121	17,821	1,810	1,151	143	139	39	4	120	128	46	288
Lofa	39,633	54,230	7,574	3,313	334	331	77	19	119	164	98	174
Margibi	36,450	43,542	9,521	5,891	285	284	102	30	128	153	93	196
Maryland	19,114	24,329	5,108	3,163	155	174	43	15	123	140	119	211
Montserrado	168,175	223,346	73,243	51,049	1,560	1,580	764	300	108	141	96	170
Nimba	100,802	107,198	15,263	6,853	632	636	220	50	159	169	69	137
Rivercess	15,411	12,187	600	94	103	112	19	2	150	109	32	47
River Gee	11,833	11,752	1,233	302	133	132	16	1	89	89	77	302
Sinoe	17,539	16,154	1,683	818	217	218	54	7	81	74	31	117
National	**611,807**	**674,534**	**138,029**	**82,049**	**4,918**	**4,934**	**1,586**	**491**	**124**	**137**	**87**	**167**

Source: Author's calculations from MOE 2010/2011 SC DBase

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[14] There is repetitive counting in the number of schools with level because many schools have multiple levels.

The gap in the number of schools was then determined by subtracting the existing number of schools per level in each county (Table 32) from the required number of schools of average size per level in the same county (Table 33). Counties with existing number of schools equal to or more than the required number calculated have been given a gap of zero as shown in Table 33.

Table 33: Gap in Number of Schools by Level and County

County	2011 Population Estimate by Age				No. of Schools Required with Level[15]				Gap in No. of Schools Required by Level			
	2 - 5	6 - 11	12 - 14	15 - 17	Pre-Primary	Primary	JHS	SHS	Pre-Primary	Primary	JHS	SHS
Bomi	13,636	14,961	5,183	4,179	113	163	33	26	0	34	14	21
Bong	53,527	56,823	20,748	17,654	317	342	241	76	0	0	139	56
Gbarpolu	11,513	15,726	5,970	5,586	83	118	89	51	0	0	68	49
Grand Bassa	34,420	37,375	13,090	10,885	263	393	164	83	0	63	117	70
Grand Cape Mount	20,127	22,673	8,308	8,328	192	273	94	198	33	114	72	189
Grand Gedeh	13,976	20,485	10,176	10,606	127	160	134	90	0	2	93	76
Grand Kru	8,803	11,293	4,434	3,940	73	88	96	14	0	0	57	10
Lofa	42,273	51,212	18,027	18,329	355	312	184	105	21	0	107	86
Margibi	29,495	37,500	15,678	12,645	230	245	169	65	0	0	67	35
Maryland	18,494	27,446	12,393	11,290	150	196	104	54	0	22	61	39
Montserrado	129,918	186,158	91,861	82,451	1,203	1,320	957	485	0	0	193	185
Nimba	69,618	82,807	34,820	31,405	438	490	505	229	0	0	285	179
Rivercess	10,542	13,390	4,989	4,179	70	123	156	89	0	11	137	87
River Gee	10,102	13,670	5,490	4,683	114	154	71	16	0	22	55	15
Sinoe	15,380	19,280	7,306	6,738	190	261	236	58	0	43	182	51
National	**481,824**	**610,799**	**258,473**	**232,898**	**3,918**	**4,638**	**3,233**	**1,639**	**54**	**311**	**1,647**	**1,148**

Source: Author's calculations from MOE 2010/2011 SC DBase

On the basis of these analyses, the problem of lack of schools increases with the level of education. Most of the counties have sufficient number of pre-primary schools with the exception of Grand Cape Mount and Lofa counties which need additional 33 and 21 schools at this level, respectively. Seven counties have sufficient number of primary level schools while eight require additional, with the highest number of 114 primary schools being required in Lofa

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[15] These numbers indicate the number of each level of education required. These can be established at existing schools or be started as stand-alone levels.

followed by Rivercess requiring an additional 63. All of the counties require additional schools at the junior and senior high levels with Nimba requiring the highest number of 285 additional junior high schools, followed by Montserrado requiring 193. Grand Cape Mount, Montserrado, and Nimba top the requirement list for additional senior high school with each requiring 189, 185, and 179 additional high schools respectively. These facts are presented in Figure 10.

Figure 10: Gap in the Number of Schools per Level and County
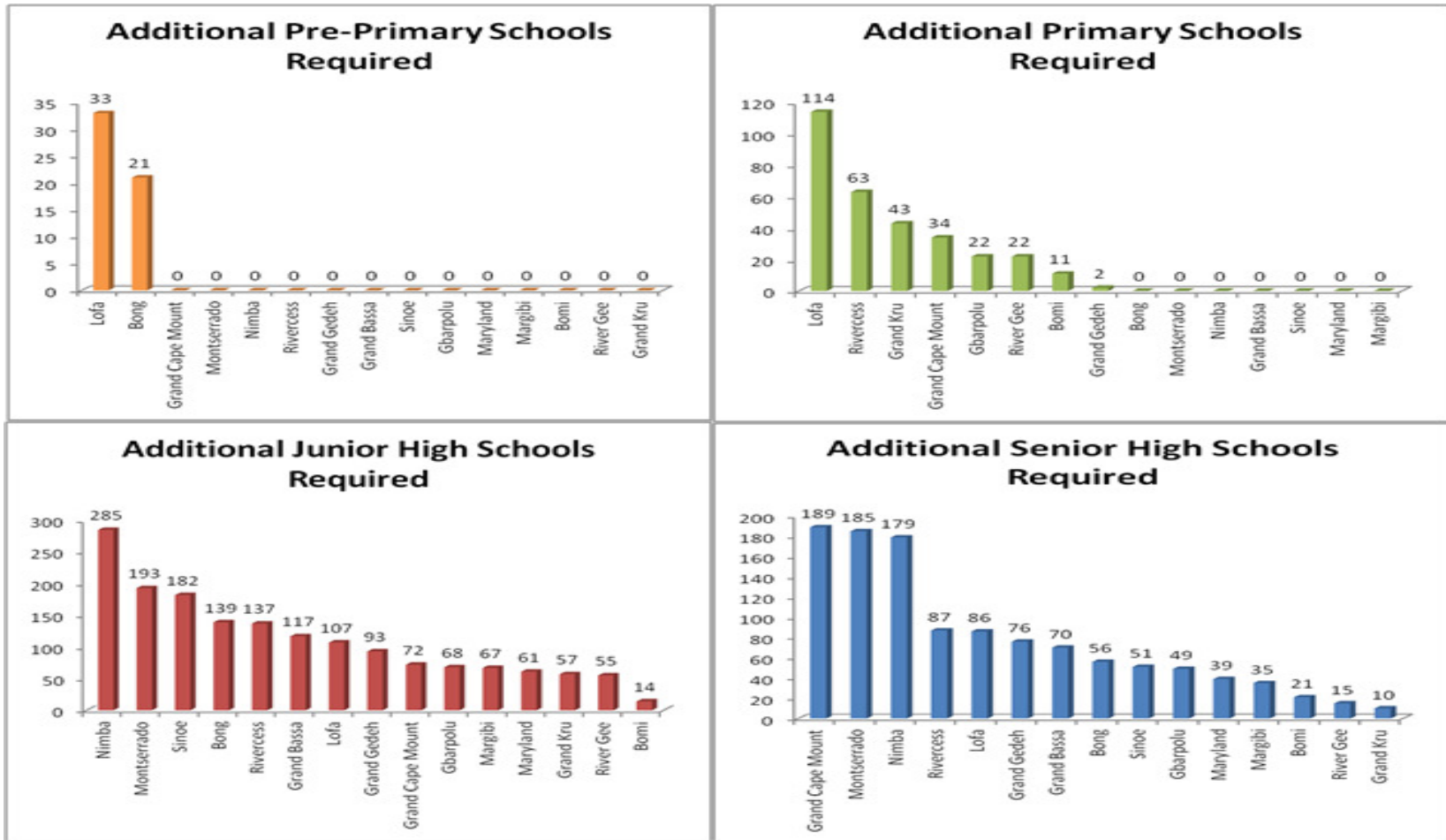
Approximately 10.8% of the households surveyed revealed that children dropped out of school because there was "no school or teachers".

"Some children can grow up fast in school because they are clever. But when they finish 9th grade, they can just sit down now because no high school here. They will start making farm or business to make it."- Male parent of OOSC in a FGD in Masambolahun, Lofa County

"The school too packed, and no plenty space in the school building. By the time you carry your child there they say "no space". Like for me I just tell my daughter, let's sit down and wait for the next year. I na already get money."- Female of OOSC in a FGD in Boloweyea, Rivercess County

"In this district only one or two schools have 6th grade and by the time a student finishes this level, there is no other level to move to least to say will have the means to travel to another place to get in school. As a result the child may also drop."- Education Officer, in an a KII in Buchanan, Ground Bassa County

"Even when we go to school, the teachers then not plenty; when one sick and the other on the farm, sometimes whole week no one to teach us". - An OOSC boy in a KII in Saclepea, Nimba County.

"When the teachers them go for their pay, sometimes they stay there for one or two weeks, so no school that time". - An OOSC girl in FGD in Kpaii Town, Bong County.

4.3.2 Practice of teachers requesting monies from students

The long-standing practice of teachers requesting monies from students for grades and other considerations counts among the problems affecting school enrollment in Liberia. As the following comments show, both parents and students find the problem to be present in the school environment in their areas.

"The teachers too they can't pay them so they can collect money from the children. All that one can make us weak to send the children there."- (Female parent of an OOSC in FGD in Cestos City, Rivercess County

"When we come to class, the teacher can say we na take pay, so your put it together for my pot to boil today. Then we can collect small, small thing for him."- OOSC boy in KII in Grandcess City, Grand Kru County

4.3.3 Rumors and fears of sexual harassment at school

Fear of sexual harassment is also a determinant for dropping out of school. In this age of gender sensitivity, and given Liberia's recent record of post-conflict cases of rape, this fear is real. In this study, 6.1% of the households surveyed revealed that they had children who dropped out of school because of fear of sexual harassment. The household survey also showed that on the average, 16.4% of the children who dropped out did so because of fear of sexual harassment in schools. This is more severe in urban areas where 18.1% dropped out for the same reason but less in rural areas where only 14.5 percent dropped out for this reason.

"The teacher can say I want you. When you say no, they will fail you. Then you can be scare to talk it." - 14 year OOSC girl from FGD in Grand Bassa County

"One thing I must mention is sexual harassment in the schools by teachers. Every day we hear these cases. They come to our office with it. We have the evidence." - Child Protection Officer from SAVE, in a KII in Kakata, Margibi County

"Sexual exploitation is at an alarming rate. Financial exploitation too, you know: taking money from the children. In the interior, it is rampant; the teachers are the kings. Most of them have affairs with the girls' children." - Education Officer, in a KII in Kakata, Margibi County

4.3.4 Bullying at School

Bullying at school is a new phenomenon. Years ago, Liberian schools were peer-friendly and supportive. Regrettably, today, on account of the culture of violence that has permeated our society on account of years of conflict, bullying has entered our schools. Nearly 6% of the households surveyed indicated that children had dropped out of primary school on account of bullying at school.

"This time, the big, big, boys them will tell you do this, do that and when you na do it, that trouble for you; they will qunk you head and do small, small bad things to you". An OOSC boy in a FGD in Gbarnga, Bong County".

"After school when we coming home they will put us together to fight if your friend beat you they other children will start laughing at you, if you beat they person and they wanted them to beat you they big children will beat you for beating that person". A 13 year old OOSC, in a KII, in Powo Town, Sinoe County.

4.3.5 Punishment and children's refusal to accept discipline

While there were few indications of the continuing use of corporal punishment in schools, the problem of punishment versus discipline was identified as an issue in the midst of problems affecting access to school and retention of enrollment among children. For the most part, it was found that students simply refuse to be disciplined (regardless the nature of the punishment) and would sometimes choose to leave school rather than be punished.

"When they do something to the teacher, the teacher want punish them, they can curse the teacher, then they run away. They can't come back to school again." - A 10 year-old boy in-school child, in a FGD in Voinjama, Lofa County.

"My friend na going to school again. He tell the teacher bad thing he run away" 15 years old ISC, Bomi County.

4.3.6 Distance away from the nearest school

In many communities, particularly in rural areas, the distances required for children to travel by foot to access primary and lower primary schools are long, sometimes too long. In some of these communities, it takes, on the average, between 15 to 30 minutes. In certain difficult terrains and circumstances it may go beyond an hour. This situation of distance is even aggravated by the rainy season, when it is wet and the roads are muddy. To compound the problem, many rural children walk to school in rubber slippers on account of poverty, an activity that is most difficult during the rainy season when the roads are muddy. The household survey revealed that the reason for 12.4% of the children never attending school was the long distance to the nearest school from where the children resided. This problem became less in urban areas where the percentage of children who never attended because of long distance dropped to 7.6% while the situation worsens in rural areas where the percentage rose to 15.2%.

In the 2007 CWIQ Survey, 25.3% of the primary school children aged 6-11 years who had never attended school had not accessed schools on account of the fact that the schools were "too far away". This was more profound in rural communities (29.5%) than in urban communities (6.5%). In urban communities, the average time (in minutes) from residence to primary schools accessed by children is 15.5 minutes, compared to 46.5 minutes in rural communities. The same is true for secondary schools. For urban secondary schools, the average time is 24.3 minutes, as compared to 203 minutes in rural communities (CWIQ, 2007). In all cases, the time to access schools in both urban and rural communities is said to be longer during the rainy season. In their own words below, children confirmed the problem that long school distances posed to them.

"The school (is) too far. Some people living across the water. They can get tired".- 10 year-old boy OOSC in a FGD in Kpor Town, Margibi County
"The school (is) too far from here. My little brother not able to walk there. The last time he go there, he came back, he get sick. So my ma say he must not go there again"- 14 year old girl OOSC from KII in Inland Mission, Rivercess County

4.4 Political Factors: Governance, Capacity, and Financing

4.4.1 General Education Policies

Education remains a priority for Liberia and it has been so for many years. To ensure that all Liberian children have access to school, there has been a free and compulsory basic education law since 2001. In 2006 the new government, lacking enough resources to cover the whole basic education (grades 1 – 9), proclaimed free and compulsory primary education only. Regrettably, the law has lacked an effective operational structure, has been misunderstood, most parents have been unaware of it and there has been a general lack of capacity (mostly resources) to enforce it. In 2011, the new Education Reform Act extended the coverage to the original target – grades 1 – 9 without finding out why the limited coverage had not been as effective as expected.

The fundamental question surrounding the Law has been "what is free?" True, tuition may be free, but tuition alone is not the only requirement for primary and lower secondary education. There are other costs that parents must bear and these include the costs of uniforms, book bags, daily transportation, lunch and recess monies, shoes, pens and pencils. In addition, the abolition of school fees means that public funds must be infused into schools to make up for the loss of income from tuition, since such funds are needed to meet the overall cost of running the schools. Although a School Grants scheme was introduced to replace the revenue lost to schools with the introduction of free and compulsory primary education in 2006, the grant's distribution had been erratic with no formula for its distribution or accountability for how the funds should be used for the two years that some schools received it (SBA, 2008). With funding from the Education Pooled Fund (supported by UNICEF and OSI) a more equitable school grant was distributed in the 2011/2012 school year. Using the decentralized structures of County School Boards established under the new Education Reform Act (2011) the government hopes that more teaching and learning resources will reach schools and improve schooling making schools more attractive for OOSC in the age group for basic education.

4.4.2 MOE Capacity

The capacity of the Ministry of Education to effectively monitor teaching and learning is improving, but more needs to be done. The Ministry has adopted a decentralized framework for the management of schools. County School Boards have been established, and are operational; District School Boards will follow while School Management Committees will continue school management from the school level. Until these reforms are fully implemented, many rural communities and schools will remain largely unattended. There are no mechanisms in communities to monitor and enforce free and compulsory education and rigorously monitor the activities of schools. District Educational Offices have no monitors to monitor school management committees. Logistics for field monitoring are also not available. All of these are undermining the government's efforts aimed at making basic education accessible to all children.

4.4.3 Financing

The financing of education has been a collaborative venture between the Government, the private sector, faith-based institutions and NGOs. Given the post-conflict incapacity of the government, others have taken the lion's share of the burden of education. For instance, in 2008, UNICEF through a grant from the Government of the Netherlands and the Open Society Institute, established the Education Pooled Fund with a total initial contribution of US$16.25 (and later contributions reaching over $19 million). This amount was used to equip and reopen three Rural Teacher Training Institutes (RTIs) which had been shut down since the war, to procure 1.2 million core subject textbooks for primary school children and to construct 40 schools in under-saved areas.

Over the last six years, the government has made tremendous progress in increasing and sustaining its contribution to the sector. Budgetary allocations to education have increased from US $8.16 million in FY 2005/2006 to US$30.12 million in FY 2010/2011. While the change in the education

budget is phenomenal, the overall share of education in the national budget has at best remained constant, averaging 8.6 percent over the past six years.

Despite the sustained commitment to education, the overall needs of the sector remain enormous. More resources will be required over the protracted period to ensure real access to and quality at all levels of the education system especially if the identified OOSC are to be attracted to enroll.

Analytical Summary

In every society, there exist barriers and bottlenecks that prevent children from accessing or completing primary and/or lower secondary education. In Africa, it has been suggested that most children are enrolled in school, but the real challenge has to do with their completing basic education (Lewin, 2007). Researchers generically attribute reasons why many children do not complete basic education in developing countries to structural factors at society, household and school levels (Hunt, 2008).

Household characteristics will influence whether a child will enter school or not, the frequency of attendance, and the likelihood of suspending schooling or dropping out permanently (Hunt, 2008). The Link between poverty and school dropout has been highlighted in many studies (Bruneforth, 2006; Cardoso & Verner 2007).

As has been catalogued above, barriers and obstacles to education in Liberia are many. There are a series of interrelated demand and supply factors that interact in a complex way that either prevent households from sending their children to school, or cause children to drop out (Hunt, 2008). Specifically, these factors relate to the background of the child, the community in which his/her school is located, and the learning conditions within the school environment. They range from household poverty to an inadequate appreciation of parents and guardians of the importance of education and/or early childhood educational development, to many other contributing factors, including the lack of schools and teachers.

The factors that are preventing Liberian children from being in school can thus be categorized into three categories. First, there are socio-cultural factors such as the bush schools (Poro and Sande societies); early sex and early marriage; teenage pregnancy; peer pressures; and high fertility, which results in too many children to care for. For example, when a choice has to be made between paying for food, house rent, medication and education in a poor household, it is usually the education of children that suffers.

A prominent socio-cultural factor is illiteracy. High illiteracy, especially in rural communities, prevents households from understanding the importance of education or appreciating the significance of early childhood development programmes such as pre-primary education programmes.

Second, there are economic factors, including unemployment, low household incomes, and hence low disposable incomes. Poverty is the primary reason for most the children being out of school. Poverty is pervasive in Liberia and most parents simply do not have the financial resources to put their children through basic education. Poverty (no money) was the most cited reason for children not being in school, for pulling children out of school, and for children themselves deserting schooling.

Third, there are supply side issues such as the unavailability of the appropriate numbers of schools, trained teachers, and instructional materials such as textbooks. In some rural communities, there are simply no schools for certain levels of education. Collaterally, the number of trained teachers is not adequate to meet the needs (demands) of most communities. Additionally, most schools have inadequate facilities for effective learning. For example, pre-primary and primary schools lack playgrounds—an essential facility for children at those levels. The situation is worse when it comes to physically challenged children as there are no provisions for children with disabilities.

Fourth, there are also a number of factors in some schools that push children away from them. For example, there are cases of bullying at schools, sexual harassment by teachers, extortion of monies

from students, and in some rural communities, extortion of forced labour from students to work the farms of teachers. Students also leave school because they refuse to be disciplined.

Another supply-side push-factor is the distances of schools. In many rural communities, the distances from home to school are just too far for primary or lower secondary children to trek two times daily.

Fifth, there are factors inherent in some out of school children that are preventing them from being in school. Some OOSC have been introduced to money too soon such that they now have no likeness for education. Some therefore prefer to work for money in gold mines, on rubber farms, washing vehicles, or riding motorcycles (pem-pem), or selling "small, small things on the streets than go to school.

Finally, there are challenges in the public education sector management, including financing, that contribute to the situation of out-of-school children in Liberia. Although a Free and Compulsory Basic Education Law has been on the books since 2001 in Liberia, and Free and Compulsory primary education was proclaimed in 2006 the Law and its implications have really not been understood. Collaterally, many parents are not even aware of it. The fundamental question has been 'what is free?' True, tuition may be free but tuition alone is not the only requirement for primary and lower secondary education. There are other cost elements that parents must bear and these include the costs of uniforms, book bags, daily transportation, lunch and recess monies, shoes, pens and pencils. Thus a fundamental contributory factor to the large number of OOSC is the government's own inability and incapacity to enforce its law.

Chapter 5 Policies and Strategies

5.1 Introduction

Education is a powerful human tool. It broadens human choices and empowers people to achieve their hopes and aspirations. It is an antidote to illiteracy. Illiteracy emanates from the deprivation of a basic human right: the right to education. Levels of development and the quality of life of a people have a direct relationship to the spread and quality of education in a given society. Education of children is therefore, about preparing children for responsible life in a free society. The principal issues in the education of children are access and the quality as well as the general conditions and the environment in which children learn.

5.2 National Programmes

For the purposes of this study, the relevant national programmes currently being implemented by the government are the pre-primary education, primary education, junior high school education, and the senior high school education programmes as well as the Accelerated Learning Programme (ALP) which was designed to target children whose schooling was disrupted by the civil war.

5.3 International Legal Framework

The United Nations enshrined education as a human right in the Declaration of Human Rights adopted in 1948 because of the significant contribution that education makes to improve the quality of life of a people, and to promoting peace and stability in and around the world.

Education is re-emphasized as a children's right in the Convention on the Rights of the Child (CRC 1989). In Articles 28 and 29, the CRC elaborates on the right, sets the conditions that will assure the full exercise of it, and defines the responsibilities of State Parties to the Convention. The CRC provides for free primary education for all children. Collaterally, children are expected to enjoy this right under conditions that are consistent with their human dignity. The responsibilities of State Parties include providing free and compulsory primary education for all children as well as encouraging international cooperation in matters relating to education, in order to facilitate access to scientific and technical knowledge and modern teaching methods (CRC1989, Articles 28 and 29).

5.4 National Legal and Policy Framework

Liberia is a party to both the Universal Declaration of Human Rights and the CRC. The Constitution of Liberia also provides for the right of children to equal access to education services. To achieve the intent and purpose of the provisions of the Constitution, the Universal Declaration of Human Rights, the CRC and a number of statues have been passed by the National Legislature.

New Education Law (2011)
There is a new Education Reform Act of 2011, printed into handbills on August 9, 2011. This new enabling legislation repeals selected provisions of all other previous laws on Education. The authority of the law covers all schools and training institutions in Liberia, including vocational education, teacher training institutions, universities and colleges and the maritime and forestry training institutions.

The new law has provisions for (i) Early Childhood Development; (ii) Basic and Secondary Education; Teacher Education; (iii) Science, Technology, Vocational and Special Education; (iv) Education Centers of Excellence; and (v) the structure of the Education System.

Special Relevant Provisions

Free and Compulsory Education
The new Act extends coverage of free and compulsory education to grades 1 – 9 (Basic Education) for which schooling will be free and compulsory for students in public schools. Each County is required to have at least one Junior Secondary School per district provided that the government can afford it. In essence, implementation of this Law shall be gradual as resources permit (New Education Law of 2011, p. 23- 25).

Accreditation of Schools
The Ministry of Education through the appropriate Department is mandated to set the criteria and guidelines for the establishment, accreditation and operation of schools at the Junior Secondary level, and to establish minimum standards for all schools at that level, and to monitor compliance of all such with these standards (New Education Law of 2011, p 25.)

Parental Responsibility with respect to compulsory education
Every parent is to ensure that every child of six years of age attends school until the last school day of the year the child reaches 18 years of age. Any parent who fails to comply with the free and compulsory attendance requirement of this Act, is said to be guilty of a misdemeanor under the Penal Law of Liberia (New Education Law of 2011, p.24).

A school may exempt a child entirely, partially or conditionally from free and compulsory school attendance if it is in the best interest of the child, especially those with disabilities. However, the school shall make available to certified institutions with competence the names of such children for appropriate actions (New Education Law of 2011, p.24).

Age of Entry
The law provides that the ages of entry at the various education levels shall be as follows: early childhood education (ages 3 to 5 years); primary education (age 6 years); junior secondary education (age 12 years) and senior secondary education (age 15 years) (New Education Law of 2011, p.26).

Teacher Education
The law authorizes the Ministry of Education to design policies and guidelines for the establishment, management, training, supervision and financing of Teacher Education Programmes in the County (New Education Law of 2011, p.31).

Qualifications for Teachers and Administrators
The Law requires that qualification for a teacher or administrator in the school systems shall include possession of a either a professional or teaching certificate or a university/college degree. The table below depicts the qualifications required of teachers and administrators in the school system (New Education Law of 2011, p.32-33).

Table 34: Required Teachers Qualifications

Level	Grades	Teacher/Administrator
Senior High Level	**9 – 12**	Bachelor's Degree, A-Certificate
Junior High level	**7 – 9**	Associate Degree; B-Certificate
Primary Level 2	**4 – 6**	Associate Degree; B- Certificate
Primary Level 1	**1 – 3**	High school diploma with at least one year post-secondary teacher training; C- Certificate

Sexual Offences
The law identifies the following sexual offenses as criminal offenses punishable under the criminal codes of Liberia(New Education Law of 2011, p.38).
- Sexual coercion, intimidation or blackmail
- Sexual assault
- Sexual abuse
- Impregnating a student;

- Rape or Gang Rape

Financing Education
The Law provides that the Government shall be the primary financier of public education and as such shall make annual provisions for public education in the National Budget. Collaterally, other sources of funding of public education shall come from, other sources such as private-public partnerships, tuition and fees, and social responsibility fee for education from concession contracts entered into by the Government of Liberia (New Education Law of 2011, p.42).

5.5 Barriers and Analysis of Relevant Applicable Policies/Strategies

In this Section the report catalogs existing education policies and/or strategies as well as social intervention programmes that have education outputs that are relevant to addressing the main barriers to education that have been identified. Then it undertakes an analysis of these policies and/or strategies and social programmes to assess their effectiveness. Finally, informed by each analysis, it advances a number of policy, or strategic, or social programme interventions for more effective tackling of the barriers identified for the consideration of education stakeholders.

Influence of traditional bush schools
There are no known policies and strategies to stop or reduce the practice of bush schools. However, with modernization and the rapid spread and impact of education, these practices are waning. Nevertheless, the government should undertake a "purposeful" national dialogue with traditional leaders in local communities where these are still practiced. The objective of this dialogue should be partly sensitization on the benefits of formal western education, and partly working with them to gradually phase out these traditional practices. Benefit sensitization should address the issue of female circumcision. Because bush school practices are built in culture, they are highly sensitive. Accordingly, the issue should be handled gingerly with respect and ingenuity by national policy makers. An entry point could be to have traditional leaders reduce the duration of the bush schools and reschedule them such that they fall within the major vacation period of the annual school calendar. In this way, parents insisting on sending their children to the bush schools could do so without compromising the chances of these children attending western style schools.

Early marriages/pregnancies
Early marriages and teen age pregnancies are many. The former partly on account of traditions in rural communities, and the later, on account of many factors including poverty, peer pressure, sexual exploitation by teachers and employers, and the quest for material things such as cell phones, videos, stereos, jewelries, and fashion jeans. Some girls, on account of circumstances, are heads of households who tend to get involved in the sex trade to support their households. This often leads to early pregnancies.

There is a recent national focus on girls' education as a means of empowering more women nationally. Programmes such as those implemented by the Liberia Education Trust (LET) seek to encourage more girls to enroll and remain in school. Such programmes teach girls the benefit of abstinence from sex as well as the benefits of education.

Then there are the family planning programmes that seek to educate women and girls on birth control methods to control pregnancies and educate on the benefits of child spacing for women who want to control their fertility. Overall, there is a new national health focus on adolescent reproductive health that emphasizes safe sex which also prevents girls from getting pregnant.

Despite all these interventions, the problems of early marriages and teenage pregnancies persist. Relative to the issue of early marriages, the government will have to be proactive in engaging traditional leaders as well as be proactive in sensitizing communities and households about the importance of girls' education to the households and communities themselves. But of paramount importance, the government will have be strong in enforcing laws on the books such as the rape laws that make it a criminal act for a man to have sex with anyone below the age of 18 years.

Relative to reproductive health and family planning, the generic problem has been low contraceptive usage among the population. Most women, especially in rural communities do not often use contraceptives. This is on account of the male partners who are decision-makers regarding whether a

woman uses a contraceptive or not. Accordingly, more information, education and communication (IEC) programmes should be designed and targeted at women and girls on reproductive issues and family planning practices. However, to be effective, the design and planning of such programmes should take into account the role and participation of men.

Sickness/Disability
Health and physical and mental fitness are determinants of education. Poor health and disability were found to be barriers to primary and lower primary education. There are health policies and programmes that attendto these and other health related issues of the population. These include the 10-year National Health and Social Welfare Policy and Plan of Liberia and the Special Education Inclusive Policy of the Ministry of Education.

The Ministry of Health programmes for children in the area of vaccinations have been generally effective. There is an annual campaign and because this campaign has been undertaken over the past fifteen years, it has become a household and community name programme.

The Ministry of Health has also promoted "health posts" in schools to attend to the common health issues of children. These common health issues are malaria, diarrhea, and respiratory infections.
The major problem has been the lack of meaningful programmes to attend to children with disabilities in the school system. While the system recognizes that they exist, school facilities are not friendly to them. Depending on the nature of disability, and the location of the child, he or she may never have the opportunity to access special education. Only the blind and dumb children in a few urban centers have opportunities to learn. Many children with disabilities in rural communities are not easily accommodated in school. There are no special education facilities and teachers to cope with disability situations. Accordingly, they often left unattended in local communities.

The new Education Law of 2011 says very little about Special Education. Perhaps an entry point to addressing this problem is a need for a focused study on the magnitude and nature of the problem across the country.

Household poverty
This is the main culprit for children being out of school. To put it bluntly, many OOSC come from households that are poor, where the bread winner(s) are either unemployed or employed in jobs whose income cannot meet full household needs. In situations like these, when choices have to be made among many simultaneously imposing demands, such as rent, food, and health, the education of children is likely to be compromised.

The government has put into place a Poverty Reduction Strategy (2013 – 2017) that cuts across many sectors, including human capacity development, renovating infrastructures, attracting investments in the productive sectors such as forestry, mining, oil exploration, and construction. The PRS has a long-term gestation period. Many of these investments will take time to come on stream. Ironically, Liberians do not have the luxury of waiting time. The government will have to fast track job creation opportunities to increase the disposable incomes of many households across the country.

The Government also has a free and compulsory education basic Law to assist the poor. The Law is currently in force. However, there are many issues relative to the implementation of this Law that need to be addressed. First, education is not free to households. Although tuition in public schools is free, this does not mean that education is free to households. There are other costs associated with education that household bear such as the cost of uniforms, book bags, lunch (recess money), transportation, and copy books. For poor families, these costs impose huge burdens on already low household incomes.

Second, there is the issue of compulsion. There seems to be inadequate supervisory structures in place to monitor compliance with the the Law. The new education Law definesParental Responsibility with respect to compulsory education. It states that parents have the responsibility to ensure that children of basic education ages go to school and that "anyparent who fails to comply with the free and compulsory attendance requirement of this Act, is said to be guilty of a misdemeanor under the Penal Law of Liberia" (New Education Law of 2011, p.24).   Regrettably, this is not sufficient. Responsibility structures need to be developed and procedures put into place to ensure that both the intent and letter of this particular Law is enforced. These structures should be at several levels: at the

school, within the community; the district; and the county. These involve multiple actors including students, teachers, principals, parents, community and school monitors, and school inspectors.

Loss of parents/guardians

Orphans are likely to be out of school if there are no extended family members to care for them or if there are no public institutions to assist them. There are many orphanages in Liberia, but mostly in Monrovia. The Ministry of Health and Social Welfare regulates orphanages. The Ministry also has a Social Welfare Policy that addresses the issues of orphans. The challenge is and continues to be the mobilization of more resources to adequately meet the needs of orphans across the country.

Child Labour

Like the issue of free and compulsory education, there are child labour laws and programmes on the books. However, the challenge has been enforcing these laws and regulations across the country and doing so in a sustained manner. Some poor households that use their children to supplement household incomes are said to often challenge authorities who seek to enforce the Law. They often challenge authorities to provide assistance to their households in lieu of their children being engaged in labour.

Teachers Requesting Monies from Students

This practice is common within the school system although the current administration at the Ministry of Education is working hard to address it. The new education laws prohibit teachers from requesting monies from students. The new Law is silent on this matter, but traditional industry principle and practice prohibit teachers from requesting monies from students for their personal use or benefit. In fact for primary or lower secondary schools, requests for monies for special programmes or activities must be in writing and directed to the parents and guardians of students.

To address the problem, the new Education Law provides for salaries and incentives for teachers and school administrators. Also, the government has tried to regularize the payment of salaries across the country. However, some rural teachers have to travel to distant cities in the capital cities of the district to obtain the checks every month due to lack of banking facilities in all counties and districts.

Notwithstanding the above, the practice is said to still exist. To address this problem, the government should consider establishing an agency of sorts with some level of autonomy to establish better benefit system for teachers and other school staff. Creating such an agency will remove the bottlenecks and potential social tension that would arise if improvements are made to teachers' compensation without doing similarly to other professionals civil servants.

Sexual Harassment

The new education law prohibits sexual harassment in schools. It criminalizes sexual harassment which is punishable by Law under the Penal Code. The education workers are also covered by the civil Service laws. The Civil Service Code also includes provisions prohibiting sexual harassment in schools. What is required is the effective monitoring of schools on this issue and full application of the Law against those who practice sexual harassment in schools.

Additionally, policies should be drawn that clearly define such terms as sexual assault and sexual abuse. The practice of naming and shaming should also be considered for minor cases such as inappropriate touching.

Bullying at schools

Bullying has not been common in Liberian schools. It is a post-conflict emerging problem. As such, there is no direct policy on this issue. We recommend that the issue be further investigated to determine its nature and magnitude. Notwithstanding this, students found to be bullying other students in schools should be first reported to their parents, and thereafter, be dealt with in accordance with the rules and regulations of the school. Where such attitudes continue, the student involved should be either suspended or expelled, depending the gravity of the matter.

Children refusing to go to school

For basic education, going to school is compulsory. Parents have the responsibility to ensure that their children go to school. Children who refuse to go to school should be given various punishments, excluding corporal punishment and not giving them food to eat. Examples of punishments include not allowing them to watch television, videos, and play football. Those who still refuse to go to school

should be taken to community-based "children's correction centers" where they can be forced to attend school or be trained in other life skills.

Long school distances

There is no direct policy on this matter. On account of the scattered nature of the student population, especially in rural communities, it is very difficult to build school facilities near most of the homes. To address this matter, the government and stakeholders should consider an assortment of options such as providing transportation where there are accessible roads. Additionally, the education stakeholders should re-consider building two or three classroom schools closer to communities to accommodate lower age children. When they get much older, they can walk the long distances to school. The School Mapping and micro-planning undertaken by the Ministry of Education and the Liberia Institute of Statistics and Geo-Information Services (LISGIS) should facilitate the siting of satellite schools nearer to communities and larger ones farther away

5.6 Social Protection (SP) Programmes Related to Education Outcomes

This study focuses on the main non-contributory social safety net (SSN) programmes in Liberia. The research identifies some of the characteristics of these programmes and gives a highlight of the GOL's expenditure on its key agencies that have the statutory mandate to execute the programmes. The research does not delve into the sources of funding for these programmes from development partners.

5.6.1 Key Social Protection Programmes

There is a number of social protection programmes in the country supported by various GOL agencies and donor partners. The exact number and nature of these programmes is unknown, and the government has embarked on a diagnostic study to map out all such interventions as a first step in developing a comprehensive social protection system in the Country. Some of the notable Social Protection programmes that impact on education at the secondary and lower levels are discussed below.

Cash Transfers

There are two noteworthy cash transfer programmes: the Pilot Cash Transfer in Bomi and the MOHSW Stipend to Orphanages.

The Pilot Cash Transfer programme provides monthly cash transfers to very poor and labour constrained households according to their size. It is being piloted in Bomi County by the Ministry Of Gender & Development in collaboration with UNICEF and funded by the EU and the Government of Japan. It is an unconditional cash transfer programme with incentives for sending children to school. The monthly transfer amounts are given in Table 35. The school enrollment incentives provided in this programme not only encourage parents to send their children to school, but they also discourage child labour.

According to UNICEF, this programme has had a significant positive impact on school enrollment and attendance.

Table 35: Monthly Cash Transfer Amounts

Household Size	Transfer Amount	
	LD	USD
1 person	700	10
2 persons	1050	15
3 persons	1400	20
4+ persons	1750	25
Additional amount for each child in primary school	150	2
Additional amount for each child in secondary school	300	4

Source: UNICEF

The National Social Cash Transfer Secretariat of the of the Ministry of Gender & Development administers this programme with funding allocated in the national budget. The programme targets 118 orphanages with a transfer level of 6 USD per month per child. Ultimately, the MOHSW's objective is to de-institutionalize these orphanages and reunify the children with their families or relatives in the communities.

Public Works/ Cash for Work
Notably, there are two major public works programmes: the Community Works component of the YES project, and the WFP Livelihood Asset Rehabilitation (LAR).

The YES Community Works programme is targeting 45,000 vulnerable people with 32 days of temporary employment and 8 days of basic life skills training. Beneficiaries perform low skill - tasks such as road side brushing and back-filling of potholes. It has a daily pay rate of US $3 for unskilled labour and US $5 for skilled labour. This project is run by the GOL with funding from the World Bank.

The WFP LAR is a food-for-work programme targeting small holder farmers in the northwest region of the country with an objective to rehabilitate agricultural assets including small holder irrigation structures and related community infrastructure such as roads. The focus has been on rice production.

In-Kind Transfers
There is a number of in-kind transfer programmes which focus mainly on food security and transfer mainly food items. These include the USAID LAUNCH Programme, the WFP Lean Season Ration, the WFP Supplemental Feeding, and the WFP School Feeding Programme.

The USAID LAUNCH Programme aims at reducing food insecurity among vulnerable rural populations by increasing availability and access to food, reducing malnutrition of vulnerable women and children, and increasing access to education for youth.
The WFP Lean Season Ration strives to mitigate the impact of high food prices on vulnerable rural households and prevent a depletion of assets, by providing a one off distribution of 25-kg of cereals at the beginning of the lean season to children enrolled in school in the beneficiary communities.

The WFP Supplemental Feeding targets pre-primary age children in areas with high pockets of acute malnutrition. The caregivers of these malnourished children are also targeted.

The WFP School Feeding Programme targets primary school children in the most food insecure counties providing a daily mid-morning meal to all beneficiary children and monthly take home ration to girls.

Fee Waiver for Education
In Liberia, public schools are subsidized and do not charge tuition and fees at the pre-primary, primary and recently junior secondary levels. However the school fees constitute the smallest cost to households. Families are responsible for the largest costs that include uniforms, transportation, lunch, books, etc. This cost can be prohibitive for very poor households.

5.6.2 GOL Financing of Social Protection

Table **36** gives an overview of the government's expenditure on the various social service sectors. The figures indicated are the amounts allocated in the national budget for the agencies concerned with providing social services. In education, these include expenditures on the Ministry of Education, MCSS and WAEC; in health and social welfare, the amounts include budgets for the MOHSW, JFK Hospital, Phebe Hospital, and LIBR.

Table 36: Share of GOL Budget on Social Sectors

Social Service Sector	2008/2009	2009/2010	2010/2011	Average
Education	24,941,259	28,408,992	33,659,737	29,003,329
Health & Social Welfare	18,992,740	25,356,723	32,480,992	25,610,152
Gender and Development	1,049,234	1,226,433	1,417,899	1,231,189
Youth and Sports	3,855,344	4,377,099	4,090,795	4,107,746

Total Social Sector Exp.	48,838,577	59,369,247	71,649,423	59,952,416
Percentage of National Budget	**19.5%**	**19.0%**	**19.4%**	**19.3%**

Source: MOF

The table shows that the GOL has on average devoted about one-fifth of its budget to the social services sector from 2008 to 2011. The education subsector has received the largest share of this allocation to the social services sectors with an average of 48%, followed by the health sector with 43%, youth and sports with 7% and gender with just 2%. This information is displayed in Figure 11.

Figure 11: GOL Expenditure on Social Services 2008 - 2011
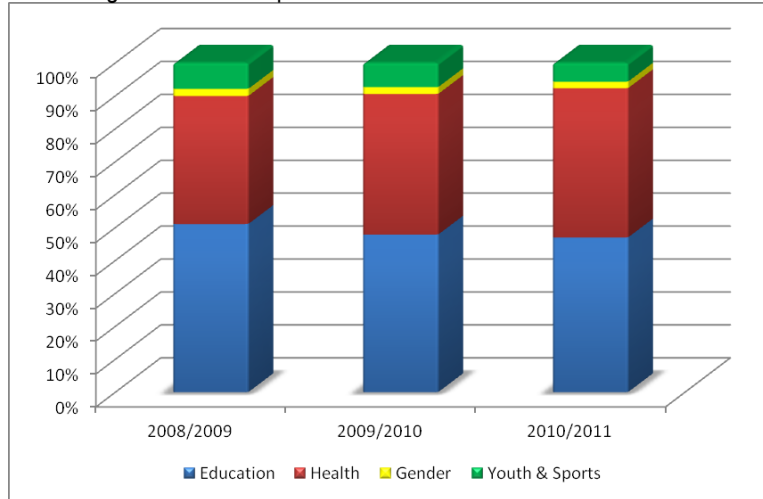
5.7 Analytical Summary

Liberia has a number of policy frameworks for mitigating some of the major bottlenecks preventing children from enrolling in school, but in many cases lacks the implementation mechanisms. In some other cases, there are inadequate policies to address the challenges. In the education sector, the free and compulsory primary education law only provided for waiver of tuition and fees and did not cover other costs associated with schooling such as uniforms, transportation, books, lunch, etc. The new Education Reform Act that makes junior secondary schooling also free and compulsory seems to do the same. The costs can be very prohibitive for very vulnerable families and households and tend to be a major contributor to children being out of school. In addition, the compulsory requirement does not have an enforcement mechanism in place by the MOE. Had the MOE had the enforcement mechanism, the supply side problem of insufficient schools would be another problem that would have evolved.

The major trend contributing to out of school children observed by this study is the fact that most Liberian students are far older than their grade levels. However, there is no policy instrument to address this looming problem in the education sector other the age of entry to each level which seems not to be adhered to at enrolment into school. There is also no policy to address the large number of school drop-outs observed.

On the social protection front, there is a number of social safety programmes being run in silos and without a policy framework for coordination. These safety nets are largely financed by donors; and the GOL expenditure on the social services sector has mostly remained stagnant for the last three years.

The GOL's effort at developing a national social protection strategy and a social protection system is a laudable initiative and needs to be accelerated so as to utilize all of the benefits that such a system will bring.

Chapter 6 Conclusions and Recommendations

6.1 Conclusions

The findings of this study have been instructive. Too many children are out of school in Liberia, especially at the Basic Education levels. With so many primary school children being out of school, it is unlikely that Liberia will meet the MDG of universal primary education by the year 2015. Liberia's excuse cannot be her post conflict status and the enormous challenges that come with it. Other post-conflict countries (DR Congo and Sudan) are doing better than Liberia. Ironically, it is precisely in the interest of Liberia's post conflict reconstruction and long-term development agenda that Liberia needs to ensure that all of her children access and complete quality basic education.

Poverty, long school distances, among many other factors, continue to undermine the government's efforts to provide education to all children. But more importantly, the situation suggests that Liberia's cherished free and compulsory primary and now basic education Law is not yet working as effectively as it should. The Law, particularly its implementation mechanism, needs to be revisited with the view of strengthening its compliance monitoring and enforcement mechanism.

Social intervention programmes with education outcomes are limited, donor driven and gradually scaling down as Liberia transits from conflict and emergency, on the one hand, to peace, reconstruction and sustainable human development on the other.

6.2 Recommendations

The following recommendations are informed by the findings and conclusions of the study. They should be discussed by education stakeholders, refined, and put into action as soon as possible.

Mitigating Socio-Cultural Factors

- The MOE and MIA should work together in ensuring that the activities of the Poro and Sande are scheduled during the regular school vacation so as not to overlap with the school year.
- The GOL should institute a permanent program to create and maintain awareness among parents about the importance of sending their children to school.
- The MOE should devise a program to work with communities in organizing study classes for children of parents who cannot read or write or who are otherwise unable to help their children with school lessons.
- The GOL should institute a permanent program to create and maintain awareness among parents about the importance of early childhood education.
- The GOL should ramp up its birth control programs with awareness among households on the importance of matching family size to household income.
- The practice of polygamy should be discouraged.
- Further investigation should be conducted to understand why children are refusing to go to school.
- The Ministry of Information should regulate video cinemas so that they do not admit school age children during the school week with possible heavy fines for violators.
- MOE and the Ministry of Gender, along with partners, should galvanize and synergize their programs aimed at discouraging early marriage and encouraging households and communities to keep girls in school.
- GOL should increase access to health in all parts of the country.
- The government should also expand existing social protection programs with incentives for beneficiary households based on school attendance, child health and nutrition.

Mitigating Economic Factors

- The government should also expand the scope and geographic coverage of existing social protection and public works programs.

- As the economy expands, the GOL should prioritize job creation
- Encourage traditional family and community support systems for orphans, and abandoned children
- Enforce policies on child labor in schools;
- Assistance programs (such as social protection programs, school feeding) should be conditioned on non-engagement in child labor.

Mitigating School Related Factors

- GOL should increase the quality of schools; the MOE should ensure that schools meet minimum established standards.
- The MOE and the National Teachers Association should establish a program for certifying teachers before they can be allowed to teach, and should establish standards for teaching at the various levels of the education system.
- A mechanism should be devised and implemented by the MOE for the monitoring of teachers attendance and performance in schools.
- The MOE and the National Teachers Association should establish a program for certifying teachers before they can be allowed to teach, and should establish standards for teaching at the various levels of the education system.
- Establish a code of conduct for teachers and school workers aimed at preventing sexual harassment and other exploitations of students.
- Involve communities and parent teachers associations (PTAs) in the monitoring the implementation of the code of conduct
- The MOE should establish mechanisms for reporting and investigating cases of sexual harassment with clear punishment for culprits.
- Awareness should be created among students, parents, teachers, etc. on the availability of these mechanisms and consequences for perpetrators.
- Counseling programs should be implemented to promote social cohesion among students.
- Schools authorities should establish a mechanism for reporting cases of bullying and perpetrators should be enrolled in these counseling programs.
- Further investigation should be conducted to understand the nature of punishments and the reasons students are refusing them.
- Every Liberian child should be given the opportunity to go to school particularly at the pre-primary and primary levels;
- The GOL should establish pre-primary schools in every town or village which is located more than 15 minutes from the nearest school;
- The GOL should establish primary schools in every town or village which is located more than 30 minutes from the nearest school.

Mitigating Political Factors

- The MOE should determine why the implementation of the free and compulsory primary education has not worked.
- Create awareness among stakeholders about the existence of educational policies and laws.
- Clearly formulate a definition of "free" in free education and determine the total cost of schooling to establish the actual proportion that cost that government is bearing.
- Strengthen the implementation of the provisions of the Education Reform Act of 2011 on equitable distribution of school grants.
- Increased capacity for the MOE to monitor education activities in the country.
- Furnish the MOE with the requisite resources needed for monitoring education activities.
- The government should increase it expenditure in education.
- Partners should also increase their support to the education sector.

Annexes

Annex 1: Typology of Out of School Children

Due to data limitation issues, particularly age-aggregated data for certain key statistics like drop-outs, etc. this study has not constructed a Typology of out-of-school children. Instead, the table below developed by UIS has been presented.

Liberia 2007

Table 1	Education system	Primary (ISCED 1)	Lower secondary (ISCED 2)		Source data	
	Entry age	6	12		Population by age(Table 2)	DHS 2007
	Duration of level (years)	6	3		School attendance (Table 3)	UNPD Population database, 2007

Table 2	Population by age	4	5	6	7	8	9	10	11	12	13	14	15	16	17
				Primary age						**Lower secondary age**					
	Total population			106,459	103,493	100,616	97,816	95,102	92,475	89,856	87,206	84,554	81,975	79,440	77,009

Table 3	School attendance status (%)	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Out of school (OOS)			93.3	84.9	73.0	60.6	49.1	39.3	31.5	23.9	19.9	18.7	23.2	25.6
	Dropped out			0.3	0.2	0.7	1.1	1.1	1.5	1.4	2.5	3.3	5.7	10.0	12.5
	Never been in school			93.0	84.6	72.3	59.5	48.0	37.8	30.1	21.4	16.5	13.0	13.2	13.1
	New entrants to primary school			3.5	8.1	11.8	15.2	13.9	17.2	12.7	10.2	7.6	3.5	2.5	1.7

Table 4	New entrants	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	New entrants as % of OOSC never in school in previous year			3.6	8.7	14.0	20.3	22.4	31.2	29.7	32.3	31.5	21.3	16.0	11.6

Table 5	Categories of OOSC (%)	4	5	6	7	8	9	10	11	12	13	14	15	16	17
				Primary age						**Lower secondary age**					
	Dropped out			0.3	0.3	0.9	1.8	2.3	3.8	4.5	10.5	16.8			
	Expected to enter by age 17			93.4	92.8	91.1	88.2	84.9	77.9	69.6	53.6	34.5			
	Expected to never enter			6.3	7.0	8.0	10.0	12.8	18.3	25.9	35.9	48.7			
	Categories of OOSC (population)														
	Dropped out			275	237	656	1,043	1,054	1,374	1,260	2,188	2,818			
	Expected to enter by age 17			92,705	81,488	66,874	52,288	39,648	28,275	19,709	11,197	5,800			
	Expected to never enter			6,297	6,105	5,899	5,921	5,982	6,660	7,333	7,490	8,181			
	Number of OOSC			99,277	87,831	73,430	59,252	46,684	36,309	28,303	20,876	16,799			

Table 6	Categories of OOSC (%)	Primary age (Dimension 2)	Lower secondary age (Dimension 3)
	Dropped out (% of OOSC)	1.2	9.5
	Expected to enter by age 17 (% of OOSC)	89.7	55.6
	Expected to never enter (% of OOSC)	9.2	34.9
	Total out-of-school children	67.6	25.2
	Categories of OOSC (population)		
	Dropped out	4,640	6,266
	Expected to enter by age 17	361,278	36,706
	Expected to never enter	36,864	23,005
	Total out-of-school children	402,782	65,977

	Primary age	Lower secondary age
Total population	595,961	261,616
Percent in school	32.4	74.8
Number in school	193,179	195,639

UNESCO Institute for Statistics
www.uis.unesco.org
1 February 2011
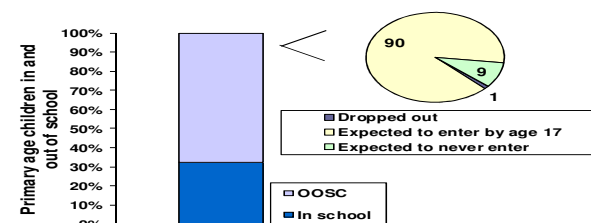
Annex2: Household Survey Findings

The tables in this annexpresent results of the nationwide representative sample household survey of out-of-school children. The survey enumerated all chidren in households interviewed and their respective ages and grades were noted from which children in Dimensions 4 and 5 were determined.

Table 37: Profile of Out-of School Children from Household Survey[16]

	Dim 1	Dim 2	Dim 3	Dim 4	Dim 5
	%	%	%	%	%
Demographics					
Gender					
Male	50.3	50.4	50.5	53.1	55.4
Female	49.7	49.6	49.5	46.9	44.6
Total	100.0	100.0	100.0	100.0	100.0
Residential Status					
Urban Residents	42.8	42.8	42.8	42.8	42.8
Rural Residents	57.2	57.2	57.2	57.2	57.2
Total	100.0	100.0	100.0	100.0	100.0
Socio-economic					
Poverty Status					
Living in Poor Households	59.7	59.7	59.7	59.7	59.7
Living in Households Not Poor or Rich	38.2	38.2	38.2	38.2	38.2
Living in Rich Households	2.1	2.1	2.1	2.1	2.1
Total	100.0	100.0	100.0	100.0	100.0
Child Labor					
Doing Basic Work in Household	63.7	37.8	73.7	13.5	21.8
Doing Hazardous or Dangerous Work	7.0	9.6	21.3	4.3	0.8
Employed for Pay	5.0	0.1	30.4	0.5	0.3
Doing Petty Trade	4.3	0.8	3.3	4.2	11.6
Providing Services for pay	0.3	0.1	0.3	0.1	-

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[16] Please note that the following rows in Table 40 contain the national average values spread for each dimension and does not represent the actual responses for each dimension. The rows are Residential Status and Poverty Status

Table 38: Distribution of HH by reasons children (2 – 17 years) are out of school

Reasons	Categories of OOSC	
	Never Attended	*Dropped Out*
Economic		
No Support[17]	71.1	69.0
Wants to work for money	16.7%	16.8%
School Condition		
School is too fare	30.5%	29.8%
No teacher	11.2%	10.8%
Rumors about sexual harassment at school	5.8%	6.1%
Bullied by others at school	4.7%	5.7%
Disaster		
Death of parents/guardians	32.3%	21.7%
Child is sick (sickness)	13.7%	17.8%
Child is disabled (Disability)	6.4%	5.8%
Social/cultural reasons		
Parents prefer boys to girls	2.6%	3.2%
Parents prefer girls to boys	3.1%	3.5%
Early marriage	NA	39.9%
Bush school	2.5%	3.0%
Pregnancy	NA	67.6%
Other Reason		
Child too young	37.9%	NA
Source: Household survey conducted by author		

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[17]Parent or guardian could not afford school fees and other requirements of school.

Annex 3: Matrix: Variables, Data Requirement, Sources and Methodologies.

Variable	Information Requirement	Data Sources	Method and Approaches
Percentage of pre-primary school age children in pre-primary	• Enrollment Statistics for pre-primary school *(Secondary data)*	• School Census Databse(2010/2011) • Population and Household Census Report (2008)	Formulae in CMF.
Percentage of pre-primary school age children in primary school	• Enrolment statistics for primary by age *(Secondary data)*	• student roster with age and gender • Students giving their own ages	Formulae in CMF.
Adjusted Enrollment Rate(ANER) by Sex and Level of Education	• Enrolment statistics disaggregated by age and sex *(Secondary data)*	• 2010/2011 School Census Database • Demographic and Health Survey	Formulae in CMF.
Percent out–of-school Children by Age Group and Sex	• Enrolment statistics • Statistics on school age population *(Secondary data)*	• Population and Housing Census Report (2008) • School Census Database 2010/2011	Formulae in CMF.
Percentage of children that drop out of school by level, and sex *(secondary data)*	• Statistics on school dropout children *(Secondary data)*	• Population and Housing Census Report (2008) • School Census Database 2010/2011	Formulae in CMF.
Percentage of children expected to drop out of school by level and sex	• Statistics on children that have probability of dropping out of school (primary data)	• student roster with age and gender • Students giving their own ages • Sample student survey in classroom	Formulae in CMF.
Net Enrolment Ratio (NER) for primary and lower secondary education	• Statistics on school enrolment by level of school • Statistics on school age population by level of education (primary and secondary data)	• Community and household members	Formulae in CMF.
Adjusted Net Enrolment Rate (ANER) for primary and lower secondary education	• Statistics on school enrolment by level of school • Statistics on school age population by level of education (primary and secondary data)	• Community and household members	Formulae in CMF.
Percentage of enrolment at primary level by age and other characteristics *(secondary and primary data)*	• Enrolment statistics grouping in school	• Householdsurvey and key informant interview and focus group discussioin with community members.	Sample survey in communities Participatory (creating wealth profile, establishing gender disparity (2010/2011)
Gender Parity Index (GPI)	• Adjusted Enrolment Ratio for females and Adjusted Enrolment Ratio for males	• National School Census Database (2010/2011)	Formulae in CMF.
Percentage of lower primary school age out of school children due to employment	• Statistics on lower secondary school age children out in job employment	• Householdsurvey and key informant interview and focus group discussioin with community members.	Sample survey: total number of respondents giving this reason divided by total number of out-of-school enumerated respondent
Survival rate to last grade in primary and lower secondary education	• Number of learners enrolled in the lowest grade in levels of education and number of learners	• Population and Housing Census Report (2008) • School Census Database	Formulae in CMF.

Variable	Information Requirement	Data Sources	Method and Approaches
	reaching the last grade in level	2010/2011	

Annex 4: Household Survey Methodology

The main aim of the OOSC study was to assess the magnitude of exclusion in Liberia by deriving a national estimate of all school age children that are in the five dimensions of exclusion. Deriving such estimate lead to substantial research using four methodologies. These methodologies included: documentary review, key informant interviews, focus group discussions and sample surveys. The implementation of each methodology is explained below.

Document/Desk Review: A thorough literature review was carried out to compile relevant secondary data needed for profiling the OOSC as well as examining policy issues and constraints relative to the situation of out-of-school children. Sample of the documents used to gather the secondary data as followed: Liberia Population and Housing Census, National School Census, Core Welfare Indicators Questionnaire (CWIQ) …..

Key Informant Interview: Persons and institutions with knowledge of, and expertise and authority in, matters of primary education and out-of-school children in Liberia were interviewed to obtain their insight into the problems and the challenges for dealing with them. These included teachers, school administrators, community workers and leaders, county and national education officials. Collaterally, in-school and out-of-school children themselves were interviewed to acquire their views on their situations. A total of 197 Key Informants were interviewed in the 15 counties.

Focus Group Discussions: Focus group discussions were organized and conducted for various segments of the survey population. Participants in the FGD sessions were persons involved in, affected by, knowledgeable of, and/or interested in the issues related to the subject under study. Accordingly, FGDs were conducted with children in and out of school, parents of both categories of students, and community members/authorities. The purpose of the FGDs was to collect qualitative information to supplement the quantitative study of the children under the various dimensions of exclusion. A total of 156 Focus Group Discussions were conducted in the 15 counties.

The Sample Household Survey

- **Design**

A sample size of 2510 was initially determined for the entire country. In these households, at least 5,000 out of school children was expect to be enumerated to represent the out-of-school children in the entire population. In order to make the sample representative, the survey was designed as stratify and two-stage sample selection. It was stratified as urban and rural strata. It was also designed to select localities within each stratum at first stage while at the second stage households were selected.

The sample size (2,510) was selected from all households that contained at least one child that was physically out of school using probability sampling procedures. So, all households that met such criteria made up the sampling frame.

In urban localities 1,085 households were selected and enumerated across the dimensions of exclusion in the 15 counties In rural areas, 1,485 households were selected and interviewed across the entire country as well.

The number of localities selected is 166 towns, groups of villages and urban cities. Based on cluster size and number of clusters per locality the household interviews only had 43 urban towns and 60 rural towns to cover. However, additional towns and villages were selected to make up for the selection of require sample for the school survey. See table below:

County	Schs	Towns/ Com.	HH	Kii	FGD
a		b	c	e	g
1. Bassa	10	10	150	14	12
2. Bomi	4	5	75	7	6
3. Bong	13	13	195	19	15
4. Cape Mount	5	6	90	9	7
5. Gbarpolu	4	5	75	7	6
6. Grand Gedeh	5	5	80	7	6
7. Grand Kru	5	5	75	7	6
8. Lofa	10	13	195	19	15
9. Margibi	8	10	150	14	12
10. Maryland	5	6	90	9	7
11. Montserrado		35	1175	112	92
12. Nimba	69	18	2350	224	184
13. Rivercess	4	5	80	7	6
14. River Gee	3	5	80	7	6
15. Sinoe	7	5	75	7	6
Total	156	146	2510	239	195

- **Implementation**

✓ **Development of Research Tools**

Field data collection instruments were developed and reviewed with the client. UNICEF made many good comments which assisted in the upgrading of the instruments. Mini- instruments were developed as follow: Household questionnaire, School Survey questionnaire, Key informants (Administrator, Out of School Child, Out of School Parent, In School Child and In School Parent) and for Focus Group Discussion (Out of School Child, Out of School Parent, In School Child and In School Parent).

✓ **Recruitment and Training**

The recruitment and training were done in two phases. The first was the recruitment and training of supervisors who would, in turn, recruit and train enumerators. The recruitment and training of trainers (TOT) was done in Monrovia. Two supervisors for Montserrado County and one for each of other counties were thus recruited and trained in Monrovia. Each supervisor then recruited and trained the addition enumerators needed in his/her county of assignment. Considering the need to be consistent in conducting the training in all counties, it was decided that we select and include additional 14 persons that could serve as backups to the supervisors during the recruitment and training of the county-based enumerators. The 8 enumerators needed for Montserrado were also trained in this training. The TOT was conducted within the course of 5 days (Aug. 16 – 20).
The second phase, recruiting and training of county enumerators was undertaken in the various counties as planned.

✓ **Pretesting and Field Practice**

On the 4th day of the TOT, the instruments were pretested. Participants were taken on the highway to Tubmanburg and Cape Mount to do so. This also provided them an opportunity to engage in actual field practice using the instruments. The exercise was done in a locality called "Sastown" and its nearby villages. The participants were organized into five teams with each containing at 7members including a supervisor. Each team was assigned to administer 14 household questionnaires (2 to each member) and one school questionnaire. During the 5th day of training, experiences gathered from the field were reviewed; discussed and necessary revisions were made to the instruments.

✓ Team Deployment Plan

To adequately deploy manpower in order to complete the field work in short period of time, 16 teams were organized. This was followed with the development of a deployment plan which was undertaken in collaboration with UNICEF since they were responsible for providing vehicular logistics for the field data collection. From the plan, the 16 teams required 23 four-drive jeeps to be deployed in the 15 counties. The table below shows the allocation of staff and logistics by county.

County	Schs	Towns/ Com.	HH	Kii	FGD	days	Travel dys.	Field Total	Start date	End date	Staff	jeep
a	b	c	d	e	f	g	h	i	j	k	l	m
Bassa	10	10	150	14	12	4	2	23	Sept. 5	Sept. 27	6	2
Bomi	4	5	75	7	6	3	2	14	Sept. 5	Sept. 18	3	1
Bong	13	13	195	19	15	5	2	23	Sept. 5	Sept. 27	6	2
Cape Mount	5	6	90	9	7	3	2	14	Sept. 5	Sept. 18	3	1
Gbarpolu	4	5	75	7	6	3	4	19	Sept. 5	Sept. 23	3	1
Grand Gedeh	5	5	80	7	6	3	2	23	Sept. 7	Sept. 27	6	2
Grand Kru	5	5	75	7	6	3	4	21	Sept. 6	Sept. 25	3	1
Lofa	10	13	195	19	15	5	2	23	Sept. 7	Sept. 27	6	2
Margibi	8	10	150	14	12	4	2	15	Sept. 5	Sept. 19	3	1
Maryland	5	6	90	9	7	3	4	25	Sept. 6	Sept. 29	3	1
Montserrado A	23	20	300	30	23	6	0	21	Sept. 5	Sept. 25	3	1
Montserrado B	23	20	300	30	23	6	0	21	Sept. 5	Sept. 25	3	1
Montserrado C	6	10	150	12	12	2	0	21	Sept. 5	Sept. 25	3	1
Nimba A	15	15	230	14	19	10	2	23	Sept. 7	Sept. 27	3	1
Nimba B	6	8	120	19	8	2	1	22	Sept. 7	Sept. 26	3	1
Rivercess	4	5	80	7	6	3	3	16	Sept. 6	Sept. 20	3	1
River Gee	3	5	80	7	6	3	3	20	Sept. 6	Sept. 24	3	1
Sinoe	7	5	75	7	6	3	3	24	Sept. 6	Sept. 28	6	2
Total	156	166	2510	239	195		38	368			69	23

Each County was assigned a team of data collectors of at least three persons including a Supervisor. However, given the size of Montserrado, it was assigned two teams with higher membership. Some counties were assigned more data collectors than others due to amount of work to be performed. It took four days to deploy teams in all of the counties. The first batch of teams was deployed on September 5, the second was deployed on the 6th, the third was deployed on the 7th and the team for Nimba was delay for a day and deployed on the 8th of September.

All teams worked within the course of 22 days and completed the survey as given in the table below

County Name	Key Informant Interview	Focus Group Discussion	Questionnaires	
			Household	School
1. Grand Bassa	14	12	180	10
2. Bomi	7	6	80	4
3. Bong	19	15	202	13
4. Cape Mount	9	7	80	4
5. Gbarpolu	7	6	80	5
6. Grand Gedeh	7	6	80	5
7. Grand Kru	7	6	80	6
8. Lofa	19	15	195	12
9. Margibi	14	12	180	6
10. Maryland	9	7	80	4
11. Montserrado	55	35	750	24
12. Nimba	33	27	350	18
13. Rivercess	7	6	80	5
14. River Gee	7	6	80	4
15. Sinoe	7	6	80	5
Total	221	172	**2577**	**125**
Nullified/Not done	18	20	**7**	**0**

unicef ✪
United Nations Children's Fund

Key Informant Interview Guide (A)
Out-of-School Child

Introduction

Hello, my name is ------------------------. The Government of Liberia, through the Ministry of Education, is concerned about out-of-school children. They want to help them get into school. The Government is supported by United Nations Children Program (UNICEF). So I and some friends are collecting information on out-of-school children. We understand you are currently out of school. We want to talk to you to understand your situation and other children like yourself. The information we get will assist the government and UNICEF to assist you get into and remain in school. Do not be afraid you will be protected your name will not be mentioned in the report and I promise that no one will do anything to you for talking to us. The information we get from you will be used only to assist the government and donors get out-of-school children into schools and ensure that they remain in school. Our talk with you will be about thirty (30) minutes?

Do you have any question you want to ask us? Now can we begin our short conversation?

Personal Profile

1. Let's begin by you telling me something about yourself: who are you, where you were born; your tribe; and what you enjoy doing?
2. Thank you, but tell me a little more about your family: how many brothers and sisters do you have? How big is your household, that is, the people that eat from the same pot with you? Who is the head of your household: your father, mother, or guardian?
3. Good, now tell me something about your parents, or the people you live with. Specifically, what does your father do for a living? Did he go to school? How far did he stop in school?
4. How about your mother? What does he/she do for a living? Did he/she also go to school? How far did he/she stop in school?
5. If you do not live with your parents (or either one of them), who do you live with? If by yourself, who buys clothes and things for you; how do you eat, or go to the hospital when you are sick?

What do you do?

1. Since you are not in school, what do you do when others children are in school? **(Probe for work, play, doing nothing)**
   Working
2. Are you working for money or food? If yes, what type of work are they doing?
3. Who are you working for: yourself, parents or others?
4. Are your parents aware of the work you are doing? How do they feel about this?
5. Is the work hard for you (do you suffer to do it)?
6. Is it dangerous for you (not good for your health); Are you scared of getting hurt or getting sick from it one day?
   Playing
   What types of playing are you involved in while others are in school?
   Doing nothing
   What do you mean by doing nothing, please explain?

Why are they out of school?

1. Now, talk to me: why are you really not in school?
2. What are the social and cultural reasons why you are not in school? (For example, early marriages, bush schools, other traditional practices or perceptions)
3. What are the economic reasons why you are not in school? (For example, father/mother or guardian cannot afford school fees, book bag, school transportation, school materials such as copy book, etc.)
4. What are the reasons related to the Government why you are not in school? (For example, no school, no teacher, school too far, etc.)
5. What other reasons are there why you are not in school?
6. Do you want to go back to school?
7. Tell me at least three (3) things, in order of importance that will make you go back to school and remain there.

Key Informant Interview Guide (B)
Parent of Out-of-School Child

Introduction

Hello, my name is ----------------------. The Government of Liberia, through the Ministry of Education (MOE), is concerned about out-of-school children. They want to help them get into school. The Government is supported by United Nations Children Program (UNICEF). So I and some friends are collecting information on out-of-school children. We understand you are a parent of a child that is currently out of school. We want to talk to you about your children that are out of school. The information we get will assist the government and UNICEF to assist children get into and remain in school. Your confidentiality will be protected your name will not be mentioned in the report. The information we get from you will be used only to assist the government and donors get out-of-school children into schools and ensure that they remain in school. Our talk with you will be about thirty (30) minutes?

Do you have any question you want to ask us? Now can we begin our short conversation?

Personal Profile

1. Let's begin by you telling me something about yourself: who you are and what you do?
2. Thank you, but tell me a little more about your family, particularly your wife/husband and your household. Are you married? Do you and your wife/husband live together? How big is your household, that is, the number of people that eat from the same pot with you? Who is the head of your household? How many school age children do you have living with you that are out of school?
3. Good, now tell me something about your children that are out of school.

What do Children who are out of school do?

1. Since they are not in school, what do they do most of the day? Probe for work, play, doing nothing
   Working
2. What type of work are they doing? Are they working for money or food?
3. Who are they working for: themselves, you or other?
4. Are you aware of the work they are doing? How do you feel about this?
5. Is the work hard for them (do they suffer to do it)?
6. Is it dangerous for them (not good for their health); Do they complain about been scared of getting hurt or getting sick from it one day?
   Playing
   What types of play are they involved in while others are in school?
   Doing nothing
   What do you main by doing nothing, please explain?

Why are they out of school?

1. Why is he/she really not in school?
2. What are the social and cultural reasons why he/she not in school? (For example, early marriages, bush schools, other traditional practices or perceptions)
3. What are the economic reasons why he/she not in school? (For example, father/mother or guardian cannot afford school fees, book bag, school transportation, school materials such as copy book, etc.)
4. What are the reasons related to the Government why he/she not in school? (For example, no school, no teacher, school too far, etc.)
5. What other reasons are there why he/she is not in school?
6. Would you want him/her to go to school?
7. Do you think he/she would be willing to go back to school?
8. Tell me at least three (3) Things, in order of importance that will make him/her get into school and remain there.

Key Informant Interview Guide (C)
In-School Child[18]

Introduction

Hello, my name is ---------------------. The Government of Liberia, through the Ministry of Education, is concerned about out-of-school children. They want to help them get into school. The Government is supported by United Nations Children Program (UNICEF). So I and some friends are collecting information on out-of-school children. We understand you are currently in school. We want to talk to you to understand your situation and other children like yourself who are out of school and who are at risk of dropping from school. The information we get will assist the government and UNICEF to assist them get into and remain in school. Do not be afraid; you will be protected: your name will not be mentioned in the report and I promise that no one will do anything to you for talking to us.

Our talk with you will be about thirty (30) minutes? Do you have any question you want to ask us? Now can we begin our short conversation?

(Note: Do something to relax the child here)

Personal Profile
1. Let's begin by you telling me something about yourself: who you are, where you were born; your tribe; and what you enjoy doing?
2. Thank you, but tell me a little more about your family: how many brothers and sisters do you have? How big is your household, that is, the people that eat from the same pot with you? Who is the head of your household: your father, mother, or guardian?
3. Good, now tell me something about your parents, or the people you live with. Specifically, what does your father do for a living? Did he go to school? How far did he stop in school?
4. How about your mother or caretaker? What does he/she do for a living? Did he/she also go to school? How far did he/she stop in school?
5. If you do not live with your parents (either both or one of them), or guardian, who do you live with? If by yourself, who buys clothes and things for you; how do you eat, or go the hospital when you are sick?

What do Children who are out of school do?
1. Since they are not in school, what do they do most of the day? **Probe for work, play, doing nothing**
   Working
2. Are they working for money or food? If yes, what type of work are they doing?
3. Who are they working for: their self, parents or other?
4. If yes, are their parents aware of the work they are doing? How do they feel about this?
5. Is the work hard for them (do they suffer to do it)?
6. Is it dangerous for them (not good for their health); Do they complain about been scared of getting hurt or getting sick from it one day?
   Playing
   What types of playing are you involved in while others are in school?
   Doing nothing
   What do you main by doing nothing, please explain?

What are some things that may cause students to drop out?
1. Do you understand the importance of education?
2. From your experience, what are some things that may cause students to dropped out-of school?
3. Tell me at least three (3) things, in order of importance that may cause students to drop out of school.

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[18] Chidlren selected for this interview were not necessarily from households with at least one child not in school. Children selected for the Key Informant Interview were not restricted to the sample survey population.

Key Informant Interview Guide (D)
Parent of In-School Child[19]

Introduction

Hello, my name is ----------------------. The Government of Liberia, through the Ministry of Education, is concerned about out-of-school children. They want to help them get back into school. The Government is supported by United Nations Children Program (UNICEF). So I and some friends are collecting information on out-of-school children. We understand you are a parent of a child that is currently in school. We want to talk to you to understand your situation and the way you are managing to keep your child in school. The information we get will assist the government and UNICEF to develop programs to get out of school children in school.

Our talk with you will be about thirty (30) minutes. Do you have any question you want to ask us? Now can we begin our short conversation?

Personal Profile

1. Let's begin by you telling me something about yourself: who you are and what you do?
2. Thank you, but tell me a little more about your family, particularly your spouse and household. Are you married? Do you and your spouse live together?
3. How many children do you have? How big is your household, that is, the number of people that eat from the same pot with you? Who is the head of the household?
4. Good, now tell me something about your children that are in school.
5. What are you doing to keep them in school?

Now, we want to talk to you about children that are out-of school. Who are they? Where are they (visible or invisible)?

1. How would you descript out-of-school children?
2. Where can we find these out-of-school children?
3. How can we identify them?

What do Children who are out of school do?

1. Since they are not in school, what do they do most of the day? Probe for work, play, doing nothing
   Working
2. Are they working for money or food? If yes, what type of work are they doing?
3. Who are they working for: their self, parents or other?
4. If yes, are their parents aware of the work they are doing? How do they feel about this?
5. Is the work hard for them (do they suffer to do it)?
6. Is it dangerous for them (not good for their health); Do they complain about been scared of getting hurt or getting sick from it one day?
   Playing
   What types of playing are they involved in while others are in school!
   Doing nothing
   What do you main by doing nothing, please explain?

What are some things that may cause students to drop out from school?

1. Do your children in school understand the importance of education?
2. From your experience, what are some things that may cause students to dropped out-of school?
3. Tell me at least three (3) things, in order of importance that will stop them from dropping out of school.

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[19] Parents selected for this interview were not necessarily from households with at least one child not in school. Parents selected for the Key Informant Interview were not restricted to the sample survey population.

Key Informant Interview Instrument (E)
Teachers, Administrators, Sector NGO

Introduction

Hello, my name is ---------------. I am a member of a team recruited and trained by Subah-Belleh Associate (SBA) to collect information on out-of-school children in Liberia. SBA is a Liberian Management Consultancy Firm asked by the Ministry of Education to undertake this assignment. The Ministry is supported by UNICEF Liberia. The purpose of the study is to find out how many children are out of school, why they are out of school, and what can be done to get back in school.

The interview will be under one hour. The focus will be your knowledge and views of out-of-school children. The confidentiality of participants will be protected. Your names will not be mentioned in the report. The information obtained will be used only to assist the government and donors as to how best to get out-of-school children into schools.

Principal Research Question	Core Questions	Probe Questions
Who are they? Where are they (Visible or Invisible)	Who are these out-of-school children?	1. Where can we find most of these out-of-school children? 2. How can we identify them?
What do they do?	Since they are out of school, what do they do most of the day?	**(probe: work, play, doing nothing)** 1. Are they working? If yes, for whom are they working? 2. Are their parents aware that they are working? If yes, how do they feel about this? 3. What type of work are they doing? Is the work hard for them 4. Is the work dangerous for them? Could they get hurt or sick from the work they do?
Why are they Out of School?	Why are they not in school?	1. What are the social and cultural reasons why they are not in school? (For example, early marriages, bush schools, other traditional practices or perceptions) 2. What are the economic reasons why they are not in school? (For example, can't pay fees, buy uniform and textbooks, pay daily transportation money, provide recess money, etc.) 3. What are the reasons related to the Government why they are not in school? (For example, no school, no teacher, school too far, etc.) 4. What other reasons are there why they are not in school?
What are drop-out risk factors?	Some of these children are in school but are at risk of dropping out, what do you think may cause them to drop out?	1. Probe for reasons associated with the child. 2. Probe for reasons associated with the parents. 3. Probe for reasons associated with the school. 4. Probe for reasons associated with the community. 5. Probe for reasons associated with government policies, programs or capacity. 6. Probe for any other reasons.
How can we increase access to education of these children?	What do you think can be done to get these children in school?	1. Do you think they know the importance of education? 2. Do you think they would want to go to school? 3. What can parents do? 4. What can local communities do? 5. What can the government do? 6. What can all parties do to get them remain in school?

Focus Group Discussion Guide - D
For
Parents of *Children in School*

Introduction

Welcome!

The Ministry of Education (MOE), supported by the United Nations Children's Fund (UNICEF), is conducting a study on Out-of-School Children (OOSC) in Liberia. The purpose of the study is to find out the situation of children who are out of school, why they are out of school, and what can be done to get them back in school. Subah-Belleh Associates (SBA) is a Liberian Management Consulting Firm that has been asked to undertake the study.

Your participation in this activity is voluntary. If you agree to participate, you will be asked to join a small discussion group guided by a moderator and a note taker. The discussion will take place for about one hour. The group members will discuss their knowledge and views of out-of-school children. The confidentiality of participants will be protected. Your names will not be mentioned in the report. The information obtained will be used only to assist the government and donors as to how best to get out-of-school children into schools.

Since it is sometimes difficult for one person to correctly record a group discussion, a tape-recording of the session may be undertaken for the sole purpose of latter capturing the exact views of all participants.

** Will it be alright if we use a tape recorder?
** Set the ground rules
** As a first step to the discussions, let us introduce ourselves.

Principal Research Questions	Core Questions	Probing Issues
Who are they? Where are they? (Visible or Invisible)	As parents/guardians, how can you describe who the out-of-school children are in this community?	**Probe for the following:** 1. **Are they easily seen or difficult to see in this community?** 2. How old or young are they? (Are they kindergarten age, elementary age or junior high age) 3. Who are they (more boys or girls) 4. **How can you identify them and where can you usually find them?** 5. **Are they from rich or poor families?**
What do out-of-school children do?	Since they are out of school, what do they do when others are in school?	**Probe for playing, doing nothing or working.** **Playing** • What type of play are they involved in at the time other children are in school? • Where do they play? **Doing Nothing** • What do you mean they do nothing? Please explain. **Working** 6. If they are working what do they get for pay? 7. For whom are they working? 8. What type of work do they do? 9. Is it hard and dangerous or them? If so, what

Principal Research Questions	Core Questions	Probing Issues
		are the dangers involved in the work they do?
		10. As parents of children who are in school, how do you feel about out of school children who are working for people in this community for pay?
		11. How do you think their parent feel about it?
Why are they Out of School?	Do they understand the importance of education? What causes the children not to be in school?	**Probe for the following:** 12. Social causes (early marriage, peer pressure, too many children) 13. Cultural reasons (Poro and sandei societies, traditional belief) 14. Domestic reasons (parents fighting, beating children, hard work for children, single parent) 15. Economic reasons (Lack of money and low/lack of income) 16. Governmental (policy, regulation, lack of support to school) 17. Parents/community not seeing the value of education
What cause children to drop out of school?	What are the things that may cause your children to drop out of school?	**Probe as many factors as possible** • Peer pressure • Economic reasons • Bad habits/behaviors • Distance to school • Safety/security concerns • Sexual Harassment • Lack of teaching and learning material in school • Lack of good teachers • Irregular attendance due to illness • Irregular attendance due to child unwilling • Other reasons

| How can we increase access to education for these children? | Do you think they want to go to school? If yes/no

 What do you think can be done to get these children in school? | **Probe for the following:**
 18. What can parents do?
 19. What can children themselves do?
 20. What can local communities do?
 21. What can the government do?
 22. What can all parties do to get them remain in school? |

Focus Group Discussion Guide - A
For
Children Out of School

Introduction

Welcome!
The Ministry of Education (MOE), supported by the United Nations Children Fund (UNICEF), is conducting a study on Out-of-School Children (OOSC) in Liberia. The purpose of the study is to find out the situation of children who are out of school, why they are out of school, and what can be done to get them back in school. Subah-Belleh Associates (SBA) is a Liberian Management Consulting Firm that has been asked to undertake the study.

Your participation in this activity is voluntary. If you agree to participate, you will be asked to join a small group discussion guided by a moderator and a note taker. The discussion will take place for about one hour. The group will discuss their knowledge and views of out-of-school children. The confidentiality of participants will be protected. Your names will not be mentioned in the report. The information obtained will be used only to assist the government and donors as to how best to get out-of-school children into schools.

Since it is sometimes difficult for one person to correctly record a group discussion, a tape-recording of the session may be undertaken for the sole purpose of latter capturing the exact views of all participants.

** Will it be alright if we use a tape recorder?
** Set the ground rules
** As a first step to the discussions, please introduce yourselves.

Principal Research Questions	Core Questions	Probing issues
What do people think about you? Where are they? (Visible or invisible)	What does the community members think about you? Where you are usually found?	**Probe for the following:** 1. Bad or good habits/behaviors 2. How can you and others be identified and where are you usually found?
What do out-of-school children do?	Since you are out of school, what do they do most of the day?	**Probe for playing, doing nothing or working** **Playing** • What type of play are you involved in at the time other children are in school? • Where do you play? **Doing Nothing** • What do you mean you do nothing? Please explain. **Working** 3. Why are you working and what do you get for pay? 4. For whom are you working? 5. What type of work do you do? 6. Is it hard and dangerous for you? If so, what are the dangers involved in the work you do? 7. If your parents are aware that you are out of school and working, how do they feel?
Why are you Out of School?	What would you say is the importance of education? Why are you not in school?	**Probe for the following:** 8. Personal causes (don't like school, hared headed)

		9. Social causes (early marriage, peer pressure, too many children)
		10. Cultural reasons (Poro and sandei societies, traditional belief)
		11. Domestic reasons (parents fighting, beating children, hard work for children)
		12. Economic reasons (Lack of money)
		13. Governmental (policy, regulation, lack of support to school)
Risk Factors	Have any of you ever attendant school? If yes, Why did you dropped out of school?	**Probe as many factors as possible** • Peer pressure • Economic reasons • Bad habits/behaviors • Distance to school • Safety • Sexual Harassment • Etc.
How can we increase access to education of these children?	Do you want to go to school? Would you remain in school? What do you think can be done to get you and others children in school?	**Probe for the following:** **14.** What can parents do? **15.** What can you and others like you do? 16. What can local communities do? 17. What can the government do? 18. What can all parties do to get you and others like you remain in school?

Focus Group Discussion Guide - B
For
Parents of Out-of School Children

Introduction

Welcome!
The Ministry of Education (MOE), supported by the United Nations Children Fund (UNICEF), is conducting a study on Out-of-School Children (OOSC) in Liberia. The purpose of the study is to find out the situation of children who are out of school, why they are out of school, and what can be done to get them back in school. Subah-Belleh Associates (SBA) is a Liberian Management Consulting Firm that has been asked to undertake the study.

Your participation in this activity is voluntary. If you agree to participate, you will be asked to join a small group discussion guided by a moderator and a note taker. The discussion will take place for about one hour. The group will discuss their knowledge and views of out-of-school children. The confidentiality of participants will be protected. Your names will not be mentioned in the report. The information obtained will be used only to assist the government and donors as to how best to get out-of-school children into schools.

Since it is sometimes difficult for one person to correctly record a group discussion, a tape-recording of the session may be undertaken for the sole purpose of latter capturing the exact views of all participants.

** Will it be alright if we use a tape recorder?
** Set the ground rules
** As a first step to the discussions, we should introduce ourselves.

Principal Research Questions	Core Questions	Probing issues
Who are they? Where are they? (Visible or Invisible)	As parents/guardians, how can you describe who the out-of-school children are in this community? (the Liberian way to say it, children who are not going to school)	**Probe for the following:** 1. **Can you tell me whether you have more out of school children than those in school in this community?** 2. **Are they easily seen or difficult to see in the community?** 3. **Tell us about your child (ren) that is out of school. Are there more boys/girls; age; with or without disability** 4. Where are your out of school children usually found? How can you identify them? 5. Now let talk about others out of school children. who are they (more boys or girls) 6. How can they be identified and where are they usually found?
What do out-of-school children do?	Since they are out of school, what do they do when other children are in school?	**Probe for playing, doing nothing or working** **Start with questions about the out of school children in the household- What do they do? Then ask about others as observed.** **Playing** • What type of play are they involved in at the time other children are in school?

		• Where do they play?
		Doing Nothing
		• What do you mean they do nothing? Please explain.
		Working
		7. Why are they working and what do they get for pay?
		8. For whom are they working?
		9. What type of work do they do?
		10. Is it hard and dangerous for them? If so, what are the dangers involved in the work they do?
		11. If you are aware that your children are out of school and working, how do you feel?
Why are they Out of School?	Do they understand the importance of education? What causes the children not to be in school?	**Probe for the following:** 12. Social causes (early marriage, peer pressure, too many children) 13. Cultural reasons (Poro and sandei societies, traditional belief) 14. Domestic reasons (parents fighting, beating children, hard work for children) 15. Economic reasons (Lack of money and low income) 16. Governmental (policy, regulation, lack of support to school)
Risk Factors	Is there any of you who children dropped out of school? What cause your children to drop out of school?	**Probe as many factors as possible** • Peer pressure • Economic reasons • Bad habits/behaviors • Distance to school (how far is the school from this community?) • Safety • Sexual Harassment • others
How can we increase access to education of these children?	Do you think they want to go to school? What do you think can be done to get these children in school?	**Probe for the following:** **17.** What can you do? **18.** What can children themselves do? 19. What can local communities do? 20. What can the government do? 21. What can all parties do to get them in and remain in school?

Focus Group Discussion Guide - C
For
Children in school

Introduction

Welcome!

The Ministry of Education (MOE), supported by the United Nations Children Fund (UNICEF), is conducting a study on Out-of-School Children (OOSC) in Liberia. The purpose of the study is to find out the situation of children who are out of school, why they are out of school, and what can be done to get them back in school. Subah-Belleh Associates (SBA) is a Liberian Management Consulting Firm that has been asked to undertake the study.

Your participation in this activity is voluntary. If you agree to participate, you will be asked to join a small group discussion guided by a moderator and a note taker. The discussion will take place for about one hour. The group will discuss their knowledge and views of out-of-school children. The confidentiality of participants will be protected. Your names will not be mentioned in the report. The information obtained will be used only to assist the government and donors as to how best to get out-of-school children into schools.

Since it is sometimes difficult for one person to correctly record a group discussion, a tape-recording of the session may be undertaken for the sole purpose of latter capturing the exact views of all participants.

** Will it be alright if we use a tape recorder?

** Set the ground rules

** As a first step to the discussions, we should introduce ourselves.

Principal Research Questions	Core Questions	Probing issues
Who are out-of-school children? Where are they? (Visible or Invisible)	1. How can you describe who out-of-school children are in this community? 2. Why are you in school and other children are not in school?	**Probe for the following:** 1. Do you know about other children in this community who are out of school? 2. Why do you think they are out of school? 3. What type of family do they come from? (rich or poor) 4. What do the parents/guardians do for living? 5. How do you manage to stay in school? (is it difficult or easy) 6. If fees are paid who paid it? 7. Do you do any work apart from schooling? **8.** What do you think stop other children from enrolling?

What do out-of-school children do?	Since they are out of school, what do they do most of the day?	**Probe for playing, doing nothing or working**
		Playing
		• What type of play are they involved in at the time other children are in school?
		• Where do they play?
		Doing Nothing
		• What do you mean they do nothing? Please explain.
		Working
		9. If they are working what do they get for pay?
		10. What do they get as pay?
		11. What type of work do they do?
		12. Is it hard or dangerous for them? If so, what are the dangers involved in the work they do?
		13. How do you think their parents feel about it?
Why are they Out of School?	Do you think they know the benefits of education? What causes the children not to be in school?	**Probe for the following:**
		14. Social causes (early marriage, peer pressure, too many children)
		15. Cultural reasons (Poro and sandei societies, traditional belief)
		16. Domestic reasons (parents fighting, beating children, hard work for children)
		17. Economic reasons (lack of money and low income)
		18. Governmental (policy, regulation, lack of support to school)
Risk Factors	What can cause children to drop out of school?	**Probe as many factors as possible**
		• Pear pressure
		• Economic reasons
		• Bad habit/behaviors
		• Cultural belief
		• Distance to school
		• Safety
		• Sexual Harassment
		• Etc.
How can we increase access to education of these children?	Do you think they want to go to school? What do you think can be done to get these children in school?	**Probe for the following:**
		19. What can parents do?
		20. What can children themselves do?
		21. What can local communities do?
		22. What can the government do?
		23. What can all parties do to get them remain in school?

Annex5 -10: Household Survey Questionnaire

National Household Survey

Household Questionnaire

Consultants

SUBAH-BELLEH ASSOCIATES
(Management Consultants)

Introduction

Hello, my name is _____. I am a member of a team sent by Subah-Belleh Associates (SBA) to collect information on Out-of-School children in Liberia. SBA is a Liberian Management consultancy firm commissioned by Ministry of Education in collaboration with UNICEF to conduct this study. The main purpose of the study is to gather information about children who are out of school, why they are out of school and what can be done to get them back in school.

I will ask you questions from this questionnaire. It is designed to collect the data/information needed to develop profile of out-of-school children in Liberia. The information you will provide will solely be used to analyze the situation of out-of-school children in the country. So, to do an accurate profiling of out of school children, it is important that all information requested by every question in this questionnaire be provided as completely and correctly as possible.

Once more, I wish to assure you that all information you will provide will be treated with confidentiality. In other words, your name will in no way be linked to your responses. The responses gathered in the entire survey will be pooled and reported as bulk, not tallied by name. So there is no risk of your implication to fear. The interview will take approximately 45 minutes. Do you have any question? If you have no question, May we begin the interview now?   Yes: _____ No: ___

SECTION A: Identification

A1. Name of City/Town/Village:	
A2. County	
A3. District	
A4. Name of community/quarter	
A5. Interview Date: *(dd/mm/yy)*	
A6. Interview Time:	*Start Time: ___:____*
A7. Interviewer *(name & signature)*	*Name:_____ Signature:_____*
A8. Supervisor (Name & Signature)	*Name:_____ Signature: _____*

Quality Control
1. **Interview Status:** Fully completed ___   Partially completed ___
2. **Enumerator Comments**_____
3. **Supervisor Field edit:**   Name: _____   Signature: _____
4. **Comments:**_____ _____
5. **Quality control team field edit:** Name: _____Signature: _____
6. **Comments:**

SECTION B: Household Information

Q#	Questions and Enumerator Instructions	Responses and Response Code Instructions	Response	GO TO	Sup
Demographics of household Head					
B1	Sex	1 = Male 2 = Female			
B2	Age	(*enter actual age in 2 digits, e.g., 55*)			
B3	Marital Status:	1 = Never married 2 = Married (*monogamous*) 3 = Married (*polygamous*) 4 = Cohabitating 4 = Divorced 5 = Separated 6 = Widow/ Widower			
B4	Religious Belief	1 = Christian 2 = Muslim 3 = Baha'i 4 = Traditional Religion 5 = Buddhist 6 = Atheist 7 = Hindu * = Other(specify)			
B5	Ethnic Affiliation	1 = Bassa 2 = Belle 3 = Gbandi 4 = Gio 5 = Gola 6 = Grebo 7 = Kpelle 8 = Kissi 9 = Krahn 10 = Kru 11 = Lorma 12 = Mandingo 13 = Mano 14 = Mende 15 = Vai 16 = Sarpo * = others (specify) _____			
B6	Level of education completed	1 = never attended school 2 = pre-primary school 3 = primary school 4 = junior high school 5 = senior high school 6 = college level 7 = above college			
B7	Employment status	1 = employ by others 2 = self employed 3 = not employed			
B8	Number of household members	Male: _____ Female: _____			
B9	Number of school age children (age 2 – 14)	Male: _____ Female: _____			
B10	Number of out-of-school children	Male: _____ Female: _____			

Q#		Questions and Enumerator Instructions	Responses and Response Code Instructions	Response	GO TO	Sup
	(age 2 – 14)					

Q#		Questions and Enumerator Instructions	Responses and Response Code Instructions	Response	GO TO	Sup
		Socio-economic information				
B11		What is the average monthly household Income *(estimated in L$)*	1 = Less than 500.00 2 = 501.00 - 1,500.00 3 = 1,501.00 - 2,500.00 4 = 2,501.00 - 3500.00 5 = 3,501.00 - 4,500.00 6 = 4,501.00 - 5,500.00 7 = 5,501.00 - 6,500.00 8 = 6,501.00 - 7,500.00 9 = 7,505.00 above			
B12		Does your household own any of the following items?				
a.		House	1 = yes 2 = no			
b.		Town land	1 = yes 2 = no			
c.		Farm land	1 = yes 2 = no			
d.		Rubber farm	1 = yes 2 = no			
e.		Cocoa/coffee farm	1 = yes 2 = no			
f.		Oil palm farm	1 = yes 2 = no			
g.		Cattle/cow *(at least 2)*	1 = yes 2 = no			
h.		Goats, sheep or pigs *(at least 10)*	1 = yes 2 = no			
i.		Chickens/ducks *(at least 20)*	1 = yes 2 = no			
j.		Car	1 = yes 2 = no			
k.		Motor bike	1 = yes 2 = no			
l.		Video or television	1 = yes 2 = no			
m.		Generator	1 = yes 2 = no			
n.		Cell phone	1 = yes 2 = no			
o.		Radio	1 = yes 2 = no			
p.		Business *(makingat least L$500.00 sales per day)*	1 = yes 2 = no			

SECTION C: Information of Parents of Out-of-School Children other than the household

Q#	Questions and Enumerator Instructions	Responses and Response Code Instructions			Response	GO TO	Sup
B13	How many times does the household eat meal per day	1 = Some days none 2 = 1 meal 3 = 2 meals 4 = 3 meals					
B14	***What was the composition of your household meals for the last two days?*** **Day before yesterday** *1=yes 2=no*	**Breakfast**	**Lunch**	**Dinner**			
a.	Meat, chicken or fish						
b.	Greens, vegetable with oil or sauce						
c.	Rice and sauce						
d.	Rice or cassava with oil						
e.	Bread with egg/butter and Tea/coffee						
f.	Potatoes, yam, cassava and eddoes						
g.	Potatoes, yam, cassava and eddoes with sauce						
h.	Others specify						
	Yesterday *1=yes 2=no*	**Breakfast**	**Lunch**	**Dinner**			
a.	Meat, chicken or fish						
b.	Greens, vegetable with oil only						
c.	Rice or cassava with oil only						
d.	Bread with egg/butter and Tea/coffee						
e.	Potatoes, yam, cassava and eddoes only						
f.	Potatoes, yam, cassava and eddoes with sauce						
g.	Others specify						

head
(If none, skip to section D)

	Demographics Information				
C1	Age of the parent: *Enter two digits*				
C2	Sex/gender of the parent	1 = Male 2 = Female			
C3	Religious affiliation of parent	1 = Christian 2 = Muslim 3 = Baha'i 4 = Traditional Religion 5 = Buddhist 6 = Atheist 7 = Hindu 8 = Other(specify)			
C4	Marital Status:	1 = Never married 2 = Married *(monogamous)* 3 = Married *(polygamous)* 4 = Divorced 5 = Separated			

		6 = Widow/ Widower			
C5	Level of education completed	1 = never attended school 2 = pre-primary school 3 = primary school 4 = junior high school 5 = senior high school 6 = college level 7 = above college			
C6	Employment status	1 = employ by others 2 = self employed 3 = not employed			
C7	Number of school age children owned by the parent	Male : _____ Female: ____			
C8	Number of Out-of-school children owned by parent	Male : _____ Female:: ____			
C9	What category of people do you consider to be rich in this community?*(multiple responses)*	1 = people who have land 2 = people who have plenty children 3 = people who always have money 4 = people who have car 5 = people who have plenty wives 6 = people who own house 7 = people who own cattle/cow, 8 = people who own sheep/goats/pigs 9 = people who own motor bike 10= people who have business (shop, store) 11= people who own TV/video			
C10	Who people do you consider to be poor in this community?*(multiple responses)*	1 = people who don't have land 2 = people who do not have plenty children 3 = people who don't always have money 4 = people who don't have car 5 = people who do not have plenty wives 6 = people who do not have house 7 = people who don't have cattle/cow 8 = people who don't have sheep, goats or pigs 9 = people who don't have business 10 = people who do not have video/TV			
C11	Please tell me which of the groups you find yourself in this community	1 = poor group 2 = not poor, not rich group 3 = rich group			
C12	Which of the following items does parent own?				
a.	Video or television	1 = yes 2 = no			
b.	Radio	1 = yes 2 = no			
c.	Cell phone	1 = yes 2 = no			
d.	Bicycle	1 = yes 2 = no			
e.	Motor Bike	1 = yes 2 = no			

f.	Car	1 = yes 2 = no			
g.	Jewelry	1 = yes 2 = no			
h.	Generator	1 = yes 2 = no			

Section D: Information on Children in Household

Demographic Information		Ch-1	Ch-2	Ch-3	Ch-4	Ch-5	Ch-6	Ch-7	Ch-8	Ch-9
D1	Mother *1=alive, 2=dead*									
D2.	Father *1=alive, 2=dead*									
D3	Ages of children in household									
		Ch-1	**Ch-2**	**Ch-3**	**Ch-4**	**Ch-5**	**Ch-6**	**Ch-7**	**Ch-8**	**Ch-9**
A	Kindergarten									
B	Elementary									
C	Junior High									
D	Dropped out									
E	Never attended school									
D4	**Types of work children in household do (multiple responses)**									
		Ch-1	**Ch-2**	**Ch-3**	**Ch-4**	**Ch-5**	**Ch-6**	**Ch-7**	**Ch-8**	**Ch-9**
a.	Wash dishes *(Enter 1 or 2 in response column)* 1=yes 2=no									
b.	Fetch water *(Enter 1 or 2 in response column)* 1=yes 2=no									
c.	Sweep and get rid of garbage *(Enter 1 or 2 in response column)* 1 = yes 2 = no									
d.	Do farm work *(Enter 1 or 2 in response column)* 1 = yes 2 = no									
e.	Do petty trade *(Enter 1 or 2 in response column)* 1=yes 2 = no									
g.	Cutting palm nuts *(Enter 1 or 2 in response column)* 1 = yes 2 = no									
f.	Employed for pay *(Enter 1 or 2 in response column)* 1 = yes 2 = no									
g.	Riding motor bike *(Enter 1 or 2 in response column)* 1 = yes 2 = no									
h.	*Loading cars (Enter 1 or 2 in response column)* 1= yes 2 = no									
i.	*Shining shoes (Enter 1 or 2 in response column)* 1 = yes 2 = no									
j.	*Wheel barrow boy (Enter 1 or 2 in response column.: 1=yes, 2=no)*									

D5	What is the **main** reason why child **never** attended school?	Ch-1	Ch-2	Ch-3	Ch-4	Ch-5	Ch-6	Ch-7	Ch-8	Ch-9
a.	School is too far 1 = yes									
b.	No teacher 1 = yes									
c.	The child is sick 1 = yes									
d.	Child does not want to attend school 1 = yes									
e.	Fees and other requirements too high 1 = yes									
f.	Too much beating in school 1 = yes									
h.	Got pregnant 1 = yes									
i.	Child is disable 1 = yes									
j.	Family Displaced 1 = yes									
k.	Cultural reasons 1 = yes									
l.	Bullied by others at school 1 = yes									
m.	Rumor about sexual harassment at school 1 = yes									
n.	No money 1 = yes									
D6	*What is the* **main** *reason why child* **dropped** *out-of school?*									
a.	School is too far 1 = yes									
b.	No teacher 1 = yes									
c.	The child is sick 1 = yes									
d.	Child does not want to attend school 1 = yes									
e.	Fees and other requirements too high 1 = yes									
f.	Too much beating in school 1 = yes									
g.	Child is disable 1 = yes									
h.	Got pregnant 1 = yes									
i.	Family Displaced 1 = yes									
j.	Cultural reasons 1 = yes									
k.	Bullied by others at school 1 = yes									
l.	Rumor about sexual harassment at school 1 = yes									
m.	Because of war 1 = yes									
n.	No money									

Section E.: General Information

Q#	Questions and Enumerator Instructions	Responses and Response Code Instructions	Response	GO TO	Sup
E1	In general, what do out-of-school children spend their time on during school hours? *(multiple response)*	1 = playing 2 = doing house work 3 = doing farm work 4 = working for money 5 = working for food 6 = taking drugs 7 = gambling 8 = stealing 9 = begging 10 = no support			
E2	What do you think are the causes of some children in this community **never attended** school? *(multiple response)*	1 = too young 2 = school too far 3 = death of parents/guidance 4 = no school/teachers 5 = refused to go to school 6 = want to work for money 7 = bullied by others at school 8 = rumor about sexual harassment at school 9 = no support 10 = parent prefer girls to boys 11 = parent prefer boys to girls 12 = sickness 13 = disability 14 = bush school			
E3	What do you think are the causes of some children **dropping** out of school in this community? *(multiple response)*	1 = early marriage 2 = pregnancy 3 = death of parents/guidance 4 = no school/teachers 5 = refused to go to school 6 = want to work for money 7 = Bullied by others at school 8 = rumor about sexual harassment at school 9 = no support 10=parent prefer girls to boys 11= parent prefer boys to girls 12= sickness 13=disability 14=bush school			
E4	If the bush school was to open today along with an academic school, which one would **most households** in the community send their child/children to?	1 = bush school 2 = academic school			
E5	If you had two children **(boy and girl of the same age)** to	1 = the boy 2 = the girl			

	send to school and you had just L$1,000.00 to register only one of them today, which one will you register?	3 = none			

End Time: ___:___

Annex5-11: Survey of Schools Questionnaire

Revised Draft

Survey of school questionnaire

MODULE A1: School IDENTIFICATION

A01. Name of school   _____

A02. Town   _____

A03. District   _____

A04. County   _____

A05. Urban/Rural   _____

MODULE A2: SURVEY STAFF DETAILS

A06. Interviewer Name/ID   _____

A07. Supervisor Name/ID   _____

Hello, my name is ----------------------. I am a member of a team recruited and trained by Subah-Belleh Associates (SBA) to collect information on out-of-school children in Liberia. The Government of Liberia, through the Ministry of Education, is concerned about out-of-school children. They want to help them get back into school. The Government is supported by United Nations Children Program (UNICEF). So, some friends and I collecting information on out-of-school children.

Participation in this activity is voluntary. If you agree to fill up this questionnaire we will leave it with you and collect it before we leave this community [Instruction: interviewers please state the time you would like to pack it up].

We assure you that all of your responses will be treated with confidentiality. Your name will not be used. There are no known risks associated with participating in this activity.

A08.Date of Delivery_____/_____/_____

A09. : Date of Collection_____:_____ AM or PM: _____

MODULE B: Over-aged in Primary school 12 years and above.

I would like you to give information about over-age children in primary School.
[Instruction: only for children who are in primary]

Number of Students in Elementary school that were 12 years and above in 2007/08					Number of Students in Elementary school that were 12 years and above in 2008/09			
Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
1					1			
2					2			
3					3			
4					4			
5					5			
6					6			
Number of Students in Elementary school that were 12 years and above in 2009/10					Number of Students in Elementary school that were 12 years and above in 2010/2011			
Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
1					1			
2					2			
3					3			
4					4			
5					5			
6					6			

Number of repeaters in Elementary school in academic 2007/08					Number of repeaters in Elementary school in academic 2008/09			
Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
1					1			
2					2			
3					3			
4					4			
5					5			
6					6			

Number of repeaters in Elementary school in academic 2009/10		Total number of students in Elementary school in academic 2005/06

Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
1					1			
2					2			
3					3			
4					4			
5					5			
6					6			

Number of students that entered grade 1 in Elementary school in 2005/2006					Total number of students that completed Elementary school in 2010/2011			
Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
1					6			

MODULE B-1: Drop out risk factors in Elementary

Number of students in Elementary school that dropped out because of illness in academic 2009/10 (**give a rough estimate**)					Number of students that were suspended in Elementary school in academic 2009/10 (**give a rough estimate**)			
Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
1					1			
2					2			
3					3			
4					4			
5					5			
6					6			

Number of Students absent from school for at least ten days in Elementary school in academic 2009/10 (**give a rough estimate**)					Give other reasons why students drop from Elementary (**Rank the list**)
Grades	Boys	Girls	Total		1.
1					2.
2					3.
3					4.
4					5.
5					9.
6					

I would like you to give information about over-age children in Junior High school.
[Instruction: only for children who are in lower secondary]

Number of students in Junior High school that were (15 years and above) in academic 2007/08					Number of students in Junior High school that were (15 years and above) in academic 2008/2009			
Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
7					7			
8					8			
9					9			
Number of students in Junior High school that were (15 years and above) in academic 2009/10					Number of students in Junior High school that were (15 years and above) in academic 2010/11			
Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
7					7			
8					8			
9					9			

Number of repeaters in Junior High school in academic 2007/08					Number of repeaters in Junior High school in academic 2008/2009			
Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
7					7			
8					8			
9					9			

Number of repeaters in Junior High school in academic 2009/10					Total number of students in Junior High school in academic 2008/09			
Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
7					7			
8					8			
9					9			

Number of students that entered grade 7 in Junior High in 2008/2009					Total number of students that completed Junior High in 2010/2011			
Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
7					9			

MODULE C-1: Drop-out risk factors in Junior High

Number of students in **Junior High** school that **dropped out** because of **illnesses** in academic 2009/10 (**give a rough estimate**)					Number of students that were **suspended** in **Junior High** school in academic 2009/10 (**give a rough estimate**)			
Grades	Boys	Girls	Total		Grades	Boys	Girls	Total
7					7			
8					8			
9					9			

Number of **absentees** in **Junior High** in academic 2009/10 (**give a rough estimate**)					Are there **other reasons why students drop** from **Junior High**? (**Rank the list**)
Grades	Boys	Girls	Total		1.
7					2.
8					
9					3.

MODULE D: School RECONTACT INFORMATION
Probe for the following:

D01. Phone number of School: _____

D02. Phone numbers for some administrators

A)   Name: _____   Phone: _____

B)   Name: _____   Phone: _____

C)   Name: _____   Phone: _____

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