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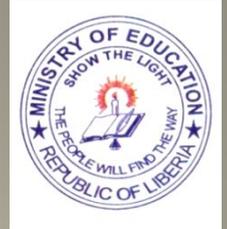
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# ASSESSMENT OF TEACHER EDUCATION AND DEVELOPMENT NEEDS TO ENSURE EDUCATION FOR ALL (EFA)



## Needs Assessment Report

Ministry of Education, Republic of Liberia  
Monrovia, Liberia

In Conjunction with UNESCO

12 June 2014

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## ABBREVIATIONS

AFL	Arm Forces of Liberia
AFT	Agenda for Transformation
BTE	Bureau of Teacher Education
CSA	Civil Service Agency
ECOWAS	Economic Community of West African States
ESP	Education Sector Plan
EFA	Education for All
EGMA	Early Grade Mathematics Assessment
EPDP	Education Program Development Fund
EGRA	Early Grade Reading Assessment
EU	European Union
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GOL	Government of Liberia
HRD	Human Development Report
IMF	International Monetary Fund
INPFL	Independent National Patriotic Front
LEAD	Liberia Educational Action for Development
LERP	Liberia Educational Recovery Program
LIBTELCO	Liberia Telecommunications Corporation
LTPP	Liberia Teacher Training Program
MDG	Millennium Development Goals
MOE	Ministry of Education
NACTVET	National Commission on Technical Vocational and Education and Training
NCHE	National Commission on Higher Education
NER	Net Enrolment Rate
NPHC	National Population and Housing Census
NPFL	National Patriotic Front of Liberia
OSI	Open Society International
PAN	Personnel Action Notice
PRS	Poverty Reduction Strategy
PTR	Pupil Teacher Ratio
SCR	Student Classroom Ratio
TVET	Technical Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children Education Fund
US	United States
USAID	United States Agency for International Development
WB	World Bank
WFP	World Food Program

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The Ministry of Education of the Republic of Liberia on behalf of the Government and People of Liberia, remains grateful to the Government of the People's Republic of China for providing funding for the conduct of this needs assessment analysis that would serve as a precursor to a proposed 18 month grant that would enable information communication technology (ICT) training to be incorporated into the Liberia rural teacher training program. The Ministry is also thankful to UNESCO that will serve as a conduit for project funding and shall have oversight responsibility. The Ministry appreciates the positive leading role UNESCO has played thus far including the fielding of a consultative and fact-finding delegation to Liberia.

Final gratitude is herein extended to all stakeholders who have participated in meetings, dialogues, assessments, interviews and other forms of support to the Needs Assessment as of the program.

## **EXECUTIVE SUMMARY**

### **Overall Country Situation**

Liberia is emerging from nearly one and half decades of civil war that ravaged the entire country. The war paralyzed and left in shambles all economic and social infrastructures to include schools, hospitals, clinics, roads, water services, and electricity. The post war recovery and restoration of these infrastructures have been challenging. Rated amongst one of the world's poorest and least developed countries, Liberia's GDP per capital in 2012 was \$414 and the average person lives on less than U.S. \$1.25 per day<sup>1</sup>.

To pull the nation out of this bleak state, the Government of Liberia (GOL) initiated several economic resuscitation and infrastructure rehabilitation programs, and adapted several development agendas. Noted among these efforts are the guaranty of security where the country enjoyed ten years of stability buttressed by the presence of United Nations Peace Keeping Force (UNMIL), rehabilitation of feeder roads and major roads networks, rehabilitation and constructions of schools, hospitals and clinics, restoration of pipe borne water services and electricity. On the economic recovery initiatives, the GOL revamped the mining sector with the operation of major mines like the Yekepa Concession that is being operated by Acelor Mittal, a Canadian-British firm. The country mainstay being agriculture, the GOL resuscitated logging and major agricultural concessions like Firestone Rubber Company in Margibi County and attracted new ones to like Sime Darby Agricultural Concession in Bomi County. The economic revival programs also embarked on empowering growth through microfinance activities for the establishment of small businesses.

Despite these initiatives, a country with a population just under 3.5 million, and estimated growth rate of 2%, most of the people remain below the poverty line. 80% of the people are rural dwellers who survive on subsistent agrarian activities. 60% of the population comprises youths with 43% under 14 years and 17% between 15 and 24 years. The Demographic and Health Survey (2007) conducted by the Ministry of Gender reported that only 18.8% males and 34.2% females of economically active population (15-64 years old) are employed but mostly in the informal sector. The vulnerable employment rate is also reported at 80%<sup>2</sup>. This is manifested even in the educational sector, which continues to suffer the perennial problem of lack of adequate skilled teachers to meet the demands of teaching institutions across the country and boost human capital development. Thus, the need to equip teacher training institutions in the country through ICT pedagogy cannot be overemphasized. This will invariably and ultimately improve the quality of teaching and learning in training institutions, enhance the performance teachers and contribute meaningfully to manpower development in the country.

### **National Development and Economic Resuscitation Agenda**

In view of these challenges, the GOL further adapted major development agendas in order to harness and focus its development objectives. Key agendas adapted were the Agenda for Transformation (2010), the Poverty Reduction Strategy (2008), the Millennium Development

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<sup>1</sup> UNDP Human Development Report, 2010

<sup>2</sup> [http://www.unicef.org/wcaro/english/wcaro\\_liberia\\_fact\\_CP\\_indicators.pdf](http://www.unicef.org/wcaro/english/wcaro_liberia_fact_CP_indicators.pdf)

Goals (2000) and the Education Sector Plan (2010). Key development goals and objectives identified in these plans include:

1. Liberia becoming middle income country by 2030;
2. Maintenance of security, promotion of good governance, develop infrastructures and provide basic services and enhance economic revitalization;
3. achieve universal primary education;
4. Construction of 60 new primary and secondary schools;
5. Training of 5000 B – certificate teachers, 500 undergraduate teachers over five years and 3,600 post graduate teachers;
6. Functionalizing county school boards and training of county education staff;
7. Establishment of national commission to oversee TVET.

All of these broad and long term development goals were enshrined with education related objectives. In order to consolidate its education agenda the GOL passed The New Education Act of 2011 giving broad mandate to the Ministry of Education (MOE) to among other things:

- a) provide access to quality and relevant educational opportunities at all levels and to all, in support of the social and economic development of the nation by:
- b) strengthen the curriculum;
- c) expand access to quality, safe and hygienic schools;
- d) recruit and train qualified teachers;
- e) improve learning achievement and school completion rates;
- f) strengthen the quality and accessibility of vocational training;
- g) improve the quality and standard of tertiary education and to implement a phased expansion of the higher education system; and
- h) Strengthen the overall governance, management and financial wellbeing of education.

In consonance with this mandate the MOE among other things, revived the 3 rural teacher training institutes and reestablished teacher training programs with assistance from USAID, offered free but compulsory basic and primary education to all, constructed/renovated 31 primary and secondary schools in various regions of the country, and regularized and upgraded teacher salary. However the war recovery needs of Liberia are so enormous that more development initiatives have to be undertaken.

### **Needs Assessment Objectives**

This needs assessment analysis, in view of the UNESCO-China-Funds-in-Trust (CFIT) project on enhancing teacher education for bridging the education quality gap in Africa to ensure education for all (EFA), revealed unmet needs that still engulfs the education sector. Although the project under the CFIT targets capacity development in key teacher training institutes, the needs assessment conducted was extensive and far reaching with the objectives of:

- examining the country education system and identifying key challenges;
- assessing needs at key teacher training institutes;
- assessing the extent of ICT infrastructure and its competency level in key TTI's;
- compiling findings into a consolidated needs assessment analysis report.

## Key Findings of the Needs Assessment

The needs assessment was undertaken by the Country Project Team (CPT) between February and March 2014. The assessment included both qualitative and quantitative reviews of data that included interviews with experts, educators, potential beneficiaries, teacher educators, administrators and teacher trainees of teacher training institutes (TTI's). Onsite inspections of selected TTI's were also carried out. Field visits were conducted at the Zorzor Rural Teacher Training Institute (ZRTTI) located in Lofa County (March 14, 2014 ) and the Kakata Rural Teacher Training Institute (KRTTI) located in Margibi County ( March 21, 2014 ). The quantitative data review comprised a desktop study that considered government policy documents and agendas, annual and periodic reports of line Ministries as well as reports of development partners like USAID/LTTP. Key finding of the needs assessment analysis included:

1. Annual population growth rate of 2% may lead to demand of **88,640 teachers by 2024.**
2. **Low level of students' achievements** in reading comprehension and mathematics skills.
3. **36% of the current 29,000 teaching force being untrained and unqualified.**
4. **Abridged 9-month duration of program at RTTI's being inadequate** for in-depth content area coverage and knowledge.
5. Since reactivation of TTI's (2006), **more than five thousand teacher graduates** (5062) rolled out with 48% in-service and 52% pre-service.
6. **More than 90% of teaching force lack university degree.**
7. Increased school intake and new entrants evidenced by 63%of gross intake rate (GIR) in 2013.
8. Huge gender bias with **low female teaching force** and enrollment at TTI's.
9. Weak teacher management system, **no teacher policy** on licensure, recruitment, deployment, ascension and professional development
10. **ICT infrastructure at TTI's are inadequate** with poorly managed computer labs.
11. **Complete absence of ICT in curricula** of TTI's.
12. Limited ICT skills, knowledge and competency of teacher and teacher educators with **only 20% of teacher educators at TTI's having some ICT knowledge.**
13. **Absence of internet access at rural TTI's.**
14. All of the teacher trainers and trainees at rural TTI's cannot afford to pay for the ICT training (usually provided by the private institutions) to acquire ICT skills and knowledge or purchase laptop computers.

## Conclusion

The population of Liberia is estimated at 3.4 Million and is growing at an annual rate of 2%. The children of school age (0 -18) comprise 52% of the population. It was estimated that at this growth rate in 10 years the population of school going age children will be 2,216,012. In order to meet the demand and prepare these youth for the future a qualified teaching force of 88,640 is needed with the assumption that average pupil-teacher ratio is 25:1. The assessment also revealed the need for a robust professional development and aggressive in-service training program to upgrade skills of 36% of the current teaching force that has been categorized as untrained and unqualified. ICT skills acquisition is a key demand among

teachers based on the indication that 80% of teachers lack ICT competency. This situation arises because ICT as a pedagogical and instructional tool is notably absent from the curriculum of TTI's. Most teachers cannot afford to take any private ICT training unless provided by the government. Given that ICT skill is a catalyst in 21<sup>st</sup> Century teaching and learning its availability and inclusion in teacher education curriculum is long overdue. Hence the importance of the CFIT cannot be overstressed.

Based on the findings of the needs assessment, the CPT advanced recommendations that included the need to hire more but qualified teachers, the need to upgrade skills, competency and content knowledge of current 36% unqualified teachers, need to improve overall teacher management system and need to infuse ICT into curriculum at TTI's and empower teacher educators to teach ICT and use ICT to teach. The following core group of the Country Project Team participated in the writing of this report.

## INTRODUCTION

This needs assessment report was compiled in the context of reviewing the current education development of Liberia in particular teacher education, with the view of identifying gaps for the possible intervention of a teacher education improvement project, through the provision of information communication technology in government-owned teacher training institutes (TTI's). The proposed project will be undertaken through funding provided by the Government of the People's Republic of China in partnership with the United Nations Educational, Scientific and Cultural Organization (UNESCO) that will serve as the conduit for the funds. Both qualitative and quantitative methods were employed in generating the data and relevant information for the report. Desk reviews and field visits were conducted as part of the study. Policy documents on the development agenda for Liberia including the Agenda for Transformation, Poverty Reduction Strategy, the Millennium Development Goals, Liberia Decentralization and Rural Development Program, and the Education Sector Plan were reviewed. Furthermore, periodic and annual reports from developmental partners in the teacher education sector like USAID/Liberia Teacher Training Program (LTTP) were also consulted.

Qualitative data were gathered through interviews with experts, educators, potential beneficiaries, teacher educators, administrators and teacher trainees of teacher training institutes (TTI's). Onsite inspections of selected TTI's were also carried out. Field visits were conducted to the Kakata Rural Teacher Training Institute (KRTTI) located in Margibi County (March 21, 2014) and the Zorzor Rural Teacher Training Institute (ZRTTI) located in Lofa County (March 14, 2014). However, in some cases, the assessment faced limitations in that some data could not be obtained.

The data gathered were then compiled, consolidated, analyzed and fed into this assessment report by the Country Project Team (CPT). The team was headed by Honorable Moses B. Jackson, Assistant Minister for Teacher Education, Bureau of Teacher Education at the Ministry of Education (MOE). The full listing of the Country Project Team can be found in the Annex A.

## **SECTION 1: ANALYSIS OF NATIONAL PRIORITIES FOR SOCIAL AND ECONOMIC DEVELOPMENT**

### **1.1 Overall Context of the Country and National Development Priorities**

#### **1.1.1 Social and Economic Development Context**

Compared with other countries in West Africa, Liberia has a relatively small population and just emerged from the bitter civil war. The most recent population census in Liberia was the Liberia National Population and Housing Census (NPHC) conducted in March 2008 and it reported that the country population is 3.4 million with the annual growth rate of 2%. The UNDP Human Development Report (HDR) of 2007/2008 also estimated that total population of Liberia was 3,442,000. Population surveys conducted in Liberia in 1962, 1974, 1984 reveal a steady population growth from 1962 to 1984 and decline in 2008 as follows: 3.3 in 1974, 3.4 in 1984, and 2.1 in 2008.<sup>3</sup>

Liberia comprises 16 ethnic or language groupings, spread across 15 political sub-divisions (counties). About 90% of the country's population constitutes indigenous people. 40% of the population are Christians, 20% practice Islam (dominantly in the regions close to Guinea-Conakry and neighboring Sierra Leone), while the remaining 40% belong to African Traditional or animist religion and other religious sects. The country's capital, Monrovia is located in Montserrado County, which has the largest population of over 500,000, most of whom are migrants from other counties who have migrated in pursuit of education and other opportunities. Like in many developing countries, migration from rural to urban is common in Liberia. This situation was also further exacerbated by the war, where Monrovia became a 'safe haven,' considering that it is the seat of government, has numerous diplomatic missions and embassies including that of the US and was heavily protected from time to time by different military missions from the US, ECOWAS and the UN from the inception of the civil war in 1989 to present.

Gradually emerging from the ruins of a protracted and devastating armed conflict (nearly 20 years civil war), Liberia is one of the least developed countries in the world. According to the 2010 UNDP Human Development Report, 83.7% of Liberians live in absolute poverty and on less than US\$1.25 per day.<sup>4</sup> The country ranked 169<sup>th</sup> out of 182 countries in 2010 and 174<sup>th</sup> out of 187 countries in 2012. (HDR: 2010, 2012). Like many other sectors, the country's educational system is dilapidated, with a dearth of qualified teachers and most-needed resources to rehabilitate and maintain school buildings and other education facilities, coupled with low salaries and little incentives for teachers at all levels – primary (basic), secondary and tertiary. Over the last two-three decades, the country's human resources have suffered from serious 'brain drain' result of the crisis. Vital socio-economic infrastructure was swept away as bad governance, corruption, embezzlement, smuggling out of natural resources and economic mismanagement took their toll resulting the decline of GDP per capita from US\$1,269.00 in 1980 to US\$163.00 in 2005.

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<sup>3</sup> Liberia Institute for Statistics and Geo-Information Services (LISGIS), Government of Liberia, National Population and Housing Census (NPHC), June 2008.

<sup>4</sup> European Commission, Country Level Evaluation – Liberia (Final Report), December 2010.

An unemployment rate is over 80% among them 60% youthful population, most of whom were active participants, perpetrators and victims alike in the civil war. Liberia has a low literacy rate of 51.4%<sup>5</sup> (in 2009) in particular in girls and women. According to a report of Liberia's Ministry of Gender and Development in 2009, "literacy rate for women in rural areas is staggeringly low at 26%, compared to 61% for urban women and 60% and 86% for rural and urban men, respectively."<sup>6</sup> The report further revealed that:

...The gender gap in secondary school attendance is particularly high in the rural areas with a low 6% net attendance ratio for females and 13% for males. In urban areas this gap is much smaller (29% and 32%), respectively.<sup>7</sup>

Notwithstanding the above grim realities, there have been some significant strides towards national recovery, reconstruction and ultimately socio-economic development over the last few years, particularly in the wake of the lifting of UN-imposed sanctions on timber and diamond (UN 2010, Link: [www.un.org/events/tenstories/06/story.asp?storyID=2100](http://www.un.org/events/tenstories/06/story.asp?storyID=2100)). For example, the country experienced sustained economic growth in 2012, owing to the first full year of iron ore exports, construction, and strong performance in the service sector, but these positive trends are subject to fluctuations in commodity prices, FDI, and overseas development assistance<sup>8</sup>.

Also, there has been a decrease in poverty rate from 64% to 56% between 2007 and 2010, although as stated previously some 80% of the population remains engaged in vulnerable employment (petty trading and other blue collar jobs) and Liberia still ranks close to the bottom of countries in the Human Development Index (174<sup>th</sup> out of 187). Constituting 54% of the labour force including both the formal and informal sectors, Liberian women are disproportionately clustered in the least productive sectors; 90% employed in the informal sector or in agriculture, compared to 75% of working men. Men are more than three times as likely to be employed by the civil service, an NGO, international organization or public corporation (CWIQ 2007). Consequently, men greatly outnumber women in the formal sector of the Liberian economy. In a recent Demographic and Health Survey (DHS), the Ministry of Planning and Economic Affairs reported on the labour force participation rates in Liberia as follows:

...For the total population aged 10 years and over, only 5.0% of males and 40.6% of females were economically active, i.e. belonged to the labour force. Assuming a male-female relation of 50/50, the current labour force would amount to approximately 1.54 million.<sup>9</sup> The rates are slightly higher in the rural areas than urban

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<sup>5</sup> Republic of Liberia – Lift Liberia Poverty Reduction Strategy (2<sup>nd</sup> Annual report April 2009 – March 2010)

<sup>6</sup> Ministry of Gender and Development, Government of Liberia, Gender and Statistics in Liberia, January 29, 2010.

<sup>7</sup> Ibid

<sup>8</sup> [www.scribd.com/doc/192640709/Friday-December-20-2013-Edition](http://www.scribd.com/doc/192640709/Friday-December-20-2013-Edition).

<sup>9</sup> Ministry of Planning & Economic Affairs, University of Liberia, United Nations Population Fund, Demographic and Health Survey 1999/2000, Volume III, Analytical Report, 2000.

areas. The unemployment rate of 50% was reported before the outbreak of the civil war, but is to have increased sharply to 80% since then.<sup>10</sup>

Like the United States of America, Liberia is a republic – the Republic of Liberia – and practices a presidential representative democracy. The government is modeled after the government of the United States, whereby the President is both head of state and head of government – with three distinct and independent branches which have separate and equal powers, although in reality power has for many decades since the inception of the Liberian state been centralized and concentrated in the Executive Branch in Monrovia and thus the President has for time immemorial remained the dominant figure in Liberian politics. However, unlike the United States structure which is a confederation of states, Liberia is a unitary state and practices a multi-party political system, in contrast to the US, which has a bi-party system.

As the country remains on the trajectory of transition from war to peace, reconstruction and development, the present regime has embarked upon a number of initiatives, instituted numerous programs and policies, and legislated laws to facilitate the decentralization and de-concentration of power, improve local service delivery, strengthen poverty reduction, ensure and increase accountability, transparency and participation of citizens in national decision making, thereby promoting decentralization, and improve governance at all levels – national, sub-national, local. Some of these have been the PRS ('Lift Liberia), Liberia Decentralization and Local Development (LDLD) Program, the Agenda for Transformation (Aft), Vision 2030, etc.

As regards capacity building, these programs have impacted the overall structural adjustments of the economy. There are four pillars/structures that the government identified as outline in the PRS and the Aft in the context of security and stability, economic revitalization, governance and rule of law, and infrastructure and basic services deliveries. With respect to direct management of teacher training, the three rural teacher training institutes were rehabilitated and put into operation.

### **1.1.2 National Development Priorities and Strategies**

Liberia is gradually recovering from a very devastation civil war, having experienced spirals of social, economic, ethnic and largely political conflicts, which spanned nearly two decades and affected the entire West African Sub-region, particularly the Mano River Basin (Guinea, Sierra Leone, Liberia), and Cote D'Ivoire. Although significant strides have been made in the transitional process, much still needs to be done to consolidate peace and strengthen the Country's young multi-party democracy. The need to restore socio-economic stability and security, stimulate and enhance development and growth and find durable peace building solutions to the country's perennial problems is imperative. Regrettably, the country needs and lacks adequate local capital or capacity to accelerate the pace of national reconstruction, build the peace, and fast track economic growth and development on its own.

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<sup>10</sup> In the national census of 1984, 704, 321 people were active.

This is evident by the huge dependence on external international support and expertise, which is also evident by the large number of expatriate staff serving in the United Nations Missions in the Country and others who hold strategic, high profile positions in a number of international and nongovernmental organizations across the country. Nonetheless, the Government of Liberia continues to demonstrate a keen commitment in creating a conducive and enabling environment that will bolster national recovery and stimulate economic growth and development in post-conflict Liberia, as evident by its vision and policies.

Liberia's post-conflict recovery and reconstruction has been guided by two interim development plans (between 2006 and 2008) and Lift Liberia Poverty Reduction Strategy (2008-2011). The Agenda for Transformation for 2012 is the first step towards the long term national vision, Liberia Rising 2030, which aims to reach middle income status by 2030, while ensuring that the population shares in inclusive economic growth and sustainable development.<sup>11</sup>

Although Liberia has witnessed a decade of peace (following the signing of the Comprehensive Peace Accord in Accra), "the security situation has stabilized but remains fragile."<sup>12</sup> Also, although the Government has tried to create jobs and reduce poverty through its Poverty Reduction Strategy (Lift Liberia), there are critical challenges in achieving the MDG targets:

Liberia has surpassed the target for reducing child mortality (MDG-4), and made notable progress in reducing maternal mortality. Liberia also achieved the target for reducing under-nutrition. However, achievement of the [Millennium Development Goals](#) (MDGs) has progressed slowly and much remains to be done. Liberia will likely meet the MDGs of eradicating hunger (MDG 1), promoting gender equality and empowering women (MDG 3) and developing a global partnership for development (MDG 8), while the remaining five MDG targets, all concerning human development, are unlikely to be met.<sup>13</sup>

The launch in December 2012 of a new and comprehensive Poverty Reduction Strategy, the Agenda for Transformation (AfT) is yet another manifestation of the Liberian government's effort at national recovery and development. **The AfT aims to transform Liberia into a middle income country by 2030**, through placing special emphasis on investment in infrastructure and human development, drawing from the PRS (Lift Liberia, 2008), which placed emphasis on **four key pillars of reform: peace and security, governance and rule of law, economic revitalization, infrastructure and basic services**, with important crosscutting issues like gender, HIV/AIDS, peace building, environment, children and youths. The AfT supports five pillars **including eight cross-cutting issues**, including investment in

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<sup>11</sup> Africa Development Bank Group, [Liberia Country Strategy Paper](#), June 2013

<sup>12</sup> World Bank, 2013

<sup>13</sup> Ibid.

infrastructure, particularly roads and energy, **human development**, and the security sector. The support of development partners (donors) is, however, critical to the realization of the AfT, as its initial costing is approximated at US\$3 billion, and the Government has provisioned an annual average of approximately US\$400 million in its budget for the AfT.

## **1.2 Context and the Government’s Education Priorities and Strategies**

As stated previously, Liberia’s educational system is in a debilitating state and in serious need of, and like the country itself going through a process of reform. Realizing the importance of education to nation building, the Government of Liberia continues to place strong emphasis on the revamping of its post-war educational sector to bring it at least to pre-war status. Accordingly, education has been synchronized with national development priorities including the poverty reduction strategy (PRS) as enshrined in the Government’s National Policy on Education & Training. Government of Liberia realizes that: Education facilitates poverty reduction and is essential for development of individual citizens and national growth, as it equips people with the relevant skills to participate in economic and societal activities.<sup>14</sup>

Most recently, the Education Law of A.D. 2001 (Chapter 26 of the Executive Law) and all Education laws amendatory thereto, of the Republic of Liberia, have been repealed and replaced by “The Education Act of 2011 (Education Reform Act),”<sup>15</sup> which provides the structural framework for managing Liberia’s educational system. Importantly, the national policy conference recognizes that education is critical to the sustained development and growth of the post-war Liberian economy or state to the extent that “it enables the Government to coordinate all activities that facilitate the development of a system that promotes equity, relevance, quality, and the universality of opportunities for education.”<sup>16</sup>

### **1.2.1 Current Structure of the Education System**

The Liberian school system, as indicated in the table, is broken down into four major domains/categories.

**Table 1: Educational Level/Category**

<b>NO</b>	<b>Educational Level/ Domain/Category</b>	<b>Age Range</b>	<b>Grade Level</b>
1.	Early Childhood	3 - 5	Pre – K
2.	Primary (Basic education)	6 - 11	1 <sup>st</sup> - 6 <sup>th</sup>
3.	Secondary	12 - 17	7 <sup>th</sup> – 12 <sup>th</sup>
4.	Tertiary	18 and beyond	Bachelor’s to master

Source: Ministry of Education School Census Report 2013

<sup>14</sup> Government of Liberia, National Policy Conference on Education & Training (Final Report), February 2011.

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

### **Current Structure of the Education System**

Liberia practices the 9-3-4 education structure that was established by decree of the National Legislature (Parliament) under the New Education Act of 2011. The structure consists of the following stages:

- a) 2 years of early childhood education, followed by
- b) 9 years of Basic education (lower basic: Grades 1-6; upper basic/lower secondary: Grades 7-9)
- c) 3 years of senior secondary education or 3 years of technical or vocational education in lieu thereof; Grades 10 – 12.
- d) 4 years of University or other Tertiary under graduate education.

### **Early Childhood Education**

The Liberian education system begins at the early childhood development stage. Early childhood education covers children in age range of 3-5 years with grade levels from pre-primary to kindergarten. Here emphasis is placed on quality of services for mainly for children under 5 years with family and community support. The ministry ascribe to every child developing in an environment that enhances his or her potential and abilities. It is reported in the 2013 EMIS that there were 6276 ECCE teachers in which 67% are in the public schools. Although there is no particular teacher training programme for ECCE teachers provided by the government, some private institutions offered the trainings in elementary education

### **Basic Education and beyond**

Following the early childhood level a child then advances to the basic education level. According to its structure, therefore 9 years are required to complete grades 1-9. The nine years of basic education is further subdivided into two key parts: lower basic (1<sup>st</sup> to 6<sup>th</sup> grades), and upper basic (7<sup>th</sup> to 9<sup>th</sup> grades), comprising children in age range 6 – 14. The last is the senior secondary level that requires 3 years for completion (Grades 10-12).

**Table 2: Information on Students and Teachers in Basic Education**

Category	Students	Teachers					
		Male	Female	Public	Private	Trained	Untrained
Grades 1-6	373,722	13,412	2276	10,852	4,836	63.5%	36.5%
Grades 7-12	124,064	6,851	346	3,786	3,411	71.1%	28.9%

Source: Ministry of Education School Census Report 2013

### **Technical and vocational education and training (TVET)**

Not all school students do make it through formal education. Students who discontinue formal schooling may opt for technical and vocational education (TVET) that requires a minimum of grade 6<sup>th</sup> literacy level for admittance. TVET therefore fits between the lower and upper basic education sub-division. A graph of the ladder of ascension from one educational category to another is attached as **Annex D**.

The New Education Act of 2011 established the National Commission on TVET with oversight responsibilities, although its formation is still in the preparatory phase. The Ministry of education has a Bureau of Technical and Vocational Education and Training

whose responsibility is to develop policies, supervise, coordinate, monitor and evaluate all TVET activities. There is also an inter-governmental body called the National Commission on Technical Vocational, Education and Training (NACTVET) that when formulated shall promulgate policies and liaise with the Bureau of TVET. The table and graph below provide a summary of TVET enrolment.

**Table 3: Distribution of TVET institutions by county and ownership**

County	Total	Public	Private/NGO	Enrolment
Grand Bassa	3	1	2	1557
Bong	6	1	5	1716
Sinoe	6	3	3	1744
Maryland	1	0	1	594
Margibi	12	2	10	1794
Montserrado	60	6	54	6544
Rivercess	2	1	1	1058
G. Cape Mt.	4	1	3	574
Nimba	5	1	4	329
Bomi	7	0	7	723
Lofa	5	0	5	626
Grand Gedeh	2	2	0	751
<b>Total</b>	<b>113</b>	<b>18</b>	<b>95</b>	<b>18030</b>

Source: 2011 National Policy Conference on Education

### **Higher Education**

A student desirous of continuing with formal education can proceed to the final 4 years stage at the university or tertiary level. This level comprises education beyond the secondary level and it includes junior colleges, colleges and universities. Other institutions of learning in this category include technical and vocational education, teacher education, adult education, literacy programs and non-degree theological seminaries. The oversight responsibility of education at this level is carried out by the National Commission on Higher Education (NCHE). The commission was created from the New Education Act of 2011 as part of restructuring of the education system.

To date 31 degree granting institutions have been approved by the Commission. Degrees range from associate to masters. 24 of the institutions are private and 7 are public. 18 offer associate degree, 10 offer bachelor degree only and 3 offer bachelor and above. A list of universities and colleges is attached as **Annex – E**.

## **1.2.2 Key issues and challenges in achieving Education goals in Liberia**

### **Access and Participation**

Although access to education with respect to new intake in primary level was improving at 63%<sup>17</sup> in 2013, with the Gross Enrolment Ratio (GER) of primary 52% and Net Enrolment Ratio (NER) of 20% indicated that there is much to be done.

<sup>17</sup> Education Statistics for the Republic of Liberia (2013)

## **Equity**

The issue of equity will be considered from the two paramount perspectives of gender equity and resource access. In terms of gender disparity, boys have better access to the education as in 2013, 9.2% more male students enrolled in schools than females. Furthermore, Males had 1.3% more promotion rate than females but the variance in repetition and drop-out rates was the same at 0.25% for both genders.

In terms of gender disparity there is more apparent in the teaching force as the proportion of female teachers in primary and secondary level are only 14.5% and 4.8% respectively.

As regards access to resource, schools in urban areas enjoy more resource access than schools in rural areas. For example 60% of schools in urban areas had functional libraries as compared to 30% in rural areas. The lack of electricity is a major challenge to running computer labs. Notwithstanding 11% of urban schools ran computer labs as compared to 3% in rural areas. Six percent of all secondary schools had a nurse. Five percent of secondary schools had access to textbooks while 3% of primary schools had textbooks in 2013. No data were available to differentiate between textbook accesses for early childhood education.

## **Quality and Relevance**

The Early Grade Reading Assessment (EGRA) which measured pre-reading and reading skills have shown that students overall reading skills are low (LTTP Baseline Assessment, p46). The Liberia Teacher Training Program (LTTP) performed the assessment on 3 cohorts comprising grades 1-3. . The table below shows students reading comprehension scores on a 1-100% scale.

**Table 4: Grades 1-3 reading comprehension scores on a scale of 1-100%.**

	External Cohort			External Cohort			External Cohort		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Boys	8.4	8.7	10.7	9.0	9.8	9.9	7.5	10.3	12.0
Girls	5.1	8.9	9.2	5.9	8.1	9.5	7.7	8.5	8.9
Combined	7.1	8.8	10.0	7.2	9.2	9.8	7.5	9.6	10.7

Source: LTTP Baseline Survey 2011

It can be interpreted that a score of 8.4 under grade 1 in cohort 1 means that the student mark on the reading comprehension was 8.4 percentage points out of 100%. According to LTTP reading comprehension is scored on a 100% basis without benchmarks or thresholds.

Similar to the EGRA, the Early Grade Math Assessment (EGMA) results also showed low computational skills for both boys and girls of grades 1- 3, for example: maximum scores of subtraction tasks of grade 1, 2 and 3 were only 7.2, 7.2, and 8.8 (out of 100) respectively while score of Grade 3 (girl) is only 6<sup>18</sup>.

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<sup>18</sup> LTTP Baseline survey report 2014

As regards efficiency overall repetition rate was as low as 8% in 2013. Repetition rates for males remained lower than that of females. Overall promotion rate was 70% in 2013 while drop-out rate was 22.5%.

Inadequacy of textbooks for both teacher and students is one of the factors for improving the quality of education. The 2013 School Census Report indicated that of the 124,064 students surveyed, 4% had language arts textbook, 4% had mathematics textbook, 4% had science textbook, and 9% had social studies textbook. Another 5% had other forms of textbooks. This data implies that on the average 5.2% of all school students had textbook.

On the other hands, the LTTP is also improving the quality of teaching by infusing more certified teachers into the classroom. The GOL policy PTR policy stipulates 44 students per teacher. However, the statistics show a PTR of 29 to 1. Smaller class size and well trained teacher would enhance the quality of the education system. Also the GOL constructed new schools thereby facilitating access to more students.

The table below depicts a breakdown of 106 primary and secondary school construction and renovation projects being undertaken by both Government and its major partners to include the World Bank, USAID and UNICEF. The table shows that there is higher completion rate of the renovation activities than the new construction activities.

**Table 5: Summary of School Construction and Renovation Activities by Government and Partners**

NO	PROJECT TYPE	EDUCATIONAL CATEGORY AND PROJECT SPONSOR				OVERALL COMPLETION ANALYSIS			Comments
		GOVERNMENT		PARTNERS		OVERALL TOTAL	OVERALL COMPLETED	% COMPLETED	
		PRI MA RY	SECONDA RY	PRIMA RY	SECON DARY				
1	New Construction	31	0	44	6	81	25	31 %	Ongoing
2	Renovation	3	12	10	0	25	17	68 %	Ongoing
3	TOTAL	34	12	54	6	106	42	49.5 %	

Source: MOE/EMIS school construction and renovation data 2013-2014

This needs assessment decided not to use the student performance on standardized tests (WAEC) as an indicator of quality and relevance because the results of the tests are unrealistic and questionable. The overall passing rate of 85% on WAEC exams is in sharp contrast to existing trends observed, for instance, from the University of Liberia entrance exams where students continue to underperform as none of the students passed its last year exam.

### **Education Financing**

The GOL also adopted policy to allot 25% of the national budget to education activities. Although the prescribed 25% budgetary allotment towards educational activities, the policy is not hard and fast but contingent on the revenue base at any point in time. For example in this current fiscal year that runs from July 2013 through June 2014, the annual budget

appropriated was U.S. \$ 582,931,413 .00. The education appropriation under this budget was U.S. \$98,818,655.00 amounting to 16.95% indicating difference in of nearly 8 %. In terms of actual expenditure on educational activities, the CPT was not able to acquire the details from MOE. However, the Ministry of Finance mid fiscal year 2013/2014 report indicated a basic civil service annual salary expense outlay for MOE as U.S. \$33,746,852.00.

The government also imposed an education levy of 3% as value added tax in order to provide funding for a special Education Development Fund account that would be managed by each county. Furthermore, the government established the education endowment fund to support efforts in the sector.

The government has also announced free education for primary and junior high schools. In addition, numerous local and international non-governmental agencies including education development partners like LACE, EU, UNESCO, also assist Liberia's debilitating education sector with funding and technical support through capacity development activities in the form of school building construction, teacher training, seminars and workshops. Data from these agencies were not available when the report was finalized.

### **Management of the Education System**

The management of schools up to the secondary level has been delegated to county school systems as part of the educational reform and decentralization agenda. Liberia is geographically divided into 15 counties where each county has an established school system that is overseen by a county school board. The county school board advises the county on the needs and conditions of the county and offers local policy assistance and consent. All county school boards have been established though most of them are non-functional. Under the supervision of the county school board, the county education officer runs the day-to-day affairs of the county education system. The county education officer is assisted by the district education officers, school principals and other staff. We have attached as Annex-E, the organogram of the Department of Instruction at the MOE that oversee teaching and learning activities.

### **Access to Technology**

Like most of her counterparts, Liberia is still far behind the rest of the world and countries in West in the area of information technology. Most schools (primary, secondary) – and even tertiary institutions have very limited or no access to internet or computer technology. This makes it difficult for teachers and students to be on par with other countries in the region in terms of modern (just in time) information, exposure/application of basic use of modern technology in teaching and learning. Most schools in Liberia including universities and colleges lack functional computer labs or computer literacy/training programs. Consequently, interested teachers and students are constrained to acquire skills at various private computer training schools and programs outside the normal university of school structure, which is often very expensive unlike the cost of regular school or university tuition.

### **1.2.2 National Education Priorities and Strategies**

Reporting on the achievement of the Liberia’s Poverty Reduction Strategy (PRS-1, 2008) “Lift Liberia,” the International Monetary Fund (IMF, 2012) asserted:

Lift Liberia, the first poverty reduction strategy (PRS-1, 2008), delivered a lot of outputs to the country in the period 2008-2011. About two-thirds of what was planned was done. Much of what was needed and what was done were preparatory measures – developing detailed plans, building capacity, passing laws, building or rebuilding parts of institutional and physical systems, and rehabilitating or repairing infrastructure.<sup>19</sup>

A sequel to the PRS (“Lift Liberia”), the Agenda for Transformation-Lifting Liberia (“Vision 2030”), outlines Liberia’s education priorities as follows:

- Construction of 60 new primary and secondary schools;
- Training of 5000 B – certificate teachers, 500 undergraduate teachers over five years and 3,600 post graduate teachers;
- Functionalizing county school boards and training of county education staff;
- Establishment of national commission to oversee TVET.

Of the four GOL development action agenda (Agenda for Transformation, Poverty Reduction Strategy, Millennium Development Goals and the Education Sector Plan) only the Poverty Reduction Strategy (PRS) has been review and evaluated. The attached Annex – F provides a breakdown of the four pillars of the PRS, their respective goals, outcomes expected, areas of interventions and percent completed.

Also as noted earlier the MOE along with partners has made strides towards the other development objectives although traditional review and evaluation has not been conducted. Among these endeavors are the construction of 81 primary/secondary schools and renovation of another 25. The finalization of the establishment of the NACTVET is ongoing with the structure of the Commission completed and submitted for approval. Below is a table depicting progress on those development agendas:

**Table 6: Progress on Government Long Term Development Agenda**

DEVELOPMENT GOALS	PROGRESS/ACHIEVEMENT		TOTAL	OVERALL COMPLETION RATE	COMMENTS
	Completed	ONGOING			
60 new school construction	25	56	81	42%	Although the initial goal was 60 schools but 81 projects were initiated indicating a 35% percent increase.
Train 500	None	Yes. Curriculum	N/A	undetermined	Ongoing

<sup>19</sup> International Monetary Fund (IMF), Liberia: Poverty Reduction Strategy Paper - Annual Progress Report, 2012.

DEVELOPMENT GOALS	PROGRESS/ACHIEVEMENT		TOTAL	OVERALL COMPLETION RATE	COMMENTS
	Completed	ONGOING			
B-Certificate		finalized. Training to begin 09/14.			
Train 500 undergraduate Teachers	155	743	898	31%	Ongoing
Train 3,600 post graduate teachers	67	275	342	2%	Ongoing

Source: Poverty Reduction Strategy Paper - Annual Progress Report, 2012

In terms of strategies to realize these objectives, the GOL is determined to allocate funds and work with development partners. Major education development partners (EDP) in Liberia are the EU, USAID, WB, UN institutions (UNICEF, UNESCO, and WFP), OSI/Soros Foundations Networks, as well as many international NGOs. They have been actively engaged in helping to revamp the educational sector in Liberia through numerous programs and strategies at the state and county (local) levels. Since the resumption of aid in 2006, (on-budget) aid has financed less than 10% of total public expenditure. Due to lack of reliable public financial management systems, aid has been channeled through non-budget support modalities. For example the government LACE initiative (Liberia Agency for Community Empowerment) is a joint venture of several aid agencies and Government. LACE provides support to communities and schools outside the traditional government approach. Only recently have a few partners (World Bank, IMF, EU) provided budget support, and in modest sums. Partners plan to slowly increase budget support along with the rhythm of improvements in public financial management systems.<sup>20</sup>

Amidst numerous post-conflict and development challenges, the Liberian Government amongst many directives has been able to prepare the Liberian Education Recovery Program (LERP) and implement the free and compulsory primary education. "In 2007, Liberia submitted a request to the EFA-FTI Partnership for acceptance and Catalytic Fund Financing. Admission to the Partnership was granted but financing was denied. However, noting the significant needs of Liberia and the importance of the LPREP, the Partnership agreed to provide some transitional funding for Liberia to implement the program and address the issues identified by the Catalytic Fund Strategic Committee Meeting. It was agreed that UNICEF, using a grant from the government of the Netherlands, would provide the funding (\$ 12 million) which was pooled with financing from the Soros Foundations Network (\$ 4.25 million) for a total of US\$ 16.25 million. The Partnership also approved the use of the Education Program Development Fund (EPDF) to support capacity development and technical assistance to facilitate the preparation of a more comprehensive and longest-term sector plan."<sup>21</sup> The table below may be helpful in providing a more vivid image of the intervention:

<sup>20</sup> Ibid. at 2.

<sup>21</sup> Ibid. at 3.

**Table 7: UNICEF/EFA-FTI on Compulsory Primary Education Plan Funding**

<b>Project</b>	<b>Expected Results</b>	<b>Partner</b>	<b>Beneficiary</b>	<b>Funding</b>
LERP/Preparation of Sector Plan/Free and compulsory primary education	Increased access to primary education	UNICEF/EFA-FTI / SOROS FOUNDATION	GOL	U.S.\$16.25M

Source: Ministry of Education School Census Report 2013

### **Challenges**

- The issue of equity and access remains major. There is still a need to reduce gender gap, reduce student classroom ratio by building more schools and increasing the number of classrooms, reducing the pupil teacher ratio, and reducing the disparity between urban-rural resource access.
- More than 90% of the teaching force does not have university degree. There is a need to increase the number of teachers with university degrees.
- Low teacher salary does not only affect morale but also prevent qualified individuals from preferring the profession. There is a need to standardized teacher remuneration and benefits in terms of open pay schedules.
- The Education Sector Plan (2010) further identified key challenges in the sector to include limited resource and teaching capacity at all three educational levels, weak structure and systems of educational governance, management and accountability, and significant percentage of untrained (36%) and unqualified teachers.

## **1.3 Priorities and strategies of the government and its partners with regards to teachers**

### **1.3.1 National Priorities with Regards to Teachers**

The GOL/MOE has not yet developed a comprehensive teacher management policy, however significant progress has been made towards establishing a policy framework that embodies its targets and goals as regards teachers. The new Education Act of 2011 and the Education Sector Plan 2010 (ESP) outline broad priorities and strategies for teachers. The GOL noted that teachers are key catalyst in education development bearing responsibility for quality education experiences and learning opportunities for future generations. During the consultative meetings to develop the ESP, the MOE strongly considered community outcry for trained and qualified teachers especially in rural areas. The Education Sector Plan summarized the GOL objectives and strategies for teachers through this table provided below that stressed training and professional development, deployment, reducing gender gap, increasing pay incentives and streamlining payroll among others.

**Table 8: The Objectives and Strategies for Teachers Education**

NO.	GOAL/BROAD OBJECTIVES	STRATEGY TO ACHIEVE GOAL/OBJECTIVE
1.	To provide adequate training and professional development programs for teachers in pre-primary to tertiary levels	<ul style="list-style-type: none"> <li>• Extend field-based in-service training to all 15 counties (C- Certificate)</li> <li>• Develop and evaluate certification program for pre-primary teachers</li> <li>• Re-establish B Certificate Program for Junior Secondary Teachers</li> <li>• Strengthen and re-establish the A Certificate program / introduce a Diploma in Education program at tertiary institutions</li> <li>• Recruit and develop subject specialists, mathematics, science and technology</li> </ul>
2.	Ensure teachers are motivated and supported to carry out their responsibilities	<ul style="list-style-type: none"> <li>• Strengthen PTAs, National Teachers Association of Liberia and National Principal's Association.</li> <li>• qualifications based pay scale and salaries will be paid on time</li> <li>• Professional development programs will be developed to enable teachers to upgrade their skills and content knowledge and capacity</li> <li>• CEOs and DEOs will be (retrained) to better support teachers and schools</li> </ul>
3.	To ensure deployment of teachers to rural and under-served areas	<ul style="list-style-type: none"> <li>• A Rural Incentive Scheme will be developed to attract teachers to schools in rural areas (higher salary).</li> <li>• Applicants to teacher training programs will be recruited from rural areas, with an agreement that they will return to their counties of origin upon completion of their training</li> <li>• Teachers housing will be built near schools in rural areas as an incentive.</li> <li>• Develop a teacher deployment policy</li> </ul>
4.	To upgrade the status of the teaching profession	<ul style="list-style-type: none"> <li>• subject to regular review. (The conditions of service will, among other things, spell out the behavior and conduct expected of a teacher and detail penalties for teachers involved in trading grades for sex/money and similar unsavory practices)</li> <li>• Teachers in rural areas will receive an additional allowance through the Rural Incentive Scheme</li> <li>• The MOE will develop a teacher database and harmonize the payroll to remove any remaining ghost teachers.</li> <li>• Review and revise of the salaries of teachers and introduce salary scales based on qualification, experience, performance, position/responsibility, teaching subject, and place of teaching</li> </ul>
5.	To increase the number of females in the teaching profession	<ul style="list-style-type: none"> <li>• Targeted programs for female students in high schools to prepare and encourage them to enter the teaching profession</li> </ul>
6.	To improve efficiency in teacher management	<ul style="list-style-type: none"> <li>• Continue with wage bill clean-up</li> <li>• Develop a human resource database</li> <li>• Set up a biometric system</li> <li>• Develop teacher management policy</li> </ul>

*Source: Education Sector Plan 2010*

### **1.3.2 Status of Past, Current and Future Teacher Program/ Projects of International Partners**

Prior to the civil war the GOL operated the 3 RTTI's with 18 months duration (2 academic calendar years). The program offered C-certificates but for a longer duration than what is offered now. Also, high school seniors could take advanced teacher training courses with credit as a bridge to becoming a teacher. The credit aspect gave the students a jump-start at TTI's if they opted to teach after leaving high school. The program motivated enrolment at the TTI's. Immediately after graduation, teachers were employed by the MOE and deployed.

Following the civil war, the GOL with support from USAID/LTTP reactivated the teacher training programs at the 3 RTTI's. The program was designed as a crash intervention with a shortened duration of 9 months. The objective was to create quick impact and fill the

vacuum in the number of teachers created by the exodus of qualified teachers and the recruitment of untrained and unqualified. The program trained both pre-service and in-service teachers and targeted pedagogy in mathematics, reading literacy, child development psychology, and practice teaching at demonstration (model) and community schools. The program has rolled out 5062 pre-service and in-service teachers since its inception in 2006. LTTP has been encouraging females to enroll so as to reduce the gender disparity, and improve female participation and visibility.

Other partners also worked with the government to improve instructional and teacher qualities. For example PLAN International in 2013 supported the development of a Teacher Refresher Curriculum Guide. The Guide is intended to refresh the skills of current teachers and it covers lesson planning, classroom management, assessment and evaluation, and ethical practices. 510 teachers participated in the piloted testing of the Guide in 4 counties (Nimba, Grand Gedeh, Rivercess and Grand Cape Mount). An evaluation report is being compiled with lesson learned before the Guide can be launched.

As a continual reform measure, the new Assistant Minister for Teacher Education at the MOE Bureau of Teacher Education (BTE), Honorable Moses Jackson, has rolled out BTE plans for teachers for the next 5 years that include:

- a) Increase the duration of C-certificate training from 9 to 18 months;
- b) Phase-out GOL training of C-certificate teachers at RTTI's and defer same to private and local institutions with subsidy from GOL so as to keep costs affordable;
- c) Replace teacher training programs at RTTI's with 18 months B-certificate so as to increase the number of qualified teachers in secondary schools;
- d) Introduce 18 months A-certificate training programs in universities and teacher colleges;
- e) Include ICT Pedagogy as a nationally required and traditional component of the teacher training curriculum;
- f) Establish modernized ICT facility at each TTI's;
- g) Develop ICT policy framework and competency;
- h) Introduce teacher licensure program; and
- i) Develop a comprehensive teacher management policy.

## **SECTION 2: TEACHER REQUIREMENTS: ANALYSIS OF AVAILABLE STAFF AND ESTIMATE OF CURRENT AND FUTURE TEACHER REQUIREMENTS**

### **2.1 Factor determining teacher needs**

#### **2.1.1 Demographic Pressure**

Following nearly two decades of civil unrest and instability, Liberia was able to conduct another national housing and population census in June 2008. Notwithstanding, the National Population and Housing Census of 2008 projected the Liberian population at 3,498,072. The gender analysis showed 50.4 % male and 49.6% female. The Census estimated an annual population growth rate of 2%. 60% of the population consists of youths between ages. 43% of the population is school age children between 0-14 years. 17% falls between the ages of 15-24 while 9% falls with the age range of 15-18 years. The analysis indicates that children between the age range of 0-18 constitute 52% of the population. Given that this age range are school goers implies that pressure exerted on government to provide resources to address their needs and concerns including affordable education backed by qualified teachers.

#### **2.1.2 Performance of the Education System**

The analysis of key indicators which would determine the teachers needs been made. The analysis lays more emphasis on the current educational situation for two reasons. As a result of the civil crises, there are not sufficient data available from which trends on the changes in the school system can be drawn. Additionally, the Ministry of Education (MOE) 2013 School Census Report provides the most recent comprehensive data on the school system from whence inferences can be made. The MOE 2013 School Census Report provided latest school data on Gross Enrolment Rate (GER), Net Enrolment Rate (NER) and Pupil-Teacher Ratio (PTR) from whence comparison and inferences are being drawn.

#### **Gross Enrolment Rate (GER)**

The Gross Enrolment Rate (GER) for all three educational levels averaged at 45%. The educational level specific GER was computed at 64.6% for early childhood education, 52% for primary education and 21.9 % for secondary education. For Liberia, an overall GER of 45% indicates that more than one-half of school age children are not enrolled in school. The GER table shows that males had higher GER than females with a variance of 4%.

There were outliers for the GER for the three educational levels. Bomi County had the highest GER of 104% for the early childhood level while Montserrado County had the lowest GER of 39% for the same educational level. At the primary level, Grand Kru County had the highest GER of 82% while Montserrado County had the lowest GER of 38%. At the secondary level Montserrado had the highest GER of 44% while Rivercess County had the lowest GER of 6%.

**Table 9: Gross Enrolment Rate (GER) as at 2013**

Description	Age	Grade Level	GER %	Target Pop	Total enrolled	Gender Breakdown			
						Target male	Enrolled male	Target female	Enrolled female
Early Childhood	3-5	Pre- K	66.4%	446,473	288,539	226,874	148,241 (65.3%)	219,599	140,298 (63.9%)
Primary	6-11	1 <sup>st</sup> – 6 <sup>th</sup>	52 %	718,967	373,722	366,549	197,521 (53.9%)	352,418	176,201 (50.0%)
Secondary	12 -17	7 <sup>th</sup> – 12 <sup>th</sup>	21.9%	567,666	124,064	288,667	70,598 (24.5%)	278,998	53,466 (19.2%)
<b>Total</b>			45%	1,733,106	786,325	882,090	416,360 (47%)	851,015	369,965 (43%)

Source: Ministry of Education School Census Report 2013

### **Net Enrolment Rate (NER)**

The Net Enrolment Rate (NER) for all three educational levels averaged 17%. The educational level specific NER was computed at 23.6% for early childhood education, 20.4% for primary education and 9.0 % for the secondary education. The gap between genders was narrow (0.6% variance) although males had higher NER than females. NER data for the 2013 academic year is provided in the table below. The NER data showed outliers in some parts of the country. For example at the early childhood level, Bomi had the highest NER of 30% while Montserrado had the lowest of 16%. At the primary level Grand Kru had the highest NER of 31% while Rivercess and Sinoe Counties had the lowest - 13%. At the secondary level Bomi had the highest NER while Maryland, Rivercess and Sinoe had NER below 5%.

**Table 10: Net Enrolment Rate (NER) As At 2013**

NO.	Description	Age	Grade Level	NER %	Target Pop	Total enrolled	Gender Breakdown			
							Target Male	Enrolled male	Target female	Enrolled female
1.	Early Childhood	3 - 5	Pre - K	23.6%	446,473	105,582	226,874	53,642 (23.6%)	219,599	51,940 (23.7%)
2.	Primary	6 - 11	1 <sup>st</sup> – 6 <sup>th</sup>	20.4%	718,967	146,696	366,549	75,772 (20.7%)	352,418	70,924 (20.1%)
3.	Secondary	12 - 17	7 <sup>th</sup> – 12 <sup>th</sup>	9.0%	567,666	50,841	288,667	27,562 (9.5%)	278,998	23,279 (8.3%)
<b>Total/Avg.</b>				17.4%	1,733,106	303,119	882,090	156,976 17.8%	851,015	146,143 17.2%

Source: Ministry of Education School Census Report 2013

The factors that contribute to the low GER/NER are multifaceted. In general, consensus among educators, authorities and community leaders points to the following scenarios, although there is no systematic analysis on the findings of the data and reasons behind:

- Weak financial status of most parents/guardians to place and keep their children in school. This situation persists despite the GOL declaration of free and compulsory primary education. This scenario is clearly pictured in the number of children who serve as petty traders during school hours whereas they should be in school.

- The cultural male-preference factor of some regions where the families elect to put male children through school while female children remain at home in domestic capacities and are being prepared for early marriage.

These scenarios are national and not limited to any geographical area although they are more prevalent in rural areas than urban ones.

### **Teacher Pupil Ratio (PTR)**

Nationally, the pupil-teacher ratio (PTR) or student-teacher ratio (STR) averaged 29 pupils to 1 teacher. At the educational levels the analysis showed 46 students to 1 teacher for early childhood, 24 students to 1 teacher for the primary and 17 students to 1 teacher for the secondary level. The overall data tends to reflect satisfactory student teacher ratios especially at the primary and secondary educational levels. However, the situation arose because low PTR at private schools offset high PTR at public schools. Field visits, spot checks and monitoring showed that oversized and clustered classrooms.

The PTR at public schools does not vary much from the national picture. The PTR at the pre-primary level in public schools is 52, while that of the primary level is 25, and 18 for the secondary level. The Ministry of Education policy maintains a pupil-teacher ratio of 45 to 1.

**Table 11: Pupil Teacher Ratio (PTR) / Student Teacher Ratio (STR) As At 2013**

Education level / Category	Age	Grade Level	PTR/STR	Overall Data		Public Schools			Non-Public Schools		
				pupil	Teacher	pupil	Teacher	PTR	pupil	Teacher	PTR
Early Childhood	3 - 5	Pre-k	46	288,539	6,276	214,858	4,138	51.9	73,681	2,138	34.5
Primary	6 - 11	1 <sup>st</sup> – 6 <sup>th</sup>	23.8	373,722	15,688	269,465	10,852	24.8	104,257	4,836	21.6
Secondary	12 - 17	7 <sup>th</sup> – 12 <sup>th</sup>	17.3	124,064	7,179	66,598	3,786	17.6	57,466	3,411	16.8
<b>TOTAL</b>			29	786,325	29,143	550,921	18,776	29.3	235,404	10,385	22.7

Source: Ministry of Education School Census Report 2013

### **The Student Classroom Ratio (SCR)**

The Student Classroom Ratio (SCR) measures the number of students enrolled in school as compared to the number of classroom facilities available to host the student population. As at the 2013 school census report the ratio stood at 43 students per classroom on the national level. At the educational domain level, the report showed 45 students per classroom for early childhood, 26 students per classroom for the primary level and 32 students per classroom at the secondary level. A high SCR indicates overcrowded/clustered classroom thereby leading to a less conducive learning environment, whereas a low SCR would indicate otherwise. The ratio at the early childhood level is unsatisfactorily high requiring a need for intervention. Although the data appears reasonable for the primary and secondary educational levels classroom monitoring would indicate otherwise. The reasonableness can be accounted for by the low SCR in most non-public schools that tends to offset the ratio.

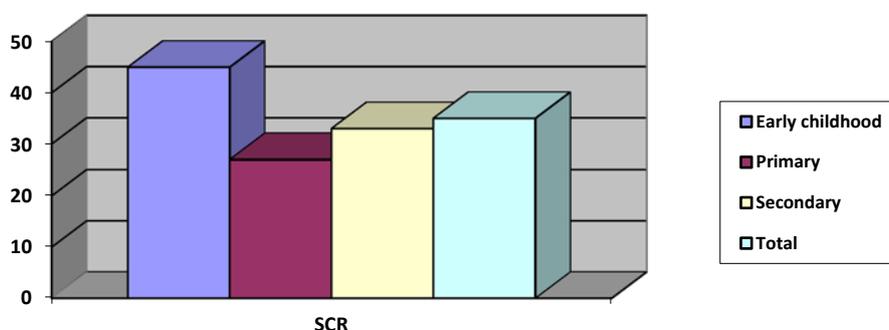
At public schools, the SCR did not deviate much from the national picture. At the early childhood level the SCR stood at 45 students per classroom, at the primary level 27 students per classroom and 33 students per classroom at the secondary level. The SCR ratio at public schools averaged 35. Tabular and graphical representations of SCR for public schools are provided below:

**Table 12: Public School Students Classroom Ratio (SCR)**

Category	SCR
Early childhood	45
Primary	27
Secondary	33
Total	35

Source: Ministry of Education School Census Report 2013

**Figure 1: Public School Student Classroom Ratio**



Source: Ministry of Education School Census Report 2013

### **Managing the flow of students – the case of grade repetition**

The overall average repetition rate at the national level stands at nearly 8%. The repetition rate for the primary level is nearly 9% and that of the secondary level is nearly 7%. Repetition rate for boys at the national level is 7.22% and that for girls is 8.47% indicating a variance of 1.25% between genders. High repeat rates are unsatisfactory and they warrant intervention as there could exist challenges to the education programs. Repetition rates were above 10% for Grand Cape Mount, Grand Gedeh and Grand Kru counties. High repetition rates do not only imply challenges to the educational system but also adversely affect promotion and drop-out rates.

Students' skill levels are generally low. The major factor contributing to repetition rate can be summed in the context of the just ended civil war. During the period of the war, education activities were idle or lowly functioning. Most children did not go to school whereas they accumulated ages over time. In addition most of the educational facilities that operated did not have adequately trained personnel. Following the war some children/students jumped grades due to peer pressure. These factors affect the low skill level of most students. In addition, Liberia education system does not enjoy the sophistication of after school tutoring programs to help weak or low-skilled students. School counselors are non-existent in most schools to work with struggling students. Parents' follow-up on children performance is poor or low if it does exist. Most parents, due to lack

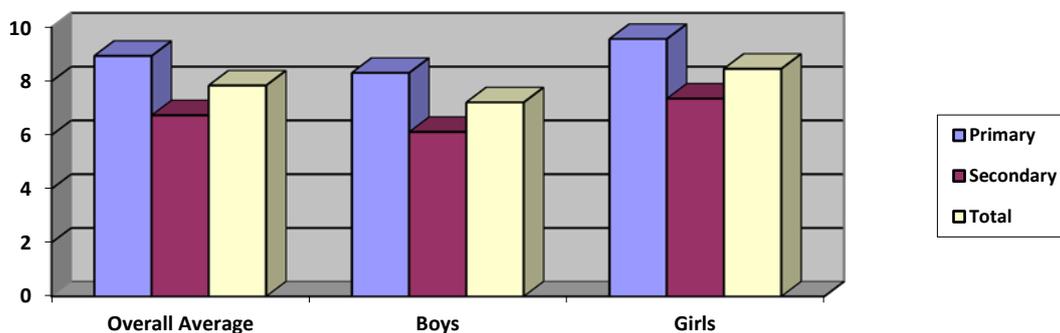
of knowledge and interest, do not work with their children irrespective of their performance in school.

**Table 13: Gender Breakdown of Repetition Rate**

NO.	Educational level	Overall Average	Boys	Girls
1.	Primary	8.95	8.32	9.58
2.	Secondary	6.74	6.12	7.36
<b>Total</b>		<b>7.85</b>	<b>7.22</b>	<b>8.47</b>

Source: Ministry of Education School Census Report 2013

**Figure 2: Gender Breakdown of Repetition Rate**



Source: Ministry of Education School Census Report 2013

### **Promotion and Drop-Out Rates**

Promotion and drop-out rates are computed for primary and secondary levels only. As the data below show overall promotion rate at the primary level was nearly 66% while that at the secondary level is 73%. Males had higher promotion rates than females with a difference of 1.34%. Drop-out rate appears to be high at the primary level than the secondary level. Overall drop-out rate at the primary level is nearly 25% while that at the secondary level is nearly 20%. In both educational categories drop-out rates for female exceeded that of males.

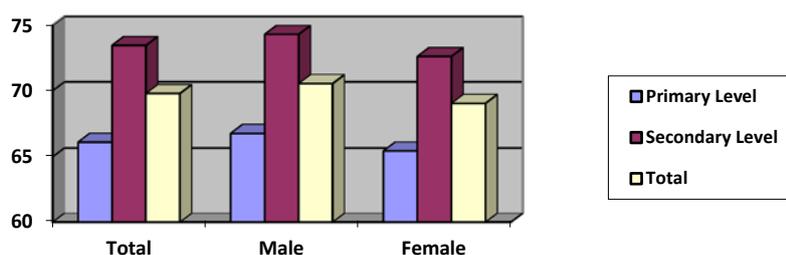
Traditionally Liberia is a male dominated society. Males tend to dominate most areas of study in the education sector. Providing incentives to encourage and attract females has not been practical. The entire country implements a school non-admission policy for pregnant females. Teenage pregnancy would also contribute to higher drop-out rates of female students. As mentioned earlier, the male-preference factor features here where females will be elected over male to be withdrawn from school if the parent face financial problem. These situations exist but data are not available to substantiate the explanation, which is a limitation of this report.

**Table 14: Promotion and Drop-out Rates**

NO.	Description	Promotion Rate			Drop-out Rate		
		Total	Male	Female	Total	Male	Femal
1.	Primary Level	66.11	66.78	65.44	24.95	24.9	25
2.	Secondary Level	73.46	74.30	72.62	19.8	19.6	20
<b>Total</b>		69.785	70.54	69.03	22.375	22.25	22.5

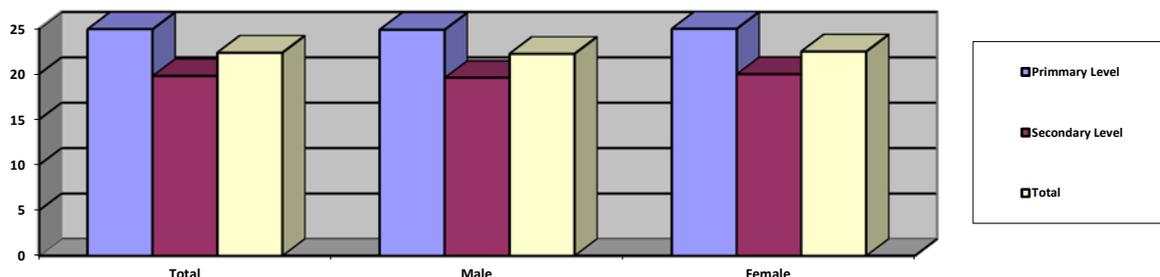
Source: Ministry of Education School Census Report 2013

**Figure 3: Promotion Rates for Primary and Secondary Levels**



Source: Ministry of Education School Census Report 2013

**Figure 4: Drop-out Rates for Primary and Secondary Levels**



Source: Ministry of Education School Census Report 2013

## 2.2 PATTERN AND CHARACTERISTICS OF EXISTING TEACHING FORCE

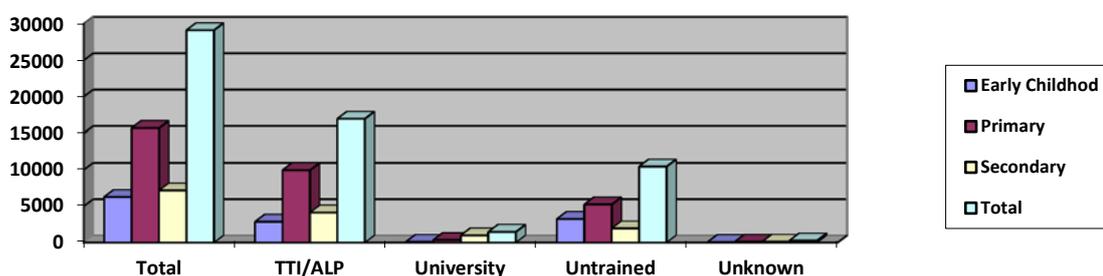
Liberia has a total of 29,143 teachers in both public and private (non-public) schools (2013 School Census Report). Untrained teachers account for 36% of the teaching force while teachers with university credentials account for 5%. More than one-half of the teaching force (58%) has associate degree or its equivalent from teacher training institute or accelerated learning programs. One percent has unknown credentials. The needs assessment report covered the breakdown of teacher based on qualification and gender. Data on age and experience of teachers are not available as yet. Liberia is divided into 15 political sub-divisions. Reporting on each political sub-division was not practical. Recognizing this as a limitation, the analysis assumed the approach of focusing on national averages and outliers of variables.

**Table 15: Breakdown of teaching force by qualification**

<b>NO.</b>	<b>Description</b>	<b>Total number of teachers</b>	<b>TTI/ALP</b>	<b>University Degree</b>	<b>Untrained</b>	<b>Unknown</b>
<b>1.</b>	Early Childhood	6,276	2,869	105	3,248	54
<b>2.</b>	Primary	15,688	9,960	368	5,249	111
<b>3.</b>	Secondary	7,179	4,130	990	1,960	117
<b>Total</b>		<b>29,143</b>	<b>16,959</b>	<b>1,463 (5%)</b>	<b>10,457</b>	<b>282 (1%)</b>

Source: Ministry of Education School Census Report 2013

**Figure 5: Breakdown of Teaching Force by Qualification**



Source: Ministry of Education School Census Report 2013

The document provided projections on plans for and development of teachers from the Agenda for Transformation (AfT, p.159). This plan predicts five years (2012-2017) for these objectives to be achieved. They include training of:

- 5,000 new teachers B certificate teachers;
- 5,000 in-service teachers;
- 3,600 Post-Graduate Degree teachers;
- 500 undergraduate degree teachers.

The needs assessment report also recognized limitations of the plans in the context of demographic breakdown of teachers needed per content area/field of study, gender, geographical deployment among others.

The assessment also noted that the plan was not clearly articulated on how the figures for the development targets listed above were derived. In the context of what is being done, the needs assessment mentioned the three TTI's and other tertiary institutions that are providing both pre-service and in-service training for teachers. As per the three TTI's (KRTTI, WRTTI and ZRTTI) their capacities are always overwhelmed. The three TTI's have a combined capacity of nearly 700 whereas applicants triple that amount. This implies that due to shortage of space, the TTI's are compelled to turn down twice as many applicants as available space. The three TTI's are overseen by the Liberia Teacher Training Program (LTTP) with financial and resource support from USAID.

### Gender Breakdown of Public School Teachers

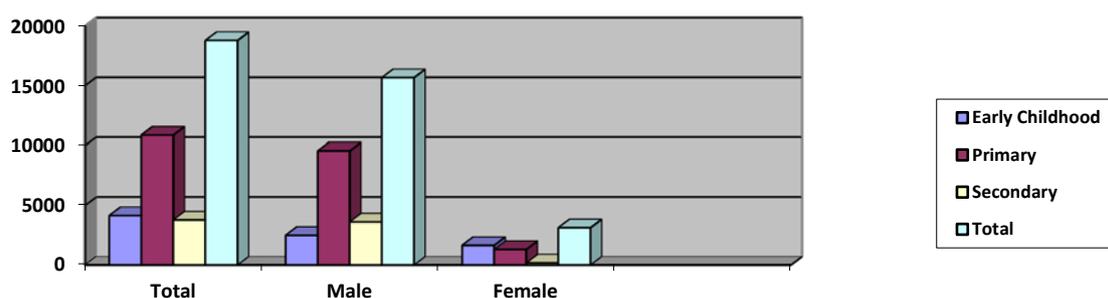
The 2013 School Census Report showed a total of 18,776 public school teachers of which 83% (17,657) were males and 17% (3,125) were females. Secondary schools had the fewest number of females (170) while primary schools had the most number of males (9,553). The breakdown is indicated in the table below. In order to reduce the gender gap, the GOL/LTTP is providing attendance allowance for female pre-service teachers at TTI's so as to encourage enrolment and reduce gender gap. The allowance is U.S. \$20 per person per month. 395 females have benefitted. LTTP indicates that the allowance will be discontinued as of 09/14. There is no campaign in place as yet that we are aware of so as to encouragement female students enrolment in schools.

**Table 16: Gender Breakdown of Public School Teachers**

No.	Educational Category	Total	Male	Female
1.	Early Childhood	4,138	2,488 (60%)	1,650 (40%)
2.	Primary	10,852	9,553 (88%)	1,299 (12%)
3.	Secondary	3,786	3,616 (95%)	170 (5%)
<b>Total</b>		<b>18,776</b>	<b>15,657</b>	<b>3,125 (17%)</b>

Source: Ministry of Education School Census Report 2013

**Figure 6: Gender Breakdown of Public School Teachers**



Source: Ministry of Education School Census Report 2013

### 2.3 Determining the Number of Teachers Required

In order to determine the number of additional teachers needed the following key factors should be considered:

- **Demographic pressure:** high proportions of children and youth population along with high population growth are two key indicators for teacher demand. The Liberian population contains 52% children of school going age and a 2% growth rate. This means that more than one half of the current population is of school going age and increasing annually. The MOE then needs to adequately plan to meet this challenge. The second factor to note regarding demography is the government free but compulsory primary education policy that is in part responsible for the high new entrants' rate of 73%.
- Review of **the quality and composition of the existing teaching force.** This need assessment analysis has indicated that 36% of the current teaching force is untrained. Another 58% has at most the equivalent of an associate degree. The reality is that 94% of the current teaching force comprises teachers who are either untrained or low-skilled. As noted, significant number of the teachers teaching in schools in post-war Liberia are

lack pedagogical and methodological skills in teaching. Also, most of the teacher trainers teaching at the pre-service level at the University of Liberia have only undergraduate degrees and most of them lack pedagogical and methodological skills as well in teaching.

- The **gap between the number of male and female teacher is huge**. The gender disparity is substantial especially at the secondary school level where there is a 95% male dominance. There is a need to encourage more female teachers into the profession.
- Although the intake to primary level is improving, the overall participation in education is still very low as (Primary GER: 52% and Primary NER: 20.4%). **Increased participation in the education system would further demand additional teachers.**
- Thirdly, **both PTR and SCR indicate high pupil teacher ratio** at the early childhood level. SCR at public schools remain high suggesting the need to decongest classrooms. Increasing the number of classrooms means recruiting additional trained teachers thereby reducing PTR and SCR.
- Fourthly, **the issue of teacher commitment, motivation and retention** remain a challenge. At present GOL/MOE has no standing policy that covers teacher salary/benefit schedule. Also the wait-time for newly hired teachers to receive first salary from GOL/MOE can be between six months to five years. The prolonged wait period is not appropriate as it affects morale and the education system. Mechanism must be explored to remit salary during the period of recruitment. These factors distract qualified individuals from opting for the profession.
- Finally the **issue of content/subject area into which a teacher must be trained** has to be addressed in the context of a national policy. The need for the MOE to determine and target the number of teachers required per content/subject area at each educational level cannot be overemphasized.

Liberia population of 3.4 M is increasing annually at 2% according to the 2008 National Population and Housing Census Report. 60% of the population consists of youths. 43% of the population falls in the 0-14 age range while 17% falls in the 15-24 age range. 9% falls within the 15-18 senior high school age range. Based on this growth rate and statistical analysis, the MOE/EMIS estimates that by 2024 Liberia population will reach 4 million of which over 2 million will be youth of school going age. With this number of school age children the need for teachers based on a 25 to 1 PTR will be 88,640.

The analysis further projected that 8,864 teachers will be needed annually with educational level estimates of 1950 teachers for early childhood, 4,786 for primary education and 2128 teachers for secondary education per annum. Therefore in order to meet this huge demand for teachers, there is a need to begin early preparation of training qualified teachers. Also, influencing the demand for teachers is the GOL policy on free but compulsory primary education for all children. The 2013 school census report revealed a high gross intake rate/new entrant rate of 73%. All of these indicate that student population shall continue to increase therefore bearing on the GOL to provide more but better qualified teachers.

## **SECTION 3: TEACHER WORKFORCE MANAGEMENT: RECRUITMENT, DEPLOYMENT, ABSENTEEISM AND ATTRITION**

### **3.1 Teacher Recruitment and Deployment**

The GOL/MOE has not adopted a system that manages the demand for and the recruitment of teachers. Recruitment of teachers is spontaneous and reactive. The MOE however, has recently established an EMIS unit that compiles and analyses school data with the view that such database would assist in developing a system of projection in the education sector. The recruitment of public school teachers begins at the school/district level. It is not systematized and it is based on availability of vacancy necessitated by absence of a teacher but not on the basis of a projection for or anticipated demand for teachers. The District Education Officer (DEO) assesses the candidate and issues a letter of assignment to the prospective teacher evidencing his or her employment. Subsequently the MOE completes a personnel action notice (PAN) and submit it to the Civil Service Agency (CSA) for payroll processing. This process may consume anywhere between six months to five years or the processing may not just materialize. There is no deadline regarding the time interval for the receipt and processing of a PAN in order for a newly recruited teacher to receive his or her first pay. So here is no guarantee in the public school system that an assigned/recruited teacher will ever get paid.

As per credentialing, a C-certificate is required for entry level as an early childhood or primary (basic) education teacher. The Liberia Teacher Training Program is overseeing teacher training at three teacher training institutes where cohorts of in-service teachers are being produced. To date five cohorts have been completed. In cohort-five, 473 in-service teachers comprising 400 males and 73 females completed training. B-Certificate is required for secondary teachers but that program has not begun. Teacher education training and pedagogical knowledge is not a pre-requisite for recruitment of teachers.

As noted earlier, a teacher hiring/deployment system has not been established so as the projection model to systematically estimate future teacher demand and supply. The 2013 School Census Report was not covered on geographical preference amongst teachers in the context of urban/suburban versus rural assignments. Notwithstanding the GOL has made efforts through legislations to attract more teachers to rural areas. The New Education Act of 2011 provides for wage differential for hardship and difficult region assignments as a means of attracting more teachers to rural areas; however the MOE has yet to implement the hardship incentive provision as a policy.

### **3.2 Absenteeism and attrition**

Low pay and lack of incentives affect teacher attendance and job performance. Teacher absenteeism is a major challenge for school administrators. Record keeping on absenteeism is poor or non-existent and reprimands are weak. School administrators at the local level do not possess the power or tools to effectively penalize a teacher because the main instrument to use which is the payroll is controlled by the central government. Regardless of the number of absences a teacher may accrue in a pay period, his or her salary will not be affected.

## **SECTION 4: TEACHER MANAGEMENT: STATUS, PAY AND CAREER**

### **4.1 Teachers' Professional Status**

Teaching at the early childhood, primary, and secondary education levels has yet to be developed into a reputable and well respected career. Teaching at these levels is not a profession of choice. Teaching is regarded as a low-grade, token profession from the realm of the Ministry of Education to the level of ordinary citizens.

This situation persists for few reasons. Paramount is the MOE lack of vision for the profession coupled with demonstrated inability, incapacity and unwillingness to structure the teaching profession into a competitive, credible and reputable career. Liberia does not have a national policy on teacher education and teaching profession. The need to create one along with required institutional mechanism such as minimum teacher competency, teacher accreditation and career development plan, cannot be overemphasized. The Ministry does not have a standard criterion for a person to enter or exit the profession. The country does not implement state exam, licensure or certification program for teachers. Individuals who are desirous of entering the profession are not required to demonstrate through examination any competency level for the subject/content area they wish to teach. The new Education Act of 2011 provides that a teacher must possess a content area certificate or degree and must be licensed. However, the Ministry of Education has yet to implement these provisions. The LTTP has indicated its willingness to partner with the MOE on developing a teacher career ladder, but the Ministry has yet to respond. Also, of the 29,143 teachers in Liberia, 36% (10,492) are untrained and such situation affects public perception of teachers and the profession. Retraining/in-service training or phasing these teachers out of the system is a major challenge. Although the Liberia Teacher Training Program (LTTP) is improving the quality of C- certificate teachers, upgrading teacher quality and skills remains an enormous task.

The Ministry of Education has yet to develop a teacher pay scale/schedule with graduated steps and standard criteria that defines how a teacher advances from one level to another. The teacher recruitment process is tedious, uncoordinated, disorganized, unsystematic and rudimentary. The processing of application forms for prospective teachers from all regions of the country is centralized at the Ministry of Education. The procedure is manually handled and it is so uncoordinated that it may require between six months to five years for a newly hired teacher to receive his or her first month's pay. Meanwhile such a teacher would have been issued a letter of assignment and would have begun teaching. At times, a teacher who finds him or herself in such dilemma stands the risk of forfeiting his or her back pay if the GOL declares that there is no money to pay salary arrears irrespective and inconsiderate of the letter of assignment issued and the work that such teacher has been doing for the time span. These sorts of scenarios are so demoralizing that they discourage qualified individuals from choosing the profession. As part of the decentralization efforts, the new Education Act of 2011 reserved the oversight responsibility of the education system in a county to the County School Boards; however those school boards remain nominal as the MOE continues to centrally control an impractical and unworkable system.

## 4.2 Pay, incentives and benefits

The GOL has raised public school teacher salary include \$200 for C-certificate, \$300 bachelor degree and \$500 for master degree. However MOE does not maintain a graduated salary structure for teachers that clearly indicate yearly pay increases and path to promotions. Once a teacher is hired his or her fate of advancement is uncertain as there is no ladder of ascension. Seniority in the Liberian education system is attained by appointments. An individual may rise to the post of Vice principal for administration, vice principal for instruction or full principal through appointments, yet these positions do not provide extra incentives or benefits. Teachers in rural areas and hardship regions do not receive pay differentials as a motivation although the new Education Act of 2011 stipulated that incentives be provided for teachers in rural areas. MOE has yet to translate those provisions into reality.

The table below shows a breakdown of teachers by sources of their salary and benefits. For example taking item #1 early childhood, there are a 6276 teachers nationwide. Of these, GOL is underwriting salary for 3152 teacher, private schools pay 1817 teachers, volunteers/NGO cover another 972 while communities provide coverage for 282 teachers mainly in remote and isolated areas. The government provides wages for nearly 55% of the 29,143 teachers countrywide.

**Table 17: Sources of teachers' salaries or Benefits**

<b>NO.</b>	<b>Description</b>	<b>Total number of teachers</b>	<b>GOL</b>	<b>Private</b>	<b>Community</b>	<b>Volunteers and NGO's</b>	<b>Unknown</b>
<b>1.</b>	<b>Early Childhood</b>	<b>6276</b>	<b>3152</b>	<b>1817</b>	<b>282</b>	<b>972</b>	<b>55</b>
<b>2.</b>	<b>Primary</b>	<b>15688</b>	<b>9361</b>	<b>4066</b>	<b>574</b>	<b>1585</b>	<b>102</b>
<b>3.</b>	<b>Secondary</b>	<b>7179</b>	<b>3454</b>	<b>3116</b>	<b>185</b>	<b>382</b>	<b>60</b>
<b>Total</b>		<b>29143</b>	<b>15967</b> <b>(54.87%)</b>	<b>8999</b> <b>(30.87%)</b>	<b>1041</b> <b>(3.57%)</b>	<b>2939</b> <b>(10.14%)</b>	<b>217</b> <b>(0.74%)</b>

Source: Ministry of Education School Census Report 2013

At present MOE does not have a salary and benefit schedule/scale for teachers although the Civil Service Agency (CSA) has maintained an undisclosed salary range for various categories of public school teachers. Another issue of GOL teacher salary disparity is the absence of allowances. GOL current salary structure provides allowances that are separate from salaries and are paid (often in United States Dollars) as benefits to employees; yet teachers are excluded from GOL salary allowance scheme. Apart from low salary, placing hired teachers on GOL payroll is so difficult that it contributes to the lack of motivation for new entrants into the profession.

For non-public institutions, teacher's pay is based on what the employer can afford or employer-employee arrangements. As the mode for teacher recruitment, benefit remittance and retention remains vulnerable and porous gaps of salary uncertainty will continue to exist and that could adversely affect morale and performance.

### **Streamlining or Cleaning Up Payroll**

The phrase 'ghost names' is common and well understood in the Liberian context. It is mainly associated with public sector employment and the MOE has been the public agency that has been in the limelight of late. The phrase refers to situation whereby names of individuals who have exited public service are still on payroll. All such checks are never reported as unclaimed. Those checks just disappear. The MOE/GOL is yet to determine a formula to remedy the situation. Empowering an independent panel to probe the situation has not so far been considered.

## SECTION 5: TEACHER TRAINING: OVERVIEW OF TEACHER-TRAINING ISSUES

### 5.1 Pre-service teacher training

The GOL through MOE recognizing that the continual development, growth and advancement of Liberia depends largely in part on an educated and trained work force passed the New Education Act of 2011 that mandated the revitalization of teacher education in the country. Teachers are necessary not only to meet current development agenda but more importantly to prepare future generations. Prior to the civil crises, three teacher training institutes located in rural Liberia provided both pre-service and in-service trainings for teachers. These institutes included

- the **Kakata** Rural Teacher Training Institute in Margibi County,
- the **Zorzor** Rural Teacher Training Institute in Lofa County, and
- the **Webbo** Rural Teacher Training Institute in River Gee County.

In addition, the University of Liberia, Cuttington University and Our Lady of Fatima College also provided both pre-service and in-service teacher training programs. However the civil war interrupted the operation of these programs to the extent that their facilities were ruined or looted.

Following the civil war, the GOL in partnership with **USAID revitalized the three rural teacher training institutes**. The teacher training programs at the three institutes are coordinated by the LTTP in liaison with MOE Bureau of Teacher Education. LTTP also provides pre-service and in-service support to the teacher training program at the **University of Liberia**. Other tertiary institutions to include **Cuttington University, United Methodist University, African Methodist Episcopal University** and **Stellar Maris Polytechnique** also provide teacher training at four years degree program levels. The following table described the brief information of teacher training programmes in the country.

**Table 18: Teacher Training Programme in Liberia**

Program	Duration	Minimum level of education required for entry	For which grade level	Provider or Institution type
C- certificate	9 months	High School diploma/WAEC Certificate	Primary level	TTI's
B- certificate (to be developed soon)	18 months	High School diploma/WAEC Certificate	Senior secondary	TTI's
A - certificate	18 months	High School diploma/WAEC Certificate	Senior secondary	Universities or Teacher colleges
Bachelor degree in Education	4 years	High School diploma/WAEC Certificate	All grade levels depending on area of concentration	Universities or Teacher colleges
Master degree in Education	3 years	Bachelor degree	All grade levels depending on area of concentration	University of Liberia and Cuttington University as yet

Source: Compiled by the National Project team

### **5.1.1 Capacity and Characteristics of Pre-service Teacher Training Programs**

The LTTP oversees the coordination of all three rural teacher training institutes. The program runs in phases and trains cohorts of candidates per phase. Since the program began, 5062 trainees were awarded C-certificates (9 months) of which 2444(48%) trainees were in-service and 2618(52%) trainees were pre-service. Females constituted fourteen percent (14%) of the graduates. The certificate qualifies the holder to teach at primary level or below. The TTI's are not preparing teachers for the secondary level. The duration of the pre-service and in-service trainings program is approximately one year. The period comprises both residential and field-base teacher trainings. In order to be eligible for graduation from the TTI's, trainees must maintain 2.00 GPA, a minimum grade of C in all courses and pass an exit exam administered jointly by LTTP and MOE. Presently 87% of trainees at TTI complete the course requirements. Liberia does not have teacher licensure system therefore possession of a C-certificate is sufficient for entry into the teaching profession. The table below indicates average breakdown of trainees at the rural teacher training institutes during training period.

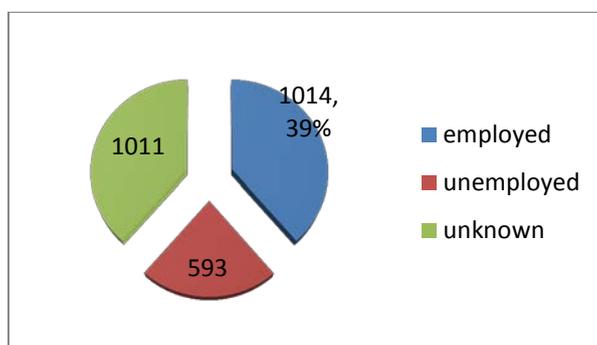
**Table 19: Average enrolment data at TTI per training cycle.**

<b>NO.</b>	<b>Institution</b>	<b>Intake Capacity</b>	<b>Total Applicants</b>	<b>Actual Intake</b>	<b>Total Graduates</b>	<b>Percent Of Graduates</b>
<b>1</b>	KRTTI	275	1,000	250	225	<b>90%</b>
<b>2</b>	ZRTTI	275	850	245	215	<b>88%</b>
<b>3</b>	WRTTI	130	600	110	97	<b>88%</b>
	<b>Total</b>	<b>680</b>	<b>2,450</b>	<b>605</b>	<b>537</b>	<b>87%</b>

Source: LTTP Quarterly Progress Report

LTTP reported findings of its tracer project (February 2014) intended to follow up on the employment/recruitment status of pre-service graduates of the rural TTI's. The report covered 1607 of the 2618 graduates of the 5 cohorts of the pre-service program. Information on the variance was unknown. Of the 1607 graduates surveyed, 1014 (63%) were employed either as school administrator, support staff or teacher. 593 (37%) were unemployed. Below is a pictograph.

**Figure 7: Employment Data of RTTI Graduates**



Source: RTTI graduates Tracer Report 2014 (LTTP)

The University of Liberia did not have any follow up data on the deployment/recruitment status of its graduates. The LTTP in collaboration with the BTE selects candidates for pre-service training at the rural teacher training institute. A successful candidate must meet the following criteria:

1. Be a high school graduate;
2. Pass the WAEC Exam/have a WAEC certificate;
3. Pass an entrance or aptitude test;
4. Must present letters of introduction/recommendations.

Special incentives are provided to female candidates in order to attract more women to teaching and reduce the gender gap. Other forms of support and incentives are also provided to pre-service male candidates. Teaching is not a career option for young people because the profession lacks prestige. It is not promising (no path for career growth) and sustaining (unattractive salary and benefits). Thus attracting applicants at TTI's and retaining successful pre-service candidates requires providing incentives and external motivators. The GOL may not be able to continue the perks after USAID funding phases out. Given the high percent of untrained teachers (36% of current teaching force), the low rate of teachers with university degree (5%), the government may need to further reinforce the qualified teaching force and it is expected that enrolment at TTI's and pre-service programs of other tertiary institutes will be inundated. On the contrary, teacher as a low prestige career, teacher training programs have very low enrolment.

Notwithstanding, the GOL is putting in place series of strategies and programs to address this issue as well as attract more high school graduates and university students to the classroom in order to make education or teaching a profession. Some of these strategies include: scholarships for students majoring in education, support for enrichment programs for in-service teachers, attractive compensation packages and schemes for teachers and their dependents.

### **5.1.2 Effectiveness and Efficiency of Pre-service Teacher-Training Program**

An educator at a TTI must possess a minimum of bachelor degree in the discipline he or she wishes to teach. About 95% of the TTI educators have bachelor degrees and the balance 5% has comprises holders of master degrees. The TTI provides courses that lead to the issuance of a C-Certificate. Possession of C-certificates qualifies an individual to teach at the primary (basic) education level or below. The LTTP/USAID in collaboration with UNESCO and MOE developed the curriculum for the C-certificate. The curriculum is uniformed and it is used at all TTI's. The training covers 9-months (one academic calendar). Since its inception in 2006 the teacher training program has graduated 87% of its trainees.

The 9-months training cycle covers mathematics and reading literacy embedded with pedagogy. The 9-month program is an abridged and crash one that was developed following the war as a quick impact intervention. It is a departure from the regular 18-months cycles (2 academic calendar years) that the TTI's operated prior to the civil war. The current abridged program does not provide adequate instructional time for detailed coverage of content to ensure mastery.

## **5.2 In-service Teacher Training**

### **5.2.1 In-service teacher-training system capacities**

LTPP coordinates in-service teacher training for active (on payroll) public school teachers at the 3 rural teacher training institutes where 2444 trainees have graduated since the inception of the program in 2006. To qualify for the in-service training, an active teacher must be on MOE payroll (have a payroll number) and must meet all other requirements as that of the pre-service training. Nearly 85% of the trainees complete the program. Also several universities and private training programs provide in-service training for teachers at different education levels. Amongst these facilities are the Cuttington University, University of Liberia, United Methodist University, African Methodist Episcopal University, LEAD, and LICOSSE. The national government does not have a policy regulating and mandating in-service professional development for teachers. However, the scope of in-service training is determined by the capacity and or credential level of individual teachers. Teachers undergo in-service training so that they can acquire higher credentials. For example an active teacher who does not have a C-certificate may elect to pursue C-certificate credential through in-service training. Similar situation applies to active teachers who are seeking college degree through in-service training programs at degree granting institutions.

### **5.2.2 Characteristics of the in-service teacher training program**

With the establishment of an Education Unit Information System (EMIS) unit at the MOE, it is now possible to monitor and track educational trends and variables to include in-service training activities. Prior to this development, data on in-service training remained scanty and inaccurate to cite in this needs assessment. The 2013 School Census Report indicated that 36% (10,457) of the 29,143 teachers are untrained. However there is no comprehensive program adopted by the MOE to gradually reduce this number through in-service training program. LTPP reported that for the last graduation of trainees from the TTI's 473 trainees (400 males and 73 females) were cleared by MOE through comprehensive examinations. All in-service trainings are done through traditional face-to-face classroom attendance. **Distance learning is not a reality in Liberia** as yet given the high level of ICT limitations. The in-service program follows the same curriculum as the pre-service training program but with duration of 10 months. The training period includes two months residential and eight months field based teacher training. The in-service targets active teacher (both trained and untrained), school administrators and support staff (registrar, secretary etc.). The various in-service training programs improve skills of trainees in reading and mathematics literacy, as well as exposing them to new pedagogies and methodologies. The in-service program covers the equivalent instructional time of the regular 9-month cycle. The program is therefore compact and intense. The training takes place at the TTI's during the vacation period as a residential program by this time the pre-service teacher trainees are away.

### **Use of Information Communication Technology (ICT) in Teacher Education**

Computer literacy, teaching of computer or information communication technology (ICT) is very low or non-existent in the Liberian education system. More than 95% of secondary schools graduates are not computer literate. MOE has not formulated a policy on computer education or ICT in public schools. Few schools take self-initiative to establish their computer education programs. Of the 776 secondary schools covered in the 2013 school

census report, only 13% have some form of computer labs. There are two major challenges associated with establishment of computer labs. Most schools cannot sustain the running cost to include generating electricity, acquiring software and requisite site licenses as well as the personnel cost. Therefore no sooner had a computer lab project began at a school than it begins to fail. The author would discourage a venture to establish ICT programs in public schools because the MOE demonstrates poor ability and capacity in implementing, maintaining and supporting such projects.

However the TTI's do not face the same poor management, support and operational challenges like the junior and senior high schools. The management of the TTI's have proven over the years to be stronger, better structured and more on task. There are delegated roles, supervisory follow ups and central command. The TTI's also receive donor support, USAID for example, so they are subject to regular monitoring and evaluation from both donor and government. Therefore the TTI's have more cross-cutting administrative and management expectations. For example, the TTI's operate electricity all year round, and the management of power has been for the most time steady and regular. The management and supervision quality at the TTI's vastly contrasts that of the primary and secondary schools. More so, the TTI's are semi-autonomous. They receive and report on direct budgetary appropriations from the National Legislature like the MOE. Their GOL funding comes directly from the Ministry of Finance just as the MOE. Over these war recovery years, there has been no mismanagement scandal at the TTI's.

Teacher training programs do not include ICT training. **More than 95% of public school teachers are not computer literate.** Teachers who go through the rural TTI's lack ICT competency as well because **ICT pedagogy is not part of the curriculum.** **Providing ICT training programs at TTI's is a venture that the Chinese-UNESCO FIT program could consider.** The GOL through the Liberia Telecommunication Corporation (LIBTELCO) is establishing the fiber optic internet and communication technology. However the infrastructure is still in its elementary stage. Its coverage is not widespread and has not covered the urban Monrovia district. Therefore setting up an ICT unit at TTI's would require extensive study for the availability of internet facilities through satellite links. Individually, the internet can be accessed through the GSM (3G) mobile data modem with 10 USD for 1GB and there is a nation-wide coverage.

The computer labs at the rural TTI are poorly managed. This is so mainly because the curriculums at the TTI's neglect or overlook ICT. ICT is placed on a lower or secondary rate at the TTI, therefore inadequate support and attention is given to its infrastructure and management. All three rural TTI's have computer labs and dedicated personnel but the labs are not maintained well. The University of Liberia has a lab with 25 computers but has not been used since they were set up nearly 3 years ago. The University runs 2 hours of power daily from 10:00 a.m. – 12:00 noon. This power schedule is inadequate for the nature, scope and features of the CFIT project. Below is a table depicting computers status at the TTI's.

**Table 20: TTI ICT Lab status**

<b>NO.</b>	<b>TTI</b>	<b>NUMBER OF COMPUTERS</b>	<b>NUMBER FUNCTIONING</b>
<b>1</b>	<b>University of Liberia</b>	<b>25</b>	<b>N/A</b>
<b>2</b>	<b>KRTTI</b>	<b>25</b>	<b>15</b>
<b>3</b>	<b>WRTTI</b>	<b>15</b>	<b>8</b>
<b>4</b>	<b>ZRTTI</b>	<b>20</b>	<b>10</b>

Source: Field visits

### **5.3 Findings of the Needs Assessment**

1. The 3.4 million population of Liberia is growing at an estimated annual rate of 2%. The population consists of 52% school age children broken down into 43% between 0-14 years and 9% between 15-18 years. The needs assessment revealed that at these rates there will be a little more than 2 million school age children in 10 years (2024). This scenario lends a projection of nearly 88,640 teachers to meet the teaching force demand considering a 25 to 1 PTR. This translates into recruiting and deploying 8,864 teachers annually. The analysis further projected an annual break down of teacher demand per education category as 1,950 for early childhood, 4,768 for primary/basic education, and 2128 for senior secondary. Therefore the demand for qualified teachers cannot be overstressed. Moreover, GOL policy of free but compulsory primary education has also led to an influx of new entrants/intake as shown by the 73% rate in the 2013 school census report.
2. As this stage, overall participation in education is still low as GER for primary level is only 52%. Future policy initiatives to increase participation in the education system would further demand additional teachers.
3. 36% of the current teaching force is untrained (lack pedagogical skills) and unqualified (lack credentials at least a C-certificate). Government has not adapted any comprehensive program to address/target the situation by mandatory in-service program in order to draw down on the number.
4. The MOE acknowledged from the needs assessment and consultative meetings that the absence of a comprehensive teacher education and management policy as well as a body responsible for implementation, enforcement and monitoring are major challenges.
5. In addition, the shortened duration (9-months) of the TTI programs after the war also contributes to the low skill level of teachers and the teaching quality. The gap produced by the current abridged program leads to low skills of teacher, the lack of in-depth knowledge on content areas/subjects, and demonstration of mastery in content areas/subject.
6. The needs assessment observed the absence of information communication technology (ICT) in the teacher education programs at the rural teacher training institutes. Although there were some ICT semblance at the programs (for example 20 computers and a lab at ZRTTI) but they were not integral and required component of the training. The needs assessment reaffirmed that there were urging desire from teacher trainers, teacher trainees, and administrators for the inclusion of ICT into the teacher education program at the TTI's.

7. The assessment acknowledged that incorporating ICT into the teacher education has the propensity to improve the program, increase teacher quality and performance, as well as the overall quality of teaching and learning practices in the Country.
8. The needs assessment also recognized the determination of the Liberian Government through the Ministry of Education to see the ICT project started at the TTI and its possible extension. The MOE observed that ICT may not be the root cause for the lapses in the teacher education system but ICT is a catalyst in taking the teacher education, and teacher quality to another level.
9. The needs assessment further established that about 80% of the teacher trainers had limited ICT knowledge as well as the teacher trainees. Moreover, 100% or all of the teacher trainers and trainees are not able to underwrite private training cost neither are they able to purchase a laptop computer.
10. The rural TTI's do not have internet facility and infrastructure. The needs assessment acknowledges that internet availability is a necessary asset for an ICT intervention of the type and scope that the CFIT proposes.
11. The stakeholders' consultative meeting generated the following findings with anticipated roles of ICT in the rural teacher training and teacher education program:

**Table 21: ICT Role in Teacher Training**

<b>Area of Intervention</b>	<b>By Whom</b>	<b>Anticipated Activity</b>	<b>Anticipated ICT Role</b>
<b>1. Upgrading 9-month training program to A-Certificate</b>	Teacher Training Institute	Provide facility	1.1 ICT training content/course 1.2 ICT training tools/resources centers: laptop, internet, printer, etc. 1.3 ICT learning resources/libraries 1.4 Train trainers on ICT-pedagogy 1.5 Reinforce demonstration schools
<b>2. Training 5000 in-service teachers</b>	Teacher Training Institute	2.1 Developing training program	2.2 Training in-service teachers through ICT: possible video broadcasting/large screen TV.
<b>3. Policy for teacher hiring, management, and ascension</b>	MOE	Identifying funding, and seeking expert advice.	3.1 ICT skills required skills for teachers 3.2 ICT-enhanced teacher hiring: Text for Teaching → SMS Messaging Center 3.3 Call center for teachers complaints over payrolls, etc
<b>4. Inspecting of schools and</b>	MOE	Forming inspectorate	None

Area of Intervention	By Whom	Anticipated Activity	Anticipated ICT Role
teacher management		and mechanism	
5. Monitoring and evaluating TTI	MOE/TTI/STAKEHOLDERS	Forming teams and schedules , identifying resources	None

The use of ICT to teach is a conventional phenomenon of education in the twenty first century. Infusing ICT into the teacher training program will place Liberia among nations that possess such status of their teacher training program. Moreover, teachers will have improved skills like being able to use projectors, computers and software like excel, MsWord, Powerpoint among others. The teachers will also have skills and knowledge to surf the internet for resources to enrich their lesson planning and delivery. Teachers can use ICT skills with improved methods to teach, and use simulation from internet to provide better understanding of concepts to their students. Teachers can apply learning tools from internet resources like [www.Khanacademy.org](http://www.Khanacademy.org) to broaden learning horizon of their students.

The Government of Liberia/MOE acknowledges the deficiency in the context of a lack of technology component in the teacher training program. However, the GOL also recognizes its funding constraints as compared to the vast needs. The GOL/MOE therefore hails this initiative and appreciates the effort to begin ICT program in the teacher education institute and the teacher education system.

## **SECTION 6: CONCLUSION AND RECOMMENDATIONS BY THE NATIONAL TEAM**

### **6.1 Conclusion**

Liberia is recovering from nearly two decades of civil war that destroyed most of the infrastructure of the country including the education system. On its path to recovery, the GOL instituted measures to rehabilitate the education sector with the passage of the Education Reform Act of 2011. Since the passage of the law, the MOE has liaised with several partners to in undertaking programs to revitalize the sector. Schools have been rebuilt, teacher training programs have been resuscitated and resources supports including supplies have been provided. The pronouncement of free and compulsory primary (basic) education has increased enrolment. However, there is still more to do within the context of geographical coverage, equity and quality of the education system. With 52% of Liberia 3.4 million populations being of school age, and annual growth rate of 2%, it is estimated that in 10 years the population of school age children will be more that 2 million. This means that the teacher demand will be almost 90, 000. Hence there is a need to begin to prepare better qualified teachers now in order to meet this demand.

This needs assessment has underscored the shortage of teacher training facilities as there exist only three rural teacher training institutes with combined capacities of accommodating 650 trainees over a training period. The rural TTI's are overwhelmed with 3 times more applicants than the space to admit them. Also, of the nearly 29000 teachers surveyed in the 2013 School Census Report, 36% are untrained and 58% are qualified to teach at primary level or below. This translate into the reality that more than 90% of teachers at the secondary levels are not qualified to teach at that level. The brain drain that Liberia experienced as a result of the civil war led to many classroom/teaching vacancies being occupied by unqualified teachers. Teacher skills are low with 36% of them being untrained. Teachers also lack ICT skills with the average teacher at school and teacher-trainer at TTI having ICT skill deficiency. Teachers cannot afford the cost of underwriting ICT training on their own. ICT is also not taught at the TTI's because it does not form part of the curriculum. Students also lack textbooks as the assessment revealed that an average of 5.2% of secondary school students had some form of textbook. These data underline the challenge that lies ahead.

The use of ICT to teach is a conventional phenomenon of education in the twenty first century. Infusing ICT into the teacher training program will place Liberia among nations that possess such status of their teacher training program. Moreover, teachers will have improved skills like being able to use projectors, computers and software like excel, MsWord, Powerpoint among others. The teachers will also have skills and knowledge to surf the internet for resources to enrich their lesson planning and delivery. Teachers can use ICT skills with improved methods to teach, and use simulation from internet to provide better understanding of concepts to their students. Teachers can apply learning tools from internet resources like [www.Khanacademy.org](http://www.Khanacademy.org) to broaden learning horizon of their students.

Integrating ICT in teacher education at this point will among others, accrue the following key benefits to the country's challenged post-war education system:

1. Provide capacity or skills development for teacher trainers and teacher trainees thereby equipping them to teach effectively using 'new and improved' methods of teaching and learning;
2. Align national teacher training program with those in the West African sub-region;
3. Provide an opportunity for a more interactive teaching and teaching experience as well as maximize teaching time;
4. Mitigate challenges associated with monitoring and evaluation by reducing commuting time. With the shifting paradigm of classroom pedagogy through the infusion of technology into the classroom, Liberia through the CFIT project is eager to align with the change.

The Government of Liberia/MOE acknowledges the deficiency in the context of a lack of technology component in the teacher training program. However, the GOL also recognizes its funding constraints as compared to the vast needs. The GOL/MOE therefore hails this initiative and appreciates the effort to begin ICT program in the teacher education institute and the teacher education system.

In view of the CFIT Project that proposed the inclusion ICT in the teacher training program at TTI's, it is perceived that this will begin the process of addressing shortcomings of the teacher education and teacher training programs at the TTI's. The teacher-trainers will now begin to teach using ICT. This will also impact the pre-service and in-service teachers as they begin to witness and acquire the benefits of using ICT in lesson planning and delivery. Although it was realized from the Project Document Consultative Meetings that it was not feasible and time was too short to transform the duration of training program at the rural TTI's from 9-months to 18-months, the infusion of ICT into their training programs will increase the quality of the program, and improve the skills of teacher-trainers, pre-service and in-service teachers. The advent of this project will help the MOE in beginning to address and overcome the challenges and shortcomings of the teacher education system within the context of ICT as regards the professional standards, teacher quality, the quality of the training program and curriculum, and the alignment of our teacher training program with those in the Sub-Sahara Region.

## 6.2 Recommendations

In view of the above the GOL of Liberia embraces the UNESCO China-Trust-In-Fund Project to provide institutional and infrastructural support to the teacher education program in Liberia. The GOL would appreciate further collaboration to include the key areas indicated below:

1. Train more pre-service teachers and develop their professional capacity in order to meet increasing demand for teachers.
2. Improve competency and upgrade skills of in-service teachers through comprehensive professional development program.
3. **Revise the curriculum of TTIs to include ICT literacy and competency for teacher-trainers and teacher-trainees.** Providing ICT training support to TTI's will enhance competency of teachers because most public school teachers do not possess computer knowledge. Infusing ICT into the curriculum will enhance the quality of teacher education to a large extent.

4. **Develop ICT training modules for both teacher-trainers and teacher-trainees.**
5. **Train teacher-trainers to teach using ICT pedagogy and provide teacher-trainers with the skills and knowledge in using ICT to teach.**
6. **Equip TTI's with ICT infrastructures and internet facilities (ICT labs and resource centers).**
7. Upgrading the 9-month teacher training curriculum at the rural teacher training institutes to an 18-month program (two academic years). The program is too compact and does not provide the dearth of content knowledge and teaching methodology required. There is a need to revert to the prewar 18 months training cycle.
8. Assisting in the development of comprehensive policy on teacher education and teacher management. An institutional framework needs to be developed that addresses teacher licensure, promotion, salary and benefits. The framework will also consider a system to determine demand, recruitment and deployment of teachers per county. The EMIS system or unit must be decentralized so that rural areas can be empowered to assess changes in variables, determine trends leading to informed decision making.
9. Train and deploy at least 750 pre-service and in-service teachers with ICT skills over the project period.

This needs assessment revealed a lot of critical challenges affecting the effective operations of teacher training programs across Liberia. These range from issues bordering around policy to poor infrastructure, lack of sufficient trained teachers, low salaries and lack of incentives, most or all of which have direct impact on performance and retention of teachers, among others. Given the scope of the project, all of the above challenges cannot be realistically addressed within a project period. Thus, within the context of the project, emphasis will be placed on **the recommendations 3, 4, 5 and 6** as already highlighted above.

The post war recovery challenges of Liberia are enormous and requiring multidimensional approach. It requires working across many sectors concurrently. Therefore the objectives of this project are not only timely, realistic but meaningful in lifting the quality of Liberia's education system.

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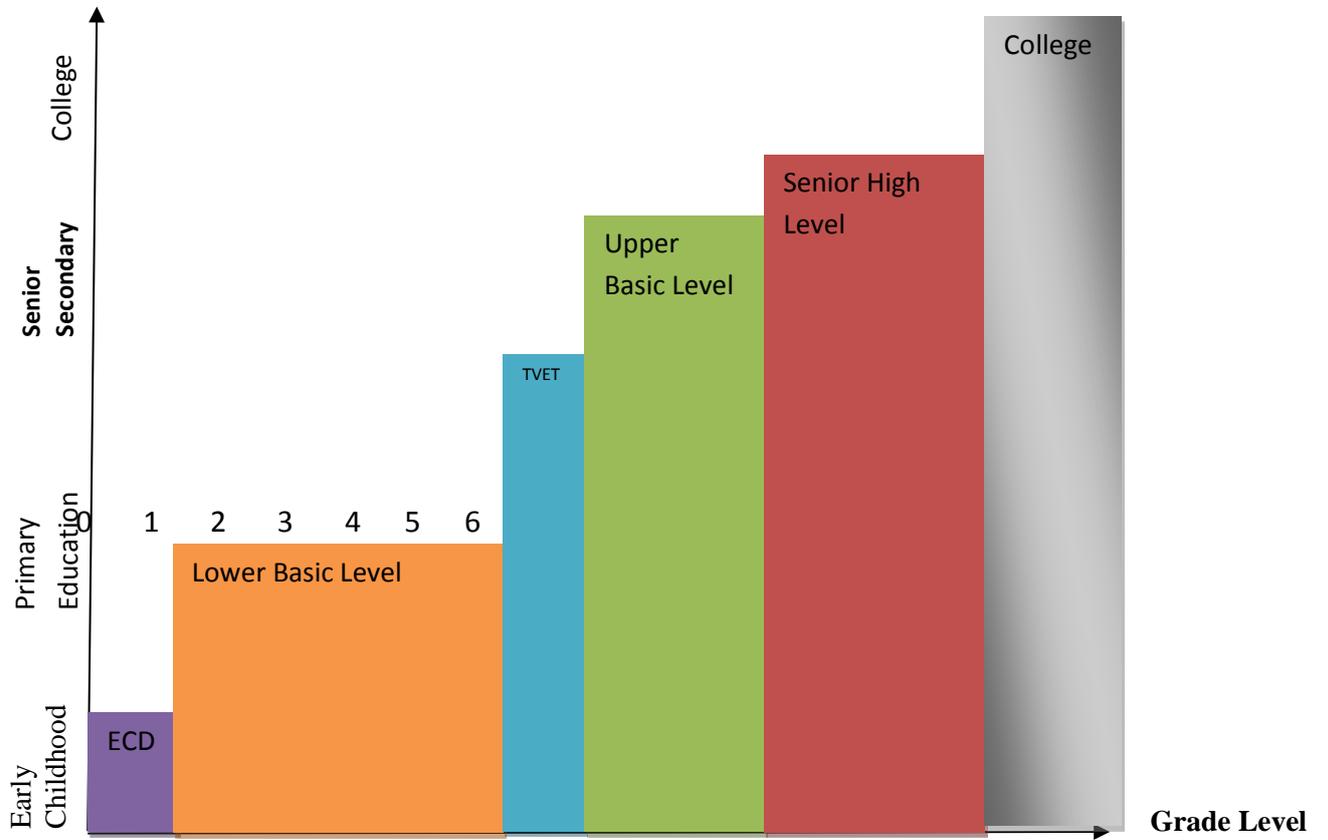
## ANNEX - A: Country Project Team Members

NO.	Country Project Team( CPT)	Role	Institution/Position
<b>The Needs Assessment Report Writing Team</b>			
1	Honorable Moses Jackson	Head	MOE/Assistant Minister for Teacher Education
2	James F. Seh	Member	MOE/Training Coordinator
3	Sangay Faeflen	Member	MOE/Director Division of Science Technology, Engineering, Math
4	Andrew Jlay	Member	Lecturer/Cuttington University
5	Raymond Da-boi	Member	Lecturer/Cuttington University
6	Ivan Brown	Member	ICT Consultant for Ministry of Education
7	Zeon Harmon	Member	ICT Consultant for Ministry of Education
<b>Consultative Members</b>			
8	Advertus O. Wright	member	Director/ZRTTI
9	Eugene Jappah	member	Director/ Education Planning & Management
10	Anthony A. Nimely	member	Coordinator/ Education Planning & Management
11	Comfort Summerville	member	MOE/BTE
12	Florence B. Koroma	member	Director/ Stella Maris College Polytechnic
13	Precious Dennis	member	Director/KRTTI
14	Shadrach Y. Kerl	member	Director/WRTTI
15	Euphemia Abdullai	member	UL/Dean Teacher college
16	Siafa Bottomley	member	MOE/ICT
17	Seku Dukuly	member	Director/TVET
18	Stevenson Seidi	member	UNESCO-Antenna
19	Sam Hare Jr.	member	NATCOM

## ANNEX - B: List of Interviewees

NO.	NAME	DESIGNATION
1	Dr. Amos Deluxe Sirleaf (PhD)	Director/African Studies, Cuttington University
2	Professor Fartoma Bolley	Chairman/Department of Public Administration, Cuttington University
3	Dr. Theodore V.K. Brown (LhD)	Associate Vice President for Academic Affairs, Cuttington University
4	Dr. Joseph Moiba(PhD)	Director of Research, Cuttington University
5	Professor Daniel Harmon	Dean, College of Business
6	Professor Moganna Flomo	Lecturer, Bong County Technical College
7	Mr. Shadrach Kerl	Director, WRTTI
8	Mr. Advertus Wright	Director, ZRTTI
9	MS. Precious Dennis	Director, KRTTI
10	Ms. Euphemia Abdullai	Dean, Teacher College, University of Liberia

## ANNEX – C: Education System Ladder

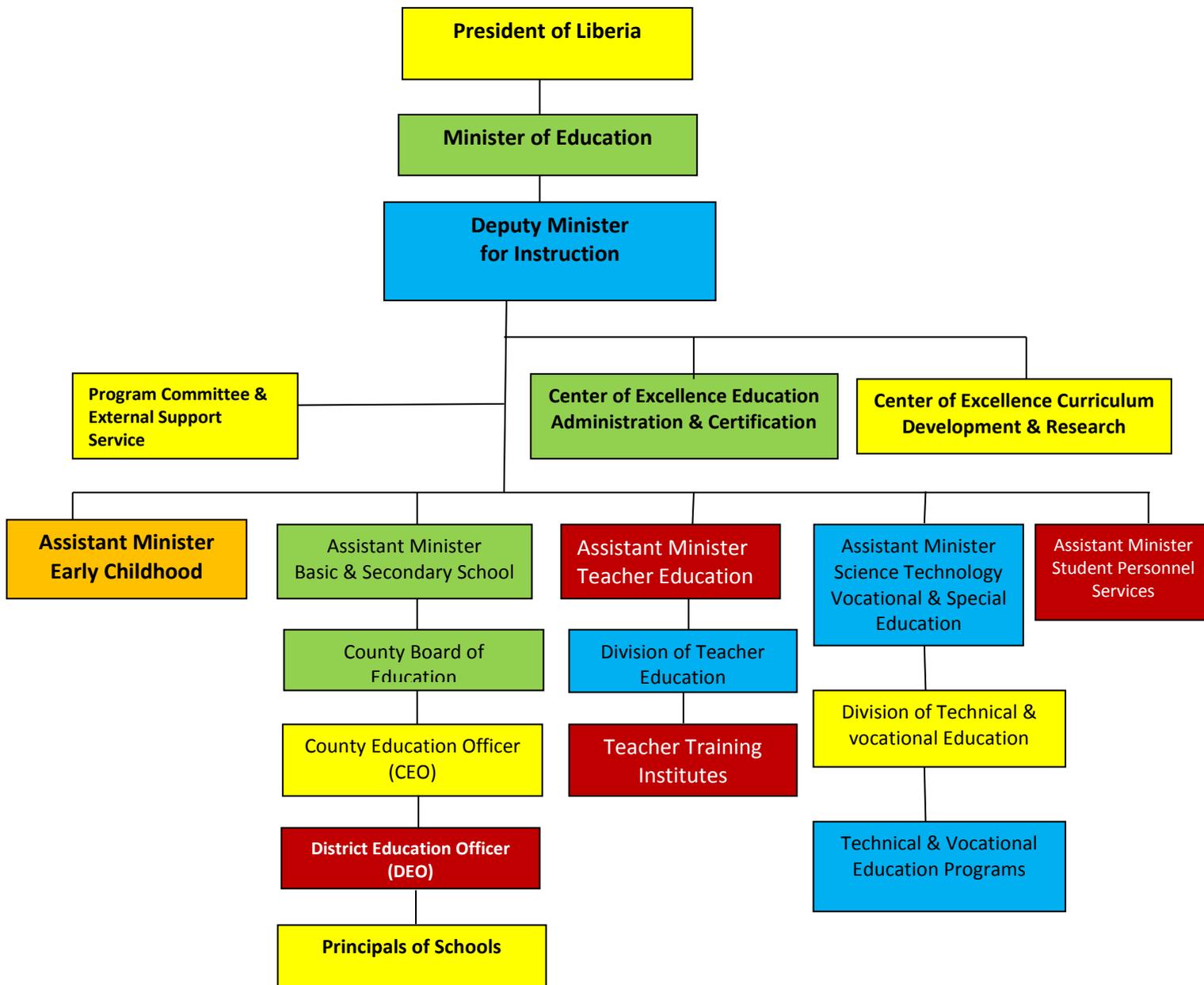


## ANNEX – D: Recognized and Accredited Higher Education Institutions (HEIs) in Liberia

No.	Name Of Institution	Location/County	Year Established	Type
<b>BACCALERATE (BACHELOR) AND MASTER'S DEGREE-GRANTING INSTITUTIONS</b>				
1	UNIVERSITY OF LIBERIA (UL)	Capitol Hill, Monrovia	1851	Public
2	CUTTINGTON UNIVERSITY (CU)	Suakoko, Bong County	1989	Faith-Based
3	STELLA MARIS POLYTECHNIC (SMP)	Capitol Hill/U.N. Drive, Monrovia	2005	Faith-based
<b>BACCALERATE (BACHELOR) DEGREE- GRANTING NSTUTIONS</b>				
4	WILLIAM V.S. TUBMAN UNIVERSITY (TU)	Harper, Maryland County	1978	Public
5	AFRICAN METHODIST ESPISCOPAL UNIVERSITY (AMEU)	Cam Johnson Road, Monrovia	1996	Faith-Based
6	UNITED METHODIST UNIVERSITY (UMU)	Ashmun street, Monrovia	1998	Faith-Based
7	A.M.E. ZION UNIVERSITY COLLEGE (AMEZ)	Benson Street/Po River, Monsterrado County	1995	Faith-Based
8	LIBERIA BAPTIST THOLOGICAL SEMINARY (LBTS)	RIA, Highway, Montserrado county	1975	Faith-Based
9	AFRICAN BIBLE COLLEGE UNIVERSITY (ABCU)	Yekepa, Nimba County	1977	Faith-Based
10	LIBERIAN ASSEMBLIES OF GOD BIBLE CHURCH (LAGBC)	Breverville, Montserrado County	1980	Faith-Based
11	MONROVIA BILBE COLLEGE (MBC)	King Gray, Paynesville	1984	Faith-Based
12	ADVANTIS UNIVERSITY OF WEST AFRICA (AUWA)	Camp Johnson Road, Monrovia	2010	Faith-Based
13	BONG COUNTY TECHNICAL COLLEGE	Gbarnga, Bong County	2013	Public
<b>ASSOCIATE'S (AA)DEGREE GRANTING INSTUTIONS</b>				
14	SYMTH INSTITUTE OF MANANGEMENT & TECHNOLOGY	16 <sup>th</sup> Street Sinkor, MONrovia	1999	Private
15	TRINITY BIBLE COLLAGE (TBC)	Harbel, Margibi County	2001	Faith-Based
16	JAKE MEMORIAL BAPTIST COLLAGE	11 <sup>th</sup> Street Sinkor, Monrovia	1995	Faith-Based
17	LEIGH-SHERMAN COMMUNITY COLLEGE	Sinkor Fiamah, Monrovia	1976	Private
18	CHRISTIAN THEOLOGICAL SEMINARY (CTS)	Jamica Road, Monrovia	2007	Faith-Based
19	BOMI COUNTY COMMUNITY COLLEGE(BCCC)	Tubmanburg, Bomi County	2005	Public
20	BAPTIST COLLAGE OF MISSIONARY PHYSICIAN ASSISTANTS (BCMPA)	Gbarnga Bong County	2007	Faith-Based
21	GRAND BASSA	Buchanan, Grand County	2008	Public

<b>No.</b>	<b>Name Of Institution</b>	<b>Location/County</b>	<b>Year Established</b>	<b>Type</b>
	COMMUNICATION COLLEGE (GBCC)			
22	WESLEYAN COLEGE OF LIBERIA (WCL)	Somalia Drive, Paynesville	1995	Faith-Based
23	VISION INTERNATIONAL CHRISTIAN COLLEGE OF LIBERIA (VICOOL)	Paynesville Town Hall, Paynesville	2009	Faith-Based
24	LIBERIA INTERNAL CHRISTIAN COLLEGE (LICC)	Ganta, Nimba County	2008	Faith-Based
25	LINCOLN COLLAGE OF PROFESSIONAL STUDIES	Clay street, Monrovia	1997	Private
26	ST. CLEMENT UNIVERSITY	ELWA Junction, Paynesville	2010	Private
27	NIMBA COUNTY COMMUNITY COLLEGE	Sanniquellie, Nimba County	2010	Public
28	LIBERIA DUJA TECHNICAL COLLEGE	Johnsonville, Montserrado County	2011	Private
29	LOFA COUNTY COMMUNICATION COLLEGE	Voinjama, Lofa County	2011	Public
30	FREE PENTECOSTAL COLLEGE	Voinjama, Lofa County	2011	Faith-Based
31	STARZ COLLEGE OF TECHNOLOGY	Airfield Sinkor, Monrovia	2012	Private

## ANNEX – E: Ministry of Education Organogram with Emphasis on Department of Instruction



**ANNEX - F: Poverty Reduction Strategy (PRS)  
“Progress and outcomes”**

<b>NO.</b>	<b>Pillar/Sector</b>	<b>Goal</b>	<b>Key outcome</b>	<b>Interventions</b>	<b>% completed</b>
<b>1</b>	<b>Peace &amp; Security</b>	To create a secured and peaceful environment both domestically and in the sub-region that is conducive to sustainable, inclusive, and equitable growth and development.	a) enhanced security of Liberia; b) increased public confidence in security officers and institutions; and (c) improved protection against crimes.	a) Training & curriculum b) Personnel & deployment c) Operational procedures	69%
<b>2</b>	<b>Economic Revitalization</b>	To firmly establish a stable and secured macroeconomic environment and to be on an irreversible path toward rapid, inclusive and sustainable growth and development.	increased public revenues, expenditures and employment.	Growth and Macroeconomics Agriculture Banking And Financial Services, Fishing Forestry, Mineral Resources and Mining, Environmental (and labor) protection Industry	69%
<b>3</b>	<b>Infrastructure and Services</b>	To rehabilitate infrastructure and rebuild systems to deliver basic services in order to create the conditions and linkages needed to achieve broad-based growth and poverty reduction.	access to electricity primary roads are pliable open secondary feeder roads Build or reconstruct 1187 miles of primary roads and 300 miles of all-weather secondary roads ; increase quantity and quality of inputs of teachers, curriculum and physical infrastructure; 70 percent of health facilities in each county providing the Basic Package of Health	Communications, Education Energy(electricity ), Health Transport & Storage, Water & Sanitation	57%

NO.	Pillar/Sector	Goal	Key outcome	Interventions	% completed
			Services, reducing child mortality by 10 to 15 percent, and of reducing maternal mortality by 5 to 10 percent.		
4	Governance and Rule of Law	To work in partnership with all citizens to build and operate effective institutions and systems that will strengthen peace and promote and uphold democratic governance, accountability, and justice for all.	reform of judicial and criminal proceedings, decentralization to empower local citizens, civil service reform, and anti-corruption	Justice, civil Service decentralization, Anti-corruption	41%

*Source: Liberia: Poverty Reduction Strategy Paper—Annual Progress Report 2012*

## ANNEX – G: QUESTIONNAIRE

### Assessment of Teacher Training and Development Needs to Ensure Education for All (EFA) UNESCO-Chinese-Fund-In-Trust Project For Teacher Training Institutions

#### SECTION I: FOR TEACHERS AND ADMINISTRATORS: PLEASE TICK OR CHECK AS APPLICABLE.

1. Personal Information:

- Sex: M\_\_\_ F\_\_\_
- Age Range: ≤18\_\_\_ 19-29\_\_\_ 30-39\_\_\_ 40-49\_\_\_ ≥50\_\_\_
- Education (Highest Qualification Obtained): Secondary/High School \_\_\_  
Junior High School\_\_\_ Associated Degree/Diploma\_\_\_ Bachelors Degree\_\_\_  
Masters Degree\_\_\_  
PhD\_\_\_  
Others (Please specify)\_\_\_\_\_.

2. Knowledge/Skills in IT/Computer Operations:

- Good Knowledge of IT/Computer Operations\_\_\_
- Limited Knowledge of Computer Operations\_\_\_
- No Knowledge at all\_\_\_

3. Type of IT/Computer Knowledge Acquired:

- Formal Training (Certificate)\_\_\_
- Some Form of Training\_\_\_
- Self Acquired
- No Training at all\_\_\_

4. Level of Training/Certification (Computer Applications):

- Basic\_\_\_
- Certificate\_\_\_
- Advanced\_\_\_
- None\_\_\_

5. How well do you use/apply computer or IT skills in your teaching:

- Very well\_\_\_
- Not so well\_\_\_
- Not at all\_\_\_

6. Which computer/IT skills (software-MS Word, Excel, Power Point, etc) do you use (Please indicate below):

- \_\_\_\_\_.

7. Are you willing to acquire [additional] computer skills: Yes\_\_\_ No\_\_\_

- Which skills do you need:  
\_\_\_\_\_.

8. Are you able to pay for computer training: Yes\_\_\_ No\_\_\_

9. Can you afford to purchase a computer: Yes\_\_\_ No\_\_\_

#### SECTION I: FOR SUPERVISORS/ADMINISTRATORS: PLEASE TICK OR CHECK AS APPLICABLE.

10. How many trainers/educators do you have in your program (Please indicate): \_\_\_\_\_

- No of Males\_\_\_
- No of Females\_\_\_
- Not Clear/No idea\_\_\_

11. How many computers do you have in your program (Please indicate): \_\_\_\_\_

- No in use \_\_\_\_\_
- No bought by Program \_\_\_\_\_
- No out of use (Old or Need Repairing) \_\_\_\_\_
- Donated/bought by \_\_\_\_\_.

12. How many computers do you need for your program (Please indicate): \_\_\_\_\_

13. Please feel free to write any further comments you may want the team to know. You may use an additional sheet of paper. Thanks for taking your time to complete this questionnaire.

## ANNEX - H: PHOTOS



**Classroom at KRTTI**



**Library at KRTTI**



**Educators Resource Centre at KRTTI**



**Computer Lab at KRTTI**



**Classroom at a primary school**



**New computer lab at UL**