



Liberia

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

The views and opinions expressed in this document are those of the authors and do not commit UNESCO. The designations employed and the presentation of material do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The paper can be cited with the following reference: "Education for All 2015 National Review Report: Liberia". For further information, please contact: efa2015reviews@unesco.org

EDUCATION FOR ALL REPORT

MINISTRY OF EDUCATION, LIBERIA

15-May-15

Contents

FOREWARD	2
Acknowledgement.....	3
Acronym	4
EXECUTIVE SUMMARY.....	5
Introduction.....	6
Description of National Development plan and targets especially in relation to the social development	6
National education policy context: Description of national education strategies, policies, plans and targets for education linking when appropriate to EFA goals	6
How such strategies have been formulated and what are the priorities.....	7
What are the key policies and interventions to implement such strategies?.....	7
A short paragraph that linking national vision or strategy and the plans for post 2015 agenda of the country	8
Role and partnership of the key stakeholders (ministries, agencies, civil society organizations, and international development partners) in education.....	8
Financing education (sources and spending in education):	9
Section 2: Progress towards the EFA goals and remaining challenges	9
Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.	9
Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.....	11
Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.	12
Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.	13
Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.	14
Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.....	15
Bibliography.....	17

FOREWARD

The Government of Liberia, along with other governments, agreed on the Dakar Framework for Action in 2000 with focus on the Education for All agenda which aims at meeting the collective commitments in the furtherance of education for better results. It was in this regard that Liberia launched an ambitious Education Sector Plan (ESP) 2010-2020 that preceded initial plan to reach six wide-ranging education goals by 2015. The Country Monitoring Reports which account for the progress attained thus far, highlight the remaining gaps and provide recommendations for the country's sustainable development agenda for 2015 and post 2015.

Some degree of progress has been achieved, but much is yet to be accomplished. Despite all efforts by the government, civil society and the international community, Liberia unfortunately has not been able to achieve Education for All on account of some militating circumstances. However, it is worthy of report that almost half of the out-of-school including children and adolescents are now enrolled in school. Furthermore, it is envisaged that about 1 million more children would have enrolled in school as a result of fast progress being attained during the period. There has been an incredible marked progress in gender parity, particularly in primary education, although gender disparity remains in almost a third of the country's gross enrolment data. The Government has also increased efforts in measuring learning outcomes through national and international assessments, using the data therefrom to ensure that all children receive the desired quality of education.

There are still about 0.5 million children out of school in Liberia and about twenty one percent¹ of children population do not complete primary education. Variation in education has increased, with the poorest and children from the most disadvantaged families bearing the greatest brunt of the challenge. On the overall, the poor quality of learning at primary level still has thousands of children leaving school without sustainable skills. Education still remains under funded due to inadequate national budget; however government is committed to increasing support for budgetary allocation to education.

¹*These figures were taken from the 2012 global initiative on out –Of – School Survey.*

Acknowledgement

This report would not have been possible without the contributions of Minister of Education, Deputy Minister for Planning, Research and Development and other staff in the Planning Department. The Ministry of Education would like to acknowledge their support and thank them for their time and effort. Invaluable input has been provided by many partners who have been involved with the process of data collection and analysis. We remain forever grateful to them for their invaluable and continuous support in the pursuit of the quality of education deserved of this post-conflict West Africa Country.

We would like to extend our gratitude to UNESCO for the role it continues to play at its Headquarters, in Dakar and at its Abuja Regional Office through the Monrovia Antenna Office. . Many thanks and appreciation to numerous individuals, divisions and units in the Ministry of Education, notably in the Education and External Relations Sectors for facilitating this work. It is the hope of the Ministry that the quality of data can and will contribute to the quality, steady and immeasurable achievements in the improvement of the education system of Liberia.

Acronym

ACS	American Colonization Society
AFT	Agenda for Transformation
CENTAL	Center for Transparency and Accountability in Liberia
CWIQ	Core Welfare Indicator Questionnaire
EFA	Education for All
ESP	Education Sector Plan
EU	European Union
FAWE	Forum of African Women Educationalists
FLY	Federation of Liberian Youth
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
LDHS	Liberia Demographic and Health Survey
LETCOM	Liberia Education Technical Committee
LISGIS	Liberia Institute of Statistics and Geo-Information Services
MOE	Ministry of Education
MTEF	Medium Term Expenditure Framework
NGO	Non-Governmental Organization
PRS	Poverty Reduction Strategy
UN	United Nations
UNAIDS	United Nations Acquired Immune Deficiency Syndrome
UNESCO	United Nations Educational and Scientific and Cultural Organization
UNICEF	United Nations Children Fund
USD	United States Dollars
WFP	World Food Programme

EXECUTIVE SUMMARY

Liberia has a current population of approximately 3.5 million (LISGIS, 2008) with youth population of over 50%. Of this population, 33.2% have had no education, 31.1% have had only primary education while 35.75% have had secondary and tertiary education².

Infant Mortality rate is 54 deaths per 1000 live birth which constitute fifty –seven percent of all death while fertility rate is 4.7 children per woman (LISGIS LDHS 2011).

In an effort to improve education, the Government of Liberia’s five-year development strategy (Agenda for Transformation) prioritized education; hence it seeks to provide educational opportunities for all. The goal is to improve quality of life by investing in more accessible and higher quality education.

In order to achieve this goal, the Free and Compulsory Primary Education program initially targeting grades 1 – 6 was extended to grades 7- 9. This means the first nine years of education which is now Basic education is free and compulsory. School grants have also been provided to cover tuition and other fees, distance to school gradually reduced through new schools construction; provided textbooks and supplementary learning materials. Gender parity at the basic level is being improved as a result of the policy on girl’s education.

Furtherance to meeting the EFA goal of universal basic education, private cost of education has reduced considerably at the basic education level.

Education Governance began through the decentralized School System. School management structure established at county, district and school/ community level empowered communities to decide Teacher recruitment, manage school grant and develop school improvement plan among others.

Enrolment across all levels increased considerably between 2005/2006 and 2013/2014. At the lower and upper basic levels, enrolment increased from 488,438 to 683,977 and 98,448 to 139,823 respectively

² Liberia Demographic and Health Survey 2013

Introduction

Liberia has a current population of approximately 3.5 million (LISGIS, 2008) made up of 18 indigenous ethnic groups and the descendants of Americo-Liberians who founded modern Liberia in the 1820s under the auspices of the American Colonization Society (ACS). Approximately 40% of the population is Christian, another 40% practices traditional African religions and the remaining 20% is Muslim. (UN Common Country Assessment: Liberia, June 2006, p.4; National Human Development Report: Liberia, 2006, p.20): Liberia has an average growth rate of 2.5% with a growth rate 2.8% of youth population. Non – Education is 33.2%, Primary Education is 31.1%, Secondary and Higher Education is 35.75 of the total Population¹³.

Infant Mortality rate in Liberia over the past five years is 54 deaths per 1000 live birth which constitute fifty –seven percent (57%) of all death. Liberia has a fertility rate of 4.7 children per woman (LISGIS LDHS 2011). Although diarrheal diseases and malaria are presently the leading causes of death, the potential of HIV/AIDS to devastate the well-being of the nation cannot be under-estimated. The 2007LDHS Report indicates that HIV/AIDS is over 300% more prevalent in the urban, where the bulk of the population of Liberia is found. With a prevalence rate of about 1.7%, (UNAIDS, 2007) the epidemic has the potential to go out of proportion if efforts are not made to contain its spread.

According to the CWIQ Survey, Liberia had a labor force of 1,133,000 of which 1,091,000 persons aged 15 and over were employed. The Survey further showed about 42,000 person of the labor force were said to be unemployed. 68 percent of all employed persons work in the informal sector (95) than in urban areas (74) (LISGIS / LFS 2011). It is shown that the rate of informal employment is much higher in rural than urban areas; and much higher for females than for males.

The information provided is based on population figure of 1, 804, 000 (CWIQ 2007). We are referencing the CWIQ data due to the absence of current labor statistics.

Description of National Development plan and targets especially in relation to the social development

The Agenda for Transformation (Aft) is the Government of Liberia's five-year development strategy. It follows the three-year (2008-2011) Lift Liberia Poverty Reduction Strategy (PRS), which transitioned Liberia from post-conflict emergency reconstruction to economic recovery. The Aft will not deliver transformation by the end of the next five years. . Rather, it is the first step toward achieving the goals set out in Liberia RISING 2030, Liberia's long-term vision of socio-economic transformation and development. The Aft articulates precise goals and objectives and corresponding interventions that move Liberia closer toward structural economic transformation, prosperity and inclusive growth (Agenda for Transformation 2010-2030).

National education policy context: Description of national education strategies, policies, plans and targets for education linking when appropriate to EFA goals

Pillar III of the Agenda for Transformation (Human development) is central to Liberia's transformation agenda, which seeks to provide opportunities for all. The goal is to improve quality of life by investing in more accessible and higher quality education; affordable and accessible quality healthcare; social protection for vulnerable citizens; and expanded access to healthy and environmentally-friendly water and sanitation services.

³ Liberia Demographic and Health Survey 2013

To achieve the vision of 2030, MoE adopted the national EFA plan ensuring equal access to a high quality, universal basic education; and a variety of post-basic education and training opportunities that lead to improved livelihood.

How such strategies have been formulated and what are the priorities

Informed by series of school censuses, the Ministry, partners and other stakeholders inclusive of development and international partners, NGOs, Civil society, Household held series of consultations (roundtable Conference on education, Joint Sector Review and National conference on education), conducted researches (Out of School Children, Education administration /Management) to redress issues that came out of the census reports .

The conferences and research findings provided the avenue for crafting the requisite and contextual educational priorities necessary to remedy the issue. Core among the priorities were:

Teacher condition (Recruitment, training, Deployment, Retention and Exit)

Student survival rate

Increasing Net enrolment rate

Addressing inequity (Gender, Regional)

Improved supervision

Making education provision inclusive

Provision of TVET at basic level

What are the key policies and interventions to implement such strategies?

Table 1: Policies and Strategies

Policies	Strategies	Targets	Intervention
Free and compulsory basic education	Make learning and teaching free, reduced distance to school, Increase incentive for teachers	ensure that all children between the age categories of 6 and 14 (grades 1 - 9) are in school (Basic Education)	School grant, Free Learning material, free meals
Girls Education	increase gender parity at basic education level	Girls between the ages of 6 to 24 (grades 1-9)	Provide take home ration for girls, Set up girls education Unit, developed girls education Policy, incentive to increase and improve women participation in the teaching field, studies done to harmonize girls participation in school with cultural requirements.
Education Governance	De-centralize School System	School management at community level	Empower community to: decide Teacher recruitment,

			manage school grant, develop school improvement plan determine construction of education facilities (school construction)
Teacher professional development	Teachers incentives	Teachers assigned in rural communities and Science teacher	provide Teacher housing, increased incentives

A short paragraph that linking national vision or strategy and the plans for post 2015 agenda of the country

Liberia transited the required two fundamental changes in the operations of the mission and related programs of the Ministry of Education: (1) Change the myriad of poor education and pedagogical (i.e. teaching and learning) policies and practices that are stunting the opportunities for children to learn (2) Transform systems, procedures and regulations that govern these bad practices that are self-serving at the cost of the transition to a system of education for social advancement and national development (MOE Operational Plan 2014-2016).

These strategies ensured that investment in the education sector was fully consistent with national policies of decentralization and yield the following results:

Increased learning achievement for all students by improving the quality and conditions of teaching and learning at all levels;

Improve student performance and completion at all education levels through increased access, enrolment, transition, retention and completion; and

Transform systems through improved education governance and management at all levels within the context of decentralization.

These results are in line with the Agenda for Transformation (Aft), the Medium Term Expenditure Framework (MTEF), Millennium Development Goals, Education for All Goals, and the 2011 Education Reform Law. This plan provides a strategic outline to support work programming. The specific objectives of each sub sector are dovetailed with costed outputs. These outputs are linked with indicators, activities and action steps within particular timeframe

Role and partnership of the key stakeholders (ministries, agencies, civil society organizations, and international development partners) in education

Traditionally, the MoE has several development partners including USAID (Lead partner), UNICEF, UNESCO, EU, Save the Children, Open Society Initiative and WFP; recently, as a result of the EBOLA epidemic, Red Cross is now partnering with the MoE. Local partners include Ministries of Finance and Development Planning; Justice; Internal Affairs; Youth; Sports; Public Works; etc. Civil Society organizations are LETCOM; CENTAL; FAWE; FLY; etc.

The development partners' role, in addition to gaps filling of education programs/projects, create opportunities for adoption of best practices in education policies and management from other countries; capacity development and improvement in new technologies; conduit for global information gathering and dissemination. On the other hand, local partners support to MoE include budgetary; creation and enforcement of policies; nurture the process of establishing national ownership; facilitate the process of stabilizing the education environment; etc.

Financing education (sources and spending in education):

Table 2: Public and Household Spending on Education – 2007

	Household Spending (US\$ millions)	Government Spending (US\$ millions)	Total Spending (US\$ millions)	Share of Financing by Households (%)
Primary Education	11.6	7.9*	19.5	59%
Secondary Education	9.4	3.6	13	72%
Higher Education	6.0	3.5	9.5	63%
Total	27.0	15.0	42	64%

Source: Estimates based on the 2007 CWIQ Survey in 2008 PEMFAR and data from MOF (*Inclusive of costs associated with training of primary teachers)

Up to 2007, this has been the trend between the two major sources of education finance, household and government. As shown in the above table, significantly greater part of expenditure was borne by households at 64% relative to government at 36% on education. Moreover, with the EFA goal of universal basic education, cost of education to parents has reduced considerably between 2008 and 2015. The MoE has implemented several strategies inclusive of

Free and compulsory basic education (Grades 1 -9)

Girls education program (basic level)

Reduce distance to school

Reducing cultural barriers to education (mainly for girls)

Setting legal age and class size to achieve quality

The above inform additional funding to education from government thereby reducing cost to households. Between 2007 and 2014 government free education program set the per capita cost of basic education student at US\$4.00. Considering the enrolment trend over the herein period, the cost of fees, textbooks (ratio of 1: 1 set), the huge demands for additional spaces and qualified teachers are clear indications of the increased funding requirement to education provision.

The implementation of 'free' basic level education couple with other radical interventions complementing the EFA national plan, has almost eradicated private cost of education thereby increasing public cost.

Section 2: Progress towards the EFA goals and remaining challenges

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

- Increased access
- Improved quality
- Governance

Table 3: Pre-primary enrolment

Year	2005/2006		2007/2008		2008/2009		2010/2011		2013/2014	
Gender	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
Enrolment	182,578	358,210	240,515	491,564	264,148	549,836	296,332	611,807	306,666	624,655

Table 3 shows generally, pre-primary enrolment from 2005/2006 to 2013/2014. The table also shows gender participation for the same period.

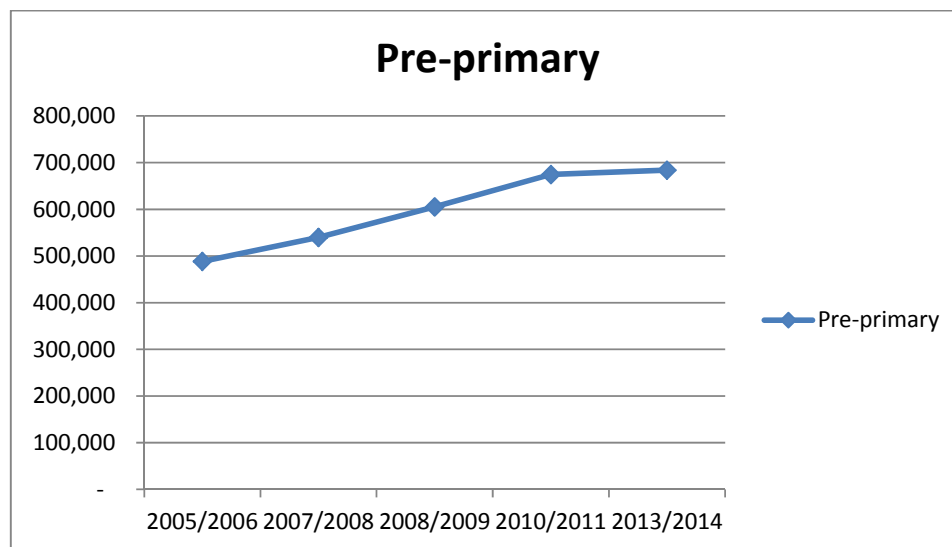
Table 4: Change in Pre-primary enrolment

	2005/6 to 2007/8		2007/8 to 2008/9		2008/9 to 2010/11		2010/11 to 2013/14	
	Female	Total	Female	Total	Female	Total	Female	Total
	57,937	133,354	23,633	58,272	32,184	61,971	10,334	12,848
	32%	37%	10%	12%	12%	11%	3%	2%

Table 4 shows sustained increase in enrolment trend. Overall enrolment grew by 133,354 or 37% while girls grew by 57,937 or 32% for the period 2005/2006 to 2007/2008. Between 2007/2008 and 2008/2009, enrolment increased by 58,272 and 23,633 overall and for girls respectively but at a lower rate as compared to the past period.

From 2008/2009 to 2010/2011, enrolment increase by 61,971 and 32,184 overall and for girls respectively at the rates of 11% and 12%. This trend continues for the period 2010/2011 to 2013/2013 where the rates were at the lowest of 2% and 3% respectively overall and for girls even though increment total 12,848 and 10,334.

Chart 1: Pre-primary enrolment from 2005/2006 to 2013/2014



Challenges

- Adherence to legal age for pre-primary level children, especially in rural communities

Parents are not willing to allow their three years old children to leave their protection for longer hours. Besides, rural parents will not allow their children to walk longer distance.

- Lack of trained teachers at the pre-primary level - teachers currently teaching at this level are trained for different levels

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

- Increased access
- Improved girls participation
- Governance

Table 5: Primary enrolment

Year	2005/2006		2007/2008		2008/2009		2010/2011		2013/2014	
Gender	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
Enrolment	231,156	488,438	253,303	539,887	281,236	605,236	316,445	674,534	320,969	683,977

Table 5 shows girls' participation in primary school from 2005/2006 to 2013/2014.

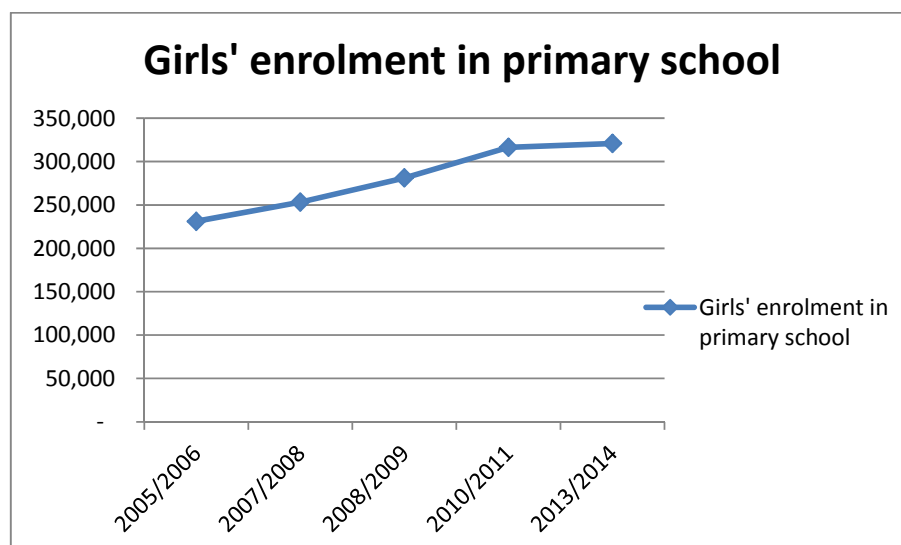
Table 6: Change in Primary enrolment

Year	2005/6 to 2007/8		2007/8 to 2008/9		2008/9 to 2010/11		2010/11 to 2013/14	
Gender	Female	Total	Female	Total	Female	Total	Female	Total
Change	22,147	51,449	27,933	65,349	35,209	69,298	4,524	9,443
Percent	9.6%	10.5%	11.0%	12.1%	12.5%	11.4%	1.4%	1.4%

Table 6 shows sustained increase in girls' participation at the primary level. Overall enrolment grew by 51,449 or 10.5% while girls grew by 57,937 or 32% for the period 2005/2006 to 2007/2008. Between 2007/2008 and 2008/2009, enrolment increased by 58,272 and 23,633 overall and for girls respectively but at a lower rate as compared to the past period.

From 2008/2009 to 2010/2011, enrolment increase by 61,971 and 32,184 overall and for girls respectively at the rates of 11% and 12%. This trend continues for the period 2010/2011 to 2013/2013 where the rates were at the lowest of 2% and 3% respectively overall and for girls even though increment total 12,848 and 10,334.

Chart 2: Girls enrolment from 2005/2006 to 2013/2014



Brief analysis for decline in pre-primary enrolment trend:

- The incidence of over-age children – About 60% of the students in pre-primary schools are above the legal of entry (3-5 yrs old)
- More private providers – GoL priority is in basic education and so funding not too flexible to pre-primary

Highlight at least 2 key challenges for each goal.

A short statement or description of the challenges can be presented along with some concrete evidence when possible. A brief mention to plans or current initiatives taken by the government to address the challenge must also be included.

Challenges

- Cultural practices
- Early marriages, parenting

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

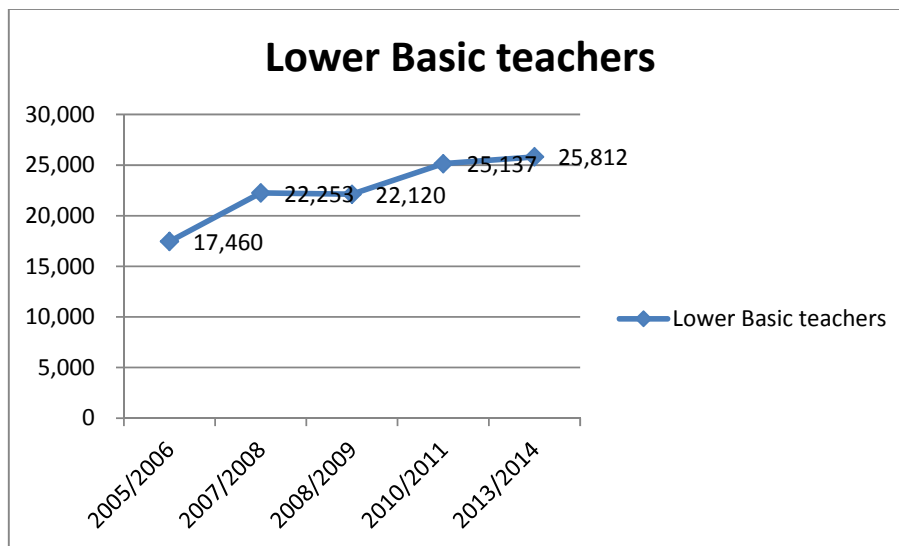
- Number of teachers deployed
- Number of schools constructed

Table 7: Teachers deployment trend

Level	2005/2006	2007/2008	2008/2009	2010/2011	2013/2014
Lower Basic teachers	17,460	22,253	22,120	25,137	25,812
Upper Basic teachers	6,298	8,228	8,574	9,919	10,163
Trend		4,793	(133)	3,017	675
Percent		27%	-10%	14%	3%

Table 7 shows teachers' deployment trend at basic education level for the period 2005/2006 to 2013/2014. It indicates increment in teachers' deployment at basic level by 27% from 2005/2006 to 2007/2008. But 2007/2008 and 2008/2009 show a dramatic decrease of 10%. One contributing factor could be government decision to remove volunteer teachers from the classrooms.

Chart 3: Teacher at lower basic



The above chart shows trend analysis of basic education teachers' deployment. From 2010/2011 to 2013/2014, there has been sustained increase in teachers' deployment.

Challenges

- Wastage due to attrition of teachers
- Regional inequity of education facilities due to inaccessibility by road.

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Progress towards the EFA goal 4

- Number of participants in Adult Literacy programs
- Number of tutors/facilitators trained

Table 8: Participants in Adult Education by gender and levels (2010/2011)

Age	Level I		Level II		Level III		TOTAL	
	M	F	M	F	M	F	M	F
< 15	32	38	15	21	38	34	85	93
15 – 20	281	358	136	185	146	187	563	730
21 – 25	363	681	171	216	196	211	730	1,108
26 – 30	414	856	193	309	227	220	834	1,385
31 – 35	289	766	143	237	180	234	612	1,237
36 – 40	330	614	114	191	165	193	609	998
41 – 45	189	492	65	89	106	147	360	728
> 45	181	308	35	94	51	84	267	486
TOTAL	2,079	4,113	872	1,342	1,109	1,310	4,060	6,765

Source: 2010/2011 National School Census

Table 9: Percent distribution of adult education learners by level and gender

	Level I		Level II		Level III	
	M	F	M	F	M	F
Participants	2,079	4,113	872	1,342	1,109	1,310
%	34	66	39	61	46	54

Chart 4: Percent distribution of adult education learners by level and gender

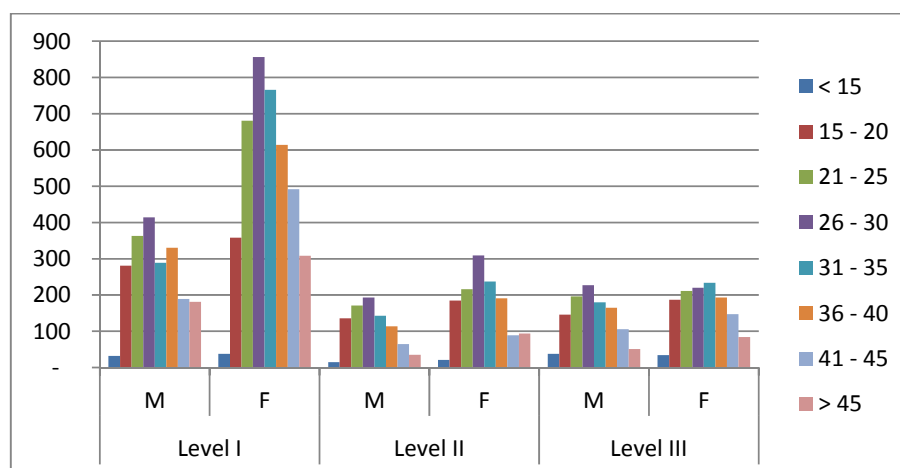


Table 10: Trainers in Adult Education by gender and levels (2010/2011)

Trained		Untrained		TOTAL		
M	F	M	F	M	F	T
369	70	284	47	653	117	770

Source: 2010/2011 National School Census

Given recent developments and strategies to improving socio-economic condition of the people, Liberia higher literacy level has reduced considerably over the past five or more years. This is in response to the MoE National EFA target to reduce Liberia illiteracy rate below 35. LISGIS data showed a national literacy rate of 57.4% (LFS 2010). The LFS data fell short of disaggregating by gender. However, the MoE School Census Report on Literacy participant for the period 2005/06 to 2013/14 shows participation by level; as well as gender. The data shows women overall participation for the period as 62% and 38 % for men. Women huge participation over men could be explained by the low survival rate for girls in formal school.

The trend is better depicted by Table 11 below:

Table 10 shows trainers or facilitators literacy institutions. The data is also shows the number of trained and untrained providers in that system.

Challenges

The MoE does not collect literacy statistics

Literacy is not considered a component of basic education in real terms

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Progress towards the EFA goal 5

- Number of girls enrolling at Basic and Secondary levels
- Number of girls retained at Basic and Secondary levels

Table 11: Percent of girls' enrolment at all levels

	2005/2006	2007/2008	2008/2009	2010/2011
Pre-primary	51	49	48	48
Lower Basic	47	47	46	47
Upper Basic	43	44	43	45
Secondary	41	41	42	43

Efforts at eliminating gender disparities in basic and secondary education between 2005/6 and 2010/11 have improved considerably with the various programs put in place. The below table shows effort made at attaining retention and survival across all levels of the education system. Even though Liberia did not achieve 50% equality for girls' participation at basic and secondary levels, the rate of participations gradually increased over the years for upper basic and secondary levels. Except for Lower basic which was constant at 47%; Upper basic increased from 43 to 45 and secondary from 41 to 43.

Challenges

Harmonizing cultural requirements with formal education

Poverty

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Progress towards the EFA goal 6

- improved student to trained teacher ratio
- improved student textbook ratio

This section deals with teachers at the three levels pre-primary, lower and upper basic. Summary tables and charts on teachers are provided followed by brief explanations.

Table 12: Student: trained teacher ratio

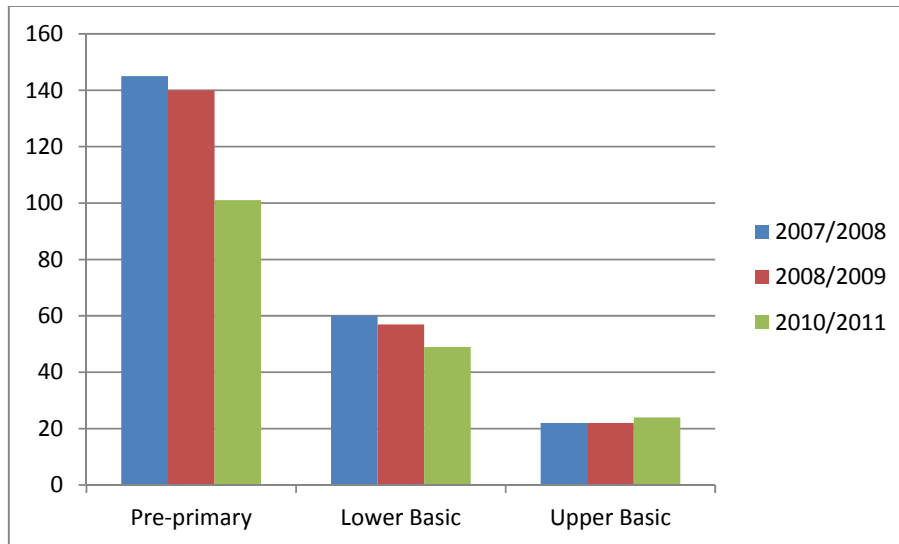
Year	Pre-primary	Lower Basic	Upper Basic
2007/2008	145	60	22
2008/2009	140	57	22
2010/2011	101	49	24

Table 12 shows nationally, how the stock of trained teachers at the above levels, Pre-primary, Lower and upper basic were distributed between 2007/08 and 210/11. Other than pre-primary level where the accepted class size is 35 pupils per class (not legal); Lower and Upper basic have respective legal class size at 45 pupils per class.

According to the above table, Pre-primary level did not benefit from organized teacher training activities until 2010. No pre-primary teacher training was ever offered by the Rural Teacher Training Institutes (RTTIs) and no one sent for training to teach at this level outside Liberia. However, around 2010, Pre-primary was then considered mainly to prepare quality students for the basic education level. The high student to teacher ratio of 1:145 in 2007/08, 1:140 in 2008/09 and 1:101 in 2010/11 is a clear indication of the quality issues associated with the level at the time.

Trained teacher to student ratio at the Basic level as shown above could be deceiving, especially for upper basic level. The data shows student to teacher ratio far below the legal class size of 45 students to 1 teacher. The ratio of 22 students to 1 trained teacher in 2007/08 and 2008/09; and 24 students to 1 trained teacher does not mean Liberia has huge stock of trained teachers. There are several factors including regional inequity associated with spaces for upper basic education in some parts of Liberia. Pupils cannot continue their education in after grade in some parts of rural Liberia

Chart 5: Student teacher ratio by level



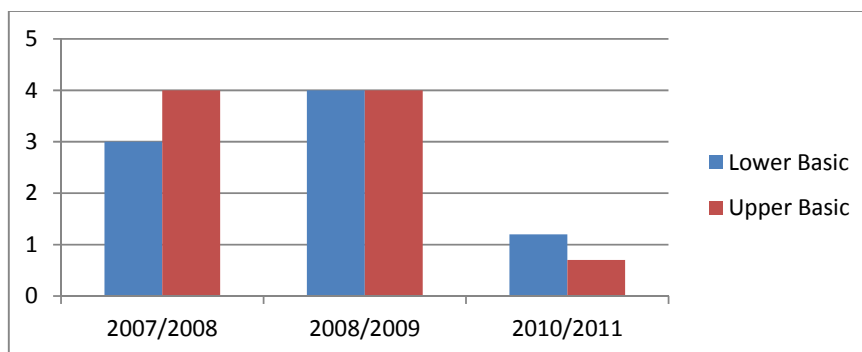
The table above shows that in the 2008/09 school year 11,565 teachers reported teaching at the pre-primary level. 46% (5,343) of these were females.

Table 13: Textbook: student ratio

Year	Lower Basic	Upper Basic
2007/2008	3	4
2008/2009	4	4
2010/2011	1.2	0.7

Table 13 shows an improvement in the provision of Textbook at basic Education by at least 3 textbook to one student. The textbook to student ratio increased from 3 textbook to one student in 2007/2008 to 4 textbook to one student in 2008/2009 at basic education. Primary school textbooks in the four core subject areas have been procured using Pooled Fund resources and procedures. The supply of the procured books to schools has reduced the learner to textbook ratio to 2:1 at basic education.

Chart 6: Trend of Textbook to Student ratio 2007 to 2010/2011



Bibliography

Liberia Institute for Statistics and Geo -Information System Labor force Survey [Book]. - Monrovia : Government of Liberia, 2010.

Liberia Institute Statistics and Geo-Information System Liberia Demographic and Health Survey [Book]. - Monrovia : Government of Liberia, 2013.

Ministry of Education Education sector Plan 2010-2020 [Book]. - Monrovia : Ministry of Education, 2009.

Ministry of Education National School census [Book]. - Monrovia : Ministry of Education, 2007- 2011.