



Liberia Annual School Census

Education Statistics Report, 2024/25



GPE - Global Partnership for Education





Liberia Annual School Census (ASC) Interim Report 2024-25 School Year

Volume 1: Education Statistics Report Version

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Executive Summary

The 2025 Annual School Census (ASC) marks a pivotal milestone in Liberia’s education sector. It is providing the first comprehensive statistical profile of the nation’s schools since 2022. Conducted under the leadership of the Ministry of Education (MoE) and endorsed by the Local Education Group (LEG), this exercise re-establishes the vital evidence base required for sound policymaking, resource allocation, and accountability within the framework of the Education Reform Act of 2011.

The census aligns with the Government of Liberia’s ARREST Agenda—“*Rescue to Development*”—which identifies education as central to human capacity development and national transformation. Launched in November 2024 and implemented between April and August 2025, the exercise combined rigorous preparation, capacity building, and extensive sector-wide collaboration. Over 91% of schools nationwide—public, private, faith-based, and Technical and Vocational Education and Training (TVET) institutions—submitted data for the census.

Data collection was executed through the deployment of 200 tablets, a cloud-based data server, and a live dashboard, allowing real-time monitoring, improved coverage, and enhanced data reliability. In areas with limited connectivity, hybrid approaches were used to ensure inclusivity.

Key Findings

- **School Infrastructure:** The number of known schools increased from 6,249 (2021–22) to 6,622 in 2025, reflecting modest infrastructure growth.
- **Enrollment:** Total enrollment declined from 1.42 million learners (2021–22) to approximately 1.2 million, signaling the need for renewed investment in access and retention.
- **Teachers:** Teacher supply grew marginally from 71,649 in 2021–22 to 71,993 in 2025, though the estimated number of unique individual teachers is 61,300. Deployment and equity in teacher distribution remain pressing priorities.
- **Technical and Vocational Education & Training (TVET) Integration:** For the first time, TVET institutions were fully incorporated into the census, providing data essential for expanding skills development pathways in collaboration with the Ministry of Youth and Sports, the EU, and UNICEF.

The findings highlight both progress and challenges, underscoring the need for bold reforms to improve access, equity, and quality. Specifically, the ASC will enable government and partners to:

- Direct resources toward under-resourced schools and underserved communities.
- Plan more effectively for classrooms, teachers, and learning materials.
- Address disparities affecting over-age learners, out-of-school children, and vulnerable groups.
- Strengthen monitoring of the Education Reform Act (2011) and measure progress toward AAID and Sustainable Development Goal 4 (SDG 4).
- Expand TVET programs to meet high-demand labor market needs.
- Improve school safety and disaster resilience planning.

The success of the 2025 ASC reflects strong partnerships between government, civil society, and international development partners. Despite shocks to the implementation process as a result of funding loss, sustained support from the Government of Liberia, European Union, UNICEF, GPE/World Bank, UNESCO-IIEP, Save the Children, and local organizations ensured completion of the census. The dedication of Education Officers, MoE Central Office staff, field data collectors, and thousands of school administrators was instrumental in achieving credible results.

The 2025 ASC is more than a mere exercise of collecting school statistics. It is the foundation for a new phase in evidence-based planning and governance in Liberia's education sector. It reveals both the urgency of addressing declining enrollment and the opportunities offered by expanded school infrastructure and teachers supply. Above all, it affirms the collective commitment of government, partners, and communities to ensure that every Liberian child, regardless of geography or background, has access to quality education.

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Foreword

The Ministry of Education is proud to present this Interim 2025 Annual School Census (ASC) Report—the result of a nationwide undertaking built on months of preparation, intensive capacity-building, and sector-wide collaboration. This milestone complies with Chapter 8 of the Education Reform Act (2011) which mandates the MoE and schools across Liberia to keep and publish vital school statistics on an annual basis. After about four years without adequate and updated school dataset, this year’s census will restore a critical evidence base component for education planning, budgeting, and accountability.



Launched in November last year, we sought to mobilize critical resources and vital sector actors for the task. Between April and August of this year, the ASC activity progressed steadily, following a rigorous step-by-step path that included public/community engagements, a coaching and mentoring exercise for all school principals and registrars (17 Apr – 2 May 2025) - geared towards supporting school staff in maintaining accurate records; training of County Officers (23 – 27 Jun 2025) - geared towards building capacity for district-level coordination; county and district Education Management Information System (EMIS) Workshops (1 – 3 Jul 2025) - which equipped EOs and other MoE and county staff with census protocols and procedures. Actual field data collection occurred between 16 July – 8 Aug 2025 - that reach all categories of schools nationwide, including Technical & Vocational Education & Training (TVET) institutions, followed immediately by data cleaning, analyses, and reporting (8 – 31 Aug 2025). The report was released in late August following its endorsement by the Local Education Group (LEG), a policy consortium of education actors across the sector.

The adoption of and deployment of digital tools—including some 200 tablets, a cloud-based data server and storage, and live online dashboard—has revolutionized how education data is captured and analyzed. All of our schools – public, private, faith-based, and TVET – were surveyed using this digital-first approach, enabling live tracking of progress, increased school coverage, and submission quality. And as the MoE moves to institute school-based data collection by school administrators, mainly principals and registrars, such automated online connectivity is vital to future census activities. In parts of Liberia where online connectivity is limited, hybrid options are being deployed, ensuring that no school is left behind.

This year's census has provided fresh data on the overall health of the education sector. Following background information, country contexts and methodologies (Chapters 1 & 2), the Census Report provides up-to-date statistics on the number and distribution of schools (Chapter 3), enrollments (Chapter 4), enrollment rates and ratios (Chapter 5) consistent with global indicators, such as the Sustainable Development Goals (SDGs), UNESCO Institute for Statistics (UIS), etc.; the number, categories and distribution of teachers (6), and school quality and management (Chapter 7). For the first time in recent

census history, this year's census integrates vital statistics on Technical and Vocational Education and Training (TVET), thanks to the unique partnership between the Ministry of Education, Ministry of Youth & Sports, with support from the EU and UNICEF.

As this census provides us with comprehensive education statistics, it is an early step towards a more rational and equitable distribution of education access, resources and quality services across the sector. It allows us at the Ministry of Education and Government of Liberia to (a) budget more precisely for classrooms, teachers, and learning materials, (b) identify and support over-age learners, out-of-school children, disabled learners, and underserved regions, (c) prioritize TVET expansion in high-demand areas, and (d) address urgent school safety concerns and disaster resilience planning. At 91.4% reportage, the census data clearly reflects the need for considerable investment in education as overall school enrollment appears to have declined slightly from 1.42 million pupils in 2021-22 (the last census count) to an estimated 1.2 students, although many schools remain outstanding, and the total number of school infrastructures have increased overall from 6,249 in 2021-22 to an estimated 6,622 known schools. At only 91.83% submission, the supply of teachers across school types and programs also appears to increase above the 2021-22 numbers, from 71,649 in 2021/22 to an estimated 71,993 this year. This figure must be differentiated, however, from total number of individual teachers in the classroom, who are estimated to be 61,300.

I extend thanks to all school administrators for their cooperation, field staff for their commitment, and our partners for their unwavering support. In addition, I extend special thanks and appreciation to the Department of Planning who led the execution of the annual census, together with the Liberia Institute for Statistics and Geo-Information Services (LISGIS).

This year's census represents a turning point—an opportunity to make data driven decisions as we recalibrate education policies and interventions based upon real-time data, that will uplift every learner, regardless of background, geography and economic status. This sacred mandate we pledge to uphold throughout our tenure as sector lead in education and skills development.

Signed,

Dr. Jarso Maley Jallah
Minister of Education

Acknowledgement

The success of the 2025 Annual School Census reflects a long and tedious journey of remarkable commitment, collaboration and partnership of hundreds of individuals and institutions, all dedicated to advancing education in Liberia. Especially notable was the leadership of Dr. Jarso M. Jallah, Minister of Education, whose unrelenting pursuit of the census execution has produced credible results despite significant challenges and setbacks.



I would like to also acknowledge the immense dedication and efforts of our various Education Officers (especially the District and Country EOs), M&E Officers, EMIS and general MoE and Central Office staff, including a handful of volunteer enumerators, who traveled across challenging parts of Liberia—rivers, forests, remote villages, and dense urban centers—to reach every school. The Division of EMIS, under the leadership of Acting Director Emmanuel Dolokelen, was diligent in its execution of the census. With IT support from the Center for Integrated Solutions (CIS), EMIS executed the design and management of the data collection process, ensuring the highest quality, accuracy, and reliability of the data and the foundational digital infrastructure.

Liberia’s development and education partners also played a critical role in the success of this year’s census. As members of the Technical Working Group (TWG) on Data & Evidence, they counseled on the overall modalities of the census, including providing critical financing.. The European Union, UNICEF, the GPE (through the World Bank), UNESCO-IIEP, Save the Children, the Ministry of Youth and Sports, LISGIS, HOPE Liberia, CENTAL, and a host of other partners within the TWG are deserving of credit. With funding support from United States Agency for International Development (USAID) under the Education System Strengthening Activity (ESSA) project a substantial amount of IT equipment - including computers, laptops, tablets, etc. - were procured and delivered to the MoE in support of the ASC execution. . For this, the MoE is especially grateful to the government and people of the United States. Special mention is also deserving of all school systems nationwide for cooperation and support in ensuring that schools within your system successfully completed and submitted census data forms.

Finally, I salute every principal, registrar, and teacher who took the time to provide accurate and reliable data. Your diligence exceeds just another administrative task—it has contributed to a transformational shift in education, laying the groundwork for smarter, equitable, and more effective educational planning, policy and system delivery. This census is not the end of the process; it is only the beginning of a new era in data informed decision making, planning and governance in Liberia.

Signed,

Dr. Samuel G. Toe
Deputy Minister for Planning, Research & Development

Acronyms and abbreviations

AA	Associate of Arts
AAID	ARREST Agenda for Inclusive Development
ASC	Annual School Census
BSc	Bachelor of Science
CEO	County Education Officer
DEO	District Education Officer
ECE	Early Childhood Education
EMIS	Education Management Information System
EOs	Education Officers
ERA	Education Reform Act of 2011
EXCEL	Excellence in Education in Liberia
G2B	Getting to Best
GCR	Gross Completion Ratio
GER	Gross Enrollment Ratio
GIR	Gross Intake Ratio
GPE	Global Partnership for Education
GPI	Gender Parity Index
IRISE	Improving Results in Secondary Education
JSE	Junior Secondary Education
LEG	Local Education Group
LISGIS	Liberia Institute for Statistics and Geo-Information Services
MoE	Ministry of Education
NER	Net Enrollment Ratio
NIR	Net Intake Ratio
OOSC	Out-of-School Children
PhD	Doctor of Philosophy
PTA	Parent-Teacher Association
SCR	Student-to-Classroom Ratio
SDG	Sustainable Development Goal
SMC	School Management Committee
SQTR	Student-to-Qualified Teacher Ratio
SRGBV	School-Related Gender-Based Violence
SSE	Senior Secondary School
STextR	Student-to-Textbook Ratio
STR	Student-to-Teacher Ratio
TVET	Technical and Vocational Education and Training
UN	United Nations
USAID	United States Agency for International Development

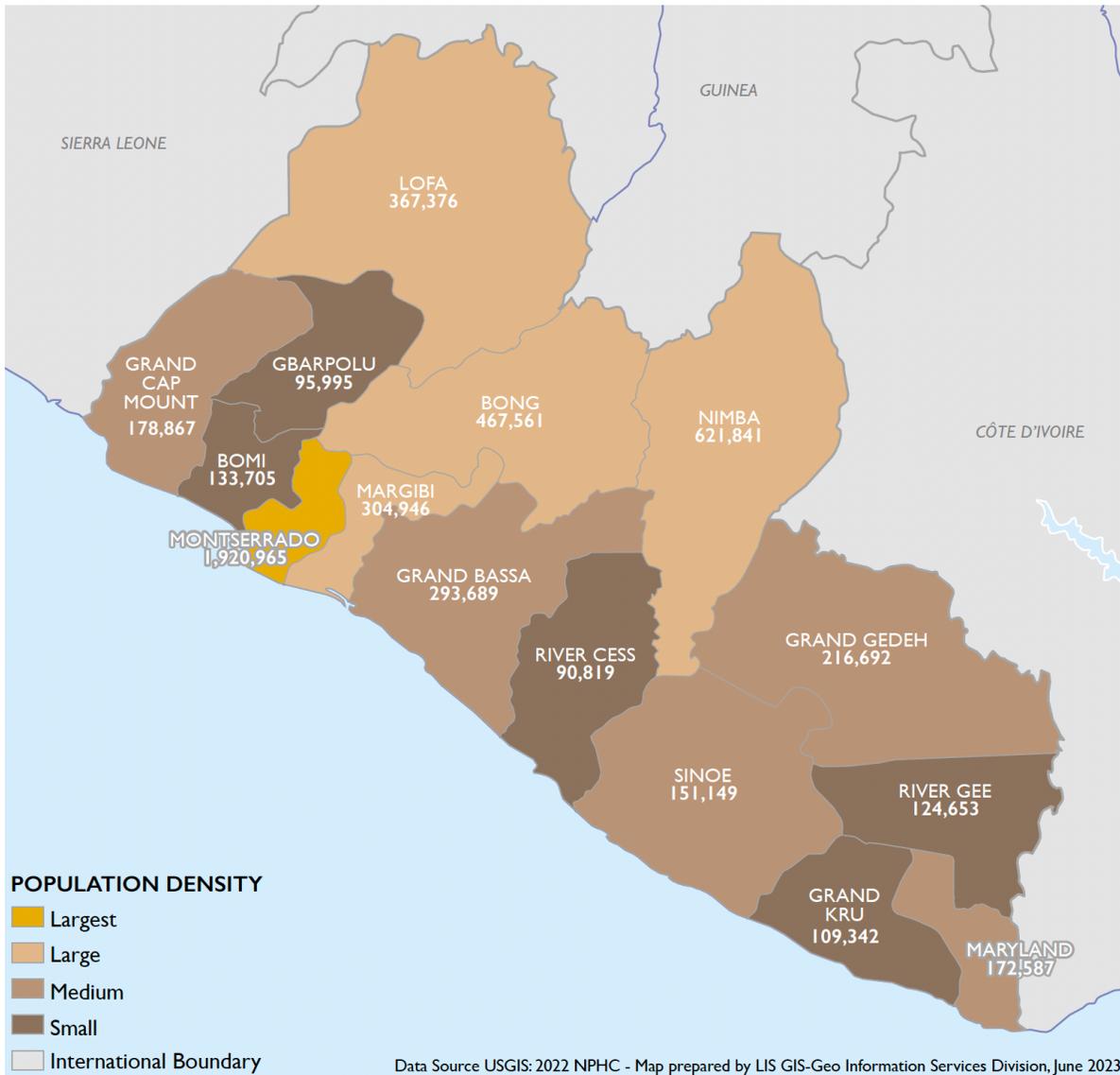


Figure 1: Map of Liberia Indicating Population by County

Chapter 1: Introduction

1.1 Context

Liberia's education system continues to recover from multiple shocks, including the civil wars (1989–2003), the Ebola epidemic (2014–2016), and the COVID-19 pandemic. These crises weakened infrastructure, displaced families, and created significant barriers to consistent schooling, leading to a high number of over-age learners. To address these challenges, accurate and timely data is critical.

The Annual School Census (ASC) provides comprehensive information on enrollment, teacher distribution, and the status of schools at all levels below tertiary education. Coverage includes Early Childhood Education (ECE), primary (Grades 1–6), junior high (Grades 7–9), senior high (Grades 10–12), and Technical and Vocational Education and Training (TVET). For the first time, TVET institutions outside the Ministry of Education's regulatory framework were included, along with alternative education programs such as the Accelerated Learning Program (ALP) and Alternative Basic Education (ABE).

1.2 The Ministry of Education

1.2.1 Mission Statement

The Ministry of Education's mission, consistent with law, is to provide quality education for all Liberians and prepare future leaders to contribute to nation-building, protect cultural heritage, and foster socio-economic growth for state sustainability. Its Core Principles of the 21st Century Liberian Education System are spilled out as follows:

- a. Equal access to quality education for all, without discrimination (race, ethnicity, gender, creed, political or religious affiliation, or special needs).
- b. Built on values of accountability, commitment, excellence, transparency, diligence, and moral integrity.
- c. Aligned with the Liberian Constitution and the Universal Declaration of Human Rights, affirming education as a fundamental right.
- d. Promotes health, well-being, technological literacy, and lifelong learning.
- e. Provides a safe, nurturing, and secure learning environment.
- f. Prepares citizens to contribute productively to nation-building through workforce development.
- g. Operates under a decentralized administrative structure for effective and efficient service delivery.

1.2.2 Liberia Education System

Liberia's education system broadly aligns with international standards (ISCED, UNESCO) and follows a 3-9-3-4 model, with an alternative track for accelerated learning and adult education. Over the years, technical and vocational education and training (TVET) has become increasingly vital to diffusing critical labor-responsive knowledge and skills in the population. The system has the following structure.

Early Childhood Education (ECE): Ages 3–5; includes Nursery, Pre-K, and Kindergarten. Focus on physical, emotional, social, and cognitive development.

Primary Education (also called Lower Basic Education): Grades 1–6 (ages 6–11); compulsory and free; first level of formal schooling after ECE. Each year of Education at this level of Education corresponds to a grade (First grade to sixth grade). Together with ECE, it forms the core of Foundational Learning.

Junior Secondary Education (JSE) or Upper Basic Education: Grades 7–9 (ages 12–14); compulsory, final stage of Basic Education.

Senior Secondary Education (SSE): Grades 10–12 (ages 15–17); final stage of secondary education.

Alternative Education (ABE/ALP):

- **Alternative Learning Program (ALP):** Condenses six years of primary into three years.
- **Alternative Basic Education (ABE):** Three-year non-formal program with literacy, numeracy, and livelihood skills.

These two programs serve overage learners, although the data shows that the participation rate in the programs remain relatively small.

Technical and Vocational Education and Training (TVET): Provides work-related skills for youth employability. In Liberia TVET education is offered publicly in multilateral schools (i.e., schools which integrate regular K, 1-12 with TVET) and as standalone independent TVET institutions. The Ministry of Education owns and operates most public integrated-TVET, with only a handful of standalones. On the other hand, the Ministry of Youth and Sports also has many regular high schools.

Colleges and Universities: Numerous tertiary institutions exist but have been excluded from this and previous annual school census. By law, tertiary education system is governed under regulation of the National Commission on Higher Education (NCHE) where the Minister of Education sits as Chair of the Board of Commissioners.

The below pictorial provides an image of the system

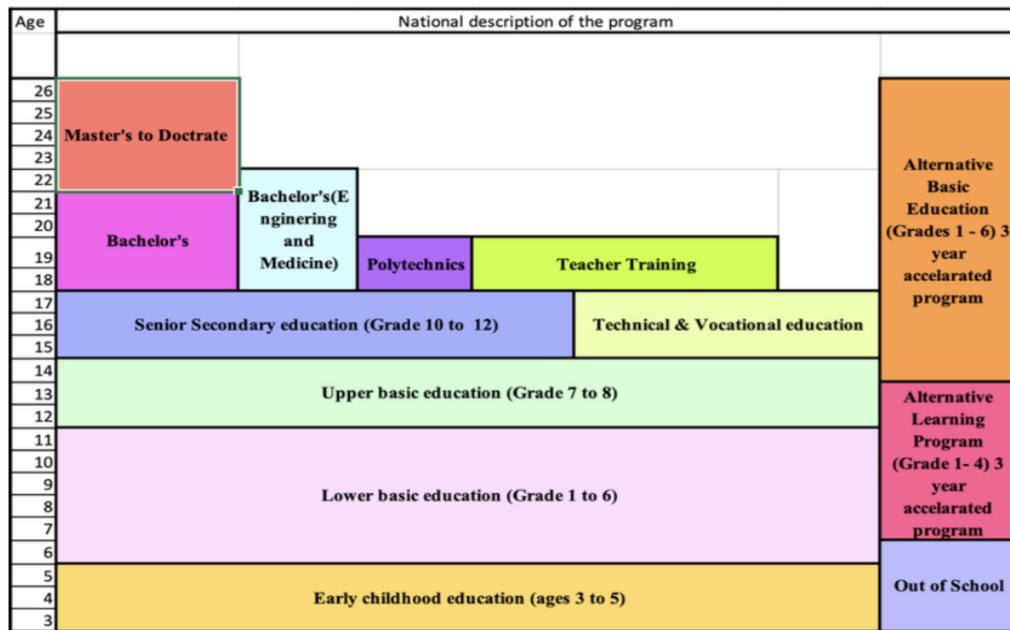


Figure 2:Level of Education

1.2.3 Schools in Liberia

Schools in Liberia are structured and classified according to two broad types: Traditional (formal education from G1-12) and Special (i.e., school for the blind, deaf, developmental challenges, etc.) and four broad categories (Public, Private, faith-based, and community). School categories are based upon ownership and management.

1. **Public Schools** – Government-owned and operated schools, forming the backbone of formal public education.
2. **Private Schools** – schools owned and operated by private individuals, groups, or organizations using private resources and tuition fees.
3. **Faith-based Schools** – schools established, owned and run by religious groups (Christian, Muslim, etc.).
4. **Community Schools** – these are schools established, owned and operated by communities, independently or in partnership with private individuals or entities. Many of these schools may receive operational and materials support from the GoL, including teachers’ subsidies, school materials, etc.

1.3 Background of the ASC

The Annual School Census (ASC) is rooted in the Education Reform Law of 2011, which charges the Ministry of Education with guaranteeing equitable, high-quality learning opportunities for every resident and using education to build national capacity. While fiscal and systemic constraints have long limited even distribution of these opportunities, the current administration—led by President Joseph N.

Boakai and Minister Dr. Jarso M. Jallah—has reaffirmed this mandate and positioned the ASC as a key instrument for directing policy and resources.

To deliver the evidence required for that mandate, the Ministry’s Education Management Information System (EMIS) division leads the ASC and the broader education data ecosystem. Operating under the Deputy Minister for Planning, EMIS designs and manages a comprehensive information system spanning education and demographic statistics, and oversees end-to-end data collection, processing, and analysis. With expertise in data quality, demography, database administration, cybersecurity, and analytics, EMIS ensures reliable, actionable evidence to guide planning, budgeting, and reform.

1.4 About this ASC Report

This preliminary Volume I of the Annual School Census restores a vital evidence base after more than three years without sector-wide reporting. Drawing on submissions from 6,081 of Liberia’s estimated 6,622 schools—91.83% coverage—the report presents clear, high-level indicators and aggregate analysis that give strong confidence in the findings. School principals and registrars provided the data using standardized forms that were verified and entered by District Education Officers and Planning/M&E teams across the country, ensuring consistency and quality control.

This year’s report spans twelve statistical domains central to system performance: enrollment; disability and inclusive education; teaching and non-teaching staff; curriculum and instruction; infrastructure and facilities; school health; school management; and TVET, among others. Population baselines for ratios such as GER, NER, and intake indicators are derived from the 2022 LISGIS Census and 2025 projections, allowing the results to be interpreted against credible demographic trends.

Beyond statistics, the census is a practical tool for decision-making. It enables the Government and Ministry of Education to target scarce resources to underserved schools and communities, assess teacher deployment and school safety, and track progress under the Education Reform Act (2011), AAID priorities, ESP KPIs, and SDG 4. With more than 150 tables and graphics accompanied by explanatory narratives—and reinforced by post-enumeration validation—the EMIS Division affirms the completeness and accuracy of this volume. The result is a reliable platform for tackling persistent challenges, including over-age enrollment, repetition, gender disparities, and learning quality.

1.5 The ASC and Liberia’s Educational Sector Plan (ESP) and AAID

Data from the Annual School Census (ASC) plays a central role in Liberia’s education sector monitoring and evaluation. It is the core data source for tracking the *Education Sector Plan (ESP 2022–2027)*, the education component under government’s *Arrest Agenda for Inclusive Development (AAID, 2023–2029, Pillar 6 on Human Capital Development)*. It is also vital to assessing progress against the *Partnership Compact* KPIs which were agreed with development partners.

Across all three frameworks, the ASC serves as both the evidence base and the accountability mechanism. It provides disaggregated data on enrollment, gender equity, disability inclusion, teacher qualifications, infrastructure, and governance — allowing the Ministry of Education and its partners to identify progress, gaps, and areas requiring urgent intervention.

The following table gives a summary of the key performance indicators under each national plan, and how they relate to each other, especially as the Ministry of Education and partners prepare to undertake mid-term reviews of both the ESP and Compact by April 2026.

Table 1: Summary of KPIs for the ESP, AAID and Partnership Compact

KPI	ESP (Baseline→Target)	AAID (Baseline→Target)	Compact (Baseline→Target)
Access to Education			
ECE GER	128% → 89%	Not quantified	At-age enrollment (5–6 yrs)
% Female Enrollment (ECE)	51% → 50%	Gender equity (no numeric)	Aligned with ESP
% Disability Enrollment (ECE)	0.9% → 2.7%	Inclusion (no numeric)	Aligned with ESP
Overage in ECE	67% → 20%	Reduce overage (ECE 64%, LBE 70%)	Correct-age enrollment
Repetition Rate (ECE)	8% → 0%	Reduce inefficiency	Not directly measured
LBE GER	77.5% → 76%	Expanded access	Aligned
% Female Enrollment (LBE)	49% → 50%	Equity	Aligned
% Disability Enrollment (LBE)	0.8% → 2.4%	Inclusion	Aligned
Out-of-School Rate (LBE)	19% → downward	Reduce OOSC	Priority outcome (ALP/OOSC support)
UBE GER	47% → 48%	Expanded access	Aligned
% Female Enrollment (UBE)	49% → 50%	Equity	Aligned
% Disability Enrollment (UBE)	0.7% → 2.1%	Inclusion	Aligned
SE GER	32% → 42%	Expand access	Aligned
% Female Enrollment (SE)	48.5% → 50%	Gender equity	Aligned
% Disability Enrollment (SE)	0.4% → 1.2%	Inclusion	Aligned
Adult Literacy (15–49)	75%/52% → 80%/59%	59.9% → 62.8%	Grade 3 literacy baseline: 14.4 cwpm
ALP Enrollment	13,311 → 118,653	Expand accelerated programs	Priority outcome: ALP expansion
Quality Education			
Learning Outcomes (Grade 3 English)	53% → 60%	School years adjusted: 2.4 → 3.1 yrs	Grade 3 literacy/numeracy core KPI
Learning Outcomes (Grade 3 Math)	44% → 52%	Aligned	Grade 3 math benchmark
Learning Outcomes (Grade 6 English)	47% → 57%	Aligned	Aligned
Learning Outcomes (Grade 6 Math)	40% → 50%	Aligned	Aligned
Exam Pass (LPSCE)	77% → 86%	Improve learning	Aligned

Exam Pass (LJHSCE)	77% → 82%	Improve learning	Aligned
Exam Pass (WASSCE)	63% → 71%	Improve learning	Aligned
Digital Literacy	Baseline N/A → 50%	Digital economy skills target	Aligned

Education Governance

Teacher Training Coverage	ECE 35%→72%; LBE 45%→66%; UBE 31%→53%; SE 26%→51%	CPD for 15,800 teachers; 2,000 licensed	Qualified teachers for literacy/numeracy
Female Teachers/Principals	Teachers 22%→30%; Principals 12%→20%	Recruit women into teaching	Aligned
School Facilities (WASH)	707 → 2,792 schools with WASH	41% baseline → 100% by 2029	Healthy, inclusive environments

TVET & High Education

TVET Enrollment	19,715 → 50,000	18 centers; youth employment 53%→80%	Aligned
% Female TVET	30% → 35%	Gender-responsive	Aligned
TVET Disability Enrollment	Baseline N/A → tripled	Equity target	Aligned
HE GER	16.2% → 17.0%	Expand access	Aligned
% Female Enrollment (HE)	40% → 45%	Equity	Aligned
Graduate Employment (HE, 1yr)	77% (M)/66% (F) → 85%/75%	HCI 0.32→0.37	System accountability

Systems Improvements

System Learning Adjusted Years	N/A	2.4 yrs → 3.1 yrs	Aligned
Human Capital Index	N/A	0.32 → 0.37	Aligned
Life Expectancy	N/A	60 yrs → 63 yrs	Aligned
Completion Rate (All levels)	N/A	11% → 15%	Aligned

1.6 Education at a Glance (2019-2025)

In 2025, Liberia’s education system shows strong participation at the lower levels but faces serious challenges as students move up. Most schools and students are concentrated in **early childhood (ECE)** and **primary education**, which together serve more than 70% of all learners. Public schools dominate these levels, but as students’ progress to **junior and senior secondary**, private and faith-based schools take on a bigger role. At the post-school levels, **TVET is mostly private**, while **adult education is largely public**.

Student enrollment shows a good balance between boys and girls across all levels, but the problem of over-age learners is significant—especially in junior (65%) and senior secondary (61%). This means many students are older than the expected age for their grade, pointing to late entry or repetition. According to the data, there are about 61,300 teachers,¹ most of them working in primary schools.

¹ This total for teachers is based upon individual headcount. However, teachers’ presence disaggregated by levels and programs will result into a somewhat higher number because in reality a single teacher may teach multiple grades at different levels, and thus be counted separately in each of those separate levels.

However, the distribution is uneven—female teachers are concentrated in ECE, while males dominate the higher levels. Training levels are also inconsistent: most primary teachers are trained, but less than half at the junior secondary level, and very few in TVET or adult education.

When we look at efficiency, the numbers are worrying. **Enrollment rates decline sharply after primary school**—while more children enter school early (GER in ECE is 114%), fewer continue or finish at higher levels (only 46% in senior secondary). Net enrollment rates are even lower, showing many children are either not in school or not at the right level for their age.

In short, **Liberia’s education system is strong at the foundation but weak at the higher levels**. Too many students are over-age, teacher training is uneven, and access to secondary and beyond is limited. Yet, the system has achieved gender balance in mainstream schooling—a key strength to build upon.

Table 2: Education at a Glance (2025)²

	ECE		Primary		JSE		SSE		TVET		AE	
	Number	%	#	%	#	%	#	%	Number	%	Number	%
School	5660		5651		2645		1063		84		23	
Public	2202	38.90%	2223	39.30%	598	22.60%	211	19.80%	19	23%	14	61%
Private	1828	32.30%	1789	31.70%	1080	40.80%	451	42.40%	56	67%	5	22%
Faith-Based	1376	24.30%	1384	24.50%	862	32.60%	362	34.10%	6	7%	3	13%
Community	254	4.50%	255	4.50%	105	4.00%	39	3.70%	3	4%	1	4%
Students	368,786	30.7%	507,808	42.3%	179,869	15.0%	133,447	11.1%	11,013	0.9%	1,391	0.1%
Males	184701	50.10%	253569	50%	88461	49.20%	64612	48.80%	5833	52.96%	580	41.70%
Females	184085	49.90%	254239	50%	91408	50.80%	67695	51.20%	5180	47.04%	811	58.30%
Teachers	15727	21.84%	30469	42.32%	15710	21.82%	9514	13.21%	440	0.61%	133	0.18%
Males	3346	21.30%	23794	78.09%	14745	93.90%	9172	96.40%	120	27.27%	119	n/a
Females	12381	78.70%	6675	21.90%	965	6.10%	342	3.60%	320	72.72%	14	n/a
Qualified	9,771	60.80%	25,180	74.70%	7,406	48.70%	5,466	63.40%	101	22.95%	n/a	n/a
Unqualified	6,310	39.20%	5,569	25.30%	7,786	51.30%	3,149	36.60%	339	77.05%	n/a	n/a
Gross Enrollment Ratio	114.40%		72.90%		61.70%		46.30%					
Net Enrollment Ratio	56.90%		46.30%		20.70%		17.10%					
% Over-age	215,889	42.50%	218,995	38.10%	128,253	64.90%	81,980	61.40%				
Student-Teacher Ratio	23		17		11		14					
Student - Qualified Teacher Ratio	52		25		27		24					
Student-Classroom ratio	33		20		24		38					
Gross Intake Rate	72.90%		53.80%									
Net Intake Rate	19.91%		26.30%									
Gender Parity Index	1		1		1		1		0.9		0.7	

² Figures in this table are preliminary and are expected to benefit from further verifications and adjustments prior to the report’s final release.

Chapter 2: Methodology

2.1 Overview

The 2024/2025 Annual School Census (ASC) was designed to have nationwide scope and coverage, targeting an estimated 6,622 schools within the school system. As at the writing of this report, however, only 92.4% of estimated total schools had submitted data for the school year. Thus, this ASC Report is preliminary, all public, private, faith-based and community schools nationwide.

2.2 Census Strategy

The strategy adopted for 2025 ASC combined strategic organization and planning, coordinated field execution, digital innovation, and rigorous quality assurance to ensure that census results are accurate, timely, and fit for sector planning.

2.2.1 Organization of ASC Management Structure

A specialized Technical Working Group (TWG) on Data and Evidence was established to guide the ASC, with implementation being executed by the EMIS Division of the Department of Planning, Research and Development, under the supervision of the Deputy Minister for Planning. Co-chaired by the MoE's Deputy Minister for Planning and a representative from the European Union, the **Technical Working Group (TWG) on Education Data and Evidence** was established in late 2024 and reflects the strategic partnership between government and development partners including the EU, UNICEF, World Bank, GPE, UNESCO/IIEP, Save the Children International, LISGIS, MoYS, and civil society organizations.

The TWG acts as both a policy-setting and operational problem-solving forum. Its main responsibilities include (a) approving methodology and tools, (b) coordinating funding flows and logistics, (c) monitoring implementation through real-time dashboards, (d) Conducting mid-course corrections and post-enumeration evaluations. The TWG's role has been particularly important in mobilizing resources and ensuring operational continuity following the 2025 withdrawal of USAID/ESSA funding which was providing substantial support for EMIS data systems, ICT resources, and training in 7 of 16 education counties. Once in place, the TWG and MoE Senior Management worked to ensure the ASC was executed in a phased approach based upon the following key, categorized as pre-data collection, data collection, and post-data collection:

Table 3: Schedule of Key ASC Activities

No.	Activity	Start Date	End Date	# of Days
1	Launch of ASC Process	Nov-24	-	1
2	Public Engagements and Community Outreach	Nov-24	Oct-25	310+
3	In-House Refresher Training of Master Trainers	5-Mar-25		1
4	Finalization of Addendum Tool	7-Mar-25	20-Mar-25	13

5	Coaching and Mentoring of Principals/Sch Admin	23-Mar-25	2-Apr-25	10
6	Training of Trainers (ToT), incl. COEs	6/23/25	6/27/25	5
7	County Level Training for CEOs/DEOs and Data Collection personnels	1-Jul-25	3-Jul-25	2
8	Piloting of ASC & Addendum Tool	3-Jul-25	4-Jul-25	2
9	Field Data Collection	16-Jul-25	8-Aug-25	20+
10	Data Cleaning and Validation	11-Aug-25	15-Aug-25	5
11	Data Analysis & Report Writing	11-Aug-25	23-Aug-25	12
12	Presentation of Draft 2024/25ASC Preliminary Report to SMT	18-Aug-25	-	1
13	Presentation of Draft Preliminary 2024/25 Report to LEG	20-Aug-25	-	1
14	Partners' Feedback/Reaction to Preliminary Report	20-Aug-25	26-Aug-25	6
15	Special LEG Meeting to Endorse Preliminary ASC Report, 2024-25	26-Aug-25	-	1
16	Publication of Preliminary ASC Report, 2024-25	31-Aug-25		1
17	Publication of Final ASC Report, 2024-25	30-Oct-25	0	1

2.3 Pre-Data Collection

2.3.1 Design and Finalization of ASC Data Collection Tools

A special training workshop was organized from June 24 to July 2, 2024, by the EMIS Division to review and refine the existing ASC tools, aimed at addressing specific challenges, updating for new data interest, and enhancing the overall effectiveness. Once finalized, the tool included 12 sections and over 6,000 unique questions. The sections included school profile, enrollment, disability statistics, school facilities, teachers' statistics, school management, TVET, etc. Approximately 7,500 copies of the tools were printed for distribution to schools across the country. A digital version of the form was later developed and lodged on hand-held tablets, using ODK programming language. The first level of data quality control was built into the digital form. It is designed and coded to flag scripting issues, circular routing, and answers that are not aligned with pre-coded response options, among other controls and processes. This reduces entry errors and provides consistency in aggregation and disaggregation, formatting of data entry, etc.

2.3.2 Development of IT and Digital Infrastructure

To manage data flow and ensure efficiency and real-time submission, a digital ecosystem was developed comprising the softcopy tools and other digital components including (a) an online cloud-based ODK server with capability of tens of thousands of data submissions, having 24-Hour ODK technical support, and (b) a Power BI digital online dashboard for visualization and enhanced data presentation. The ODK server houses the digital data collection forms for downloads and synchronization, manages data submission from each school, indicating name of school, geolocation, name of enumerators, etc., while tracking the quotas, if any, of each data collector. When implementing data collection, the ODK platform

receives data transmitted via tablets operating the digital tools, housing them to a secure ODK server. Data is then aggregated on the server for extraction and downloads (in .xls and .csv files) for analysis as needed, using customized Stata and SPSS application software.

Together, the system enabled a seamless flow of data from input, uploads, cleaning, analysis, and presentation. Further to its training in the questionnaire development, the EMIS team also received training in the data collection process, quality control during data collection, data verification and cleaning, and generating high quality data outputs within agreed-upon parameters and timeframes.

2.3.3 Creation of ASC School Data Frame

The ASC aims to be a true census. Therefore, EMIS sought to capture the full and total populations, or all schools and institutions involved in formal education instructions with students it instructs and promotes from one level to another, operating under prescribed MoE standards, curriculum and policies. In so doing, CEOs and DEOs were requested to submit a most complete list of schools in their districts and counties. The resulting tables reflects this population frame per county:

Table 4: Targeted Physical School by County

County	# of School District per County	Total # of School per County	# of Targeted Public Sch.
Bomi	5	158	110
Bong	9	525	241
Gbarpolu	6	120	98
Grand Bassa	7	297	127
Grand Cape Mount	5	188	125
Grand Gedeh	5	202	120
Grand Kru	8	150	115
Lofa	7	379	288
Margibi	6	564	108
Maryland	8	228	151
Montserrado 1	15	1451	62
Montserrado 2	11	1142	138
Nimba	13	763	453
River Gee	6	123	87
Rivercess	5	134	111
Sinoe	9	198	161
Grand Total	125	6622	2495

A detailed breakdown per district will appear in the Appendix. Distribution of school assignments and tracking progress were undertaken based upon these data.

2.3.4 ASC Tools Distribution, Coaching & Mentoring

Tools distribution and training of school administrators was a key part of the census process. It involved some 23 trainers, and an estimated 6,638 school administrators nationwide (public, private, faith-based and community schools) trained in the kinds and categories of school records, strengthening school-based

recordkeeping processes, building capacity for accurate completion and validation of 2024/25 ASC forms, and to prepare school administrators for the school-based data collection and entry processes using digital tools (tablets and smartphones).

The process involved six teams to cover six regions based upon the following county distribution.

Table 5: Targeted vs Actual Coaching Participants

Team	Counties Covered	Targeted Principals/Registrars	Actual Principals, Registrars Coached
1	Bomi, Grand Cape Mount, Gbarpolu	469	439
2	Grand Bassa, Margibi, Rivercess	1,000	1,469
3	Bong, Lofa, Nimba	1,670	1,469
4	Grand Gedeh, Maryland, River Gee	513	483
5	Montserrado 1, Montserrado 2	2,665	2080
6	Grand Kru, Sinoe	321	430
Total		6,638	5,727

Small coaching teams (each covering 2–3 counties, with Montserrado 1 and 2 executed separately) trained principals, registrars, and DEOs, working with county/district officers to manage tool distribution, coaching, and mentoring. Once the trainings were executed, DEOs were instructed to follow-up with distribution of forms and provide ongoing training for school leaders absent from the scheduled coaching and mentoring exercise. That way, the gap in absent principals and registrars was plugged and EOs continued to support school leaders, supervising data collection and ensuring accurate completion of forms on enrollment, staffing, infrastructure, and resources. Principals and registrars received a Toolkit and the ASC Tool before deployment. The April 17–July 16 prep window gave ample time to complete tools, improving data accuracy and reliability.

2.3.5 Recruitment & Training of Data Collection Personnel

Between September and December 2024, EMIS conducted both basic and advanced training sessions focused on data analytics, troubleshooting, and system administration. These were complemented by tailored exercises specifically designed for ASC preparation. While the initial plan proposed 600 data collectors, the strategy was revised to a more focused team of 200 personnel: 125 DEOs, 32 County Planning & M&E Officers, and 42 MoE/EMIS Central Office staff. Recruitment focused on individuals already within the Ministry of Education or broader education sector, supporting long-term institutional capacity.

A structured, three-phase training approach was implemented:

- **Master Trainers (23–30 coaches)** from key institutions received a two-day refresher at MoE headquarters.

- These trainers led **Training of Trainers (ToT)** sessions for DEOs, CEOs, Planning, M&E, and EMIS staff.
- Principals, registrars, and school leaders then received **direct coaching and mentoring**, ensuring readiness for accurate data collection.

2.3.6 TVET Training

A special coaching session was organized in Monrovia on July 25 for TVET school administrators to ensure wider coverage and accurate completion of ASC tools. Unlike the training for principals and registrar which cover a wider list of topics, the TVET training focused primarily on student enrollment, curriculum (subject and specifications), and teachers' data, as well as the proper and accurate completion of the ASC.

2.3.7 Public Outreach

The EMIS team, under the leadership of the Deputy Minister for Planning, Research & Development, undertook various public outreach activities including community engagements, radio programs and press briefings at MICAT, and various press releases. These outreaches helped sensitize communities and schools for better cooperation and engagements.

2.4 Field Data Collection

2.4.1 Deployment of Data Collectors and Follow-ups

Between July 14-16, 2025, an estimated 200 data collectors were deployed and positioned to collect school data across 16 education counties and 125 school districts. Initially scheduled for 10 days between July 16-31, data collection was later extended to August 8 to allow for increased submissions and wider coverage. This adjustment allowed for a significant increase in data submission, resulted into 91.83%.

2.5 Post-Data Collection

2.5.1 Methodology for Data Cleaning and Analysis

As central part of the ASC digital system was the use of specialized software, particularly Stata and SPSS - for data organization, structuring, presentation and analysis. Once uploaded on the ODK server, each school submission forms part of the ASC metadata. Together, all submissions can be downloaded in Excel and CVS file format.

Once downloaded, all labels and optimization codes are converted back to human-readable format. Then data is normalized, correcting for alphanumeric consistency. Several dozen pages of codes were then developed using both Stata and SPSS software to analyze, create and present hundreds of figures and tables. Narrative analysis is then written describing and reflecting the various tables and data.

2.5.2 Post-Enumeration Validation

Due to time limitation following the completion of data collections and the date of publication of this Preliminary Report, a post-enumeration validation could not have occurred. The validation is scheduled between September 20 and October 10, 2025, and will involve a stratified random sample per county,

gender and urban/rural dichotomy. A size of approximate 10% will be selected, at 95% confidence interval, + or - 3% error. The goal is verification and to establish data accuracy and reliability and to address any issues of data quality.

2.6 Report Writing

Led by the DMP, EMIS, and data professionals from LISGIS, a one-week residential report writing workshop was organized between August 11-15, 2025, in Margibi County. The first draft of this report was shared with MoE's Senior Management Team on 18 August for initial review and guidance and subsequently submitted to the Liberia Education Group for review and reaction. The preliminary report was finally endorsed by the LEG on August 26, 2025, for final release on August 30, 2025

2.7 Census Challenges and Limitations

The goal of the ASC is to provide the most comprehensive statistics on the widest coverage of education variable and indicators. All efforts were asserted towards this end. However, constraints mitigated against the team's ideal plan. Perhaps the most critical challenge experienced in the process was limited resources and time to undertake and produce a high-quality report. The budget was twice adjusted downward, especially following the pullout of the USAID. This adjustment negatively impacted the number of data collections to be deployed, further thus necessitating the time needed to collect data. Delays in accessing partners funding as well as internal MoE's resources impacted the schedule of activities, increasingly shortening the window available to EMIS to execute data collection, analysis, and reporting ahead of an August 31, 2026, reporting deadline. Nationwide field Data Collection commenced on July 16, 2025.

Other important challenges included

1. gaps in the coverage of tools distribution, for example, a sizable number of schools did not receive tools during initial tools distribution, coaching, mentoring.
2. poor internet connectivity in rural areas,
3. compliance gaps among many public and private close and TVET institutions, and
4. documentation lapses during large-scale training.

Key Recommendations:

A major challenge to this year's ASC was its overreliance upon partners and limited funding available. This situation was exacerbated by the unexpected halt in USAID/ESSA support to the ASC in early 2025. To address this systemic challenge, we recommend

- a. *the establishment of a dedicated TWG-managed ASC Fund or Account, with contributions by GoL and partners, to address funding future precariousness.*

A key ASC challenge has been human capacity and specialized skills development for data and ASC generally. To address the issue of ASC-specific capacity and skills development, we recommend

- b. *The institutionalization and expansion of ASC-specific training and digital literacy programs for rural MoE and school administrators.*

The challenge of reporting compliance among schools is also significant, despite the legal mandate under the Education Reform Act (2011). To ensure compliance and increase timely report, we recommend

- c. Developing and enforcing reporting compliance systems which uses communication, remote digital systems, and structured reporting templates.*
- d. That the dates for ASC activities be fixed in school calendar annual, preferably May 1-June 30, on a September to June School calendar.*
- e. That further modifications be made in the ASC Data Collection Form to reduce overall number of questions (by collapsing or eliminating redundant ones) and integrate new and important areas of assessment.*

2.7 Conclusion

The ASC’s methodology balances nation-wide coordination, with innovative digital networking and high level of data quality. The Coaching and Mentoring exercise demonstrated how early investment in school-level preparations pays dividends in data quality and timeliness. Lessons from its execution—particularly on financial oversight and documentation—are being integrated into the current cycle to ensure the 2024/2025 ASC delivers a robust, credible and reliable dataset to guide Liberia’s education policy.

Chapter 3:

Schools and Infrastructure

3.1 Physical Schools

There are an estimated 6,622 schools nationwide across all four school categories: public, private, faith-based and community. Of this total, data submissions were received from 6,081 schools, constituting 91.83%. This number is inclusive of TVET institutions, both integrated and standalone. Of the 6,081 schools reporting for 2024/25, 40% are public, 32% private, 24% faith-based, and 4% community. This distribution mirrors the last two school censuses of 2020/21 and 2021/22. In 2024/25 school year, public schools dominate in rural counties (e.g., Rivercess 85%, Sinoe 78%, River Gee 75%). Private schools dominate urban areas, especially Montserrado 1 & 2 (over 50%) and Margibi (48%). Faith-based schools are strong in Montserrado (31–39%) and Bong (27%). Community schools are few overall but notable in Grand Kru (18%) and Margibi (10%). Overall, public schools lead in rural areas, while private and faith-based schools play a major role in urban centers.

The following tables are based upon **91.83%** (6,081) schools' submission.

Table 6: Number and Percent of Physical Schools by County and Ownership

County	Total Schools	Private		Community		Faith-based		Public	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
Bomi	156	20	13%	10	6%	24	15%	102	65.4%
Bong	482	87	18%	24	5%	128	27%	243	50.4%
Gbarpolu	126	3	2%	3	2%	18	14%	102	81.0%
Grand Bassa	262	72	27%	17	6%	48	18%	125	47.7%
Grand Cape Mount	185	16	9%	5	3%	29	16%	135	73.0%
Grand Gedeh	203	40	20%	4	2%	39	19%	120	59.1%
Grand Kru	148	13	9%	26	18%	16	11%	93	62.8%
Lofa	375	32	9%	11	3%	55	15%	277	73.9%
Margibi	489	237	48%	51	10%	104	21%	97	19.8%
Maryland	229	37	16%	12	5%	28	12%	152	66.4%
Montserrado 1	1267	699	55%	28	2%	491	39%	49	3.9%
Montserrado 2	961	518	54%	19	2%	296	31%	128	13.3%
Nimba	739	132	18%	51	7%	100	14%	456	61.7%
River Gee	125	15	12%	3	2%	13	10%	94	75.2%
Rivercess	130	6	5%	4	3%	10	8%	110	84.6%
Sinoe	204	13	6%	1	0%	31	15%	159	77.9%
Total	6081	1940	32%	269	4%	1430	24%	2442	40.2%

Regarding school distribution by levels, the data shows that Early Childhood Education (ECE) & Primary education represent the largest holding in public schools, at 42% each, public schools lead in the category of, but private (35%) and faith-based (35%) also play a major role. Community schools also have their strongest presence in Early Childhood Education (ECE) & Primary (39%). At the level of Junior Secondary Education (JSE), the lead shifts – faith-based schools (22%) and private schools (21%) are slightly ahead of public (11%). Community schools drop to 16%, showing less involvement at this level. At the Senior Secondary Education (SSE), ownership becomes even more concentrated between faith-based (9%) and private (9%) take the lead, while public schools fall sharply to 4%. Community schools are the lowest at SSE level (6%).

Public schools dominate at lower levels (ECE & Primary) but decline sharply by secondary. Private and faith-based schools grow in relative importance at the JSE and SSE levels. Community schools are mainly active at early levels, but their presence fades at higher levels. Overall, non-public providers increasingly carry the weight of secondary education, while public schools remain the backbone for ECE and Primary

Table 7: Number and % of Schools by Ownership and Level

School Ownership	ECE		Primary		JSE		SSE	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Private	1828	35.5%	1789	34.8%	1080	21.0%	451	8.8%
Community	254	38.9%	255	39.1%	105	16.1%	39	6.0%
Faith-based	1376	34.5%	1384	34.7%	862	21.6%	362	9.1%
Public	2202	42.1%	2223	42.5%	598	11.4%	211	4.0%
Total	5660		5651		2645		1063	

The dominance of ECE and Primary Education is also reflected in the analysis of school distribution by county and level. Most students in Liberia are enrolled in ECE and Primary (about 36–46% each) across all counties. Enrollment drops sharply at higher levels: JSE averages 10–20% and SSE only 3–10%. Urban counties, especially Montserrado 1 & 2, have the largest student populations and relatively higher secondary enrollment, while smaller rural counties like Rivercess and Grand Kru show very low SSE participation. Overall: Education access is concentrated at the lower levels, with limited progression into Junior and Senior Secondary.

Table 8: Number and % of Schools by County and Level

County	ECE		Primary		JSE		SSE	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Bomi	150	44.5%	146	43.3%	30	9%	11	3%
Bong	466	40.9%	459	40.3%	161	14%	54	5%
Gbarpolu	115	41.2%	121	43.4%	33	12%	10	4%
Grand Bassa	250	44.2%	224	39.6%	70	12%	22	4%
Grand Cape Mount	179	42.1%	177	41.6%	52	12%	17	4%
Grand Gedeh	177	41.5%	178	41.7%	52	12%	20	5%
Grand Kru	122	42.2%	113	39.1%	46	16%	8	3%
Lofa	359	40.8%	362	41.1%	117	13%	42	5%
Margibi	454	36.1%	466	37.0%	242	19%	97	8%
Maryland	190	38.7%	203	41.3%	67	14%	31	6%
Montserrado 1	1168	33.3%	1174	33.4%	804	23%	365	10%
Montserrado 2	894	34.0%	890	33.9%	584	22%	259	10%
Nimba	699	39.7%	704	40.0%	269	15%	87	5%

River Gee	117	41.6%	118	42.0%	34	12%	12	4%
Rivercess	125	46.0%	119	43.8%	21	8%	7	3%
Sinoe	195	41.0%	197	41.4%	63	13%	21	4%
Total	5660		5651		2645		1063	

Type of Schools

Schools in Liberia are structured and classified according to two broad types: Traditional and Special. Traditional Schools are those those regular schools of formal education from ECE and Grades 1-12. Special schools, on the other hand, are school dedicated to a spacial category of student such the disabled (e.g., blind, speech-impaired) and developmentally challenged (e.g., students with autism).

At 91.83% reporting, the data shows that across all counties, there are 6,081 schools, the majority being traditional schools (5,253 or ~86%) compared to special schools (**828 or ~14%**). Montserrado dominates with the highest concentration: Montserrado 1 alone has 1,267 schools, while Montserrado 2 has 961, together accounting for over one-third of the national total. Other large contributors include Nimba (739), Margibi (489), and Bong (482). In contrast, smaller counties such as River Gee (125), Gbarpolu (126), and Rivercess (130) have comparatively fewer schools. Overall, the distribution highlights a strong concentration of educational institutions in more urbanized or populous counties, while rural and less densely populated areas lag behind.

Table 9: Number of School by Category and County

County	Special	Traditional	Total
Bomi	9	147	156
Bong	39	443	482
Gbarpolu	16	110	126
Grand Bassa	6	256	262
Grand Cape Mount	6	179	185
Grand Gedeh	45	158	203
Grand Kru	1	147	148
Lofa	32	343	375
Margibi	110	379	489
Maryland	35	194	229
Montserrado 1	197	1070	1267
Montserrado 2	221	740	961
Nimba	44	695	739
River Gee	26	99	125
Rivercess	0	130	130
Sinoe	41	163	204
Total	828	5253	6081

From the data, ownership patterns reveal that public schools are the largest segment, with 2,442 institutions (40%), followed closely by private schools (1,940 or 32%). Faith-based schools represent a significant share as well (1,430 or 24%), while community schools remain relatively small at 269 (4%). Traditional schools dominate in every ownership category, especially within the public system (2,220

traditional vs. 222 special). This indicates that while there is a healthy mix of ownership types, the education system is still heavily weighted toward public and traditional models, with special schools playing a much smaller, though not insignificant, role.

Table 10: Number of Schools by Category and Ownership

Ownership	Category		
	Special	Traditional	Total
Private	357	1583	1940
Community	44	225	269
Faith-based	205	1225	1430
Public	222	2220	2442
Total	828	5253	6081

Permit, Sessions & Accessibility

The table shows the distribution of schools in Liberia by ownership type (Private, Community, Faith-based) and whether they operate with or without a permit. Note the absence of data on public schools as they do not require permit to operate. On the overall, private schools dominate the ranks of schools operating without permit (1,074 or 55%), especially in Montserrado where about 60% of all private schools lack permits. Community schools are the smallest group, with most unpermitted in the dataset. Faith-based schools are widespread, but permit compliance varies. The data suggests a heavy reliance on non-public schools, with significant regulatory gaps. Rural counties (Rivercess, Gbarpolu, Grand Kru) have fewer schools but often lacking permits.

Table 11: Number of School with Permit by County and Ownership

County	Private		Community		Faith-based	
	No Permit	Permit	No Permit	Permit	No Permit	Permit
Bomi	16	4	10	0	20	4
Bong	49	38	15	9	68	60
Gbarpolu	3	0	3	0	18	0
Grand Bassa	51	21	12	5	35	13
Grand Cape Mount	10	6	3	2	19	10
Grand Gedeh	18	22	1	3	11	28
Grand Kru	9	4	26	0	16	0
Lofa	26	6	9	2	37	18
Margibi	159	78	42	9	64	40
Maryland	15	22	6	6	10	18
Montserrado 1	349	350	10	18	273	218
Montserrado 2	245	273	13	6	156	140
Nimba	97	35	49	2	69	31
River Gee	11	4	3	0	12	1
Rivercess	6	0	4	0	10	0
Sinoe	10	3	1	0	16	15
Total	1074	866	207	62	834	596

Sessions

Across 5,651 recorded school schedules, activity is overwhelmingly concentrated in the morning: 5,504 entries—about 97%—are “Morning Only,” with only a thin trickle extending into the afternoon or evening. The bulk of the volume comes from the most populous areas: Montserrado 1 and 2 together contribute just over a third of all entries (2,064), followed by Nimba, Margibi, and Bong. Outside those hubs, counties log far fewer schedules, and virtually all are morning sessions. Late-day operations are rare everywhere—“Afternoon Only” and “Evening Only” together total just 49—with slightly higher evening presence surfacing in Montserrado 2 and Maryland. Overall, the pattern suggests a system designed—and used—primarily for morning activity, with minimal uptake or capacity later in the day.

Table 12: Number of Primary Schools by Session & County

County	Morning Only	Morning & Afternoon	Morning, Afternoon & Evening	Morning & Evening	Afternoon Only	Evening Only	Total
Bomi	144	2	0	0	0	0	146
Bong	449	7	2	0	0	1	459
Gbarpolu	118	2	1	0	0	0	121
Grand Bassa	213	8	1	0	2	0	224
Grand Cape Mount	175	1	0	1	0	0	177
Grand Gedeh	172	0	0	1	4	1	178
Grand Kru	112	1	0	0	0	0	113
Lofa	356	4	0	0	1	1	362
Margibi	449	12	2	0	2	1	466
Maryland	195	0	0	0	4	4	203
Montserrado 1	1146	16	2	5	1	4	1174
Montserrado 2	861	17	2	0	2	8	890
Nimba	690	6	0	0	7	1	704
River Gee	115	2	0	0	1	0	118
Rivercess	114	1	1	1	2	0	119
Sinoe	195	0	0	0	1	1	197
Total	5504	79	11	8	27	22	5651

Primary Schools by Session & Ownership

A total of **5,651 primary schools** are recorded, overwhelmingly concentrated in *morning-only sessions* (5,504 or 97%). Public schools account for the largest share (2,223), followed by private (1,789), faith-based (1,384), and community schools (255). Extended schedules such as “morning & afternoon” or “evening only” are rare, collectively representing less than 3% of all primary schools. This highlights a highly morning-centric system with limited diversity in scheduling.

Table 13: Number of Primary School by Session & Ownership

Ownership	Morning Only	Morning & Afternoon	Morning, Afternoon & Evening	Morning & Evening	Afternoon Only	Evening Only	Total
Private	1747	30	5	2	3	2	1789
Community	251	1	0	1	1	1	255
Faith-based	1356	21	1	3	2	1	1384
Public	2150	27	5	2	21	18	2223
Total	5504	79	11	8	27	22	5651

JSE Schools by County and Session

There are **2,644 junior secondary schools**, with 93% operating only in the morning. Montserrado dominates (804 in Montserrado 1 and 584 in Montserrado 2), followed by Nimba (269) and Margibi (242). Other counties have much smaller counts, with Rivercess (21) and Gbarpolu (33) at the bottom. Afternoon and evening sessions are minimal (just 164 combined), showing the same morning bias as primary schools.

Table 14: JSE School by County and Session

County	Morning Only	Morning & Afternoon	Morning, Afternoon & Evening	Morning & Evening	Afternoon Only	Afternoon & Evening	Evening Only	Total
Bomi	28	0	1	0	0	0	0	29
Bong	149	4	0	0	5	2	1	161
Gbarpolu	32	0	0	0	1	0	0	33
Grand Bassa	60	2	1	0	7	0	0	70
Grand Cape Mount	45	0	0	0	7	0	0	52
Grand Gedeh	51	0	0	0	0	0	1	52
Grand Kru	44	1	0	0	1	0	0	46
Lofa	109	2	0	1	5	0	0	117
Margibi	219	9	1	0	12	0	1	242
Maryland	55	0	0	0	8	0	4	67
Montserrado 1	769	11	3	6	12	0	3	804
Montserrado 2	542	12	2	2	17	0	9	584
Nimba	260	0	0	0	7	0	2	269
River Gee	31	1	0	0	2	0	0	34
Rivercess	17	0	0	0	4	0	0	21
Sinoe	60	0	0	0	2	0	1	63
Total	2471	42	8	9	90	2	22	2644

Junior Secondary Schools by Session & Ownership

Ownership distribution shows that junior secondary schools are primarily run by the **private sector (1,080)** and **faith-based institutions (862)**, with public schools contributing 598 and community schools 105. The majority (93%) operate in the morning only. Public schools, however, stand out for offering the

most afternoon and evening sessions (85 combined), indicating greater flexibility in extending learning hours.

Table 15: Number of Junior Secondary Schools by Session and Ownership

Ownership	Morning Only	Afternoon Only	Evening Only	Morning & Afternoon	Morning, Afternoon & Evening	Morning & Evening	Afternoon & Evening	Total
Private	1041	10	1	20	5	3	0	1080
Community	99	3	1	1	0	1	0	105
Faith-based	835	13	1	7	1	5	0	862
Public	496	64	19	15	2	0	2	598
Total	2471	90	22	43	8	9	2	2645

Senior Secondary Schools by Session and County

Senior secondary schools total **1,063**, again heavily concentrated in morning sessions (955). Montserrado is the dominant hub (365 in Montserrado 1 and 259 in Montserrado 2, together over half of the total). Margibi (97) and Nimba (87) follow as mid-sized contributors. Evening and afternoon schedules exist but remain marginal, with just 108 schools offering alternatives to mornings.

Table 16: Number of Senior Secondary Schools by Session and County

County	Morning Only	Morning & Afternoon	Morning, Afternoon & Evening	Morning & Evening	Afternoon	Afternoon & Night	Afternoon	Total
Bomi	9	0	1	0	1	0	0	11
Bong	46	2	2	2	1	0	1	54
Gbarpolu	10	0	0	0	0	0	0	10
Grand Bassa	21	0	0	0	1	0	0	22
Grand Cape Mount	13	0	0	0	4	0	0	17
Grand Gedeh	19	0	0	0	0	0	1	20
Grand Kru	7	1	0	0	0	0	0	8
Lofa	40	0	0	0	2	0	0	42
Margibi	84	2	0	0	9	0	2	97
Maryland	21	0	0	0	8	0	2	31
Montserrado 1	342	8	1	7	3	1	3	365
Montserrado 2	227	6	2	1	14	0	9	259
Nimba	79	1	0	0	5	0	2	87
River Gee	11	0	0	0	1	0	0	12
Rivercess	6	0	0	0	1	0	0	7
Sinoe	20	0	0	0	0	0	1	21
Total	955	20	6	10	50	1	21	1063

Senior Secondary Schools by Session and Ownership

By ownership, senior secondary schools are largely private (451) and faith-based (362), with public schools numbering 211 and community schools only 39. Morning remains the standard across categories. Public schools, however, record the highest proportion of afternoon and evening sessions (60 combined), while private and faith-based schools concentrate almost exclusively on mornings.

Table 17: Number of Senior Secondary Schools by Session and Ownership

Ownership	Morning Only	Morning & Afternoon	Morning & Evening	Morning, Afternoon & Evening	Afternoon	Afternoon & Evening	Evening Only	Total
Private	432	9	4	3	2	0	1	451
Community	33	0	1	0	4	0	1	39
Faith-based	348	5	2	0	6	0	1	362
Public	142	6	3	3	38	1	18	211
Total	955	20	10	6	50	1	21	1063

AE Schools by Session

Adult Education (AE) schools are few in number, totaling only **23** nationwide. The majority operate in the evening (15, or 65%), reflecting the need to accommodate adult learners' schedules. Morning-only schools account for 7 (30%), while only 1 (4%) provides services across morning, afternoon, and evening.

Table 18: Number of AE School by Session

Session	Frequency	Percent
Morning Only	7	30.4
Evening Only	15	65.2
Morning, Afternoon & Evening	1	4.3
Total	23	100.0

AE Schools by Session and Ownership

Ownership patterns show public institutions dominate AE provision (14 out of 23), with private schools contributing 5, and faith-based and community schools much smaller shares (3 and 1 respectively). Evening sessions are particularly concentrated in the public sector, further underscoring government's key role in supporting adult learners outside conventional hours.

Table 19: Number of AE Schools by Session and Ownership

Ownership	Morning Only	Evening Only	Morning, Afternoon & Evening	Total
Private	3	2	0	5
Community	0	1	0	1
Faith-based	0	3	0	3
Public	4	9	1	14
Total	7	15	1	23

AE Schools by Session and County

Geographically, AE schools are clustered in Montserrado (10 in Montserrado 1 and 2 in Montserrado 2), which together account for over half of the total. Other counties like Bong, Margibi, Maryland, Nimba, and Lofa each host 1–2 AE schools, while many rural counties (e.g., Gbarpolu, Grand Kru, Rivercess, Sinoe) have none. The distribution reflects limited adult education opportunities outside urban centers.

Table 20: Number of AE Schools by Session and County

County	Morning	Evening	Morning, Afternoon & Evening	Total
Bomi	0	0	0	0
Bong	0	1	1	2
Gbarpolu	0	0	0	0
Grand Bassa	0	1	0	1
Grand Cape Mount	0	0	0	0
Grand Gedeh	0	1	0	1
Grand Kru	0	0	0	0
Lofa	1	0	0	1
Margibi	0	2	0	2
Maryland	1	1	0	2
Montserrado 1	3	7	0	10
Montserrado 2	1	1	0	2
Nimba	1	1	0	2
River Gee	0	0	0	0
Rivercess	0	0	0	0
Sinoe	0	0	0	0
Total	7	15	1	23

Access

In this report, access to school refers to the mean by which a student may get to a school. The four means of accessing school captured in this report are getting to school by Walking, using Motorbike, Car, and Canoe. Most schools across Liberia could be reached by walking. This is good since it means that most schools are easily accessible to students, teachers, and school administration. This is even better if the school is within walking distance of students, teachers, and administrators.

Though accessing schools by car and motorbike could mean that schools are accessible to students and teachers, it could also indicate that schools are far away from learners and teachers. Getting to schools that could require using either cars or Motorbike simply because the schools are far away from the learners and teachers could add up to the cost of attending schools.

There are still a limited number of schools in Liberia accessible via the use of canoes. For details on school accessibility, see Appendix A: Schools and Infrastructure.

Boarding

Boarding Schools per County

Out of a total of 6,081 schools, **only 237 (3.9%)** are boarding institutions, with the overwhelming majority being day schools (5,844). Montserrado leads in absolute numbers, with 54 boarding schools in Montserrado 1 and 51 in Montserrado 2, together making up nearly half of all boarding schools nationally. Other counties with notable concentrations include Nimba (33), Margibi (21), Lofa (16), and Maryland (18). Smaller counties such as River Gee, with none, and Sinoe, with just one, reflect the limited availability of boarding options outside major population centers.

Table 21: Number of Boarding Schools per County

County	No	Yes	Total
Bomi	153	3	156
Bong	470	12	482
Gbarpolu	123	3	126
Grand Bassa	254	8	262
Grand Cape Mount	181	4	185
Grand Gedeh	195	8	203
Grand Kru	145	3	148
Lofa	359	16	375
Margibi	468	21	489
Maryland	211	18	229
Montserrado 1	1213	54	1267
Montserrado 2	910	51	961
Nimba	706	33	739
River Gee	125	0	125
Rivercess	128	2	130
Sinoe	203	1	204
Total	5844	237	6081

Schools by Boarding & Ownership

When disaggregated by ownership, boarding schools are fairly evenly spread, though their share remains small relative to the total. **Faith-based institutions** host the highest number of boarding schools (76), closely followed by private schools (75). Public schools contribute 69, while community schools have the fewest at 17. In every category, boarding schools make up only a fraction of the total: about 4% for

faith-based and private, 2.8% for public, and 6.3% for community schools. This suggests that while boarding facilities exist across all ownership types, they remain a niche feature of the education system.

Table 22: Number of School by Boarding & Ownership

Ownership	Boarding School		
	No	Yes	Total
Private	1865	75	1940
Community	252	17	269
Faith-based	1354	76	1430
Public	2373	69	2442
Total	5844	237	6081

3.4 Physical Infrastructure: Classrooms & Facilities

3.4.1: Classroom

Across all providers, solid structures dominate, especially in Private (3,090) and public schools (2,494). Semi-solid structures are also significant, particularly in public schools (1,869) and Faith-based schools (646). Makeshift structures are most common in public schools (438) and Faith-based schools (119). Open-air schools are rare but still present (notably 7 in Public and 1 in Community schools). Montserrado (1 & 2) overwhelmingly leads in Private and Faith-based schools having solid structures, showing urban concentration of better infrastructure. Rural counties like Rivercess, River Gee, and Grand Kru rely more on semi-solid and makeshift structures, highlighting infrastructure gaps. Community Schools are the Smallest overall (495 schools total) and have Mix of solid (230) and semi-solid (235), but some reliance on makeshift/open-air, showing weaker infrastructure support.

Table 23: Number of Classrooms by County, Ownership and Structural Types

County	Private				Community				Faith-based				Public			
	Solid	Semi Solid	Make Shift	Open Air	Solid	Semi Solid	Make Shift	Open Air	Solid	Semi Solid	Make Shift	Open Air	Solid	Semi Solid	Make Shift	Open Air
Bomi	30	21	0	0	6	6	0	0	31	16	1	0	90	77	2	0
Bong	91	85	8	0	14	34	4	0	103	147	6	0	255	221	31	0
Gbarpolu	1	16	0	0	0	1	2	0	8	16	1	0	48	91	28	0
Grand Bassa	122	9	4	0	24	10	2	0	80	17	6	0	120	76	21	0
Grand Cape Mount	11	18	0	0	3	5	1	0	28	15	5	0	115	139	5	0
Grand Gedeh	25	42	8	0	2	1	1	0	34	29	5	0	177	66	26	0
Grand Kru	7	9	3	0	10	24	1	0	5	9	5	0	51	62	35	0
Lofa	25	38	4	0	10	12	2	0	60	71	16	0	287	291	8	1
Margibi	345	82	12	0	43	32	2	1	157	34	6	0	132	75	12	2
Maryland	40	14	4	0	11	7	2	0	33	18	6	0	153	44	47	0
Montserrado 1	1312	43	32	0	39	2	2	0	903	11	19	0	108	5	1	0
Montserrado 2	984	26	20	0	28	0	5	0	532	35	11	0	263	36	2	0
Nimba	83	153	11	0	16	98	4	0	90	170	6	0	361	507	33	2
River Gee	5	13	15	0	4	0	1	0	0	24	10	0	98	47	47	0
Rivercess	4	2	2	0	20	2	0	0	10	5	2	0	80	52	45	2
Sinoe	5	11	3	0	0	1	0	0	25	29	14	0	156	80	95	0
Total	3090	582	126	0	230	235	29	1	2099	646	119	0	2494	1869	438	7

From the tables below, the classroom distribution in Liberia reveals strong regional disparities in infrastructure quality. Nationally, 67% of classrooms are in solid buildings, but a significant 27% remain semi-solid and 6% makeshift, raising concerns about durability. Montserrado overwhelmingly dominates, accounting for nearly 43% of all classrooms, with Montserrado 1 alone holding 12,773 solid classrooms—the highest nationwide. Nimba, the second largest, shows heavy reliance on semi-solid structures (63% of its stock), while Bong presents a more balanced pattern between solid and semi-solid classrooms. Margibi and Lofa also contribute substantially, though both maintain large semi-solid proportions. In contrast, smaller and rural counties such as Rivercess, Grand Kru, and Gbarpolu exhibit greater dependence on semi-solid and makeshift classrooms, reflecting infrastructural deficits. Rivercess is particularly notable, with 41% of classrooms in makeshift buildings, nearly equaling its solid stock. Open-air instruction remains rare, with only 40 classrooms nationally, concentrated in a few counties. Overall, the data highlights urban dominance, rural infrastructural vulnerability, and persistent reliance on non-solid classrooms.

Table 24: Number of Classrooms by County, Level and Structural Types

County	Structure Type by County							
	Solid		Semi-Solid		Makeshift		Open Air	
	Bldg.	Classrooms	Bldg.	Classrooms	Bldg.	Classrooms	Bldg.	Classrooms
Bomi	77	565	79	435	3	14	0	
Bong	204	1775	277	1981	31	139	0	
Gbarpolu	29	231	82	525	21	84	2	3
Grand Bassa	178	1354	70	452	27	132	0	
Grand Cape Mount	81	591	103	583	10	47	0	
Grand Gedeh	91	717	80	617	36	176	1	0
Grand Kru	46	351	71	446	39	178	0	
Lofa	146	1308	247	1756	19	123	1	4
Margibi	333	2863	148	968	33	186	3	22
Maryland	132	960	61	412	45	254	0	
Montserrado 1	1212	12773	43	399	43	406	0	
Montserrado 2	884	8942	72	610	31	260	0	
Nimba	233	2078	517	4120	46	292	2	11
River Gee	41	321	48	384	49	288	0	
Rivercess	34	230	50	234	48	244	1	0
Sinoe	72	654	62	423	80	430	0	
Total	3793	35713	2010	14345	561	3253	10	40

3.4.2: Facilities

Access to toilets across all ownership types is uneven. Some counties report over 70% access (e.g., Montserrado 1 at 89.1%, Margibi at 82.8%, Grand Bassa at 73.7%), while others show very limited access (e.g., Sinoe 33.8%, Rivercess 29.2%, Grand Kru 34.5%). Urban counties (Montserrado 1 & 2, Margibi) consistently perform better than rural ones. While urban and private/faith-based schools show

better conditions, community and rural public schools face severe sanitation gaps, particularly in Sinoe, Rivercess, Grand Kru, and Gbarpolu.

Table 25: Number and Percent of Schools with Toilet per County and Ownership

		No Access to Toilet		Access to Toilet		Total	
		Schools	%	Schools	%	Schools	%
Private	Bomi	2	10.0%	18	90.0%	20	100.0%
	Bong	16	18.4%	71	81.6%	87	100.0%
	Gbarpolu	3	100.0%	0	0.0%	3	100.0%
	Grand Bassa	13	18.1%	59	81.9%	72	100.0%
	Grand Cape Mount	4	25.0%	12	75.0%	16	100.0%
	Grand Gedeh	9	22.5%	31	77.5%	40	100.0%
	Grand Kru	10	76.9%	3	23.1%	13	100.0%
	Lofa	6	18.8%	26	81.3%	32	100.0%
	Margibi	27	11.4%	210	88.6%	237	100.0%
	Maryland	4	10.8%	33	89.2%	37	100.0%
	Montserrado 1	85	12.2%	614	87.8%	699	100.0%
	Montserrado 2	77	14.9%	441	85.1%	518	100.0%
	Nimba	27	20.5%	105	79.5%	132	100.0%
	River Gee	4	26.7%	11	73.3%	15	100.0%
	Rivercess	4	66.7%	2	33.3%	6	100.0%
	Sinoe	7	53.8%	6	46.2%	13	100.0%
Community	Bomi	2	20.0%	8	80.0%	10	100.0%
	Bong	10	41.7%	14	58.3%	24	100.0%
	Gbarpolu	3	100.0%	0	0.0%	3	100.0%
	Grand Bassa	2	11.8%	15	88.2%	17	100.0%
	Grand Cape Mount	1	20.0%	4	80.0%	5	100.0%
	Grand Gedeh	1	25.0%	3	75.0%	4	100.0%
	Grand Kru	18	69.2%	8	30.8%	26	100.0%
	Lofa	4	36.4%	7	63.6%	11	100.0%
	Margibi	6	11.8%	45	88.2%	51	100.0%
	Maryland	1	8.3%	11	91.7%	12	100.0%
	Montserrado 1	4	14.3%	24	85.7%	28	100.0%
	Montserrado 2	2	10.5%	17	89.5%	19	100.0%
	Nimba	12	23.5%	39	76.5%	51	100.0%
	River Gee	1	33.3%	2	66.7%	3	100.0%
	Rivercess	3	75.0%	1	25.0%	4	100.0%
	Sinoe	1	100.0%	0	0.0%	1	100.0%
Faith-based	Bomi	2	8.3%	22	91.7%	24	100.0%
	Bong	28	21.9%	100	78.1%	128	100.0%
	Gbarpolu	5	27.8%	13	72.2%	18	100.0%
	Grand Bassa	2	4.2%	46	95.8%	48	100.0%
	Grand Cape Mount	10	34.5%	19	65.5%	29	100.0%
	Grand Gedeh	8	20.5%	31	79.5%	39	100.0%
	Grand Kru	8	50.0%	8	50.0%	16	100.0%
	Lofa	14	25.5%	41	74.5%	55	100.0%

	Margibi	12	11.5%	92	88.5%	104	100.0%
	Maryland	3	10.7%	25	89.3%	28	100.0%
	Montserrado 1	43	8.8%	448	91.2%	491	100.0%
	Montserrado 2	40	13.5%	256	86.5%	296	100.0%
	Nimba	12	12.0%	88	88.0%	100	100.0%
	River Gee	2	15.4%	11	84.6%	13	100.0%
	Rivercess	6	60.0%	4	40.0%	10	100.0%
	Sinoe	10	32.3%	21	67.7%	31	100.0%
Public	Bomi	48	47.1%	54	52.9%	102	100.0%
	Bong	100	41.2%	143	58.8%	243	100.0%
	Gbarpolu	61	59.8%	41	40.2%	102	100.0%
	Grand Bassa	52	41.6%	73	58.4%	125	100.0%
	Grand Cape Mount	40	29.6%	95	70.4%	135	100.0%
	Grand Gedeh	50	41.7%	70	58.3%	120	100.0%
	Grand Kru	61	65.6%	32	34.4%	93	100.0%
	Lofa	144	52.0%	133	48.0%	277	100.0%
	Margibi	39	40.2%	58	59.8%	97	100.0%
	Maryland	78	51.3%	74	48.7%	152	100.0%
	Montserrado 1	6	12.2%	43	87.8%	49	100.0%
	Montserrado 2	32	25.0%	96	75.0%	128	100.0%
	Nimba	214	46.9%	242	53.1%	456	100.0%
	River Gee	50	53.2%	44	46.8%	94	100.0%
	Rivercess	79	71.8%	31	28.2%	110	100.0%
	Sinoe	117	73.6%	42	26.4%	159	100.0%
Total County	Bomi	54	34.6%	102	65.4%	156	100.0%
	Bong	154	32.0%	328	68.0%	482	100.0%
	Gbarpolu	72	57.1%	54	42.9%	126	100.0%
	Grand Bassa	69	26.3%	193	73.7%	262	100.0%
	Grand Cape Mount	55	29.7%	130	70.3%	185	100.0%
	Grand Gedeh	68	33.5%	135	66.5%	203	100.0%
	Grand Kru	97	65.5%	51	34.5%	148	100.0%
	Lofa	168	44.8%	207	55.2%	375	100.0%
	Margibi	84	17.2%	405	82.8%	489	100.0%
	Maryland	86	37.6%	143	62.4%	229	100.0%
	Montserrado 1	138	10.9%	1129	89.1%	1267	100.0%
	Montserrado 2	151	15.7%	810	84.3%	961	100.0%
	Nimba	265	35.9%	474	64.1%	739	100.0%
	River Gee	57	45.6%	68	54.4%	125	100.0%
	Rivercess	92	70.8%	38	29.2%	130	100.0%
	Sinoe	135	66.2%	69	33.8%	204	100.0%

Chapter 4: Enrollment

4.1 Overview of Students/Learners

4.2 School Enrollment

At 91.83% submission (or return rate), the data shows an overall estimated enrollment of 1,200,494 students (including integrated TVET) for 2024/25 school year. Of this total, an estimated 368,786 students are in ECE, 507,808 in Primary, 181,273 in Junior Secondary, and 133,584 in Senior Secondary across Liberia, reflecting a steep decline in enrollment as students' progress to higher levels. Montserrado (1 & 2) and Nimba account for the largest student populations at all levels, with Montserrado alone enrolling over 250,000 students combined. In contrast, smaller counties such as Rivercess, River Gee, and Grand Kru have much lower enrollments, with fewer than 10,000 students across all levels. Overall, the pattern highlights widespread access at the primary level, but sharp drop-offs in secondary education, especially in rural counties.

Table 26: Number of Schools and Students per County and Level

Table 11: Number of Schools and Students by Level and County.

County	Total Schools	ECE		Primary		Junior Secondary School		Senior Secondary School	
		Number of School	Number of Students	Number of School	Number of Students	Number of School	Number of Students	Number of School	Number of Students
Bomi	156	150	8565	146	9929	30	3023	11	1867
Bong	482	466	35159	459	36863	161	10596	54	6408
Gbarpolu	126	115	6481	121	6203	33	1376	10	525
Grand Bassa	262	250	22814	224	23580	70	7020	22	4181
Grand Cape Mount	185	179	11412	177	12746	52	3516	17	1490
Grand Gedeh	203	177	11248	178	16092	52	4850	20	2951
Grand Kru	148	122	6337	113	8459	46	2349	8	829
Lofa	375	359	20491	362	27831	117	8312	42	4913
Margibi	489	454	28483	466	37568	242	14814	97	11856
Maryland	229	190	12746	203	22691	67	7707	31	5017
Montserrado 1	1267	1168	70139	1174	115281	804	51973	365	46810
Montserrado 2	961	894	56071	890	89334	584	39799	259	32603
Nimba	739	699	59677	704	68605	269	18351	87	10440
River Gee	125	117	7559	118	9438	34	2734	12	1313
Rivercess	130	125	8948	119	8509	21	1159	7	422
Sinoe	204	195	11702	197	14679	63	3694	21	1959
Total	6081	5660	377832	5651	507808	2645	181273	1063	133584

The data also shows that ECE enrollment totals 368,786 students across all the 6,081 schools reporting, with a nearly even gender balance (50.1% male, 49.9% female). The largest numbers are concentrated in Montserrado 1 (68,233), Montserrado 2 (54,527), and Nimba (59,081), together accounting for almost half of all ECE students. Smaller counties such as River Gee, Rivercess, and Grand Kru report fewer than 9,000 students each. While gender distribution is balanced nationally, Montserrado 1 and 2 show higher female representation, whereas counties like Gbarpolu and Rivercess have slightly more males. Overall, the data highlights urban dominance in enrollment and strong gender parity at the ECE level.

Table 27: Number and Percent of ECE Students by County and Gender

County	Number of School	Male		Female		Total ECE Students
		Frequency	Percentage	Frequency	Percentage	
Bomi	156	4345	51.5%	4099	48.5%	8444
Bong	482	17784	51.9%	16463	48.1%	34247
Gbarpolu	126	3502	54.3%	2947	45.7%	6449
Grand Bassa	262	11493	52.1%	10579	47.9%	22072
Grand Cape Mount	185	5390	49.8%	5443	50.2%	10833
Grand Gedeh	203	5714	50.5%	5602	49.5%	11316
Grand Kru	148	3085	50.9%	2975	49.1%	6060
Lofa	375	10260	51.2%	9773	48.8%	20033
Margibi	489	13570	49.3%	13961	50.7%	27531
Maryland	229	6284	50.1%	6268	49.9%	12552
Montserrado 1	1267	32683	47.9%	35550	52.1%	68233
Montserrado 2	961	26343	48.3%	28184	51.7%	54527
Nimba	739	30092	50.9%	28989	49.1%	59081
River Gee	125	3797	50.9%	3659	49.1%	7456
Rivercess	130	4547	52.3%	4139	47.7%	8686
Sinoe	204	5812	51.6%	5454	48.4%	11266
Total	6081	184701	50.1%	184085	49.9%	368786

Number and Percent of ECE Students by Ownership

With a total ECE enrollment approximately 368,786 students across 6,081 schools, there is a nearly even gender balance (50.1% male, 49.9% female). Public schools account for the largest share (146,210; 40%), followed by private schools (120,676; 33%), faith-based institutions (84,610; 23%), and a smaller contribution from community schools (17,290; 5%). Gender distribution is relatively balanced across ownership types, though private and faith-based schools have a slight female majority, while public schools enroll more males (52.5%). Overall, the data shows that while public schools dominate ECE access, the role of private and faith-based providers remains substantial, particularly in supporting female participation.

Table 28: Number and Percent of ECE Students by Ownership and Gender

Ownership	Number of School	Male		Female		Total ECE Students
		Frequency	Percentage	Frequency	Percentage	
Private	1940	58457	48.4%	62219	51.6%	120676
Community	269	8695	50.3%	8595	49.7%	17290
Faith-based	1430	40751	48.2%	43859	51.8%	84610
Public	2442	76798	52.5%	69412	47.5%	146210
Total	6081	184701	50.1%	184085	49.9%	368786

Primary Students by County and Gender

The table shows that Liberia’s primary school enrollment has an estimated total of 507,808 students, nearly evenly split between 253,569 males and 254,239 females, reflecting gender balance. Montserrado County dominates with over 204,000 students, nearly 40% of the national total, followed by Nimba (68,605) and Bong (36,863). Smaller counties such as Gbarpolu, River Gee, and Rivercess enroll fewer than 10,000 students each. Overall, enrollment is widespread across counties, but highly concentrated in Montserrado, which houses the capital and largest population.

Table 29: Number of Primary Students by County & Gender

County	# of Schools	Primary Enrollment		
		Male	Female	Total
Bomi	156	5175	4754	9929
Bong	482	19494	17369	36863
Gbarpolu	126	3511	2692	6203
Grand Bassa	262	12194	11386	23580
Grand Cape Mount	185	6382	6364	12746
Grand Gedeh	203	8202	7890	16092
Grand Kru	148	4515	3944	8459
Lofa	375	14873	12958	27831
Margibi	489	18449	19119	37568
Maryland	229	11279	11412	22691
Montserrado	1267	96992	107623	204615
Nimba	961	35257	33348	68605
Rivercess	739	4967	4471	9438
River Gee	125	4639	3870	8509
Sinoe	130	7640	7039	14679
Total	204	253569	254239	507808

JSE Students by Ownership

Junior Secondary Education (JSE) enrollment in Liberia totals 179,869 students, with a slight female majority (50.8% vs. 49.2% male). Public schools enroll the largest share (57,364; 32%), followed closely by faith-based schools (50,710; 28%) and private schools (64,662; 36%), while community schools contribute the smallest share (7,133; 4%). Gender distribution is generally balanced across ownership types, although private and faith-based schools show slightly more females, while public schools enroll more males (51.4%).

Table 30: Number and Percent of JSE Students by Ownership

School Ownership	Number of School	Male		Female		Total JSE Students
		Frequency	Percentage	Frequency	Percentage	
Private	1940	30956	47.9%	33706	52.1%	64662
Community	269	3551	49.8%	3582	50.2%	7133
Faith-based	1430	24474	48.3%	26236	51.7%	50710
Public	2442	29480	51.4%	27884	48.6%	57364
Total	6081	88461	49.2%	91408	50.8%	179869

JSE Students by County and Gender

Junior Secondary Education (JSE) enrollment in Liberia totals 179,869 students, with a slight female majority (50.8% vs. 49.2% male). The largest student populations are in Montserrado 1 (51,900), Montserrado 2 (39,899), and Nimba (18,400), together making up more than half of all JSE students. Gender distribution is generally balanced across most counties, though some rural areas show stronger male dominance, such as Lofa (54.3% male), Gbarpolu (57.1% male), and Sinoe (53% male), while Montserrado 1 and 2 lean female (53.1% and 52.3%). Overall, the data highlights that urban counties dominate JSE enrollment and girls have a slight overall edge, though regional disparities in gender balance remain evident.

Table 31: Number and Percent of JSE Students by County

County	Number of School	Male		Female		Total JSE Students
		Frequency	Percentage	Frequency	Percentage	
Bomi	156	1479	51.2%	1410	48.8%	2889
Bong	482	5424	51.4%	5133	48.6%	10557
Gbarpolu	126	766	57.1%	576	42.9%	1342
Grand Bassa	262	3422	51.3%	3246	48.7%	6668
Grand Cape Mount	185	1618	48.1%	1745	51.9%	3363
Grand Gedeh	203	2339	51.3%	2220	48.7%	4559
Grand Kru	148	1245	52.7%	1118	47.3%	2363
Lofa	375	4488	54.3%	3781	45.7%	8269
Margibi	489	7390	50.2%	7335	49.8%	14725
Maryland	229	3759	49.5%	3839	50.5%	7598
Montserrado 1	1267	24321	46.9%	27579	53.1%	51900
Montserrado 2	961	19015	47.7%	20884	52.3%	39899
Nimba	739	9369	50.9%	9031	49.1%	18400
River Gee	125	1342	50.5%	1316	49.5%	2658
Rivercess	130	623	53.5%	542	46.5%	1165
Sinoe	204	1861	53.0%	1653	47.0%	3514
Total	6081	88461	49.2%	91408	50.8%	179869

SSE Students by Ownership

Liberia’s 132,307 SSE students are spread mainly across private (38%), public (30%), and faith-based schools (29%), with community schools contributing only 3%. Enrollment is nearly gender-balanced, though females hold a slight edge (51%), particularly in community and faith-based schools.

Table 32: Number and Percent of SSE Students by Ownership

School Ownership	Number of School	Male		Female		Total Students
		Frequency	Percentage	Frequency	Percentage	
Private	1940	24587	49%	25938	51%	50525
Community	269	2057	47%	2314	53%	4371
Faith-based	1430	18653	49%	19718	51%	38371
Public	2442	19315	49%	19725	51%	39040
Total	6081	64612	49%	67695	51%	132307

SSE Students by County

Senior Secondary Education (SSE) enrollment in Liberia totals 132,307 students, with a slight female majority (51% vs. 49% male). The largest concentrations are in Montserrado 1 (45,679), Montserrado 2 (33,294), and Nimba (10,498), together accounting for most SSE students nationwide. Gender distribution is generally balanced across counties, though Montserrado and Maryland show stronger female representation, while Lofa, Gbarpolu, and Grand Kru lean more male. Smaller counties such as Rivercess (460) and Gbarpolu (508) have the lowest SSE enrollments, underscoring rural-urban disparities. Overall, the data highlights urban dominance in SSE access, with girls slightly ahead nationwide but regional gender imbalances persisting.

Table 33: Number and Percent of SSE Students by County and Gender

County	Number of School	Male		Female		Total SSE Students
		Frequency	Percentage	Frequency	Percentage	
Bomi	156	919	48%	982	52%	1901
Bong	482	3203	49%	3394	51%	6597
Gbarpolu	126	281	55%	227	45%	508
Grand Bassa	262	1985	51%	1941	49%	3926
Grand Cape Mount	185	699	49%	741	51%	1440
Grand Gedeh	203	1203	52%	1117	48%	2320
Grand Kru	148	437	53%	392	47%	829
Lofa	375	2734	55%	2221	45%	4955
Margibi	489	5971	50%	5989	50%	11960
Maryland	229	2320	49%	2387	51%	4707
Montserrado 1	1267	21585	47%	24094	53%	45679
Montserrado 2	961	15994	48%	17300	52%	33294
Nimba	739	5409	52%	5089	48%	10498
River Gee	125	671	52%	621	48%	1292
Rivercess	130	231	50%	229	50%	460
Sinoe	204	970	50%	971	50%	1941
Total	6081	64612	49%	67695	51%	132307

Alternative Education

The following table shows the total 1,391 Alternative Education students: 58.3% female (n=811) and 41.7% male (n=580). Enrollment is concentrated in public programs (934 students; 67.1%), followed by faith-based (313; 22.5%), private (130; 9.3%), and community programs (14; 1.0%). Females outnumber males across every ownership type—most sharply in community programs (78.6% female) and clearly in public (59.9% female); private (57.7% female) and faith-based (53.0% female) are closer to parity. Overall, AE participation skews female, with the largest gender gap appearing in community settings.

Table 34: Number of Students in AE by Sex and Ownership

	<i>Male</i>		<i>Female</i>		Total	Percent
	Frequency	Percent	Frequency	Percent		
<i>Private</i>	55	42.3%	75	57.7%	130	100.0%
<i>Community</i>	3	21.4%	11	78.6%	14	100.0%
<i>Faith-based</i>	147	47.0%	166	53.0%	313	100.0%
<i>Public</i>	375	40.1%	559	59.9%	934	100.0%
Total	580	41.7%	811	58.3%	1391	100.0%

The data in the following table shows the presence of an estimated 6,081 AE schools are recorded across Liberia, but gender-disaggregated enrollment is only partially reported. Where available, male enrollment totals 580 and female enrollment 811, indicating a higher female presence. Montserrado 1 (464 students) and Grand Bassa (235 students) report the highest gender-specific enrollment, followed by Margibi (221) and Maryland (204). In contrast, counties like Lofa, Nimba, and Grand Gedeh report small numbers, while several counties (Bomi, Gbarpolu, Grand Kru, River Gee, Rivercess, and Sinoe) have no disaggregated figures listed. On the overall, AE student participation is uneven across counties, with urban centers like Montserrado dominating, and rural counties showing sparse or missing enrollment data.

Table 35: Number of AE Students per County and Gender

County	# of Schools	Male	Female
Bomi	156		
Bong	482	25	47
Gbarpolu	126		
Grand Bassa	262	72	163
Grand Cape Mount	185		
Grand Gedeh	203	15	19
Grand Kru	148		
Lofa	375	13	14
Margibi	489	107	114
Maryland	229	102	102
Montserrado 1	1267	184	280
Montserrado 2	961	10	11
Nimba	739	52	61

River Gee	125		
Rivercess	130		
Sinoe	204		
Total	6081	580	811

4.3 New Entrants

The table below shows new entrants for Grade 1 by school ownership, county, and gender. During the period, public schools enrolled the highest number of new entrants (30,978 completed, 1,868 not completed), followed by private schools (22,532 completed, 807 not completed), faith-based schools (16,877 completed, 474 not completed), and community schools (3,717 completed, 78 not completed). Enrollment is especially high in Montserrado, Nimba, Bong, and Margibi, while smaller counties like Rivercess and Gbarpolu have fewer entrants. Gender distribution is balanced overall, though female entrants slightly outnumber males in most counties. However, public schools also recorded the highest share of students not completing enrollment, particularly in Rivercess, Nimba, and Gbarpolu. This highlights both the dominant role of public schools in absorbing Grade 1 learners and the challenges of retention and completion among new entrants.

Table 36: New Entrants for Grade 1 by Ownership, County and Gender

School Ownership	County	Female		Male		Total	
		Completed	Not Completed	Completed	Not Completed	Completed	Not Completed
Private	Bomi	132	6	123	6	255	12
	Bong	389	12	393	17	782	29
	Gbarpolu	22	1	25	0	47	1
	Grand Bassa	771	17	827	16	1598	33
	Grand Cape Mount	88	5	92	2	180	7
	Grand Gedeh	55	10	66	9	121	19
	Grand Kru	36	4	28	2	64	6
	Lofa	205	3	214	3	419	6
	Margibi	1145	50	1050	39	2195	89
	Maryland	274		267		541	0
	Montserrado 1	3922	135	3536	151	7458	286
	Montserrado 2	3195	136	3017	131	6212	267
	Nimba	1161	23	1079	17	2240	40
	River Gee	103	2	130	8	233	10
	Rivercess	21		22		43	0
	Sinoe	73	1	71	1	144	2
	Total		11592	405	10940	402	22532
Community	Bomi	36	2	51	3	87	5
	Bong	140		170		310	0
	Gbarpolu	10	1	11	1	21	2
	Grand Bassa	122		109		231	0
	Grand Cape Mount	11	6	15	3	26	9
	Grand Gedeh	5	1	5	2	10	3
	Grand Kru	205		224		429	0
	Lofa	61		66		127	0
	Margibi	321	4	322	3	643	7
	Maryland	116	2	103	3	219	5
	Montserrado 1	152	15	129	5	281	20
	Montserrado 2	126	2	113	3	239	5
	Nimba	513	11	477	11	990	22
	River Gee	13		17		30	0
	Rivercess	32		42		74	0
Total		1863	44	1854	34	3717	78
Faith-based	Bomi	168	2	133	4	301	6
	Bong	587	11	571	17	1158	28

School Ownership	County	Female		Male		Total	
		Completed	Not Completed	Completed	Not Completed	Completed	Not Completed
	Gbarpolu	59	5	81	3	140	8
	Grand Bassa	441	1	414	6	855	7
	Grand Cape Mount	120	6	129	7	249	13
	Grand Gedeh	161	8	142	14	303	22
	Grand Kru	70		77		147	0
	Lofa	454	1	435	2	889	3
	Margibi	580	41	553	58	1133	99
	Maryland	242	1	240	1	482	2
	Montserrado 1	2803	65	2468	70	5271	135
	Montserrado 2	1754	71	1642	53	3396	124
	Nimba	969	9	898	6	1867	15
	River Gee	110	1	93	0	203	1
	Rivercess	51	2	56	2	107	4
	Sinoe	188	5	188	2	376	7
	Total	8757	229	8120	245	16877	474
	Bomi	476	46	566	62	1042	108
	Bong	1736	66	2083	62	3819	128
	Gbarpolu	393	34	540	44	933	78
	Grand Bassa	808	36	976	49	1784	85
	Grand Cape Mount	656	73	677	64	1333	137
	Grand Gedeh	493	51	553	46	1046	97
	Grand Kru	199	14	271	11	470	25
	Lofa	1631	36	1929	45	3560	81
Public	Margibi	598	21	608	24	1206	45
	Maryland	1049	54	1109	34	2158	88
	Montserrado 1	478	30	488	43	966	73
	Montserrado 2	912	73	943	64	1855	137
	Nimba	3233	182	3829	182	7062	364
	River Gee	496	40	617	57	1113	97
	Rivercess	620	123	727	133	1347	256
	Sinoe	597	34	687	35	1284	69
	Total	14375	913	16603	955	30978	1868

4.4 New Intakes

New Intakes are students who are entering the first class of a level (for example, Grade 1 for Primary and Grade 7 for JSE) for the first time. The following tables show the number and age of students entering Grade 1 and Grade 7 for the first time.

Net Intake Rate (NIR) – Grade 1

The Net Intake Rate for Grade 1 stands at a very low **9.02% overall**, with minimal gender difference (9.01% for boys and 9.03% for girls). This suggests that only a small proportion of children entering school at the official age are enrolled in Grade 1, pointing to significant delays in school entry and possible systemic inefficiencies in ensuring age-appropriate enrollment.

Table 37: Net Intake Rate (NIR): Grade 1

Male	Female	Total
9.01%	9.03%	9.02%

The Gross Intake Rate for Grade 1 is much higher, at **72.9% overall**, with boys at 75.1% and girls at 70.8%. While this indicates that a majority of children do eventually enroll in Grade 1 regardless of age, the gender gap shows boys entering at slightly higher rates than girls. The large discrepancy between GIR and NIR reflects widespread late enrollment into the primary system.

Table 38: Gross Intake Rate (GIR) by Gender – Primary (Grade 1)

	Male	Female	Total	GIR: Grade 1
Grade 1	75.1%	70.8%	72.9%	72.9%

Gross Intake for 7th Grade

At the junior secondary level, the Gross Intake Rate for Grade 7 is **47.2%**, based on 49,946 intakes compared to the eligible population of 105,714 twelve-year-olds. This indicates that less than half of the age-appropriate population is transitioning into Grade 7, highlighting issues of dropout, delayed progression, or incomplete transition from primary to junior secondary education.

Table 39: Gross Intake for 7th Grade

Total number of Intake of all ages in grade 7	Population of 12 years old	GIR (Gross Intake Rate)
49,946	105,714	47.2%

4.4 Completion of Level

The following tables show the number and percent of students that completed Primary and JSE in 2024-25, that is students who have successfully demonstrated that they have acquired the minimum knowledge and skills (prescribed by the Ministry of Education) required for graduation from a particular level of education. Levels of Completion are derived data from previous years censuses.

Table 40: Gross Completion Rate for Kindergarten, Grade 6 and Grade 9

Indicator	Kindergarten			Grade 6			Grade 9		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total Enrollment in Last Class of Level	50022	49859	99881	35764	36717	72481	27370	28509	55879
Number of Repeaters in Last Class of Level	0	0	0	677	601	1278	617	523	1140
Total Enrollment in Last Class of Level - Number of Repetition in Last Class	50022	49859	99881	35087	36116	71203	26753	27986	54739
Population Estimate for School Going Children of Appropriate Age	53000	53624	106624	61625	62049	123674	62415	62601	125016
GCR	94.4%	93.0%	93.7%	56.9%	58.2%	57.6%	42.9%	44.7%	43.8%

Number and percent of students completing primary and JSE are also given by county and ownership in Appendix B.

4.5 Repetition

Figures here show the total number of students repeating a class in 2024-25 school year. These figures are driven partly by disruptions to children’s education that create both “out-of-school” and “over-age” problems. Students who miss years of schooling or are too old for their grade often struggle academically, leading to grade repetition and sometimes dropping out altogether. Poor school conditions and weak teaching quality further worsen the situation, as low performance in tests and exams discourages students, resulting in repeated grades, failures, or eventual dropout.

Repetition in Primary School

The table on primary school repeaters by ownership, county, and gender shows that a total of 12,582 students were recorded as repeaters, with slightly more males (6,716) than females (5,866). Public schools account for the largest share (7,157), followed by faith-based schools (1,929), private schools (2,856), and community schools (640). Nimba County has the highest number of repeaters (2,043), followed by Montserrado 1 (1,607) and Montserrado 2 (1,261), while Gbarpolu and Rivercess record the lowest. The gender distribution is balanced across most counties, though slight male dominance is observed in higher-population counties such as Nimba and Bong. Overall, the data highlights that repetition is most prevalent in public schools and highly populated counties, reflecting both enrollment concentration and possible challenges in student progression.

Table 41:Repeaters for Primary by Ownership, County and Gender

County	Private		Community		Faith-based		Public		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Bomi	15	12	10	10	34	20	127	119	347
Bong	81	63	21	16	142	95	419	393	1230
Gbarpolu	0	0	2	2	13	13	118	124	272
Grand Bassa	269	303	29	28	89	82	169	151	1120
Grand Cape Mount	16	9	19	9	25	18	268	263	627
Grand Gedeh	50	46	3	6	12	7	34	35	193
Grand Kru	14	11	66	48	14	7	49	42	251
Lofa	34	36	12	12	82	100	390	336	1002
Margibi	89	80	57	41	73	50	77	82	549
Maryland	48	40	40	41	46	37	277	202	731
Montserrado 1	465	390	4	7	221	169	195	156	1607
Montserrado 2	253	237	15	8	118	115	273	242	1261
Nimba	89	74	56	51	104	83	877	709	2043
River Gee	58	51	6	5	29	34	205	152	540
Rivercess	0	0	5	11	27	14	219	216	492
Sinoe	9	14	0	0	27	29	128	110	317
Total	1490	1366	345	295	1056	873	3825	3332	12582

The below table shows that repeaters are most concentrated at the primary level (7,157 students) across all ownership types, with public schools accounting for the majority. Junior secondary (3,213) and senior secondary (2,613) levels record fewer repeaters. Gender distribution is fairly balanced, though males slightly outnumber females. Public schools dominate repetition across all levels, while private and faith-based schools also contribute notably, especially in Montserrado and Nimba counties. Overall, repetition is highest in **public primary schools**, reflecting challenges in early education retention.

Table 42: Number of Repeaters by Ownership, County, Gender and Level

School Ownership	County	Primary Repeaters			JSS Repeaters			SSS Repeaters		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Private	Bomi	15	12	27	0	2	2	4	8	12
	Bong	81	63	144	24	17	41	20	18	38
	Gbarpolu									
	Grand Bassa	269	303	572	82	78	160	40	54	94
	Grand Cape Mount	16	9	25	2	4	6			
	Grand Gedeh	50	46	96	24	23	47	19	14	33
	Grand Kru	14	11	25	3	5	8			
	Lofa	34	36	70	19	23	42	4	5	9
	Margibi	89	80	169	53	48	101	57	53	110
	Maryland	48	40	88	18	8	26	19	12	31
	Montserrado 1	465	390	855	201	143	344	143	107	250
	Montserrado 2	253	237	490	173	159	332	153	111	264
	Nimba	89	74	163	21	22	43	12	11	23
	River Gee	58	51	109	14	5	19			
	Rivercess									
	Sinoe	9	14	23	0	1	1			
Total		1490	1366	2856	634	538	1172	471	393	864
Community	Bomi	10	10	20						
	Bong	21	16	37	0	0	0			
	Gbarpolu	2	2	4						
	Grand Bassa	29	28	57	2	1	3	1	1	2
	Grand Cape Mount	19	9	28						
	Grand Gedeh	3	6	9						
	Grand Kru	66	48	114	23	16	39			
	Lofa	12	12	24	2	1	3			
	Margibi	57	41	98	32	28	60	29	28	57
	Maryland	40	41	81	23	18	41			
	Montserrado 1	4	7	11	1	2	3	5	1	6
	Montserrado 2	15	8	23	12	9	21	5	4	9
	Nimba	56	51	107	11	9	20	3	4	7
	River Gee	6	5	11						
	Rivercess	5	11	16						
	Sinoe									
Total		345	295	640	106	84	190	43	38	81
Faith-based	Bomi	34	20	54	6	10	16	2	1	3
	Bong	142	95	237	38	30	68	23	28	51
	Gbarpolu	13	13	26	2	1	3			
	Grand Bassa	89	82	171	29	16	45	2	0	2
	Grand Cape Mount	25	18	43	8	7	15	5	6	11
	Grand Gedeh	12	7	19	13	3	16	11	5	16
	Grand Kru	14	7	21						
	Lofa	82	100	182	31	35	66	6	7	13
	Margibi	73	50	123	21	18	39	13	9	22
	Maryland	46	37	83	30	22	52	30	12	42
	Montserrado 1	221	169	390	88	63	151	68	47	115
	Montserrado 2	118	115	233	90	66	156	69	48	117
	Nimba	104	83	187	29	27	56	16	12	28
	River Gee	29	34	63	9	6	15	7	5	12
	Rivercess	27	14	41	3	3	6	0	0	0
	Sinoe	27	29	56	6	12	18	6	1	7
Total		1056	873	1929	403	319	722	258	181	439
Public	Bomi	127	119	246	27	20	47	18	14	32
	Bong	419	393	812	70	51	121	37	21	58
	Gbarpolu	118	124	242	22	26	48	2	4	6
	Grand Bassa	169	151	320	25	27	52	21	30	51
	Grand Cape Mount	268	263	531	92	91	183	35	40	75
	Grand Gedeh	34	35	69	53	81	134	44	63	107
	Grand Kru	49	42	91	18	13	31	4	0	4
	Lofa	390	336	726	139	107	246	76	63	139
	Margibi	77	82	159	37	23	60	17	17	34
	Maryland	277	202	479	117	91	208	99	69	168
	Montserrado 1	195	156	351	225	188	413	87	95	182
	Montserrado 2	273	242	515	75	58	133	49	35	84
	Nimba	877	709	1586	176	136	312	129	99	228

School Ownership	County	Primary Repeaters			JSS Repeaters			SSS Repeaters		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
	River Gee	205	152	357	33	24	57	16	15	31
	Rivercess	219	216	435	17	15	32	9	11	20
	Sinoe	128	110	238	30	22	52	5	5	10
	Total	3825	3332	7157	1156	973	2129	648	581	1229

4.6 Disabilities

The following table presents the distribution of students with disabilities by education level and county, showing a total of 3,125 students across all levels. The largest concentration is at the Early Childhood Education (ECE) level (1,068 students), followed by Primary (907), Junior Secondary (482), and Senior Secondary (558). Adult-focused programs record very few: 34 in ABE, none in ALP or Adult Education, and 76 in TVET. The count TVET includes integrated and standalone. Counties like Nimba (759 total), Montserrado 2 (419), and Bong (398) have the highest numbers, while Rivercess (8) and Sinoe (37) record the lowest. Overall, the data highlights that most students with disabilities are concentrated in lower levels of schooling, with participation significantly dropping at higher levels, indicating challenges in retention and progression.

Table 43: Number of Students with Disability by Level and County

County	ECE	Primary	JSS	SSS	ALP	ABE	Adult Education	TVET
Bomi	29	45			0			
Bong	124	104	74	96	0	0	0	0
Gbarpolu	52	19	5	1	0	0	0	0
Grand Bassa	49	7	28	51	0	0	0	0
Grand Cape Mount	67	65	14	11	0	0	0	0
Grand Gedeh	27	13	7	3	0	0	0	0
Grand Kru	15	18		1	0	0	0	0
Lofa	86	60	16	81	0	0	0	0
Margibi	66	66	3	8	0	0	0	0
Maryland	9	15	18	11	0	34	0	0
Montserrado 1	95	92	57	53	0	0	0	18
Montserrado 2	183	156	34	46	0	0	0	4
Nimba	212	195	148	160	0	0	0	44
River Gee	41	36	68	30	0	0	0	10
Rivercess	1	3		4	0	0	0	0
Sinoe	12	13	10	2	0	0	0	0
Total	1068	907	482	558	0	34	0	76

The below table shows the distribution of students with disabilities by county, education level, and gender, totaling 3,385 students across all levels. Most students with disabilities are in ECE (1,068: 607 male, 461 female) and Primary (907: 497 male, 410 female), with numbers decreasing at higher levels—JSS (482), SSS (558), and very few in ABE (34, mostly male) and TVET (76, slightly more females). Nimba, Montserrado, and Bong have the highest concentrations, while Rivercess and Sinoe record the lowest. Overall, male students with disabilities slightly outnumber females across levels, but both follow the same pattern: higher presence at early levels with steep drop-offs at advanced education, reflecting challenges in retention and progression for this group.

Table 44: Number of Students with Disability by County, Level, and Gender

County	ECE		Primary		JSS		SSS		ABE		Adult Ed.		TVET	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bomi	17	12	19	26	0	0	0	0	0	0	0	0	0	0
Bong	63	61	55	49	42	32	53	43	0	0	0	0	0	0
Gbarpolu	28	24	10	9	2	3	0	1	0	0	0	0	0	0
Grand Bassa	30	19	5	2	17	11	22	29	0	0	0	0	0	0
Grand Cape Mount	35	32	33	32	3	11	5	6	0	0	0	0	0	0
Grand Gedeh	14	13	6	7	3	4	2	1	0	0	0	0	0	0
Grand Kru	10	5	10	8	0	0	1	0	0	0	0	0	0	0
Lofa	53	33	37	23	11	5	41	40	0	0	0	0	0	0
Margibi	36	30	41	25	2	1	3	5	0	0	0	0	0	0
Maryland	6	3	10	5	8	10	7	4	33	1	0	0	0	0
Montserrado 1	58	37	48	44	29	28	28	25	0	0	0	0	8	10
Montserrado 2	114	69	92	64	21	13	30	16	0	0	0	0	4	0
Nimba	110	102	101	94	81	67	96	64	0	0	0	0	17	27
River Gee	27	14	18	18	37	31	17	13	0	0	0	0	8	2
Rivercess	0	1	3	0			3	1	0	0	0	0	0	0
Sinoe	6	6	9	4	4	6	1	1	0	0	0	0	0	0
Total	607	461	497	410	260	222	309	249	33	1	0	0	37	39

ECE Students with Disability by Ownership and Gender and Type of Disabilities

The following table shows that 942 ECE students with disabilities are enrolled across different ownership types, with the majority in public schools (327), followed by private (275), faith-based (259), and fewer in community schools (81). The most common disabilities are intellectual (202 students) and hearing (194), while communication (116) and behavior (119) are less frequent. Male students (535) slightly outnumber females (407). Overall, public and faith-based schools accommodate the largest share, and intellectual and hearing disabilities are the most prevalent across both genders.

Table 45: Number of ECE Students with Disability by Ownership, Gender and Type of Disability

Number of Students in ECE with Disability by Type						
Type of Disability		Ownership				Total
		Private	Community	Faith-based	Public	
Male	Vision	18	2	15	57	92
	Hearing	19	35	28	21	103
	Physical	21	2	15	34	72
	Intellectual	43	3	51	30	127
	Communication	28	0	19	18	65
	Behavior	41	1	14	20	76
Female	Vision	18	1	15	46	80
	Hearing	13	36	33	9	91
	Physical	12	0	21	34	67
	Intellectual	27	1	26	21	75
	Communication	18	0	12	21	51
	Behavior	17	0	10	16	43
Total		275	81	259	327	942

The table shows that a total of 643 primary students were reported with disabilities, with males (351) slightly outnumbering females (292). The most common disabilities were hearing (216), followed by

physical mobility (170) and intellectual (105). Larger counties such as Nimba (139), Montserrado 1 & 2 (220 combined), and Margibi (90) accounted for the majority of cases, while smaller counties like Rivercess (3), Sinoe (2), and Maryland (5) recorded very few. Overall, disabilities are more concentrated in populous counties, particularly hearing and mobility impairments, while smaller counties may reflect underreporting or lower identification rates.

Table 46: Number of Students in Primary with Disability by County, Gender and Type of Disability

Number of Students in Primary with Disability by County, Gender and Type of Disability											
County	Male					Female					Total
	Vision	Hearing	Physical Mobility	Intellectual	Verbal, Comm.	Vision	Hearing	Physical Mobility	Intellectual	Verbal, Comm.	
Bomi	0	0	1	1	0	0	0	1	1	1	5
Bong	4	5	6	11	2	3	3	4	9	6	53
Gbarpolu	0	0	0	2	4	0	0	3	1	1	11
Grand Bassa	0	0	7	0	0	0	0	2	2	0	11
Grand Cape Mount	8	3	7	2	0	7	3	7	5	1	43
Grand Gedeh	0	0	3	3	0	3	2	6	4	0	21
Grand Kru	0	0	0	5	0	0	0	0	4	0	9
Lofa	2	0	3	2	0	1	1	6	0	0	15
Margibi	4	48	4	2	1	0	24	4	3	0	90
Maryland	1	2	1	0	0	0	0	0	0	1	5
Montserrado 1	11	7	15	13	10	10	5	18	4	11	104
Montserrado 2	0	43	9	7	10	0	25	12	4	6	116
Nimba	1	19	21	11	20	3	23	14	9	18	139
River Gee	1	0	5	0	1	0	1	8	0	0	16
Rivercess	0	2	1	0	0	0	0	0	0	0	3
Sinoe	0	0	0	0	0	0	0	2	0	0	2
Total	32	129	83	59	48	27	87	87	46	45	643

A total of 643 primary students with disabilities were recorded, evenly split between boys and girls. Public (184) and private (183) schools had the highest numbers, followed by faith-based (166) and community (110) schools. Hearing (216) and physical/mobility impairments (170) were most common, with intellectual (105), communication (93), and vision (59) disabilities also reported. Faith-based and community schools had more hearing cases, while public schools had the highest share of physical/mobility and intellectual disabilities, showing varied prevalence across school types.

Table 47: Number of Students in Primary with Disability by Ownership, Gender and Type of Disability

Number of Students in Primary with Disability by Ownership, Gender and Type of Disability						
Type of Disability		School ownership				Total
		Private	Community	Faith-based	Public	
Male	Vision	15	0	3	14	32
	Hearing	10	55	51	13	129
	Physical/Mobility	29	4	19	31	83
	Intellectual	26	2	11	20	59
	Communication	23	0	20	5	48
Female	Vision	10	1	2	14	27
	Hearing	7	44	23	13	87
	Physical/Mobility	29	3	10	45	87
	Intellectual	15	0	9	22	46
	Communication	19	1	18	7	45
Total		183	110	166	184	643

Chapter 5:

Enrollment Rates & Ratios

5.1 Gross and Net Enrollment Rate

5.1.1 Gross Enrollment Rates (GER)

Gross Enrollment Ratio (GER) measures coverage at a given education level by comparing total enrollment at that level (all ages present) to the population in the official age group for that level, then multiplying by 100. It indicates how many students are enrolled relative to those who should be enrolled. The projections shown use a simple ratio method assuming a constant rate of change over ~10 years, so they're approximations and should be used with caution. For ECE, Primary, JSE, and SSE, the formula is the same:

$$ECE\ GER = \frac{\text{Total number of Students of all ages in ECE}}{\text{Populatio of Ages 3 – 5}} \times 100\%$$

$$Primary\ GER = \frac{\text{Total number of Students of all ages in Primary}}{\text{Populatio of Ages 6 – 11}} \times 100\%$$

$$JSE\ GER = \frac{\text{Total number of Students of all ages in JSE}}{\text{Populatio of Ages 12 – 14}} \times 100\%$$

$$SSE\ GER = \frac{\text{Total number of Students of all ages in SSE}}{\text{Populatio of Ages 15 – 17}} \times 100\%$$

The following table shows that Gross Enrollment Rates (GER) are highest at the ECE level (114.4%), with slightly higher enrollment for boys (116.3%) than girls (112.5%). At the primary level, GER drops significantly to 72.9%, with near parity between boys (73.6%) and girls (72.3%). Enrollment continues to decline at higher levels, with junior secondary (JSE) at 48.4% and senior secondary (SSE) at 35.3%, where girls (49.3% JSE, 36.2% SSE) slightly outpace boys (47.6% JSE, 34.5% SSE). Overall, the data highlights strong early enrollment, but steep declines as students' progress, especially into secondary education.

Table 48: Gross Enrollment Rates (GER) per Level and Gender

Level	GER		
	Male (Rate)	Female (Rate)	Total (Rate)
ECE	116.3%	112.5%	114.4%
Primary	73.6%	72.3%	72.9%

JSE	47.6%	49.3%	48.4%
SSE	34.5%	36.2%	35.3%

Gross Enrollment Rates for ECE

The table on Gross Enrollment Rates (GER) for ECE by County shows that overall enrollment at the early childhood level is high nationwide, with a national GER of 114.4% (116.8% for boys and 112.0% for girls), indicating over-enrollment in many counties due to older or younger children being enrolled. Some counties have exceptionally high GERs, such as Margibi (164.9%), Sinoe (132.7%), Nimba (126.2%), and Rivercess (124.4%), while others, like Lofa (85.6%) and Grand Kru (88.6%), fall below 100%, reflecting under-enrollment relative to the eligible 3–5 population. Counties such as Montserrado (111.6%) and Bong (113.1%) also record strong participation, though less extreme. Gender disparities are relatively small overall, but some variations exist; for example, boys in Margibi (172.4%) and Nimba (129.2%) are enrolled at significantly higher rates than girls, while in Grand Cape Mount and River Gee, girls slightly outpace boys. Overall, the data reveals widespread access to ECE, though some counties face challenges of either under-enrollment or potential overcrowding due to over-age enrollment.

Table 49: Gross Enrollment Rates for ECE

County	Enrollment			Ages 3- 5 Population			GER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bomi	4345	4099	8444	4087	3990	8077	106.3%	102.7%	104.5%
Bong	17784	16463	34247	14298	15990	30288	124.4%	103.0%	113.1%
Gbarpolu	3502	2947	6449	3000	2995	5995	116.7%	98.4%	107.6%
Grand Bassa	11493	10579	22072	10204	10326	20529	112.6%	102.5%	107.5%
Grand Cape Mount	5390	5443	10833	4938	4789	9727	109.2%	113.7%	111.4%
Grand Gedeh	5714	5602	11316	5601	5687	11288	102.0%	98.5%	100.2%
Grand Kru	3085	2975	6060	3359	3477	6836	91.8%	85.6%	88.6%
Lofa	10260	9773	20033	11563	11827	23390	88.7%	82.6%	85.6%
Margibi	13570	13961	27531	7870	8826	16696	172.4%	158.2%	164.9%
Maryland	6284	6268	12552	5429	5689	11118	115.7%	110.2%	112.9%
Montserrado	59026	63734	122760	53661	56334	109994	110.0%	113.1%	111.6%
Nimba	30092	28989	59081	23283	23521	46803	129.2%	123.2%	126.2%
River Gee	3797	3659	7456	3202	2978	6180	118.6%	122.9%	120.6%
Rivercess	4547	4139	8686	3381	3600	6981	134.5%	115.0%	124.4%
Sinoe	5812	5454	11266	4207	4284	8491	138.1%	127.3%	132.7%
Total	184701	184085	368786	158083	164311	322394	116.8%	112.0%	114.4%

Gross Enrollment Rates for Primary

The Gross Enrollment Rate (GER) for Primary education across Liberia stands at 72.9% nationally for both boys and girls, showing equal participation overall but with significant county-level disparities. Counties such as Margibi (92.1%) and Maryland (92.2%) have the highest GER, indicating broad access to primary education, while others, like Lofa (52.3%), Bomi (56.7%), and River Gee (53.1%), report much lower enrollment levels, reflecting major gaps in school participation. Montserrado, with the largest population, has a GER of 82.3%, which is above the national average but still short of full enrollment. Gender differences are generally small, though in some counties, girls slightly outpace boys (e.g., Grand Cape

Mount and Rivercess), while in other boys are ahead (e.g., Grand Gedeh). Overall, while certain counties achieve near-universal enrollment, large regional inequalities highlight persistent barriers to access, particularly in rural areas.

Table 50: Gross Enrollment Rates for Primary

County	Enrollment			Ages 6- 11 Population			GER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bomi	5175	4754	9929	9481	8033	17514	54.6%	59.2%	56.7%
Bong	19494	17369	36863	31594	29269	60863	61.7%	59.3%	60.6%
Gbarpolu	3511	2692	6203	6213	5734	11947	56.5%	46.9%	51.9%
Grand Bassa	12194	11386	23580	19786	18384	38170	61.6%	61.9%	61.8%
Grand Cape Mount	6382	6364	12746	11354	9972	21326	56.2%	63.8%	59.8%
Grand Gedeh	8202	7890	16092	11562	12250	23812	70.9%	64.4%	67.6%
Grand Kru	4515	3944	8459	7574	7313	14887	59.6%	53.9%	56.8%
Lofa	14873	12958	27831	27124	26059	53182	54.8%	49.7%	52.3%
Margibi	18449	19119	37568	20148	20633	40781	91.6%	92.7%	92.1%
Maryland	11279	11412	22691	12217	12382	24599	92.3%	92.2%	92.2%
Montserrado	96992	107623	204615	118649	130104	248753	81.7%	82.7%	82.3%
Nimba	35257	33348	68605	47397	45741	93138	74.4%	72.9%	73.7%
Rivercess	4967	4471	9438	6790	5884	12674	73.2%	76.0%	74.5%
River Gee	4639	3870	8509	8272	7757	16029	56.1%	49.9%	53.1%
Sinoe	7640	7039	14679	9629	9279	18908	79.3%	75.9%	77.6%
Total	253569	254239	507808	347791	348793	696584	72.9%	72.9%	72.9%

Net Enrollment Rate (NER)

The Net Enrollment Ratio (NER) for a given level of education (ECE, Primary, JSE, or SSE) is the percentage of children in the official age group who are enrolled at that level within a country. This indicator shows how effectively a country enrolls children of the appropriate school-going ages in the corresponding level. The same formula is used for ECE NER, Primary NER, JSE NER, and SSE NER.

The formulas for calculating the ECE NER, Primary NER, JSE NER and SSE NER are:

$$ECE\ NER = \frac{\text{Total number of Students in ECE of ages 3 – 5}}{\text{Populatio of Ages 3 – 5}} \times 100\%$$

$$Primary\ NER = \frac{\text{Total number of Students in Primary of ages 6 – 11}}{\text{Populatio of Ages 6 – 11}} \times 100\%$$

$$JSE\ NER = \frac{\text{Total number of Students in JSE of ages 12 – 14}}{\text{Populatio of Ages 12 – 14}} \times 100\%$$

$$SSE\ NER = \frac{\text{Total number of Students in SSE of ages 15 – 17}}{\text{Populatio of Ages 15 – 17}} \times 100\%$$

In the following table, the Net Enrollment Rate (NER) shows a significant decline across levels of schooling in Liberia, highlighting challenges in age-appropriate enrollment. At the ECE level, NER stands at 61.0% (61.9% for boys, 60.1% for girls), but this drops sharply at Primary to only 42.7% for both genders, indicating that most children are either over-aged or out of school. Enrollment falls further at Junior Secondary (16.2%) and is lowest at Senior Secondary (13.0%), with girls (13.7%) slightly outpacing boys (12.4%). Overall, the figures underscore low retention and progression, showing that while many children access education at some point (as seen in GER), only a small proportion remain enrolled at the correct age, especially in higher levels.

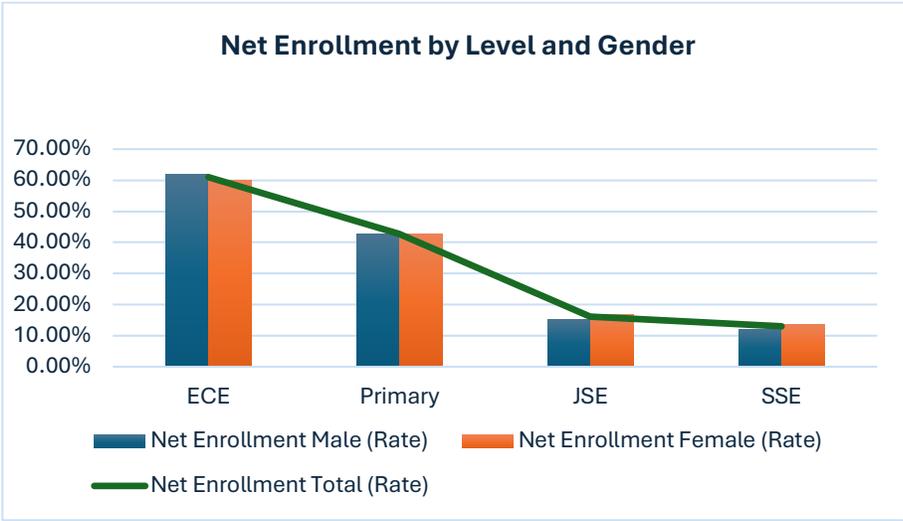


Figure 3: Net Enrollment by Level and Gender

Table 51: Net Enrollment Rate (NER)

Level	Net Enrollment		
	Male (Rate)	Female (Rate)	Total (Rate)
ECE	61.9%	60.1%	61.0%
Primary	42.7%	42.7%	42.7%
JSE	15.4%	16.9%	16.2%
SSE	12.4%	13.7%	13.0%

5.3 Promotion Rate

A student is considered promoted when they successfully complete the required work for their grade and advance to the next class, typically at the end of the academic year. The promotion rate measures how many students move up to the next grade within a cohort and is a key indicator of an education system’s internal efficiency. Ideally, this rate should be 100%, with lower rates signaling teaching or learning challenges and inefficiencies. Declining promotion rates highlight problem areas that may need targeted interventions. The formula is:

$$\text{Repetition Rate} = \frac{\text{Grade } (i + 1) \text{ enrollment in year } (i + 1) - \text{Grade } (i + 1) \text{ Repeaters in year } (i + 1)}{\text{Grade } i \text{ enrollment in year}} \times 100\%$$

Table 40
Table 52: Promotion Rates for Kindergarten, Grade 6, Grade 9
[to be integrated in Final Report]

5.4 Repetition Rate

The **repetition rate** measures the proportion of students in a cohort who repeat a grade. Ideally, it should be 0%, as high repetition reflects inefficiencies and quality issues within the education system. Rising repetition rates signal teaching or learning challenges, and analyzing patterns across grades can help identify where the problem is most severe, guiding deeper investigation and targeted solutions. It is defined mathematically as

$$\text{Repetition Rate} = \frac{\text{Grade } i \text{ Repeaters in year } + 1}{\text{Grade } i \text{ enrollment in year}} \times 100\%$$

Repetition Rate for Grade 6 and Grade 9

The following data table shows that 1,278 students repeated Grade 6 nationwide, with males (677) slightly outnumbering females (601). This gender gap is modest, suggesting repetition affects both groups relatively evenly. Montserrado County dominates, particularly Montserrado 1 with 245 repeaters (19% of the national total), followed by Montserrado 2 with 164. Together, they account for nearly one-third of all Grade 6 repeaters, reflecting both high enrollment levels and potential systemic challenges in promotion. Nimba (165 repeaters) and Bong (116) also record high figures, consistent with their large student populations. In contrast, smaller counties such as Sinoe (28), Grand Kru (25), and Gbarpolu (19) contribute relatively few repeaters, though these numbers may represent a significant share of their smaller school systems. River Gee and Grand Cape Mount (51 each) show mid-level repetition but highlight persistent inefficiencies.

On the overall, repetition in Grade 6 is most pronounced in high-enrollment counties (Montserrado, Nimba, Bong), with a balanced gender distribution, while smaller counties show lower but still notable burdens relative to their population base.

Table 53: Repetition Rate for Grade 6 and Grade 9

Repeaters for Grade 6			
County	Male	Female	Total
Bomi	7	7	14
Bong	58	58	116
Gbarpolu	12	7	19
Grand Bassa	49	44	93
Grand Cape Mount	23	28	51
Grand Gedeh	18	24	42
Grand Kru	11	14	25

Lofa	43	35	78
Margibi	35	36	71
Maryland	41	43	84
Montserrado 1	145	100	245
Montserrado 2	85	79	164
Montserrado_2			
Nimba	95	70	165
River Gee	28	23	51
Rivercess	14	18	32
Sinoe	13	15	28
Total	677	601	1278

Repeaters in Grade 9

County	Male	Female	Total Students
Bomi	7	3	10
Bong	20	24	44
Gbarpolu	6	4	10
Grand Bassa	24	22	46
Grand Cape Mount	29	35	64
Grand Gedeh	34	41	75
Grand Kru	7	5	12
Lofa	68	33	101
Margibi	46	37	83
Maryland	56	59	115
Montserrado 1	141	110	251
Montserrado 2	94	69	163
Nimba	54	49	103
River Gee	15	12	27
Rivercess	7	9	16
Sinoe	9	11	20
Total	617	523	1140

5.5 Gross Completion Rate (GCR)

The **Gross Completion Rate (GCR)** measures the proportion of students completing the final grade of a school level, calculated as total students in the last grade (excluding repeaters) divided by the population of the official age group. A high GCR reflects strong retention and low dropout rates, while a low GCR signals challenges in keeping students through to graduation. It also serves as an indicator of gross intake into the final grade, highlighting the system's effectiveness in moving students through each level. The following tables provides calculations for Kindergarten, Grade 6 and Grade 9

Table 54: Gross Completion Rate for Kindergarten, Grade 6 and Grade 9

Gross Completion Rate									
Indicator	Kindergarten			Grade 6			Grade 9		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total Enrollment in Last Class of Level	50022	49859	99881	35764	36717	72481	27370	28509	55879
Number of Repeaters in Last Class of Level	0	0	0	677	601	1278	617	523	1140
Total Enrollment in Last Class of Level - Number of Repetition in Last Class	50022	49859	99881	35087	36116	71203	26753	27986	54739
Population Estimate for School Going Children of Appropriate Age	53000	53624	106624	61625	62049	123674	62415	62601	125016
GCR	94.4%	93.0%	93.7%	56.9%	58.2%	57.6%	42.9%	44.7%	43.8%

5.6 Retention Rate

Retention Rate is defined as the ratio of final grade to first grade enrollments at a level of education. The following table shows the retention rates for primary, junior and senior secondary.

Table 55: Retention Rate for ECE, Primary, JSE and SSE

Indicators	First Class of Level Enrollment			Last Class of Level Enrollment			Retention Rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
From Nursery to Kindergarten	89080	88559	177639	50022	49859	99881	56.2%	56.3%	56.2%
From Grade 1 to Grade 6	50371	49604	99975	35764	36717	72481	71.0%	74.0%	72.5%
From Grade 7 to Grade 9	32021	33129	65150	27370	28509	55879	85.5%	86.1%	85.8%
From Grade 10 to Grade 12	23650	24540	48190	19852	21049	40901	83.9%	85.8%	84.9%

5.7 Students to Teacher Ratio

The **Student-Teacher Ratio (STR)** shows the average number of students assigned to each teacher, reflecting the level of teaching resources available. A high STR means teachers handle many students, limiting individual attention, while a low STR indicates smaller classes and better opportunities for student support and performance. In Liberia, an STR of 18 students per teacher is acceptable, calculated as:

$$STR = \frac{\text{Total number of Students}}{\text{Total number of Teachers}}$$

The following table gives the STR for ECE, Primary, JSE and SSE for 2024-25 school year.

Student-Teacher Ratio (STR)

The data shows considerable variation in student–teacher ratios (STR) across counties and levels. Nationally, STRs stand at 23 for ECE, 17 for Primary, 11 for Junior Secondary (JSE), and 14 for Senior Secondary (SSE), suggesting relatively favorable ratios in upper grades compared to early childhood. ECE classrooms are the most crowded, with counties such as Rivercess (43:1), Grand Bassa (37:1), and Nimba (35:1) far exceeding the national average. By contrast, Margibi (19:1), Montserrado 1 (16:1), and Montserrado 2 (18:1) maintain more manageable ratios. Primary STRs are generally lower, ranging from 14:1 in Margibi to 23:1 in Rivercess, reflecting some improvement in pupil distribution. At the JSE level, ratios are lowest, with Gbarpolu (9:1), Margibi (10:1), and Montserrado 1 (10:1) reporting particularly favorable teacher availability, though Rivercess also shows a low 10:1 ratio despite smaller enrollment. SSE ratios remain moderate (13–17), with Grand Kru (15:1) and Grand Bassa (17:1) slightly higher than others. On the overall, early childhood education faces the heaviest pressure, while secondary levels benefit from relatively better teacher allocation.

Table 56: Student-Teacher Ratio (STR) for ECE, Primary, JSE and SSE

COUNTY	ECE			PRIMARY			JSE			SSE		
	Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
<i>Bomi</i>	8444	251	34	10105	473	21	2889	155	19	1901	91	21
<i>Bong</i>	34247	1106	31	36705	2306	16	10557	876	12	6597	505	13
<i>Gbarpolu</i>	6449	211	31	6505	418	16	1342	143	9	508	61	8
<i>Grand Bassa</i>	22072	602	37	23120	1080	21	6668	440	15	3926	231	17
<i>Grand Cape Mount</i>	10833	350	31	12781	624	20	3363	261	13	1440	113	13
<i>Grand Gedeh</i>	11316	410	28	16295	804	20	4559	311	15	2320	204	11
<i>Grand Kru</i>	6060	273	22	8162	514	16	2363	211	11	829	54	15
<i>Lofa</i>	20033	783	26	28048	1864	15	8269	657	13	4955	341	15
<i>Margibi</i>	27531	1426	19	37824	2626	14	14725	1479	10	11960	841	14
<i>Maryland</i>	12552	466	27	22333	1026	22	7598	420	18	4707	302	16
<i>Montserrado 1</i>	68233	4251	16	114868	7887	15	51900	5026	10	45679	3395	13
<i>Montserrado 2</i>	54527	3096	18	89091	5814	15	39899	3630	11	33294	2315	14
<i>Nimba</i>	59081	1669	35	68235	3415	20	18400	1472	13	10498	771	14
<i>River Gee</i>	7456	240	31	9630	518	19	2658	205	13	1292	94	14
<i>Rivercess</i>	8686	204	43	8493	364	23	1165	111	10	460	45	10
<i>Sinoe</i>	11266	389	29	14243	736	19	3514	313	11	1941	151	13
Total	368786	15727	23	506438	30469	17	179869	15710	11	132307	9514	14

5.8 Student to Classroom Ratio

The **Student-Classroom Ratio (SCR)** indicates the availability of classroom facilities in relation to the number of students. A high SCR means more students per classroom, while a low SCR signifies an environment more conducive to learning, adding to better student performance in the long term. In Liberia, an SCR of 15-20 is acceptable.

The formula for SCR is:

$$SCR = \frac{\text{Total number of Students}}{\text{Total number of classrooms}}$$

The following table shows the SCR for ECE, Primary, JSE and SSE by county for 2021-22.

Table 5.8
Table 57: Student-Classroom Ratio (SCR) for ECE, Primary, JSE and SSE by County
[to be integrated in Final Report]

5.10 Students to Textbook Ratio

The Student-Textbook Ratio (STextR) measures the availability of textbooks per student. A high ratio indicates limited access, while a low ratio reflects better access and a more supportive learning environment, which can enhance student performance over time. The formula for calculating STextR is

$$STextR = \frac{\text{Total number of Students}}{\text{Total number of Textbooks}}$$

The following table shows Student-Textbook Ratio (STextR) by County for Primary

The national averages indicate about 12 students per science or math book and 10 per language arts or social studies book, masking stark disparities across counties. Bong, Lofa, Margibi, Nimba, and Montserrado 1 show relatively favorable ratios, generally between 7–11 students per book, reflecting stronger textbook supply in high-enrollment counties. In contrast, severe shortages emerge in Rivercess, Grand Gedeh, Sinoe, and Montserrado 2. Rivercess is the most critical case, with 193 students per science book and 144 per math book, far above the national average, leaving entire classrooms without access to core materials. Grand Gedeh also faces extreme shortages, with over 29 students per language arts book and 34 per science or math book. Sinoe reports between 21–31 students per book, while Montserrado 2 averages 20–26 students per book, highlighting intra-county inequities compared to Montserrado 1.

On the overall, the data reveals a dual pattern: some counties maintain near-adequate textbook access, while others—especially smaller or rural ones—struggle with extreme deficits, exacerbating learning inequalities.

Table 58: Student to Textbook Ratio (StexR) by County (Primary)

Table Student to Textbook Ratio (StexR) by County (Primary)									
COUNTY	Student	General Science	StexR	Language Arts	StexR	Math	StexR	Social Studies	StexR
Bomi	10105	326	31	290	35	274	37	226	45
Bong	36705	3738	10	4837	8	3950	9	4470	8
Gbarpolu	6505	676	10	735	9	728	9	644	10
Grand Bassa	23120	1475	16	1892	12	1472	16	2030	11
Grand Cape Mount	12781	1074	12	1144	11	1066	12	870	15
Grand Gedeh	16295	479	34	563	29	486	34	508	32
Grand Kru	8162	703	12	722	11	703	12	653	12
Lofa	28048	3132	9	4002	7	3312	8	3731	8
Margibi	37824	4474	8	5451	7	4391	9	4175	9
Maryland	22333	2152	10	2494	9	2065	11	2104	11
Montserrado 1	114868	10962	10	13199	9	10736	11	11312	10
Montserrado 2	89091	3612	25	4360	20	3397	26	3529	25
Nimba	68235	7208	9	8211	8	6877	10	7219	9
River Gee	9630	1043	9	1254	8	1083	9	1083	9
Rivercess	8493	44	193	236	36	59	144	46	185
Sinoe	14243	652	22	684	21	593	24	463	31
Total	506438	41750	12	50074	10	41192	12	43063	12

Across 506,438 primary pupils, textbook access averages roughly **1 book per 10–12 students** across core subjects—best in Language Arts (10:1) and thinner in General Science and Math (both ~12:1) and Social Studies (~11.8:1). Public schools show the strongest supply (~9–10 students per book across subjects), while community schools are the scarcest—especially Math (17:1) and **Social Studies (17.6:1)**—with private and faith-based schools in between (~11–14:1, with Math and Science weakest). Enrollments are concentrated in public (195,588), private (165,719), and faith-based (121,781) schools, with community schools (23,350) smallest, highlighting both scale and supply gaps by ownership.

Table 59: Student to Textbook Ratio for Primary by Ownership

	Enrollment	Total General Science Textbook	StexR	Total Language Arts Textbook	StexR	Total Math Textbook	StexR	Total Social Studies Textbook	StexR
Private	165719	12324	13	14727	11	12267	14	12070	13.72982601
Community	23350	1488	16	1915	12	1338	17	1325	17.62264151
Faith-Base	121781	8611	14	10969	11	8515	14	8413	14.47533579
Public	195588	19327	10	22463	9	19072	10	21255	9.201976006
Total	506438	41750	12	50074	10	41192	12	43063	11.76039756

Nationally, JSE averages show about 12–14 students per textbook across core subjects, but with sharp disparities among counties. Lofa (5–6:1), River Gee (5–8:1), Gbarpolu (6–8:1), and Margibi (8–9:1) demonstrate the most favorable access, suggesting stronger provision relative to enrollment.

By contrast, severe shortages appear in Rivercess and Montserrado 2. Rivercess reports zero textbooks across all subjects, leaving 1,165 students without any materials. Montserrado 2 faces extreme deficits, with 29–35 students per book, in stark contrast to Montserrado 1, which averages 11–12 students per book despite far larger enrollment. Other counties with high StexR include Grand Bassa (26–35:1) and Bomi (22–51:1), both indicating limited textbook availability.

Mid-range access is found in Bong, Nimba, Maryland, and Sinoe, generally within 10–14 students per book, while Grand Cape Mount falls between moderate and high shortages (16–25:1). On the overall, the data highlights a dual challenge: while several counties achieve near-adequate ratios, others—particularly Rivercess, Montserrado 2, and Grand Bassa—suffer from severe textbook shortages that risk deepening educational inequalities.

Table 60: Student-Textbook Ratio (STextR) by County for JSE

Student to Textbook Ratio (StexR) by County (Junior Secondary Education)									
COUNTY	Student	General Science	StexR	Language Arts	StexR	Math	StexR	Social Studies	StexR
Bomi	2889	57	51	116	25	131	22	73	40
Bong	10557	901	12	986	11	986	11	889	12
Gbarpolu	1342	189	7	207	6	191	7	164	8
Grand Bassa	6668	191	35	254	26	237	28	231	29
Grand Cape Mount	3363	156	22	207	16	206	16	137	25
Grand Gedeh	4559	533	9	726	6	632	7	390	12
Grand Kru	2363	226	10	255	9	220	11	232	10
Lofa	8269	1332	6	1370	6	1532	5	1295	6
Margibi	14725	1736	8	1960	8	1731	9	1554	9
Maryland	7598	554	14	554	14	547	14	540	14
Montserrado 1	51900	4372	12	4902	11	4268	12	4524	11
Montserrado 2	39899	1170	34	1372	29	1125	35	1187	34
Nimba	18400	1370	13	1500	12	1527	12	1309	14
River Gee	2658	431	6	545	5	414	6	328	8
Rivercess	1165	0	0	0	0	0	0	0	0
Sinoe	3514	344	10	351	10	328	11	332	11
Total	179869	13562	13	15305	12	14075	13	13185	14

The data in the following table reveals clear disparities in textbook availability across ownership types. Public schools, with 57,364 enrolled students, show the most favorable ratios—9–11 students per book across all subjects—indicating relatively stronger government provision. In contrast, community schools face the most severe shortages, averaging 19–21 students per book, suggesting

limited resource allocation at this level. Private schools, despite enrolling the largest share of students (64,662), average 13–15 students per book, slightly above the national mean but significantly worse than public schools. Faith-based institutions, which serve over 50,000 learners, maintain ratios of 15–17 students per book, highlighting moderate shortages.

Overall, the national averages (12–14 students per book) conceal structural inequities. Public schools perform best, while community schools lag far behind, likely reflecting weaker funding bases. Private and faith-based schools sit in the middle, though their large enrollments mean textbook gaps affect tens of thousands of learners. This pattern underscores how ownership strongly shapes resource access, with students in community and some non-public schools facing pronounced disadvantages in learning support.

Table 61: Student to Textbook Ratio for Junior High by Ownership

	Enrollment	Total General Science Textbook	StexR	Total Language Arts Textbook	StexR	Total Math Textbook	StexR	Total Social Studies Textbook	StexR
Private	64662	4360	15	4992	13	4310	15	4633	13.95683
Community	7133	352	20	378	19	342	21	338	21.10355
Faith-Base	50710	2924	17	3434	15	2988	17	2988	16.97122
Public	57364	5926	10	6501	9	6435	9	5226	10.97666
Total	179869	13562	13	15305	12	14075	13	13185	13.64194

The following table pertains to Student-Textbook Ratio (STextR) for SSE. Nationally, SSE students experience an average of 4–5 students per book in core science and mathematics subjects, and 13 students per book in Literature, indicating relatively good provision in STEM but severe shortages in reading materials. Counties such as Grand Gedeh, Gbarpolu, Sinoe, and River Gee report extremely favorable ratios of 1–2 students per book across most subjects, suggesting near one-to-one access. Similarly, Bong and Lofa maintain low ratios (2:1), ensuring stronger learning support. By contrast, Montserrado 1 and Montserrado 2, which serve the largest student populations, face significant shortages, averaging 7–9 students per book in sciences and English, and 12–19 students per book in Literature. Margibi, Maryland, Rivercess, and Grand Kru also show higher ratios, often 4–5 students per book, but spike to 15–77 students per book in Literature, highlighting critical subject-specific gaps.

Overall, while most counties maintain strong textbook availability in science and math, Literature remains severely under-resourced nationwide, particularly in Montserrado and Rivercess, where shortages may directly hinder language and literacy development.

Table 62: Student-Textbook Ratio (STextR) by County for SSE

Student to Textbook Ratio (StexR) by County (Senior Secondary Education)													
COUNTY	Senior Secondary Education												
	Student	Biology	StexR	Chemistry	StexR	Physics	StexR	English	StexR	Literature	StexR	Algebra	StexR
Bomi	1901	843	2	843	2	843	2	843	2	0	0	779	2
Bong	6597	3244	2	3225	2	3225	2	3243	2	1263	5	3025	2
Gbarpolu	508	422	1	393	1	423	1	423	1	40	13	357	1
Grand Bassa	3926	1067	4	994	4	1046	4	974	4	56	70	1031	4
Grand Cape Mount	1440	733	2	732	2	727	2	727	2	54	27	697	2
Grand Gedeh	2320	1658	1	1575	1	1863	1	1685	1	443	5	1048	2
Grand Kru	829	193	4	180	5	245	3	188	4	15	55	203	4
Lofa	4955	2284	2	2296	2	2313	2	2187	2	215	23	2028	2
Margibi	11960	3039	4	2752	4	2814	4	2792	4	822	15	2548	5
Maryland	4707	1290	4	1394	3	1410	3	1238	4	340	14	1159	4
Montserrado 1	45679	5478	8	5253	9	5359	9	5062	9	3447	13	3970	12
Montserrado 2	33294	4547	7	4593	7	4581	7	4635	7	1732	19	4532	7
Nimba	10498	3320	3	3359	3	3355	3	3175	3	862	12	3089	3
River Gee	1292	985	1	980	1	946	1	938	1	610	2	372	3
Rivercess	460	112	4	101	5	104	4	93	5	6	77	104	4
Sinoe	1941	1520	1	1502	1	1535	1	1424	1	674	3	855	2
Total	132307	30735	4	30172	4	30789	4	29627	4	10579	13	25797	5

The extended data reveals wide disparities in textbook availability for advanced mathematics and humanities subjects. Nationally, average ratios are 22 students per Trigonometry book, 6 per Calculus book, 39 per History book, 23 per Economics book, and 31 per Geography book. These averages conceal sharp inequalities across counties.

STEM shortages are acute in Trigonometry and Geometry, with counties such as Bong (62:1 in Trigonometry, 41:1 in Geometry) and Montserrado 2 (96:1 and 98:1) facing extreme gaps. Several counties, including Bomi, Gbarpolu, and Rivercess, report no textbooks at all in some advanced subjects, leaving students entirely unsupported. In contrast, Grand Gedeh achieves notably low ratios (9:1 across Trigonometry, Geometry, and Calculus).

In the humanities, History and Geography are heavily under-resourced, particularly in Montserrado 2 (73:1 and 67:1) and Sinoe (39:1 and 25:1). Economics fares slightly better, with Margibi (9:1) performing well, though most counties remain above 20:1.

Overall, while basic sciences at SSE show relatively good access, advanced mathematics and humanities face systemic shortages, particularly in high-enrollment urban counties, reinforcing inequities in subject-specific resource allocation.

Student to Textbook Ratio (StexR) by County (Senior Secondary Education) (Cont.)

COUNTY	Senior Secondary Education												
	Student	Trigonometry	StexR	Geometry	StexR	Calculus	StexR	History	StexR	Economics	StexR	Geography	StexR
Bomi	1901	64	30	0	0	0	0	0	0	0	0	0	0
Bong	6597	107	62	160	41	39	169	151	44	139	47	102	65
Gbarpolu	508	0	0	0	0	0	0	30	17	60	8	60	8
Grand Bassa	3926	24	164	22	178	12	327	38	103	45	87	39	101
Grand Cape Mount	1440	12	120	14	103	3	480	6	240	6	240	6	240
Grand Gedeh	2320	253	9	253	9	253	9	403	6	403	6	403	6
Grand Kru	829	6	138	9	92	6	138	12	69	3	276	9	92
Lofa	4955	261	19	50	99	50	99	46	108	400	12	67	74
Margibi	11960	501	24	479	25	473	25	507	24	1266	9	520	23
Maryland	4707	260	18	234	20	101	47	336	14	339	14	336	14
Montserrado 1	45679	1046	44	1218	38	997	46	1889	24	1813	25	1857	25
Montserrado 2	33294	348	96	341	98	300	111	456	73	762	44	495	67
Nimba	10498	289	36	307	34	272	39	318	33	376	28	293	36
River Gee	1292	15	86	3	431	2	646	21	62	12	108	15	86
Rivercess	460	0	0	0	0	0	0	30	15	45	10	45	10
Sinoe	1941	12	162	22	88	6	324	39	50	25	78	25	78
Total	132307	12	11026	22	6014	6	22051.17	39	3392.487	5694	23.23621	4272	30.97074

The data in the below table highlights stark differences in textbook access across ownership types. Nationally, senior high students average 41–53 per book in advanced mathematics (Trigonometry, Geometry, Calculus) and 23–31 per book in social sciences (Economics, History, Geography), reflecting systemic shortages. Community schools face the most severe gaps, with ratios of 71–78 students per book in humanities and 75–91 in advanced mathematics, leaving learners highly disadvantaged. Faith-based schools also show critical shortages, with 38–53 students per book, slightly better than community schools but still far above adequate standards.

Private schools, despite serving the largest share of students (50,525), maintain similar ratios of 40–47 in advanced math and around 30 in humanities, suggesting that access challenges are widespread even in fee-paying institutions. Public schools perform relatively better, with 39–59 students per book in math subjects and a stronger outcome in Economics (15:1), though History and Geography remain at about 32:1. Overall, public schools provide comparatively stronger access, but shortages persist across all ownership types, with community and faith-based schools particularly under-resourced.

Table 63: Student-Textbook Ratio (STextR) by Ownership for SSE(cont.)

Student to Textbook Ratio for Senior High by Ownership													
	Enrollment	Total Trigonometry Textbook	StexR	Total Geometry Textbok	StexR	Total Calculus Textbook	StexR	Total History Textbook	StexR	Total Economic Textbook	StexR	Total Geography Textbook	StexR
Private	50525	1194	42	1278	40	1080	47	1669	30	1647	31	1675	30.16418
Community	4371	58	75	57	77	48	91	62	71	71	62	56	78.05357
Faith-Base	38371	943	41	1000	38	725	53	1325	29	1342	29	1318	29.11305
Public	39040	1003	39	777	50	661	59	1226	32	2634	15	1223	31.9215
Total	132307	3198	41	3112	43	2514	53	4282	31	5694	23	4272	30.97074

Student-Textbook Ratio (STextR) by Ownership for SSE (cont.)

The data highlights sharp contrasts in textbook access by ownership type. Public schools stand out with the most favorable ratios, averaging 2 students per book in sciences and Algebra, and only 6 students per Literature book—the strongest coverage nationally. This reflects significant government provision for core STEM and English materials.

In contrast, community schools are severely under-resourced, averaging 20–29 students per science and math book, 26 per English book, and an extreme 58 per Literature book, the highest shortage across all ownership types. Faith-based schools show moderate access, with 16–21 students per science/math book and 23 in Literature, still well above public standards. Private schools, despite enrolling the largest share of students (50,525), average 13–14 students per science/math/English book, but face shortages in Literature (22:1), reflecting uneven distribution of resources across subjects.

Overall, the national averages (4–5 in sciences, 13 in Literature) mask large disparities: public schools are best resourced, while community and faith-based institutions lag behind, leaving students in non-public schools at a considerable disadvantage.

Table 64: Student to Textbook Ratio for Senior High by Ownership

Student to Textbook Ratio for Senior High by Ownership													
	Enrollment	Total Biology Textbook	StexR	Total Chemistry Textbook	StexR	Total Physics Textbook	StexR	Total English Textbook	StexR	Total Literature Text	StexR	Total Algebra	StexR
Private	50525	3861	13	3558	14	3567	14	3633	13.90724	2258	22	3807	13
Community	4371	151	29	150	29	220	20	168	26.01786	75	58	165	26
Faith-Base	38371	2349	16	2186	18	2273	17	2287	16.77787	1704	23	1825	21
Public	39040	24374	2	24278	2	24729	2	23539	1.658524	6542	6	20000	2
Total	132307	30735	4	30172	4	30789	4	29627	4.465758	10579	13	25797	5

5.11 Gender Parity Index

The Gender Parity Index (GPI) is an important indicator used to assess gender equality in education. It is calculated as the ratio of female to male students (or teachers) at a given level of education. A GPI of 1.0 reflects perfect parity, meaning boys and girls (or male and female teachers) have equal access and participation. A GPI less than 1 suggests that males are favored or that females are underrepresented, while a GPI greater than 1 indicates that females are better represented compared to males.

This measure helps policymakers, educators, and planners evaluate whether education opportunities are being distributed fairly across genders. It also highlights disparities that may require targeted interventions, such as improving access for girls in regions where cultural, economic, or social barriers limit their participation. Similarly, in the teaching workforce, the GPI can reveal imbalances in male and female teacher representation, which may affect role modeling and inclusiveness in schools.

Table 65: Students Gender Parity Index (GPI)

County	ECE			Primary			JHS			SHS		
	Male	Female	GPI	Male	Female	GPI	Male	Female	GPI	Male	Female	GPI
Bomi	4345	4099	0.9	908	891	1.0	1479	1410	1.0	919	982	1.1
Bong	17784	16463	0.9	3205	3231	1.0	5424	5133	0.9	3203	3394	1.1
Gbarpolu	3502	2947	0.8	129	83	0.6	766	576	0.8	281	227	0.8
Grand Bassa	11493	10579	0.9	4179	3995	1.0	3422	3246	0.9	1985	1941	1.0
Grand Cape Mount	5390	5443	1.0	718	762	1.1	1618	1745	1.1	699	741	1.1
Grand Gedeh	5714	5602	1.0	1667	1669	1.0	2339	2220	0.9	1203	1117	0.9
Grand Kru	3085	2975	1.0	374	435	1.2	1245	1118	0.9	437	392	0.9
Lofa	10260	9773	1.0	1344	1293	1.0	4488	3781	0.8	2734	2221	0.8
Margibi	13570	13961	1.0	7752	8322	1.1	7390	7335	1.0	5971	5989	1.0
Maryland	6284	6268	1.0	1891	2101	1.1	3759	3839	1.0	2320	2387	1.0
Montserrado 1	32683	35550	1.1	27566	31129	1.1	24321	27579	1.1	21585	24094	1.1
Montserrado 2	26343	28184	1.1	21527	24126	1.1	19015	20884	1.1	15994	17300	1.1
Nimba	30092	28989	1.0	6167	6918	1.1	9369	9031	1.0	5409	5089	0.9
River Gee	3797	3659	1.0	823	799	1.0	1342	1316	1.0	671	621	0.9
River Cess	4547	4139	0.9	157	115	0.7	623	542	0.9	231	229	1.0
Sinoe	5812	5454	0.9	776	778	1.0	1861	1653	0.9	970	971	1.0
Total	184701	184085	1.0	79183	86647	1.1	88461	91408	1.0	64612	67695	1.0

Table 66: Gender Parity Index (GPI) for Students by County and Level

County	ECE			Primary			JHS			SHS		
	Male	Female	GPI	Male	Female	GPI	Male	Female	GPI	Male	Female	GPI
<i>Bomi</i>	4345	4099	0.943383	908	891	0.981278	1479	1410	0.953347	919	982	1.068553
<i>Bong</i>	17784	16463	0.92572	3205	3231	1.008112	5424	5133	0.94635	3203	3394	1.059632
<i>Gbarpolu</i>	3502	2947	0.841519	129	83	0.643411	766	576	0.751958	281	227	0.807829
<i>Grand Bassa</i>	11493	10579	0.920473	4179	3995	0.95597	3422	3246	0.948568	1985	1941	0.977834
<i>Grand Cape Mount</i>	5390	5443	1.009833	718	762	1.061281	1618	1745	1.078492	699	741	1.060086
<i>Grand Gedeh</i>	5714	5602	0.980399	1667	1669	1.0012	2339	2220	0.949124	1203	1117	0.928512
<i>Grand Kru</i>	3085	2975	0.964344	374	435	1.163102	1245	1118	0.897992	437	392	0.897025
<i>Lofa</i>	10260	9773	0.952534	1344	1293	0.962054	4488	3781	0.842469	2734	2221	0.812363
<i>Margibi</i>	13570	13961	1.028814	7752	8322	1.073529	7390	7335	0.992558	5971	5989	1.003015
<i>Maryland</i>	6284	6268	0.997454	1891	2101	1.111052	3759	3839	1.021282	2320	2387	1.028879
<i>Montserrado 1</i>	32683	35550	1.087721	27566	31129	1.129253	24321	27579	1.133958	21585	24094	1.116238
<i>Montserrado 2</i>	26343	28184	1.069886	21527	24126	1.120732	19015	20884	1.098291	15994	17300	1.081656
<i>Nimba</i>	30092	28989	0.963346	6167	6918	1.121777	9369	9031	0.963924	5409	5089	0.940839
<i>River Gee</i>	3797	3659	0.963656	823	799	0.970838	1342	1316	0.980626	671	621	0.925484
<i>River Cess</i>	4547	4139	0.910271	157	115	0.732484	623	542	0.869984	231	229	0.991342
<i>Sinoe</i>	5812	5454	0.938403	776	778	1.002577	1861	1653	0.888232	970	971	1.001031
<i>Total</i>	184701	184085	0.996665	79183	86647	1.094263	88461	91408	1.033314	64612	67695	1.047716

Gender Parity Index (GPI) for Teachers

In the table below, the Gender Parity Index (GPI) for teachers across counties in Liberia reveals a sharp gender imbalance. At the Early Childhood Education (ECE) level, female teachers significantly outnumber males in several counties, with extremely high GPI values in Montserrado 1 (13.08), Montserrado 2 (10.18), and Grand Gedeh (5.12). However, this trend reverses drastically at higher levels of education. In primary schools, although females are still present, men dominate, with GPIs mostly below 0.4, except in Montserrado where female representation is relatively higher. At the Junior High School (JHS) and Senior High School (SHS) levels, the disparity worsens, with GPIs falling below 0.1 in most counties, showing very few female teachers compared to their male counterparts. Overall, while women dominate the ECE sector, their representation sharply declines through the higher levels of education, highlighting a systemic gender gap in teacher distribution.

Table 67: GPI For Teachers

County	ECE -Teachers			Primary - Teachers			JHS -Teachers			SHS Teachers		
	Male	Female	GPI	Male	Female	GPI	Male	Female	GPI	Male	Female	GPI
<i>Bomi</i>	95	156	1.642105	429	44	0.102564	146	9	0.061644	83	8	0.096386
<i>Bong</i>	410	696	1.697561	1939	367	0.189273	835	41	0.049102	494	11	0.022267
<i>Gbarpolu</i>	123	88	0.715447	377	41	0.108753	140	3	0.021429	59	2	0.033898
<i>Grand Bassa</i>	207	395	1.908213	892	188	0.210762	422	18	0.042654	226	5	0.022124
<i>Grand Cape Mount</i>	165	185	1.121212	548	76	0.138686	242	19	0.078512	107	6	0.056075
<i>Grand Gedeh</i>	67	343	5.119403	682	122	0.178886	290	21	0.072414	197	7	0.035533
<i>Grand Kru</i>	119	154	1.294118	472	42	0.088983	206	5	0.024272	54	0	0
<i>Lofa</i>	371	412	1.110512	1707	157	0.091974	646	11	0.017028	329	12	0.036474
<i>Margibi</i>	287	1139	3.968641	1960	666	0.339796	1351	128	0.094745	797	44	0.055207
<i>Maryland</i>	127	339	2.669291	830	196	0.236145	398	22	0.055276	299	3	0.010033
<i>Montserrado 1</i>	302	3949	13.07616	5485	2402	0.437922	4694	332	0.070729	3255	140	0.043011
<i>Montserrado 2</i>	277	2819	10.1769	4248	1566	0.368644	3384	246	0.072695	2243	72	0.0321
<i>Nimba</i>	402	1267	3.151741	2769	646	0.233297	1389	83	0.059755	748	23	0.030749
<i>River Gee</i>	90	150	1.666667	449	69	0.153675	185	20	0.108108	88	6	0.068182
<i>River Cess</i>	133	71	0.533835	345	19	0.055072	111	0	0	45	0	0
<i>Sinoe</i>	171	218	1.274854	662	74	0.111782	306	7	0.022876	148	3	0.02027
Total	3346	12381	3.700239	23794	6675	0.280533	14745	965	0.065446	9172	342	0.037287

The following table shows the distribution of ECE students by gender, age, and school ownership, highlighting that enrollment spans from below age 3 to over age 8, with both male and female students represented evenly across ownership types. Private and faith-based schools report high enrollment across all ages, particularly at ages 4–6, where numbers peak. Public schools record the largest overall enrollment, with consistently higher figures across all age groups, though they also show significant numbers of over-age students (above 8 years), indicating delayed or prolonged participation in ECE. Community schools have the lowest enrollment but still show a steady presence of students across age ranges. Overall, the data suggests a strong participation in ECE across ownership types, though the high share of over-age learners—especially in public schools—reflects challenges with timely school entry and progression.

Table 68: Number of ECE Students by Gender, Age and Ownership

Number of ECE Students by Gender, Age and Ownership																
School Ownership	Below 3 Years		3 Years		4 Years		5 Years		6 Years		7 Years		8 Years		Over 8 Years	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Private	4660	4807	10357	11239	13143	13353	13323	14083	8936	9664	5120	5639	2698	3002	2102	2156
Community	299	294	1019	938	1648	1549	1768	1750	1562	1546	1108	1156	776	816	668	626
Faith-based	2271	2544	6449	6979	9007	9324	9520	10054	6639	7280	4048	4345	2275	2543	1690	1845
Public	1530	1282	6041	5646	11324	10332	14619	13043	14142	12795	11645	10652	9149	8430	9977	8612

Chapter 6:

Teachers

6.1 Teachers Distribution

Teachers by County and Gender

Not unlike previous years, the data shows a strong male dominance in the teaching workforce across all counties. Nationally, males account for 71% (43,775 teachers) while females make up only 29% (17,525 teachers). The gender imbalance is consistent across counties, though variation exists: Rivercess (14% female) and Lofa (16% female) have the lowest female representation, while Margibi (31% female), Montserrado 1 (33% female), and Montserrado 2 (33% female) record relatively higher female participation. Montserrado, being the most populous county, contributes the highest number of teachers overall. This pattern highlights the persistent gender gap in the teaching profession in Liberia, with women underrepresented in nearly all counties despite some progress in urban and semi-urban areas.

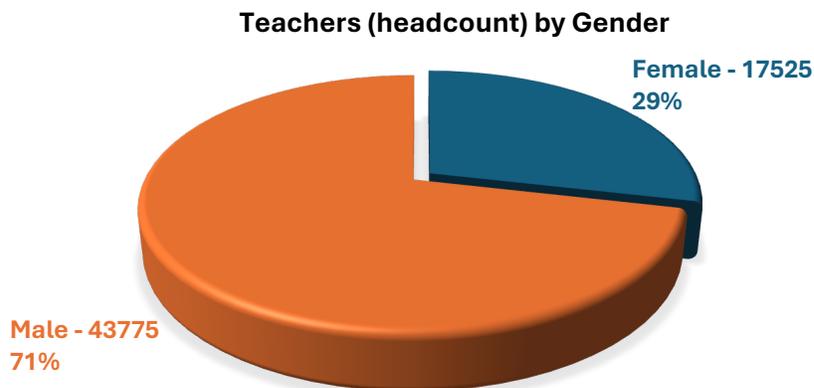


Figure 4: Teachers by Gender

Individual Teachers per County and Gender

Based upon 91.83% school submission, the following table shows that Liberia's teaching workforce shows a clear gender imbalance, with **71% male teachers** compared to only **29% female teachers** nationwide. This disparity is more pronounced in rural counties, where female representation is particularly low. For example, **Rivercess** records just **14% female teachers**, while **Lofa** and **Gbarpolu** follow with **16%** each. Similarly, Grand Kru, Sinoe, and Grand Cape Mount report only about one-fifth of their teachers being women.

By contrast, more urbanized counties have stronger female participation. Montserrado, which alone accounts for nearly half of the nation’s teachers (almost 29,500), reports a relatively higher female share at 33%. Margibi also stands out with 31% female teachers, while Maryland, Grand Gedeh, and Grand Bassa report slightly above the national average (25–27%). Teacher distribution overall is highly uneven. While counties like Nimba, Bong, and Margibi employ large teaching populations alongside Montserrado, smaller and rural counties such as Rivercess, Gbarpolu, and Grand Kru have fewer than 1,000 teachers each.

In summary, the data highlights two key challenges: a **nationwide gender gap** in the teaching profession and a marked urban–rural divide, with women more present in urban counties and significantly underrepresented in rural teaching posts.

Table 69: Number and Percent of Teachers (headcount) by County and Gender

County	Female		Male		Grand Total
	Frequency	Percentage	Frequency	Percentage	
Bomi	188	23%	625	77%	813
Bong	955	22%	3295	78%	4250
Gbarpolu	124	16%	642	84%	766
Grand Bassa	535	25%	1626	75%	2161
Grand Cape Mount	232	20%	918	80%	1150
Grand Gedeh	405	26%	1142	74%	1547
Grand Kru	189	20%	765	80%	954
Lofa	559	16%	2889	84%	3448
Margibi	1605	31%	3572	69%	5177
Maryland	468	27%	1275	73%	1743
Montserrado 1	5531	33%	11234	67%	16765
Montserrado 2	4195	33%	8507	67%	12702
Nimba	1956	28%	4943	72%	6899
River Gee	221	23%	758	77%	979
Rivercess	95	14%	563	86%	658
Sinoe	267	21%	1021	79%	1288
Grand Total	17525	29%	43775	71%	61300

The distribution of teachers by type, sex, and county reveals significant structural and demographic disparities. The teaching workforce for 2024/24 school year totals an estimated 61,300, of which 84% are regular teachers and 16% volunteers. Gender imbalance is pronounced, with women comprising only 28% of teachers overall. Among regular teachers, females account for 30%, while in the volunteer category they represent just 23%, underscoring persistent barriers to female participation in the profession.

Montserrado County dominates the sector, with Montserrado 1 and 2 together accounting for nearly half of all teachers. In these zones, over 95% percent of teachers are regular, female representation in Montserrado is relatively higher, at approximately one-third of regular teachers, which exceeds the national average. In contrast, rural counties exhibit higher reliance on volunteer teachers and lower female participation. River Gee has the highest proportion of volunteers (41%), followed by Gbarpolu, Rivercess, and Sinoe, each with more than 30%.

Table 70: Teachers by Type (Regular and Volunteer), Sex and County

County	Regular						Volunteer						Grand Total
	Female		Male		Regular Total		Female		Male		Volunteer Total		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Bomi	129	22%	452	78%	581	71%	59	25%	173	75%	232	29%	813
Bong	748	24%	2433	76%	3181	75%	207	19%	862	81%	1069	25%	4250
Gbarpolu	77	15%	423	85%	500	65%	47	18%	219	82%	266	35%	766
Grand Bassa	454	26%	1311	74%	1765	82%	81	20%	315	80%	396	18%	2161
Grand Cape Mount	160	22%	577	78%	737	64%	72	17%	341	83%	413	36%	1150
Grand Gedeh	325	24%	1005	76%	1330	86%	80	37%	137	63%	217	14%	1547
Grand Kru	130	18%	594	82%	724	76%	59	26%	171	74%	230	24%	954
Lofa	363	16%	1847	84%	2210	64%	196	16%	1042	84%	1238	36%	3448
Margibi	1489	31%	3249	69%	4738	92%	116	26%	323	74%	439	8%	5177
Maryland	351	28%	888	72%	1239	71%	117	23%	387	77%	504	29%	1743
Montserrado 1	5379	33%	10869	67%	16248	97%	152	29%	365	71%	517	3%	16765
Montserrado 2	3997	33%	8010	67%	12007	95%	198	28%	497	72%	695	5%	12702
Nimba	1295	29%	3180	71%	4475	65%	661	27%	1763	73%	2424	35%	6899
River Gee	133	23%	444	77%	577	59%	88	22%	314	78%	402	41%	979
Rivercess	57	13%	371	87%	428	65%	38	17%	192	83%	230	35%	658
Sinoe	194	22%	699	78%	893	69%	73	18%	322	82%	395	31%	1288
Total	15281	30%	36352	70%	51633	84%	2244	23%	7423	77%	9667	16%	61300

Teachers by Ownership and Gender

The table below shows the number and percent of teachers by ownership and gender, highlighting both employment status (regular vs. volunteer) and gender distribution. Overall, Liberia has 61,300 teachers, with 84% (51,633) serving as regular staff and 16% (9,667) as volunteers. Private schools employ the highest share of teachers (23,212), followed by faith-based (17,558), public (18,033), and community schools (2,497). Gender disparities are evident across all ownership types: males dominate with 59% (43,775 teachers) compared to females at 29% (17,525 teachers). Public schools show the highest reliance on volunteer teachers (38%), while community schools also depend significantly on

volunteers. In contrast, private and faith-based institutions have stronger regular staffing. This distribution underscores both the gender imbalance and the heavy reliance on volunteer teachers in public and community schools, reflecting challenges in staffing equity and sustainability.

Table 71: Number and Percent of Teachers by Ownership and Gender

School Ownership	Regular			Volunteer			Grand Total
	Female	Male	Total	Female	Male	Total	
Community	506	1271	1777	194	526	720	2497
Faith-based	4944	11707	16651	243	664	907	17558
Private	7524	14513	22037	386	789	1175	23212
Public	2307	8861	11168	1421	5444	6865	18033
Grand Total	15281	36352	51633	2244	7423	9667	61300

ECE Teachers by County and Gender

The table presents the number and percentage of Early Childhood Education (ECE) teachers by county and gender, showing a strong female dominance in the teaching workforce. Nationally, there are 15,727 ECE teachers, with 79% female (12,381) and only 21% male (3,346). Montserrado (both districts) employs the largest share, with 7,347 teachers combined, where women represent over 90% of the workforce. Counties like Grand Gedeh (84% female), Margibi (80% female), and Maryland (73% female) also reflect high female representation. By contrast, counties such as Rivercess (65% male) and Gbarpolu (58% male) stand out for having a male-majority teaching force. Overall, while the data highlights the critical role of women in ECE, it also reveals regional variations in gender distribution, with urban counties like Montserrado showing the greatest female dominance. This indicates that Liberia’s ECE sector is highly feminized, though a few rural counties still rely more on male teachers.

Table 72: Number and Percent of ECE Teachers by County and Gender

	Male		Female		Total	
	Frequency	%	Frequency	%	Total	%
Bomi	95	38%	156	62%	251	100.00%
Bong	410	37%	696	63%	1106	100.00%
Gbarpolu	123	58%	88	42%	211	100.00%
Grand Bassa	207	34%	395	66%	602	100.00%
Grand Cape Mount	165	47%	185	53%	350	100.00%
Grand Gedeh	67	16%	343	84%	410	100.00%
Grand Kru	119	44%	154	56%	273	100.00%
Lofa	371	47%	412	53%	783	100.00%
Margibi	287	20%	1139	80%	1426	100.00%
Maryland	127	27%	339	73%	466	100.00%
Montserrado 1	302	7%	3949	93%	4251	100.00%
Montserrado 2	277	9%	2819	91%	3096	100.00%
Nimba	402	24%	1267	76%	1669	100.00%
River Gee	90	37.5%	150	62.5%	240	100.00%
Rivercess	133	65%	71	35%	204	100.00%
Sinoe	171	43%	218	57%	389	100.00%

Total	3346	21%	12381	79%	15727	100.00%
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Primary Teachers by County and Gender

The table below shows that Liberia has a total of 30,469 primary school teachers, with males making up the overwhelming majority (78.1%) compared to females (21.9%). Male dominance is especially pronounced in counties like Rivercess (94.8% male), Grand Kru (91.8% male), and Lofa (91.6% male). Similarly, Bomi, Gbarpolu, and Sinoe also have over 89% male teachers. By contrast, urban counties such as Montserrado 1 (30.5% female) and Montserrado 2 (26.9% female), along with Margibi (25.4% female), show relatively higher female representation, though men still dominate. Overall, the data highlights a gender imbalance in primary education staffing, with rural counties heavily male-dominated and only a few urban counties showing modest female participation in teaching.

Table 73: Number and Percent of Primary Teachers by County and Gender

	Primary Male Teachers		Primary Female Teachers		Total Primary Teachers	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Bomi	429	90.70%	44	9.30%	473	100.00%
Bong	1939	84.08%	367	15.92%	2306	100.00%
Gbarpolu	377	90.19%	41	9.81%	418	100.00%
Grand Bassa	892	82.59%	188	17.41%	1080	100.00%
Grand Cape Mount	548	87.82%	76	12.18%	624	100.00%
Grand Gedeh	682	84.83%	122	15.17%	804	100.00%
Grand Kru	472	91.83%	42	8.17%	514	100.00%
Lofa	1707	91.58%	157	8.42%	1864	100.00%
Margibi	1960	74.64%	666	25.36%	2626	100.00%
Maryland	830	80.90%	196	19.10%	1026	100.00%
Montserrado 1	5485	69.54%	2402	30.46%	7887	100.00%
Montserrado 2	4248	73.07%	1566	26.93%	5814	100.00%
Nimba	2769	81.08%	646	18.92%	3415	100.00%
River Gee	449	86.68%	69	13.32%	518	100.00%
Rivercess	345	94.78%	19	5.22%	364	100.00%
Sinoe	662	89.95%	74	10.05%	736	100.00%
Total	23794	78.09%	6675	21.91%	30469	100.00%

JSE Teachers by County and Gender

The data shows that Junior Secondary Education (JSE) teaching in Liberia is overwhelmingly male dominated, with 14,745 male teachers (93.9%) compared to only 965 female teachers (6.1%) out of a total of 15,710 teachers. Female representation is extremely low across most counties, with some like Rivercess (100% male), Lofa (98.3% male), and Gbarpolu (97.9% male) having virtually no female teachers. Slightly higher female participation is seen in River Gee (9.8%), Margibi (8.7%), and Grand Cape Mount (7.3%), though men still form the overwhelming majority. Urban counties such as Montserrado 1 and 2 also reflect this imbalance, with only 6–7% female teachers. Overall, the figures

highlight a significant gender disparity in JSE staffing, with women severely underrepresented across all counties.

Table 74: Number and Percent of JSE Teachers by County and Gender

	JSS Male Teacher		JSS Female Teachers		Total JSS Teachers	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Bomi	146	94.19%	9	5.81%	155	100.00%
Bong	835	95.32%	41	4.68%	876	100.00%
Gbarpolu	140	97.90%	3	2.10%	143	100.00%
Grand Bassa	422	95.91%	18	4.09%	440	100.00%
Grand Cape Mount	242	92.72%	19	7.28%	261	100.00%
Grand Gedeh	290	93.25%	21	6.75%	311	100.00%
Grand Kru	206	97.63%	5	2.37%	211	100.00%
Lofa	646	98.33%	11	1.67%	657	100.00%
Margibi	1351	91.35%	128	8.65%	1479	100.00%
Maryland	398	94.76%	22	5.24%	420	100.00%
Montserrado 1	4694	93.39%	332	6.61%	5026	100.00%
Montserrado 2	3384	93.22%	246	6.78%	3630	100.00%
Nimba	1389	94.36%	83	5.64%	1472	100.00%
River Gee	185	90.24%	20	9.76%	205	100.00%
Rivercess	111	100.00%	0	0.00%	111	100.00%
Sinoe	306	97.76%	7	2.24%	313	100.00%
Total	14745	93.86%	965	6.14%	15710	100.00%

SSE Teachers by County and Gender

The data on Senior Secondary Education (SSE) teachers highlights a stark gender imbalance, with 9,172 male teachers (96.4%) compared to only 342 female teachers (3.6%) out of a total of 9,514 teachers. Female representation is extremely limited across all counties, with Grand Kru and Rivercess reporting no female SSE teachers, while counties like Maryland (0.99%), Sinoe (1.99%), and Grand Bassa (2.16%) also show very low participation. The highest female presence is found in Bomi (8.8%) and River Gee (6.4%), though men still dominate. Urban counties, including Montserrado 1 and 2, also reflect this disparity, with women making up only 4–3% of teachers. Overall, the figures demonstrate that SSE teaching is overwhelmingly male dominated nationwide, with female teachers playing only a marginal role.

Table 75: Number and Percent of SSE Teachers by County and Gender

County	Male		Female		Total	
	Frequency	%	Frequency	%	Frequency	%
Bomi	83	91.21%	8	8.79%	91	100.00%
Bong	494	97.82%	11	2.18%	505	100.00%
Gbarpolu	59	96.72%	2	3.28%	61	100.00%
Grand Bassa	226	97.84%	5	2.16%	231	100.00%
Grand Cape Mount	107	94.69%	6	5.31%	113	100.00%
Grand Gedeh	197	96.57%	7	3.43%	204	100.00%

Grand Kru	54	100.00%	0	0.00%	54	100.00%
Lofa	329	96.48%	12	3.52%	341	100.00%
Margibi	797	94.77%	44	5.23%	841	100.00%
Maryland	299	99.01%	3	0.99%	302	100.00%
Montserrado 1	3255	95.88%	140	4.12%	3395	100.00%
Montserrado 2	2243	96.89%	72	3.11%	2315	100.00%
Nimba	748	97.02%	23	2.98%	771	100.00%
River Gee	88	93.62%	6	6.38%	94	100.00%
Rivercess	45	100.00%	0	0.00%	45	100.00%
Sinoe	148	98.01%	3	1.99%	151	100.00%
Total	9172	96.41%	342	3.59%	9514	100.00%

AE Teachers

The data on Adult Education (AE) teachers reveals that there are only 85 teachers nationwide, with a significant gender imbalance: 68 males (80%) and just 17 females (20%). Most counties report no AE teachers, with only a few showing presence. The highest concentrations are in Montserrado 1 (31 teachers, 26 male and 5 female), Montserrado 2 (20 teachers, 13 male and 7 female), and Maryland (11 male teachers). Smaller numbers appear in Nimba (10), Margibi (6), Grand Gedeh (4), Lofa (1), and Rivercess (1), while all other counties have none. This indicates that AE programs are highly limited in coverage, concentrated in a few counties, and remain overwhelmingly male-dominated, with very few women represented in teaching roles.

Table 76: Number and Percent of AE Teachers (headcount) by Gender

County	Male		Female		AE Total
	Frequency	%	Frequency	%	
Bomi	0		0		0
Bong	1		0		1
Gbarpolu	0		0		0
Grand Bassa	0		0		0
Grand Cape Mount	0		0		0
Grand Gedeh	2		2		4
Grand Kru	0		0		0
Lofa	1		0		1
Margibi	4		2		6
Maryland	11		0		11
Montserrado 1	26		5		31
Montserrado 2	13		7		20
Nimba	9		1		10
River Gee	0		0		0
Rivercess	1		0		1
Sinoe	0		0		0
Grand Total	68		17		85

The table on Adult Education (AE) teachers by county, sex, and ownership shows a total of 204 AE teachers across the system, with 184 males (90%) and only 20 females (10%), highlighting a significant gender imbalance. Public schools employ the largest share (133 teachers, 119 males and 14 females), with notable concentrations in Grand Bassa (45), Montserrado 1 (29), and Maryland (19).

Faith-based institutions follow with 28 teachers, primarily in Montserrado 1 (22) and Margibi (6), all males. Private schools account for 27 teachers, mostly in Montserrado 1 (26), with just one female teacher in Montserrado 2. Community schools contribute the smallest number, 16 teachers, all male, concentrated in Nimba.

Overall, AE teaching is heavily male dominated, with female representation being minimal across all ownership types. The distribution is also uneven, with the majority of teachers concentrated in a few counties like Montserrado, Grand Bassa, and Nimba, leaving many counties with no AE teachers at all.

Table 77:: Number of AE Teachers per County, Sex and Ownership

Ownership	County	Male	Female	Total
Private	Bomi			
	Bong			
	Gbarpolu			
	Grand Bassa			
	Grand Cape Mount			
	Grand Gedeh			
	Grand Kru			
	Lofa			
	Margibi			
	Maryland			
	Montserrado 1	21	0	26
	Montserrado 2	0	1	1
	Montserrado_2			
	Nimba			
	River Gee			
	Rivercess			
Sinoe				
	Total	21	1	27
Community	Bomi			
	Bong			
	Gbarpolu			
	Grand Bassa			
	Grand Cape Mount			
	Grand Gedeh			
	Grand Kru			
	Lofa			
	Margibi			
	Maryland			
	Montserrado 1			
	Montserrado 2			

	Nimba	16	0	16
	River Gee			
	Rivercess			
	Sinoe			
	Total	16	0	16
Faith-based	Bomi			
	Bong			
	Gbarpolu			
	Grand Bassa			
	Grand Cape Mount			
	Grand Gedeh			
	Grand Kru			
	Lofa			
	Margibi	6	0	6
	Maryland			
	Montserrado 1	22	0	22
	Montserrado 2			
	Montserrado 2			
	Nimba			
	River Gee			
	Rivercess			
	Sinoe			
	Total	28	0	28
Public	Bomi			
	Bong	16	0	16
	Gbarpolu			
	Grand Bassa	43	2	45
	Grand Cape Mount			
	Grand Gedeh	4	2	6
	Grand Kru			
	Lofa	3	0	3
	Margibi	8	1	9
	Maryland	19	0	19
	Montserrado 1	21	8	29
	Montserrado 2	4	0	4
	Nimba	1	1	2
	River Gee			
	Rivercess			
	Sinoe			
	Total	119	14	133

Qualified Teachers by County

The table shows that Liberia has a total of 60,811 teachers, with most holding In-Service C (15,199), Pre-Service C (12,976), and In-Service B (2,059) certifications, while only 7 hold PhDs and 484 have master's degrees. A notable 5,569 teachers lack certificates, indicating qualification gaps. Montserrado, Nimba, and Bong have the largest share of qualified teachers, while counties like River Gee, Rivercess, and Gbarpolu have the fewest. Men dominate across all qualifications, with women significantly underrepresented, especially at advanced levels. Overall, the system relies heavily on in-service certifications, highlighting the need to reduce unqualified teachers and improve female participation.

Table 78: Number of Teachers by Certification (In-Service, Pre-Service C and B) and Country

County	AA Degree in Education			BSc. In Education			In-Service B			In-Service C			MSc. In Education			No Teaching Certificate			PhD in Education			Pre-Service B			Pre-Service C			Grand Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
Bomi	7	97	104	10	67	77	6	10	16	79	228	307		2	2	27	71	98				7	37	44	51	111	162	810
Bong	39	267	306	73	388	461	22	100	122	312	998	1310	5	42	47	310	780	1090	1	1	19	110	129	175	607	782	4248	
Gbarpolu	1	46	47	3	61	64	1	14	15	35	162	197		2	2	45	173	218				3	20	23	36	164	200	766
Grand Bassa	74	368	442	22	138	160	9	31	40	77	232	309	2	16	18	184	417	601				22	85	107	144	333	477	2154
Grand Cape Mount	20	151	171	12	70	82	9	58	67	66	209	275		7	7	59	158	217				10	57	67	55	206	261	1147
Grand Gedeh	23	183	206	10	103	113	4	34	38	178	454	632		3	3	78	157	235				4	36	40	106	156	262	1529
Grand Kru	5	20	25	1	87	88		9	9	55	247	302				60	91	151				3	37	40	65	274	339	954
Lofa	55	535	590	9	187	196	11	55	66	106	615	721	4	2	6	193	575	768				15	115	130	165	799	964	3441
Margibi	148	563	711	119	490	609	48	130	178	393	760	1153	9	49	58	365	563	928	5	5	52	183	235	461	805	1266	5143	
Maryland	8	49	57	43	259	302	5	29	34	128	305	433	4	11	15	127	265	392				2	35	37	151	316	467	1737
Montserrado 1	640	2319	2959	498	1968	2466	177	558	735	1492	2005	3497	34	150	184	1192	1910	3102	2	13	15	199	595	794	1231	1556	2787	16539
Montserrado 2	345	1607	1952	293	1276	1569	109	401	510	1354	1761	3115	13	88	101	617	1055	1672	1	4	5	238	780	1018	1189	1444	2633	12575
Nimba	149	856	1005	84	542	626	31	127	158	649	1420	2069	4	35	39	459	728	1187				31	135	166	540	1065	1605	6855
River Gee	2	19	21	10	88	98	5	23	28	73	252	325		1	1	82	152	234				1	13	14	47	203	250	971
Rivercess		40	40	1	16	17		7	7	30	162	192		1	1	43	225	268					8	8	20	103	123	656
Sinoe	7	71	78	3	83	86	3	33	36	83	279	362				98	191	289				1	36	37	72	326	398	1286
Grand Total	1523	7191	8714	1191	5823	7014	440	1619	2059	5110	10089	15199	75	409	484	3939	7511	11450	3	23	26	607	2282	2889	4508	8468	12976	60811

Qualified ECE Teachers

Liberia has 14,703 qualified teachers, mostly concentrated in In-Service C (4,504, 31%), In-Service B (4,209, 29%), and Pre-Service C (3,978, 27%), while advanced degrees remain rare (36 master's, 39 PhDs). Gender gaps are significant women make up about 20% of AA/BSc holders (860 and 418) but around 40% of In-Service B and C teachers, showing slightly better representation in professional training. At higher levels, women's presence is very limited (18 of 36 master's, 10 of 39 PhDs). Geographically, Montserrado 1 (3,746) and Montserrado 2 (2,815) together account for nearly half of all certified teachers, with major contributions from Nimba (1,710), Margibi (1,309), and Bong (1,075). In contrast, Rivercess (224), River Gee (275), and Grand Kru (291) record the lowest numbers, reflecting deep structural inequities. Overall, Liberia's teacher workforce is urban-centered, male-dominated, and underrepresented at advanced academic levels, revealing major gaps in equity and professional development.

Table 79: Number of ECE Teachers per Certification by County

County	AA Degree in Education			BSc. In Education			In-Service B			In-Service C			MSc. In Education			No Teaching Certificate			PhD in Education			Pre-Service B			Pre-Service C			TVET Certificate			ECE Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Male	Female	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
Bomi	3	4	7				3		3	50	34	84				24	15	39				1		1	26	23	49				183
Bong	10	9	19	23	4	27	12	7	19	188	181	369	2		2	243	190	433				7	6	13	121	72	193				1075
Gbarpolu	1	1	2							1	1	25	43	68			39	50	89				2	2	28	24	52				214
Grand Bassa	33	19	52	7	6	13	6	3	9	61	37	98	1	1	2	153	119	272				8	4	12	99	42	141	1	1		600
Grand Cape Mount	11	6	17	1		1	2	4	6	43	36	79		1	1	43	55	98				3	7	10	37	58	95				307
Grand Gedeh	2	2	4	2		2	1	1	2	135	81	216				60	9	69				2	4	6	74	27	101				400
Grand Kru	1	1	2		1	1			2	44	51	95				56	30	86				1	3	4	53	48	101				291
Lofa	22	20	42	2	6	8	3	6	9	55	62	117	1		1	161	181	342				7	10	17	101	90	191				727
Margibi	51	30	81	30	23	53	18	13	31	261	94	355	2	1	3	258	97	355				23	9	32	300	93	393	4	2	6	1309
Maryland	2	3	5	14	3	17	1		1	85	33	118				102	32	134				1	1	2	109	65	174		1	1	452
Montserrado 1	290	69	359	121	52	173	72	27	99	905	161	1066	6	8	14	742	178	920				94	40	134	808	155	963	14	4	18	3746
Montserrado 2	129	43	172	69	27	96	55	20	75	845	129	974	3	3	6	408	93	501	1		1	104	27	131	732	116	848	10	1	11	2815
Nimba	60	28	88	12	13	25	5	4	9	418	147	565	3	4	7	364	171	535				12	6	18	339	122	461	1	1	2	1710
River Gee		3	3	1	1	2	1	1	2	51	55	106				69	28	97				1	1	28	36	64				275	
Rivercess		1	1							24	43	67				32	79	111				1	1	18	26	44				224	
Sinoe	3	3	6						2	2	65	62	127			75	53	128				4	4	50	58	108				375	
Grand Total	618	242	860	282	136	418	179	91	270	3255	1249	4504	18	18	36	2829	1380	4209	1		1	263	125	388	2923	1055	3978	29	10	39	14703

The data shows a total of 14,664 ECE teachers, mainly concentrated in private (5,815), faith-based (4,014), and public schools (4,198), with few in community schools (637). Most teachers are certified through In-Service C (4,504), In-Service B (4,209), and Pre-Service C (3,978),

while advanced qualifications are rare (36 MSc., 1 PhD). Gender disparities are evident, with men dominating most categories, though women are better represented in Pre-Service and some In-Service routes. Overall, ECE teacher qualifications rely heavily on short-term or in-service training, with advanced academic preparation and gender balance remaining limited.

Table 80: Number of ECE Teachers by Ownership, Sex and Certification

Number of ECE teachers by Ownership, Sex and Certification																												
Ownership	AA Degree in Education			BSc. In Education			In-Service B			In-Service C			MSc. In Education			No Teaching Certificate			PhD in Education			Pre-Service B			Pre-Service C			ECE Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Male	Female	Total	Female	Male	Total	Female	Male	Total	
Community	24	15	39	12	6	18	3		3	126	37	163	1		1	134	78	212	1		1	9	3	12	140	48	188	637
Faith-based	184	69	253	63	48	111	51	24	75	898	191	1089	5	9	14	988	308	1296				97	36	133	842	201	1043	4014
Private	337	102	439	153	59	212	106	43	149	1446	265	1711	11	8	19	1223	302	1525				136	56	192	1308	260	1568	5815
Public	73	56	129	54	23	77	19	24	43	785	756	1541	1	1	2	484	692	1176				21	30	51	633	546	1179	4198
Grand Total	618	242	860	282	136	418	179	91	270	3255	1249	4504	18	18	36	2829	1380	4209	1		1	263	125	388	2923	1055	3978	14664

Qualified Primary Teachers

Liberia has 30,749 qualified primary teachers, mostly concentrated in urban counties like Montserrado (44% of the total), while rural areas such as Rivercess, Grand Kru, and Gbarpolu have far fewer, highlighting rural-urban disparities. The majority hold mid-level certifications, mainly In-Service C (31%), Pre-Service C (26%), and In-Service B (18%), while advanced qualifications are rare (100 master’s holders, 7 PhDs). Gender gaps are significant, with women making up only 20–25% of teachers across most categories, 33% of AA degree holders, 19% of BSc. holders, and none among PhDs. Overall, the system depends heavily on mid-level certifications, remains urban-centered and male-dominated, with women particularly underrepresented at higher qualification levels.

Table 81: Percent of Qualified Primary Teachers by Gender and County

County	AA Degree in Education			BSc. In Education			In-Service B			In-Service C			MSc. In Education			No Teaching Certificate			PhD in Education		Pre-Service B			Pre-Service C			Primary Total			
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Male	Female	Total	Female	Male	Total	Female	Male		Total		
Bomi	3	36	39	1	12	13	2	4	6	30	185	215				1	1	2	51	53			5	32	37	26	89	115	479	
Bong	28	98	126	32	70	102	7	50	57	147	738	885	2	7	9	88	496	584					8	58	66	64	487	551	2380	
Gbarpolu	1	16	17	1	15	16				6	6	12	121	133				5	108	113			3	14	17	8	128	136	438	
Grand Bassa	40	152	192	10	28	38	3	18	21	18	167	185	1	3	4	35	283	318					15	36	51	46	219	265	1074	
Grand Cape Mount	10	58	68	1	9	10	5	42	47	23	168	191	1	1	12	114	126					6	30	36	17	159	176	655		
Grand Gedeh	17	47	64	1	8	9	2	15	17	51	374	425				14	72	86					2	25	27	33	128	161	789	
Grand Kru	4	9	13		16	16				5	5	12	199	211				5	57	62			1	18	19	11	203	214	540	
Lofa	21	208	229	3	21	24	8	26	34	52	503	555	1	1	2	36	336	372					9	65	74	62	622	684	1974	
Margibi	78	247	325	60	121	181	26	63	89	133	540	673	6	6	12	113	290	403	2		2		28	90	118	158	544	702	2505	
Maryland	6	16	22	24	42	66	2	13	15	49	247	296	2	1	3	40	176	216						11	11	77	260	337	966	
Montserrado 1	310	907	1217	251	411	662	83	227	310	574	1289	1863	15	31	46	432	1049	1481	3		3		100	306	406	432	1075	1507	7495	
Montserrado 2	170	654	824	122	242	364	39	210	249	515	1262	1777	4	11	15	203	539	742	2		2		121	419	540	467	1030	1497	6010	
Nimba	67	347	414	35	69	104	15	72	87	246	1123	1369	2	4	6	99	489	588					18	70	88	206	845	1051	3707	
River Gee	0	5	5		11	11	3	6	9	36	208	244				14	117	131					1	4	5	21	162	183	588	
Rivercess	0	8	8	1	2	3				4	4	6	120	126		1	1	11	137	148					7	7	4	77	81	378
Sinoe	5	29	34		2	2	2	20	22	20	245	265				24	122	146					1	18	19	24	259	283	771	
Grand Total	760	2837	3597	542	1079	1621	197	781	978	1924	7489	9413	33	67	100	1133	4436	5569	7		7	318	1203	1521	1656	6287	7943	30749		

Liberia has an estimated 30,749 qualified primary teachers, with the largest shares in private schools (36%), followed by faith-based (27%), public (32%), and community schools (4%). Most teachers hold In-Service C (31%) and Pre-Service C (26%) certifications, while advanced qualifications are scarce, with just 100 master’s holders and 7 PhDs nationwide. Gender disparities are evident, as women represent only about 25% of teachers overall, with slightly higher representation in community schools (32%) compared to faith-based (26%), private (29%), and public (28%). At higher qualification levels, the gap widens—only 33% of BSc. holders and less than one-third of MSc. holders are women, while none hold PhDs. Overall, Liberia’s teacher workforce is concentrated in mid-level certifications, heavily male-dominated, and largely urban-centered, highlighting systemic inequities in access to advanced professional development for women

Table 82: Number of Primary Teachers by Ownership, Sex and Qualification

School Ownership	AA Degree in Education			BSc. In Education			In-Service B			In-Service C			MSc. In Education			No Teaching Certificate			PhD in Education			Pre-Service B			Pre-Service C			Primary Total
	F	M	Total	Female	M	Total	F	M	Total	F	M	Total	F	Male	Total	F	Male	Total	Male	F	Total	F	M	Total	F	M	Total	
Community	26	127	153	15	31	46	5	24	29	71	285	356	1	3	4	34	192	226	1		1	5	53	58	77	336	413	1286
Faith-based	224	871	1095	143	339	482	76	257	333	507	1657	2164	6	29	35	441	1421	1862	2		2	108	414	522	436	1511	1947	8442
Private	378	1232	1610	245	502	747	77	290	367	829	2077	2906	20	27	47	545	1639	2184	4		4	153	501	654	705	1803	2508	11027
Public	132	607	739	139	207	346	39	210	249	517	3470	3987	6	8	14	113	1184	1297				52	235	287	438	2637	3075	9994
Grand Total	760	2837	3597	542	1079	1621	197	781	978	1924	7489	9413	33	67	100	1133	4436	5569	7		7	318	1203	1521	1656	6287	7943	30749

Qualified Primary Teachers by Gender and Ownership

Liberia has 30,862 primary teachers, mostly in private (11,087) and public (10,001) schools. The majority hold lower-level qualifications such as *In-Service C* (9,413), *Pre-Service C* (7,943), or have no teaching certificate (5,569), while very few possess advanced degrees. Male teachers significantly outnumber females across all categories, showing both a reliance on less-qualified staff and a strong gender imbalance in the profession.

Table 83: Percent of Qualified Primary Teachers by Gender and Ownership

Number of Primary teachers by Ownership, sex and qualification																															
School Ownership	AA Degree in Education			BSc. In Education			In-Service B			In-Service C			MSc. In Education			No Teaching Certificate			PhD in Education			Pre-Service B			Pre-Service C			TVET Certificate			Primary Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Male	Female	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
Community	26	127	153	15	31	46	5	24	29	71	285	356	1	3	4	34	192	226	1		1	5	53	58	77	336	413		2	2	1288
Faith-based	224	871	1095	143	339	482	76	257	333	507	1657	2164	6	29	35	441	1421	1862	2		2	108	414	522	436	1511	1947	6	38	44	8486
Private	378	1232	1610	245	502	747	77	290	367	829	2077	2906	20	27	47	545	1639	2184	4		4	153	501	654	705	1803	2508	18	42	60	11087
Public	132	607	739	139	207	346	39	210	249	517	3470	3987	6	8	14	113	1184	1297				52	235	287	438	2637	3075	2	5	7	10001
Grand Total	760	2837	3597	542	1079	1621	197	781	978	1924	7489	9413	33	67	100	1133	4436	5569	7		7	318	1203	1521	1656	6287	7943	26	87	113	30862

Qualified JSE Teachers

Liberia has 15,335 qualified Junior Secondary Education (JSE) teachers, with men dominating the workforce (74% male vs. 26% female). The majority hold mid-level certifications, mainly In-Service C (18%), Pre-Service C (14%), and BSc. in Education (16%), while advanced

qualifications remain rare (151 master’s holders, 7 PhDs). Teacher distribution is highly uneven: Montserrado 1 (4,868) and Montserrado 2 (3,640) together employ over half of all JSE teachers, followed by Nimba (1,549) and Margibi (1,355). Rural counties such as Rivercess (85), Gbarpolu (130), and River Gee (201) record very low numbers, underscoring rural-urban disparities. Gender gaps persist across all counties—women rarely exceed 25% of JSE teachers even in better-performing areas and fall below 15% in rural counties like Grand Kru, Rivercess, and Sinoe. Overall, Liberia’s JSE teaching force is urban-centered, male-dominated, and dependent on mid-level certifications, with women significantly underrepresented, especially in rural areas.

Table 84: Percent of Qualified JSE Teachers by Gender and County

County	Number of JSE Teachers by County, Qualification and sex																											JSE Total
	AA Degree in Education			BSc. In Education			In-Service B			In-Service C			MSc. In Education			No Teaching Certificate			PhD in Education			Pre-Service B			Pre-Service C			
	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	
Bomi	2	59	61	4	13	17	1	6	7	14	14	1	1	9	9	1	5	6	6	6	6	6	6	6	6	121		
Bong	8	14	15	16	13	14	4	53	57	18	21	233	10	10	9	144	153	4	63	67	2	11	113	931				
Gbarpolu	24	24	24	2	19	21	8	8	8	18	18	1	19	20	1	6	7	32	32	32	32	32	32	32	130			
Grand Bassa	6	16	16	5	52	57	1	11	12	2	36	38	3	3	3	47	50	1	40	41	1	86	87	456				
Grand Cape Mount	3	85	88	6	38	44	1	19	20	30	30	1	1	3	7	10	2	23	25	2	35	37	255					
Grand Gedeh	4	93	97	3	21	24	14	14	2	47	49	2	37	39	1	10	11	6	17	23	257							
Grand Kru	1	13	14	1	26	27	4	4	75	75	11	11	1	16	17	1	66	67	215									
Lofa	10	24	25	2	58	60	1	23	24	1	78	79	2	62	64	1	41	42	4	11	115	641						
Margibi	33	28	32	34	17	20	5	56	61	16	21	231	2	21	23	20	135	155	1	1	9	84	93	22	23	260	135	
Maryland	3	24	27	7	87	94	2	18	20	4	73	77	3	5	8	4	57	61	1	25	26	49	49	362				
Montserrado 1	91	11	12	119	73	85	28	30	334	87	72	808	10	58	68	68	633	701	1	5	6	30	25	285	57	49	549	486
Montserrado 2	69	85	92	93	50	60	18	16	185	52	50	560	1	29	30	51	373	424	36	37	408	49	45	506	364			
Nimba	44	46	50	28	18	21	13	57	70	13	34	358	1	6	7	15	100	115	4	66	70	15	19	213	154			
River Gee	2	9	11	5	32	37	1	18	19	2	73	75	1	15	16	4	39	39	201									
Rivercess	26	26	26	6	6	4	4	18	18	12	12	85																
Sinoe	2	47	49	1	27	28	1	21	22	1	46	47	39	39	17	17	67	67	269									
Grand Total	278	37	39	326	21	24	76	78	861	198	25	271	17	13	151	179	1700	1879	1	6	7	92	10	112	159	20	218	153
		10	88		12	38		5			12	0		4							29	1		21	0	35		

Qualified JSE Teachers by Ownership

Liberia has 15,335 qualified JSE teachers, mostly male (74%) and concentrated in private (40%) and faith-based schools (32%). The majority hold mid-level certifications like In-Service C, Pre-Service C, or BSc., while advanced degrees are very rare (151 master's, 7 PhDs). Women are underrepresented across all ownership types (about 26% overall) and nearly absent at higher qualification levels. Overall, the JSE workforce is male-dominated, urban-centered, and reliant on mid-level training.

Table 85: Percent of Qualified JSE Teachers by Ownership

Number of JSE Teachers by Ownership, Qualification and sex

School Ownership	AA Degree in Education			BSc. In Education			In-Service B			In-Service C			MSc. In Education			No Teaching Certificate			PhD in Education			Pre-Service B			Pre-Service C			JSE Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	F	Ma	Tot	Fema	Male	Tot	F	M	Total	F	Male	Total	F	Male	Total	
Community	16	154	170	15	70	85	2	24	26	6	102	108	4	4	3	21	24	1	1	3	40	43	4	114	118	579		
Faith-based	75	1170	1245	70	626	696	31	280	311	60	745	805	4	65	69	67	677	744	1	1	2	32	351	383	49	627	676	4931
Private	121	1477	1598	123	892	1015	22	294	316	95	857	952	9	40	49	91	737	828	4	4	43	427	470	85	743	828	6060	
Public	66	909	975	118	524	642	21	187	208	37	808	845	4	25	29	18	265	283			14	211	225	21	537	558	3765	
Grand Total	278	3710	3988	326	2112	2438	76	785	861	198	2512	2710	17	134	151	179	1700	1879	1	6	7	92	1029	1121	159	2021	2180	15335

Qualified SSE Teachers

Based upon data, Liberia has an estimated 9,409 qualified Senior Secondary Education (SSE) teachers, with men making up the vast majority (83%) and women only 17%. Most hold BSc. degrees (42%), while advanced qualifications are scarce (305 master's, 13 PhDs). The largest concentration is in Montserrado (over half of the national total), followed by Nimba, Margibi, and Bong. Smaller counties like Rivercess, Grand Kru, and Gbarpolu report very low teacher numbers. Female representation is weak across all counties, with most rural areas reporting below 10% women teachers. Overall, SSE teaching is urban-centered, male-dominated, and reliant on mid-level or undergraduate training, with women severely underrepresented in both numbers and qualifications.

Table 86: Percent of Qualified SSE Teachers by Gender and County

Number of SSE Teachers by County, Qualification and Sex																												
County	AA Degree in Education			BSc. In Education			In-Service B			In-Service C			MSc. In Education			No Teaching Certificate			PhD in Education			Pre-Service B			Pre-Service C			SSE Total
	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	Fem ale	Ma le	Tot al	
Bomi		10	10	5	47	52				2	2		1	1	1	4	5						1	1				71
Bong		70	70	13	25	26		10	10		39	39	2	31	33	9	89	98		1	1	2	17	19		16	16	555
Gbarpolu		15	15	1	35	36	1		1		3	3		2	2	1	9	10					3	3		1	1	71
Grand Bassa	2	84	86	3	70	73		6	6		8	8	1	13	14	1	17	18					12	12		17	17	234
Grand Cape Mount	1	35	36	8	41	49	2	1	3	2	6	8		5	5	5	17	22					6	6	4	10	14	143
Grand Gedeh	1	54	55	5	83	88	1	3	4		6	6		3	3	3	47	50					4	4		1	1	211
Grand Kru		2	2		55	55		1	1		2	2					3	3					3	3		5	5	71
Lofa	9	15	16	7	13	14	1	6	7	2	16	18	3	1	4	1	35	36					9	9	3	21	24	400
Margibi	6	13	13	27	25	27	3	23	26	5	38	43	1	27	28	12	129	141		2	2		28	28	5	70	75	759
Maryland		21	21	6	18	18		1	1	2	11	13	1	10	11	2	32	34					5	5		7	7	279
Montserrado 1	34	66	70	101	11	12	13	12	13	28	21	24	13	91	104	35	441	476	1	8	9	5	11	11	10	130	140	3180
Montserrado 2	28	48	51	72	80	87	6	88	94	8	15	16	6	58	64	21	313	334		1	1	7	14	15	7	113	120	2321
Nimba	8	20	21	28	38	41	1	22	23	3	48	51	2	33	35	10	52	62				1	12	13	2	26	28	846
River Gee		7	7	4	58	62		2	2		5	5		1	1		14	14					5	5		3	3	99
Rivercess		7	7		9	9		1	1		3	3					16	16										36
Sinoe		17	17	2	70	72		2	2		4	4				1	21	22					5	5	1	10	11	133
Grand Total	89	19	20	282	36	39	28	29	32	50	56	61	29	276	305	102	1239	1341	1	12	13	15	36	38	32	430	462	9409
		63	52		40	22		2	0		1	1										8	3					

Liberia has 9,409 qualified Senior Secondary Education (SSE) teachers, with women making up only 17% of the workforce. Most teachers are employed in private schools (39%) and faith-based schools (33%), while public (25%) and community schools (3%) employ fewer. The majority hold BSc. in Education (42%), with In-Service C (611) and In-Service B (320) as secondary qualifications. Advanced credentials are scarce, with just 305 master’s holders and 13 PhDs, where women are especially underrepresented (10% at master’s level and 8% at PhD level). Across all ownership types, women rarely exceed one-fifth of the workforce, making SSE teaching urban-centered, male-dominated, and concentrated in private and faith-based schools, with persistent gender inequities at higher qualification levels.

Table 87: Number of SSE Teachers by Ownership, Qualification and Sex

Number of SSE Teachers by County, Ownership, Qualification and sex																												
School Ownership	AA Degree in Education			BSc. In Education			In-Service B			In-Service C			MSc. In Education			No Teaching Certificate			PhD in Education			Pre-Service B			Pre-Service C			SSE Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
Community	3	60	63	9	145	154		10	10	2	20	22		2	2		5	5					12	12	3	22	25	293
Faith-based	23	681	704	62	1094	1156	15	109	124	14	186	200	6	96	102	32	430	462		6	6	5	135	140	13	188	201	3095
Private	47	806	853	111	1322	1433	9	138	147	21	260	281	13	83	96	37	489	526		4	4	8	166	174	10	150	160	3674
Public	16	416	432	100	1079	1179	4	35	39	13	95	108	10	95	105	33	315	348	1	2	3	2	55	57	6	70	76	2347
Total	89	1963	2052	282	3640	3922	28	292	320	50	561	611	29	276	305	102	1239	1341	1	12	13	15	368	383	32	430	462	9409

6.4 Students to Teacher Ratio

Liberia’s student-to-teacher ratios (STR) vary widely by level and county. Nationally, ECE is most strained (23:1), with very high ratios in Rivercess (43:1), Grand Bassa (37:1), and Nimba (35:1). Primary averages 17:1, but Rivercess (23:1) and Maryland (22:1) exceed this. JSE has the most favorable coverage (11:1), while SSE averages 14:1, with Bomi (21:1) and Maryland (16:1) facing higher pressures. Overall, rural counties—especially Rivercess, Grand Bassa, and Nimba—struggle most at ECE level, while Montserrado and Margibi maintain relatively better ratios across all levels.

Table 88: Student to Teacher Ratio (STR) (ECE, Primary, JSE & SSE)

COUNTY	ECE			PRIMARY			JSE			SSE		
	Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
<i>Bomi</i>	8444	251	34	10105	473	21	2889	155	19	1901	91	21
<i>Bong</i>	34247	1106	31	36705	2306	16	10557	876	12	6597	505	13
<i>Gbarpolu</i>	6449	211	31	6505	418	16	1342	143	9	508	61	8
<i>Grand Bassa</i>	22072	602	37	23120	1080	21	6668	440	15	3926	231	17
<i>Grand Cape Mount</i>	10833	350	31	12781	624	20	3363	261	13	1440	113	13
<i>Grand Gedeh</i>	11316	410	28	16295	804	20	4559	311	15	2320	204	11
<i>Grand Kru</i>	6060	273	22	8162	514	16	2363	211	11	829	54	15
<i>Lofa</i>	20033	783	26	28048	1864	15	8269	657	13	4955	341	15
<i>Margibi</i>	27531	1426	19	37824	2626	14	14725	1479	10	11960	841	14
<i>Maryland</i>	12552	466	27	22333	1026	22	7598	420	18	4707	302	16
<i>Montserrado 1</i>	68233	4251	16	114868	7887	15	51900	5026	10	45679	3395	13
<i>Montserrado 2</i>	54527	3096	18	89091	5814	15	39899	3630	11	33294	2315	14
<i>Nimba</i>	59081	1669	35	68235	3415	20	18400	1472	13	10498	771	14
<i>River Gee</i>	7456	240	31	9630	518	19	2658	205	13	1292	94	14
<i>Rivercess</i>	8686	204	43	8493	364	23	1165	111	10	460	45	10
<i>Sinoe</i>	11266	389	29	14243	736	19	3514	313	11	1941	151	13
Total	368786	15727	23	506438	30469	17	179869	15710	11	132307	9514	14

6.5 Students to Qualified Teacher Ratio (SQTR)

Student-Teacher Ratio (STR) does not give the full picture. The Student-Qualified-Teacher ratio (STR) is needed to measure the actual level of human resources input in terms of number of students. The SQTR is defined as the ratio of students to qualified teachers. The formula for SQTR is:

$$SQTR = \frac{\text{Total number of students}}{\text{Total number of qualified teachers}}$$

Table 89

***Table 89: Students to Qualified Teacher Ratio for ECE, Primary, JSE and SSE By County (SQTR)
[to be integrated in Final Report]***

6.6 Sources of Teachers' Salaries

Liberia has 61,300 teachers, with salaries showing a strong reliance on communities: 49% are paid by PTAs/communities, 19% by government, 16% by private individuals, and 16% receive no salary, while NGOs and school administrations contribute minimally. Male teachers dominate across all categories. Montserrado counties account for the largest share of teachers (nearly 40%), mostly supported by PTAs and private pay, reflecting urban concentration. In contrast, rural counties like Rivercess, Gbarpolu, and Grand Kru depend heavily on community/volunteer support and show higher proportions of unpaid teachers, underscoring sharp urban–rural disparities in salary support and teacher sustainability.

Table 90: Teacher by County, Sex and Source of Salary

County	Government			NGOs			No Salary			Private Individual			PTA/Community			School Administration			Grand Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
<i>Bomi</i>	47	218	265		2	2	59	174	233	78	220	298	1	1	2	3	10	13	813
<i>Bong</i>	193	990	1183	1		1	208	863	1071	113	337	450	10	36	46	430	1069	1499	4250
<i>Gbarpolu</i>	50	290	340				47	219	266	1	19	20	2	8	10	24	106	130	766
<i>Grand Bassa</i>	82	345	427				81	315	396	27	91	118		3	3	345	872	1217	2161
<i>Grand Cape Mount</i>	57	354	411				73	341	414	24	46	70	1	13	14	77	164	241	1150
<i>Grand Gedeh</i>	113	468	581				80	142	222	47	122	169		1	1	165	409	574	1547
<i>Grand Kru</i>	64	407	471				59	173	232	48	110	158	3	9	12	15	66	81	954
<i>Lofa</i>	131	1020	1151		2	2	197	1044	1241	44	151	195	11	34	45	176	638	814	3448
<i>Margibi</i>	161	539	700	11	51	62	118	331	449	424	840	1264	12	49	61	879	1762	2641	5177
<i>Maryland</i>	139	404	543				117	388	505	2	5	7	1	6	7	209	472	681	1743
<i>Montserrado 1</i>	224	534	758	8	34	42	153	373	526	1512	3087	4599	11	22	33	3623	7184	10807	16765
<i>Montserrado 2</i>	351	850	1201	2	6	8	201	508	709	690	1310	2000		7	7	2951	5826	8777	12702
<i>Nimba</i>	592	1687	2279	1	2	3	665	1771	2436	92	215	307	3	23	26	603	1245	1848	6899
<i>River Gee</i>	49	229	278				88	314	402	19	61	80		3	3	65	151	216	979
<i>Rivercess</i>	22	217	239				38	196	234	30	104	134		13	13	5	33	38	658
<i>Sinoe</i>	75	366	441	2	1	3	74	326	400	5	31	36	1	2	3	110	295	405	1288
Grand Total	2350	8918	11268	25	98	123	2258	7478	9736	3156	6749	9905	56	230	286	9680	20302	29982	61300

The table below shows that Liberia’s teacher salaries vary widely by school ownership. Private (23,212) and faith-based (17,558) schools rely heavily on PTA/community funding (67% and 76%), while public schools (18,033) depend mostly on government payrolls (60%) but still leave many teachers unpaid (38%). Community schools (2,497) are the most vulnerable, with 43% of teachers receiving no salary Across all ownership types, male teachers dominate. Overall: Teacher pay is largely community-funded in private and faith-based schools, government-funded in public schools, and least secure in community schools, highlighting major urban-rural and institutional disparities.

Table 91: Teacher by Ownership, Sex and Source of Salary

Teacher by Ownership, Sex and Source of Salary																			
Ownership	Government			NGOs			No Salary			Private Individual			PTA/Community			School Administration		Grand Total	
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Total
<i>Private</i>	32	98	130	11	27	38	389	795	1184	2120	4223	6343	18	51	69	5340	10108	15448	23212
<i>Faith-based</i>	3	22	25	9	33	42	246	674	920	945	2276	3221	9	29	38	3975	9337	13312	17558
<i>Public</i>	2230	8575	10805	1	n/a	1	1429	5482	6911	15	60	75	9	77	86	44	111	155	18033
<i>Community</i>	85	223	308	4	38	42	194	527	721	76	190	266	20	73	93	321	746	1067	2497
Grand Total	2350	8918	11268	25	98	123	2258	7478	9736	3156	6749	9905	56	230	286	9680	20302	29982	61300

Sources of AE Teachers’ Salaries County, Ownership and Level

The table below shows that out of the estimated 61,300 AE teachers, only 11,268 (18%) are paid by government, while most depend on school administrations (29,982; 49%), private individuals (9,905; 16%), or receive no salary (9,736; 16%). Urban counties like Montserrado 1 & 2, Nimba, and Margibi rely heavily on private and school-admin funding, whereas rural counties such as Rivercess, Grand Kru, and Gbarpolu have more teachers unpaid or supported by communities. Gender-wise, male teachers dominate across all sources, though women are slightly better represented in government payrolls. Overall, teacher pay is fragmented, with less than one-fifth on government salaries and rural teachers disproportionately underfunded.

Table 92: Sources of Teachers' Salaries by County, Ownership and Level

Teacher by County, Sex and Source of Salary

County	Government			NGOs			No Salary			Private Individual			PTA/Community			School Administration			Grand Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
<i>Bomi</i>	47	218	265		2	2	59	174	233	78	220	298	1	1	2	3	10	13	813
<i>Bong</i>	193	990	1183	1		1	208	863	1071	113	337	450	10	36	46	430	1069	1499	4250
<i>Gbarpolu</i>	50	290	340				47	219	266	1	19	20	2	8	10	24	106	130	766
<i>Grand Bassa</i>	82	345	427				81	315	396	27	91	118		3	3	345	872	1217	2161
<i>Grand Cape Mount</i>	57	354	411				73	341	414	24	46	70	1	13	14	77	164	241	1150
<i>Grand Gedeh</i>	113	468	581				80	142	222	47	122	169		1	1	165	409	574	1547
<i>Grand Kru</i>	64	407	471				59	173	232	48	110	158	3	9	12	15	66	81	954
<i>Lofa</i>	131	1020	1151		2	2	197	1044	1241	44	151	195	11	34	45	176	638	814	3448
<i>Margibi</i>	161	539	700	11	51	62	118	331	449	424	840	1264	12	49	61	879	1762	2641	5177
<i>Maryland</i>	139	404	543				117	388	505	2	5	7	1	6	7	209	472	681	1743
<i>Montserrado 1</i>	224	534	758	8	34	42	153	373	526	1512	3087	4599	11	22	33	3623	7184	10807	16765
<i>Montserrado 2</i>	351	850	1201	2	6	8	201	508	709	690	1310	2000		7	7	2951	5826	8777	12702
<i>Nimba</i>	592	1687	2279	1	2	3	665	1771	2436	92	215	307	3	23	26	603	1245	1848	6899
<i>River Gee</i>	49	229	278				88	314	402	19	61	80		3	3	65	151	216	979
<i>Rivercross</i>	22	217	239				38	196	234	30	104	134		13	13	5	33	38	658
<i>Sinoe</i>	75	366	441	2	1	3	74	326	400	5	31	36	1	2	3	110	295	405	1288
Grand Total	2350	8918	11268	25	98	123	2258	7478	9736	3156	6749	9905	56	230	286	9680	20302	29982	61300

6.7 Gender Parity for Teachers

The following table shows that ECE is strongly female dominated nationwide (GPI 3.7), with especially high ratios in Montserrado 1 and 2, though Gbarpolu and River Cess skew male. From Primary onward the pattern reverses: Primary is male dominated (GPI 0.28) with the most balance in Montserrado 1, Montserrado 2, and Margibi. Female representation drops further at JHS (GPI 0.07) and is lowest at SHS (GPI 0.04), with several counties recording near-zero or zero female teachers. Overall, the gender gap widens up the education ladder—female-led only at ECE and heavily male from Primary through SHS.

Table 93: Teachers Gender Parity by County, Ownership and Level

County	Teachers Gender Parity Index (GPI)											
	ECE -Teachers			Primary - Teachers			JHS -Teachers			SHS Teachers		
	Male	Female	GPI	Male	Female	GPI	Male	Female	GPI	Male	Female	GPI
Bomi	95	156	1.6	429	44	0.10	146	9	0.06	83	8	0.10
Bong	410	696	1.7	1939	367	0.19	835	41	0.05	494	11	0.02
Gbarpolu	123	88	0.7	377	41	0.11	140	3	0.02	59	2	0.03
Grand Bassa	207	395	1.9	892	188	0.21	422	18	0.04	226	5	0.02
Grand Cape Mount	165	185	1.1	548	76	0.14	242	19	0.08	107	6	0.06
Grand Gede	67	343	5.1	682	122	0.18	290	21	0.07	197	7	0.04
Grand Kru	119	154	1.3	472	42	0.10	206	5	0.02	54	0	0.00
Lofa	371	412	1.1	1707	157	0.09	646	11	0.02	329	12	0.04
Margibi	287	1139	4.0	1960	666	0.34	1351	128	0.09	797	44	0.06
Maryland	127	339	2.7	830	196	0.24	398	22	0.06	299	3	0.01
Montserrado 1	302	3949	13.1	5485	2402	0.44	4694	332	0.07	3255	140	0.04
Montserrado 2	277	2819	10.2	4248	1566	0.37	3384	246	0.07	2243	72	0.03
Nimba	402	1267	3.2	2769	646	0.23	1389	83	0.06	748	23	0.03
River Gee	90	150	1.7	449	69	0.15	185	20	0.11	88	6	0.07
River Cess	133	71	0.5	345	19	0.06	111	0	0.00	45	0	0.00
Sinoe	171	218	1.3	662	74	0.11	306	7	0.02	148	3	0.02
Total	3346	12381	3.7	23794	6675	0.28	14745	965	0.07	9172	342	0.04

Chapter 7

School Quality and Management

7.1 School Management & Services

7.2 Use of Curriculum

The data shows that national ECE curriculum adoption is nearly universal across Liberia, with over 90% usage in almost all counties and school ownership types. Private schools' adoption is nearly complete, except for slight gaps in Grand Kru (75%) and River Gee (90%). Community schools: Widespread use, though Grand Gedeh (66.7%) lags behind. Faith-based schools: High adoption, but Grand Bassa (90.6%), Grand Cape Mount (87.5%), and Grand Gedeh (89.5%) fall slightly lower. Public schools: Strong compliance, with minor dips in Grand Cape Mount (86.2%) and Lofa (91.5%).

At the county level, the lowest adoption is in Grand Cape Mount (87.3%) and Grand Gedeh (93.0%), while full compliance (100%) is seen in Rivercess, Sinoe, Maryland, and Gbarpolu. Montserrado, with the largest number of schools, maintains very high adoption at 97.9% (Zone 1) and 96.0% (Zone 2). Overall, Liberia demonstrates near-universal implementation of the ECE curriculum, with only a few counties showing minor shortfalls.

Table 94: Curriculum Use by County Level and Ownership

		National curriculum for ECE				ECE Total
		Curriculum Not In Use		Curriculum In Use		
		Frequency	Percentage	Frequency	Percentage	
Private	Bomi	1	5.3%	18	94.7%	19
	Bong	1	1.6%	63	98.4%	64
	Gbarpolu	0	0.0%	1	100.0%	1
	Grand Bassa	2	4.8%	40	95.2%	42
	Grand Cape Mount	0	0.0%	6	100.0%	6
	Grand Gedeh	0	0.0%	20	100.0%	20
	Grand Kru	1	25.0%	3	75.0%	4
	Lofa	1	5.3%	18	94.7%	19
	Margibi	7	4.3%	155	95.7%	162
	Maryland	0	0.0%	26	100.0%	26
	Montserrado 1	13	2.6%	487	97.4%	500
	Montserrado 2	14	3.9%	349	96.1%	363
	Nimba	1	2.0%	50	98.0%	51
	River Gee	1	10.0%	9	90.0%	10
	Rivercess	0	0.0%	2	100.0%	2
Sinoe	0	0.0%	6	100.0%	6	
Community	Bomi	0	0.0%	7	100.0%	7

Bong	0	0.0%	18	100.0%	18
Gbarpolu	0	0.0%	1	100.0%	1
Grand Bassa	0	0.0%	6	100.0%	6
Grand Cape Mount	0	0.0	0	0.0%	0
Grand Gedeh	1	33.3%	2	66.7%	3
Grand Kru	0	0.0%	11	100.0%	11
Lofa	0	0.0%	3	100.0%	3
Margibi	0	0.0%	28	100.0%	28
Maryland	0	0.0%	10	100.0%	10
Montserrado 1	0	0.0%	20	100.0%	20
Montserrado 2	0	0.0%	13	100.0%	13
Nimba	0	0.0%	11	100.0%	11
River Gee	0	0.0%	1	100.0%	1
Rivercess	0	#DIV/0!	0	#DIV/0!	0
Sinoe	0	#DIV/0!	0	#DIV/0!	0
Faith-based					
Bomi	0	0.0%	23	100.0%	23
Bong	1	1.3%	78	98.7%	79
Gbarpolu	0	0.0%	8	100.0%	8
Grand Bassa	3	9.4%	29	90.6%	32
Grand Cape Mount	1	12.5%	7	87.5%	8
Grand Gedeh	2	10.5%	17	89.5%	19
Grand Kru	0	0.0%	10	100.0%	10
Lofa	2	8.0%	23	92.0%	25
Margibi	2	3.6%	53	96.4%	55
Maryland	0	0.0%	19	100.0%	19
Montserrado 1	5	1.5%	336	98.5%	341
Montserrado 2	8	4.0%	193	96.0%	201
Nimba	0	0.0%	40	100.0%	40
River Gee	0	0.0%	4	100.0%	4
Rivercess	0	0.0%	5	100.0%	5
Sinoe	0	0.0%	18	100.0%	18
Public					
Bomi	3	4.5%	64	95.5%	67
Bong	8	6.3%	120	93.8%	128
Gbarpolu	1	2.6%	38	97.4%	39
Grand Bassa	1	2.9%	33	97.1%	34
Grand Cape Mount	9	13.8%	56	86.2%	65
Grand Gedeh	2	6.9%	27	93.1%	29
Grand Kru	0	0.0%	40	100.0%	40
Lofa	11	8.5%	118	91.5%	129
Margibi	1	2.1%	47	97.9%	48
Maryland	1	1.3%	76	98.7%	77
Montserrado 1	0	0.0%	17	100.0%	17
Montserrado 2	4	6.0%	63	94.0%	67
Nimba	5	6.8%	68	93.2%	73
River Gee	0	0.0%	33	100.0%	33
Rivercess	0	0.0%	56	100.0%	56
Sinoe	2	2.6%	74	97.4%	76
Total					
Bomi	4	3.4%	112	96.6%	116
Bong	10	3.5%	279	96.5%	289

Gbarpolu	1	2.0%	48	98.0%	49
Grand Bassa	6	5.3%	108	94.7%	114
Grand Cape Mount	10	12.7%	69	87.3%	79
Grand Gedeh	5	7.0%	66	93.0%	71
Grand Kru	1	1.5%	64	98.5%	65
Lofa	14	8.0%	162	92.0%	176
Margibi	10	3.4%	283	96.6%	293
Maryland	1	0.8%	131	99.2%	132
Montserrado 1	18	2.1%	860	97.9%	878
Montserrado 2	26	4.0%	618	96.0%	644
Nimba	6	3.4%	169	96.6%	175
River Gee	1	2.1%	47	97.9%	48
Rivercess	0	0.0%	63	100.0%	63
Sinoe	2	2.0%	98	98.0%	100

From the data table below, Liberia’s primary curriculum adoption is nearly universal at 98.7% nationwide, with only 1.3% not in use. Community schools show 100% compliance. Private and faith-based schools maintain 98–99% adoption, though Grand Gedeh (91.7%) and Rivercess (85.7%) show gaps. Public schools also align at 98.7%, with slightly lower rates in Grand Cape Mount (94.3%) and Sinoe (97.0%). Most counties report full (100%) usage, while the lowest levels remain above 95%. Montserrado, hosting the most schools, records 98.7% (Zone 1) and 98.4% (Zone 2). Overall, the primary curriculum is universally implemented, with only minor shortfalls in a few counties.

		National Curriculum for Primary				Total Primary
		Curriculum Not In Use		Curriculum I Use		
		Frequency	%	Frequency	%	
Private	Bomi	0	0.0%	17	100.0%	17
	Bong	1	1.4%	70	98.6%	71
	Gbarpolu	0	0.0%	3	100.0%	3
	Grand Bassa	0	0.0%	48	100.0%	48
	Grand Cape Mount	0	0.0%	9	100.0%	9
	Grand Gedeh	2	8.3%	22	91.7%	24
	Grand Kru	0	0.0%	4	100.0%	4
	Lofa	0	0.0%	26	100.0%	26
	Margibi	2	1.1%	181	98.9%	183
	Maryland	0	0.0%	30	100.0%	30
	Montserrado 1	8	1.4%	558	98.6%	566
	Montserrado 2	7	1.7%	408	98.3%	415
	Nimba	1	1.1%	92	98.9%	93
	River Gee	0	0.0%	10	100.0%	10
	Rivercess	0	0.0%	2	100.0%	2
	Sinoe	0	0.0%	9	100.0%	9
	Total	21	1.4%	1489	98.6%	1510
Community	Bomi	0	0.0%	7	100.0%	7
	Bong	0	0.0%	14	100.0%	14
	Gbarpolu	0	0.0%	3	100.0%	3

	Grand Bassa	0	0.0%	13	100.0%	13
	Grand Cape Mount	0	0.0%	3	100.0%	3
	Grand Gedeh	0	0.0%	3	100.0%	3
	Grand Kru	0	0.0%	17	100.0%	17
	Lofa	0	0.0%	9	100.0%	9
	Margibi	0	0.0%	43	100.0%	43
	Maryland	0	0.0%	12	100.0%	12
	Montserratado 1	0	0.0%	23	100.0%	23
	Montserratado 2	0	0.0%	15	100.0%	15
	Nimba	0	0.0%	34	100.0%	34
	River Gee	0	0.0%	2	100.0%	2
	Rivercess	0	0.0%	2	100.0%	2
	Sinoe	0	#DIV/0!	0	#DIV/0!	0
	Total	0	0.0%	200	100.0%	200
Faith-based	Bomi	0	0.0%	22	100.0%	22
	Bong	2	2.0%	100	98.0%	102
	Gbarpolu	0	0.0%	17	100.0%	17
	Grand Bassa	1	2.4%	41	97.6%	42
	Grand Cape Mount	0	0.0%	17	100.0%	17
	Grand Gedeh	0	0.0%	31	100.0%	31
	Grand Kru	0	0.0%	8	100.0%	8
	Lofa	0	0.0%	43	100.0%	43
	Margibi	1	1.2%	84	98.8%	85
	Maryland	0	0.0%	23	100.0%	23
	Montserratado 1	5	1.2%	418	98.8%	423
	Montserratado 2	5	2.1%	237	97.9%	242
	Nimba	0	0.0%	79	100.0%	79
	River Gee	0	0.0%	11	100.0%	11
	Rivercess	1	14.3%	6	85.7%	7
	Sinoe	0	0.0%	20	100.0%	20
	Total	15	1.3%	1157	98.7%	1172
Public	Bomi	1	1.3%	79	98.8%	80
	Bong	1	0.5%	191	99.5%	192
	Gbarpolu	0	0.0%	85	100.0%	85
	Grand Bassa	2	2.7%	71	97.3%	73
	Grand Cape Mount	6	5.7%	99	94.3%	105
	Grand Gedeh	0	0.0%	72	100.0%	72
	Grand Kru	0	0.0%	44	100.0%	44
	Lofa	3	1.3%	227	98.7%	230
	Margibi	1	1.2%	84	98.8%	85
	Maryland	0	0.0%	113	100.0%	113
	Montserratado 1	1	3.3%	29	96.7%	30
	Montserratado 2	0	0.0%	95	100.0%	95
	Nimba	2	0.7%	282	99.3%	284
	River Gee	0	0.0%	38	100.0%	38
	Rivercess	2	2.4%	80	97.6%	82
	Sinoe	3	3.0%	98	97.0%	101

	Total	22	1.3%	1687	98.7%	1709
Total	Bomi	1	0.8%	125	99.2%	126
	Bong	4	1.1%	375	98.9%	379
	Gbarpolu	0	0.0%	108	100.0%	108
	Grand Bassa	3	1.7%	173	98.3%	176
	Grand Cape Mount	6	4.5%	128	95.5%	134
	Grand Gedeh	2	1.5%	128	98.5%	130
	Grand Kru	0	0.0%	73	100.0%	73
	Lofa	3	1.0%	305	99.0%	308
	Margibi	4	1.0%	392	99.0%	396
	Maryland	0	0.0%	178	100.0%	178
	Montserrado 1	14	1.3%	1028	98.7%	1042
	Montserrado 2	12	1.6%	755	98.4%	767
	Nimba	3	0.6%	487	99.4%	490
	River Gee	0	0.0%	61	100.0%	61
	Rivercess	3	3.2%	90	96.8%	93
	Sinoe	3	2.3%	127	97.7%	130
	Total	58	1.3%	4533	98.7%	4591

At the junior high level, curriculum adoption is overwhelmingly widespread. Out of 2,310 schools, 2,283 are applying the national curriculum, accounting for 98.8%, while just 27 schools, or 1.2%, remain outside of its use.

By ownership type, private schools report 98.2% adoption, though they contribute the largest share of non-users with 17 schools. Community schools present a perfect record, with full participation at 100%. Faith-based schools show strong integration at 99.5%, while public schools record a comparable 98.8%. The overall trend highlights a system where the curriculum is firmly established across nearly all institutions. With only a few exceptions—primarily in private schools—the junior high sector demonstrates a consistent embrace of national educational standards.

Table 95: National Curriculum for Junior High by Ownership

National curriculum for Junior High by Ownership					
	Curriculum Not in Use		Curriculum In Use		JSE Total
	Frequency	Percentage	Frequency	Percentage	
Private	17	1.8%	954	98.2%	971
Community	0	0.0%	92	100.0%	92
Faith-based	4	0.5%	762	99.5%	766
Public	6	1.2%	475	98.8%	481
Total	27	1.2%	2283	98.8%	2310

The junior high data shows that the national curriculum is firmly embedded across the country, with 2,283 out of 2,310 schools (98.8%) applying it and only 27 schools (1.2%) not yet aligned. At the county level, several areas demonstrate complete coverage, including Bomi, Gbarpolu, Grand Cape Mount, Grand Kru, Lofa, River Gee, and Sinoe, all reporting 100% usage. Margibi and Bong also

show very high uptake at 99.5% and 99.3% respectively. Most other counties record adoption rates above 98%, such as Montserrado 1 (98.6%), Montserrado 2 (98.7%), Nimba (98.0%), Grand Bassa (98.4%), and Maryland (98.3%).

The main exception is Rivercess, where 5.9% of schools are not using the curriculum, leaving its adoption at 94.1%. Despite this outlier, the overall picture is one of remarkable consistency, with nearly all counties firmly aligned under the national junior high curriculum.

Table 96: National Curriculum for Junior High by County

County	National Curriculum for Junior High by County				Total Junior High
	Curriculum Not In Use		Curriculum in Use		
	Frequency	%	Frequency	%	
Bomi	0	0.0%	28	100.0%	28
Bong	1	0.7%	142	99.3%	143
Gbarpolu	0	0.0%	28	100.0%	28
Grand Bassa	1	1.6%	61	98.4%	62
Grand Cape Mount	0	0.0%	40	100.0%	40
Grand Gedeh	1	2.3%	43	97.7%	44
Grand Kru	0	0.0%	34	100.0%	34
Lofa	0	0.0%	105	100.0%	105
Margibi	1	0.5%	218	99.5%	219
Maryland	1	1.7%	59	98.3%	60
Montserrado 1	10	1.4%	722	98.6%	732
Montserrado 2	7	1.3%	518	98.7%	525
Nimba	4	2.0%	201	98.0%	205
River Gee	0	0.0%	24	100.0%	24
Rivercess	1	5.9%	16	94.1%	17
Sinoe	0	0.0%	44	100.0%	44
Total	27	1.2%	2283	98.8%	2310

The data for senior high schools indicates that the national curriculum is almost entirely in place, with 974 out of 982 schools (99%) applying it and only 8 schools (0.8%) not yet on board.

Private schools account for 3 non-users, translating to 99% adoption, while faith-based schools show a similar pattern with 5 schools outside the curriculum and 99% compliance overall. In contrast, both community schools and public schools demonstrate complete alignment, with 100% of institutions using the curriculum.

Altogether, the figures highlight a highly cohesive system where senior high education is strongly standardized under the national framework, with only a handful of schools still remaining outside its implementation.

Table 97: National Curriculum for Senior High by Ownership

National Curriculum for Senior High by Ownership					
	Curriculum Not In Use		Curriculum In Use		Total SSE
	Frequency	Percentage	Frequency	Percentage	
Private	3	0.7%	415	99%	418
Community	0	0.0%	34	100%	34
Faith-based	5	1.5%	336	99%	341
Public	0	0.0%	189	100%	189
Total	8	0.8%	974	99%	982

The senior high data by county shows that the national curriculum is firmly entrenched, with 974 out of 982 schools (99.2%) implementing it and only 8 schools (0.8%) not yet aligned. Most counties demonstrate complete adherence at 100%. These include Bomi, Bong, Gbarpolu, Grand Bassa, Grand Cape Mount, Grand Gedeh, Grand Kru, Lofa, Margibi, Maryland, Nimba, River Gee, Rivercess, and Sinoe. This illustrates a remarkable consistency across nearly all regions.

The only exceptions are found in Montserrado, where Montserrado 1 records 98.3% usage (six schools not using the curriculum) and Montserrado 2 records 99.2% (two schools outside the framework). Despite these minor deviations, the overall pattern reflects near-total adoption of the curriculum nationwide, signaling strong standardization at the senior high level.

Table 98: National Curriculum for Senior High by County

County	National Curriculum for Senior High County				SSE Total
	Curriculum Not In Use		Curriculum In Use		
	Count	Percentage	Count	Percentage	
Bomi	0	0.0%	11	100.0%	11
Bong	0	0.0%	51	100.0%	51
Gbarpolu	0	0.0%	8	100.0%	8
Grand Bassa	0	0.0%	21	100.0%	21
Grand Cape Mount	0	0.0%	17	100.0%	17
Grand Gedeh	0	0.0%	17	100.0%	17
Grand Kru	0	0.0%	7	100.0%	7
Lofa	0	0.0%	42	100.0%	42
Margibi	0	0.0%	90	100.0%	90
Maryland	0	0.0%	28	100.0%	28
Montserrado 1	6	1.7%	341	98.3%	347
Montserrado 2	2	0.8%	235	99.2%	237
Nimba	0	0.0%	75	100.0%	75
River Gee	0	0.0%	7	100.0%	7
Rivercess	0	0.0%	6	100.0%	6
Sinoe	0	0.0%	18	100.0%	18
Total	8	0.8%	974	99.2%	982

7.3.1 Textbooks

Liberia has 41,750–50,074 core subject textbooks, but distribution is highly uneven. Subjects: Primary Language Arts (50,074) and Math (41,192) dominate, while ECE has fewer books (19,688 reading, 16,434 math). JSE subjects (13–15k each) are moderately supplied, but disability-friendly books (2,734) are critically scarce. Counties: Montserrado (Zones 1 & 2) and Margibi hold the bulk of textbooks across all subjects, while Rivercess, Gbarpolu, and Sinoe report minimal or no stock. In terms of ownership, private and faith-based schools concentrate large shares, especially in Montserrado, whereas community schools show very limited access.

On the overall, textbooks are concentrated in urban counties and in primary subjects (especially Language Arts and Math). Rural areas face severe shortages, and disability materials remain the weakest link nationwide.

Table 99: Number of Core Subject Textbooks Available at Schools by County and Ownership

		ECE Reading Readiness Book	ECE Math Book	ECE Books Accessible for Disabilities	Primary General Science	Primary Language Art	Primary Mathematics	Primary Social Studies	Primary Books for Disabilities	JSE General Science	JSE Language Art	JSE Mathematics	JSE Social Studies	JSE Textbooks For Disabilities
		Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
Private	Bomi	35	35	8	42	85	67	39	6	47	106	121	63	0
	Bong	320	296	44	390	560	537	392	86	79	95	81	82	9
	Gbarpolu	0	0	0	0	0	0	0	0	0	0	0	0	0
	Grand Bassa	109	108	12	360	371	344	337	0	53	101	52	53	0
	Grand Cape Mount	34	33	0	56	56	56	56	0	6	6	6	6	0
	Grand Gedeh	97	75	88	154	234	146	157	43	15	15	18	15	0
	Grand Kru	7	9	0	47	51	48	52	0	14	12	19	20	0
	Lofa	27	12	0	63	61	54	58	0	5	5	5	5	0
	Margibi	1001	891	39	1719	2275	1696	1613	49	507	665	493	569	21
	Maryland	183	161	0	491	541	511	583	0	90	91	87	84	0
	Montserrado 1	3642	2912	171	6719	7980	6712	6707	184	2676	2882	2550	2833	96
	Montserrado 2	759	681	345	1598	1879	1540	1548	895	636	762	649	668	491
	Nimba	177	166	66	531	475	422	380	128	181	202	185	191	157
	River Gee	192	48	0	121	123	104	116	0	39	38	35	35	0
	Rivercess	0	0	0	0	0	0	0	0	0	0	0	0	0
Sinoe	0	0	0	33	36	30	32	0	12	12	9	9	0	
Total	6583	5427	773	12324	14727	12267	12070	1391	4360	4992	4310	4633	774	
Community	Bomi	0	0	0	0	0	8	0	0	0	0	0	0	0
	Bong	18	15	6	152	145	93	93	0	8	8	8	8	0
	Gbarpolu	0	0	0	0	0	0	6	0					
	Grand Bassa	121	45	0	55	61	59	59	0	6	6	6	6	0
	Grand Cape Mount	3	3	0	6	6	6	4	0					
	Grand Gedeh	1	1	1	0	0	0	0	0					
	Grand Kru	32	20	0	42	31	59	33	0	15	17	19	7	0
	Lofa	0	0	0	37	44	37	37	0	0	0	0	0	0
	Margibi	125	136	37	831	1034	712	743	337	275	307	278	281	242
	Maryland	9	8	0	49	26	26	24	0	5	5	4	3	0
	Montserrado 1	22	17	6	113	162	127	117	19	33	22	18	24	3
	Montserrado 2	15	15	0	36	43	43	30	0	0	0	0	0	0
	Nimba	17	19	3	131	273	132	143	30	10	13	9	9	3

	River Gee	28	28	0	36	90	36	36	0					
	Rivercess	0	0	0	0	0	0	0	0	0	0	0	0	0
	Sinoe	3	3	0										
	Total	394	310	53	1488	1915	1338	1325	386	352	378	342	338	248
Faith-based	Bomi	0	0	0	11	32	11	11	0	0	0	0	0	0
	Bong	601	424	9	759	1403	826	775	41	216	250	228	216	24
	Gbarpolu	20	26	0	114	120	114	114	0	48	48	48	48	0
	Grand Bassa	178	164	0	289	337	289	287	0	57	60	57	63	0
	Grand Cape Mount	6	6	0	169	124	121	97	0	28	26	18	29	0
	Grand Gedeh	15	0	0	85	88	79	90	0	6	6	6	6	0
	Grand Kru	17	14	0	0	0	0	0	0	0	0	0	0	0
	Lofa	59	68	0	316	410	375	318	0	121	126	148	132	0
	Margibi	477	453	0	1254	1448	1224	1110	150	282	315	287	299	42
	Maryland	148	151	0	365	433	343	331	0	198	198	195	193	0
	Montserrado 1	1748	1522	111	3602	4502	3457	3638	215	1378	1710	1434	1410	14
	Montserrado 2	325	321	52	943	1225	927	979	204	383	444	352	383	69
	Nimba	185	176	6	436	523	451	416	32	121	155	144	124	29
	River Gee	90	71	0	133	151	138	124	6	28	31	27	30	0
	Rivercess	0	0	0	0	0	0	0	0	0	0	0	0	0
	Sinoe	64	38	0	135	173	160	123	0	58	65	44	55	0
	Total	3933	3434	178	8611	10969	8515	8413	648	2924	3434	2988	2988	178
Public	Bomi	250	109	3	273	173	188	176	0	10	10	10	10	0
	Bong	742	743	7	2437	2729	2494	3210	42	598	633	669	583	0
	Gbarpolu	185	188	175	562	615	614	524	0	141	159	143	116	0
	Grand Bassa	280	303	31	771	1123	780	1347	10	75	87	122	109	0
	Grand Cape Mount	377	333	9	843	958	883	713	0	122	175	182	102	0
	Grand Gedeh	26	26	1	240	241	261	261	176	512	705	608	369	0
	Grand Kru	464	360	0	614	640	596	568	0	197	226	182	205	0
	Lofa	854	813	21	2716	3487	2846	3318	830	1206	1239	1379	1158	249
	Margibi	181	181	0	670	694	759	709	16	672	673	673	405	0
	Maryland	575	357	44	1247	1494	1185	1166	840	261	260	261	260	300
	Montserrado 1	115	106	0	528	555	440	850	17	285	288	266	257	985
	Montserrado 2	300	301	64	1035	1213	887	972	869	151	166	124	136	0
	Nimba	3315	2670	30	6110	6940	5872	6280	95	1058	1130	1189	985	0
	River Gee	564	372	0	753	890	805	807	12	364	476	352	263	0
	Rivercess	46	39	0	44	236	59	46	0	0	0	0	0	0
	Sinoe	504	362	0	484	475	403	308	0	274	274	275	268	0

	Total	8778	7263	385	19327	22463	19072	21255	2907	5926	6501	6435	5226	1534
Total	Bomi	285	144	11	326	290	274	226	6	57	116	131	73	0
	Bong	1681	1478	66	3738	4837	3950	4470	169	901	986	986	889	33
	Gbarpolu	205	214	175	676	735	728	644	0	189	207	191	164	0
	Grand Bassa	688	620	43	1475	1892	1472	2030	10	191	254	237	231	0
	Grand Cape Mount	420	375	9	1074	1144	1066	870	0	156	207	206	137	0
	Grand Gedeh	139	102	90	479	563	486	508	219	533	726	632	390	0
	Grand Kru	520	403	0	703	722	703	653	0	226	255	220	232	0
	Lofa	940	893	21	3132	4002	3312	3731	830	1332	1370	1532	1295	249
	Margibi	1784	1661	76	4474	5451	4391	4175	552	1736	1960	1731	1554	305
	Maryland	915	677	44	2152	2494	2065	2104	840	554	554	547	540	300
	Montserrado 1	5527	4557	288	10962	13199	10736	11312	435	4372	4902	4268	4524	1098
	Montserrado 2	1399	1318	461	3612	4360	3397	3529	1968	1170	1372	1125	1187	560
	Nimba	3694	3031	105	7208	8211	6877	7219	285	1370	1500	1527	1309	189
	River Gee	874	519	0	1043	1254	1083	1083	18	431	545	414	328	0
	Rivercess	46	39	0	44	236	59	46	0	0	0	0	0	0
	Sinoe	571	403	0	652	684	593	463	0	344	351	328	332	0
	Total	19688	16434	1389	41750	50074	41192	43063	5332	13562	15305	14075	13185	2734

The national supply for Senior High Textbook is approximately 30,000 each in Biology, Chemistry, Physics, and English. Disability books are scarce, except in Maryland (>1,200). In terms of ownership patterns, public schools dominate, with Bong, Lofa, Montserrado, Nimba, and Maryland each distributing 2,000–3,000+ per subject. Faith-based schools contribute strongly in Montserrado, Nimba, and Maryland, but weak in small counties. Private schools are concentrated in Montserrado and Margibi; most rural counties show none. Community schools have very limited stocks, except Margibi. In terms of the urban/rural divide, urban counties (Montserrado, Margibi) hold most books, while rural counties (Rivercess, Grand Kru, Gbarpolu) report severe shortages. On the overall, senior high textbook availability is strong nationally but highly uneven—urban, public, and faith-based schools dominate, while rural and community schools remain underserved, especially for disability-friendly materials.

Table 100: Textbooks by County, Ownership & Level

		SSE Biology	SSE Chemistry	SSE Physics	SSE English	SSE Literature	SSE Algebra	SSE Trigonometry	SSE Geometry	SSE Calculus	SSE History	SSE Economics	SSE Geography	Textbooks for Disabilities
		Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
Private	Bomi	0	0	0	0	0	0	0	0	0	0	0	0	0

	Bong	87	68	69	107	85	42	14	20	4	43	30	23	0
	Gbarpolu													
	Grand Bassa	21	19	19	20	10	17	5	6	4	8	8	8	0
	Grand Cape Mount													
	Grand Gedeh	89	89	89	89	89	89	89	89	89	89	89	89	0
	Grand Kru													
	Lofa	0	0	0	0	0	0	0	0	0	0	0	0	0
	Margibi	1279	1225	1251	1231	169	1521	138	121	116	134	140	140	42
	Maryland	161	80	88	64	35	41	20	17	11	33	31	28	0
	Montserrado 1	1157	1068	1035	1102	929	1231	547	637	523	851	835	859	32
	Montserrado 2	807	749	755	760	729	611	217	213	171	333	334	350	351
	Nimba	257	257	258	257	208	252	164	173	162	175	177	175	188
	River Gee	2	2	2	2	2	2	0	1	0	2	2	2	0
	Rivercess	0	0	0	0	0	0	0	0	0	0	0	0	0
	Sinoe	1	1	1	1	2	1	0	1	0	1	1	1	0
	Total	3861	3558	3567	3633	2258	3807	1194	1278	1080	1669	1647	1675	613
Community	Bomi													
	Bong	4	4	4	4	4	4	4	4	0	4	4	4	0
	Gbarpolu													
	Grand Bassa	6	6	6	10	11	8	7	6	0	7	13	6	0
	Grand Cape Mount													
	Grand Gedeh													
	Grand Kru	62	64	129	69	0	81	0	0	0	0	0	0	0
	Lofa	0	0	0	0	0	0	0	0	0	0	0	0	0
	Margibi	46	40	45	46	45	41	34	36	38	37	39	31	16
	Maryland	2	2	2	2	2	2	2	0	0	0	2	2	0
	Montserrado 1	23	26	26	29	13	21	11	11	10	14	13	13	4
	Montserrado 2	0	0	0	0	0	0	0	0	0	0	0	0	0
	Nimba	8	8	8	8	0	8	0	0	0	0	0	0	0
	River Gee													
	Rivercess													
	Sinoe													
	Total	151	150	220	168	75	165	58	57	48	62	71	56	20
Faith-based	Bomi	0	0	0	0	0	0	0	0	0	0	0	0	0
	Bong	126	124	134	136	97	147	81	66	30	71	87	64	15

Gbarpolu	60	30	60	60	30	0	0	0	0	30	60	60	0
Grand Bassa	41	40	30	26	35	14	12	10	8	23	24	25	0
Grand Cape Mount	18	17	12	12	6	7	3	5	3	6	6	6	0
Grand Gedeh	6	6	6	6	6	6	6	6	6	6	6	6	0
Grand Kru	0	0	0	0	0	0	0	0	0	0	0	0	0
Lofa	69	62	69	72	64	72	61	50	42	46	66	67	0
Margibi	203	172	177	174	84	143	52	45	35	49	38	38	0
Maryland	156	156	156	156	153	78	78	78	13	153	156	156	36
Montserrado 1	1147	1074	1087	1149	886	938	485	561	441	727	668	688	21
Montserrado 2	214	200	206	214	186	158	71	80	84	84	110	105	74
Nimba	253	257	283	223	103	223	67	76	55	94	91	70	12
River Gee	20	20	20	27	27	21	15	2	2	18	9	12	0
Rivercess	0	0	0	0	0	0	0	0	0	0	0	0	0
Sinoe	36	28	33	32	27	18	12	21	6	18	21	21	0
Total	2349	2186	2273	2287	1704	1825	943	1000	725	1325	1342	1318	158
Public	Bomi	843	843	843	843	0	779	64	0	0	0	0	0
	Bong	3027	3029	3018	2996	1077	2832	8	70	5	33	18	11
	Gbarpolu	362	363	363	363	10	357	0	0	0	0	0	0
	Grand Bassa	999	929	991	918	0	992	0	0	0	0	0	0
	Grand Cape Mount	715	715	715	715	48	690	9	9	0	0	0	0
	Grand Gedeh	1563	1480	1768	1590	348	953	158	158	158	308	308	308
	Grand Kru	131	116	116	119	15	122	6	9	6	12	3	9
	Lofa	2215	2234	2244	2115	151	1956	200	0	8	0	334	0
	Margibi	1511	1315	1341	1341	524	843	277	277	284	287	1049	311
	Maryland	971	1156	1164	1016	150	1038	160	139	77	150	150	1200
	Montserrado 1	3151	3085	3211	2782	1619	1780	3	9	23	297	297	297
	Montserrado 2	3526	3644	3620	3661	817	3763	60	48	45	39	318	40
	Nimba	2802	2837	2806	2687	551	2606	58	58	55	49	108	48
	River Gee	963	958	924	909	581	349	0	0	0	1	1	1
	Rivercess	112	101	104	93	6	104	0	0	0	30	45	45
	Sinoe	1483	1473	1501	1391	645	836	0	0	0	20	3	3
	Total	24374	24278	24729	23539	6542	20000	1003	777	661	1226	2634	1223
Total	Bomi	843	843	843	843	0	779	64	0	0	0	0	0
	Bong	3244	3225	3225	3243	1263	3025	107	160	39	151	139	102
	Gbarpolu	422	393	423	423	40	357	0	0	0	30	60	60

Grand Bassa	1067	994	1046	974	56	1031	24	22	12	38	45	39	0
Grand Cape Mount	733	732	727	727	54	697	12	14	3	6	6	6	0
Grand Gedeh	1658	1575	1863	1685	443	1048	253	253	253	403	403	403	0
Grand Kru	193	180	245	188	15	203	6	9	6	12	3	9	0
Lofa	2284	2296	2313	2187	215	2028	261	50	50	46	400	67	0
Margibi	3039	2752	2814	2792	822	2548	501	479	473	507	1266	520	58
Maryland	1290	1394	1410	1238	340	1159	260	234	101	336	339	336	1236
Montserrado 1	5478	5253	5359	5062	3447	3970	1046	1218	997	1889	1813	1857	57
Montserrado 2	4547	4593	4581	4635	1732	4532	348	341	300	456	762	495	2384
Nimba	3320	3359	3355	3175	862	3089	289	307	272	318	376	293	585
River Gee	985	980	946	938	610	372	15	3	2	21	12	15	0
Rivercess	112	101	104	93	6	104	0	0	0	30	45	45	585
Sinoe	1520	1502	1535	1424	674	855	12	22	6	39	25	25	0
Total	30735	30172	30789	29627	10579	25797	3198	3112	2514	4282	5694	4272	4920

7.4 School Health

The data on school health clubs reveals that only a small share of institutions have functional clubs in place. Out of 6,081 schools assessed, 976 (16.0%) reported having active health clubs, while a vast majority, 5,105 schools (84.0%), did not. Looking by ownership, community schools show the highest proportion with functional health clubs at 16.7%, followed closely by public schools at 16.8%. Private schools record 15.8% coverage, while faith-based schools have the lowest with 14.9%. Despite these small differences, the overall trend is clear: in every ownership category, fewer than one in five schools has an active health club.

This suggests that while health clubs exist, they remain largely absent across the school system. The findings point to an opportunity for strengthening school-based health promotion, as functional clubs are still the exception rather than the norm.

Table 101: Number and Percent of Health Clubs by Ownership

<i>Type</i>	<i>Health Club in Schools by Ownership</i>					
	<i>No Functional Health Club</i>		<i>Functional Health Club</i>		<i>Total</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Private</i>	1633	84.2%	307	15.8%	1940	100.0%
<i>Community</i>	224	83.3%	45	16.7%	269	100.0%
<i>Faith-based</i>	1217	85.1%	213	14.9%	1430	100.0%
<i>Public</i>	2031	83.2%	411	16.8%	2442	100.0%
<i>Total</i>	5105	84.0%	976	16.0%	6081	100.0%

7.4.1 School-Related Gender Based Violence

The data on reported student pregnancies shows that cases are present across all counties, though at varying levels. Out of 6,081 students recorded, 319 (5.2%) cases of pregnancy were reported, while the overwhelming majority, 5,762 (94.8%), had no such cases documented.

The highest proportions of reported pregnancies are found in Rivercess (11.5%), Gbarpolu (11.1%), and Bong (10.6%). Grand Bassa also shows a notable share at 9.2%. On the other end, very low rates are seen in Grand Kru (1.4%), Bomi (1.9%), Montserrado (3.0% in both zones), Maryland (3.9%), and Sinoe (3.9%). Although the overall percentage of reported cases is relatively small, the variation across counties highlights differing levels of vulnerability. Counties like Rivercess, Gbarpolu, and Bong face higher challenges, while others report only minimal instances. The results point to localized hotspots of student pregnancy that may require targeted interventions.

Table 102: Number and Percent of Reported Pregnancy County and Ownership

	<i>Reported Student Pregnancy</i>			
	No Report of Student Pregnancy		Reported Student Pregnancy	
	Frequency	Percentage	Frequency	Percentage
<i>Bomi</i>	153	98.1%	3	1.9%
<i>Bong</i>	431	89.4%	51	10.6%
<i>Gbarpolu</i>	112	88.9%	14	11.1%
<i>Grand Bassa</i>	238	90.8%	24	9.2%
<i>Grand Cape Mount</i>	172	93.0%	13	7.0%
<i>Grand Gedeh</i>	194	95.6%	9	4.4%
<i>Grand Kru</i>	146	98.6%	2	1.4%
<i>Lofa</i>	351	93.6%	24	6.4%
<i>Margibi</i>	467	95.5%	22	4.5%
<i>Maryland</i>	220	96.1%	9	3.9%
<i>Montserrat 1</i>	1229	97.0%	38	3.0%
<i>Montserrat 2</i>	932	97.0%	29	3.0%
<i>Nimba</i>	688	93.1%	51	6.9%
<i>River Gee</i>	118	94.4%	7	5.6%
<i>Rivercess</i>	115	88.5%	15	11.5%
<i>Sinoe</i>	196	96.1%	8	3.9%
Total	5762	94.8%	319	5.2%

The data table data shows that reported student pregnancies vary across school ownership types, with public schools carrying the largest share. Out of 6,081 students, 319 cases (5.2%) of pregnancy were reported overall. Private schools recorded the lowest proportion, with only 2.5% (49 cases) compared to 97.5% with no reports. Community schools had a slightly higher rate at 4.5% (12 cases). Faith-based schools followed closely with 4.6% (66 cases). Public schools reported the highest percentage, with 7.9% (192 cases), nearly double the overall average.

The findings indicate that while student pregnancies are present across all ownership types, they are disproportionately higher in public schools, suggesting greater vulnerability in that sector compared to private and faith-based institutions.

Table 103: Number and Percent of Reported Pregnancy

	<i>Pregnancy Report</i>			
	No Report of Student Pregnancy		Reported Student Pregnancy	
	Frequency	Percent	Frequency	Percentage
<i>Private</i>	1891	97.5%	49	2.5%
<i>Community</i>	257	95.5%	12	4.5%
<i>Faith-based</i>	1364	95.4%	66	4.6%
<i>Public</i>	2250	92.1%	192	7.9%
Total	5762	94.8%	319	5.2%

7.5 Sources of Drinking Water

The data on water facility access shows that just over six in ten schools (61.0%) have a functional water source, while nearly four in ten (39.0%) lack such access. Out of 6,081 schools, 3,708 report having water facilities, compared to 2,373 without. Patterns vary across counties. Counties with the strongest access include Margibi (73.8%), Maryland (71.2%), Bomi (76.3%), and Bong (68.9%). Montserrado 2 also performs relatively well at 67.2%. By contrast, serious gaps exist in Grand Kru, where a majority of schools (55.4%) have no water access, as well as in Sinoe (51.5% without access), Montserrado 1 (48.4% without), and Grand Gedeh (47.8% without). Lofa and River Gee also struggle, with more than 40% of schools lacking access.

Overall, the findings suggest that while a majority of schools nationwide have functional water facilities, access remains inconsistent. Several counties show strong coverage, but others—particularly Grand Kru, Sinoe, and parts of Montserrado—face significant shortfalls that may hinder health and learning conditions in schools.

Table 104: Number and Percent of School's having Access to Drinking Water

	Access to Functional Water Facility				Total
	No Access		Access		
	Frequency	Percentage	Frequency	Percentage	
Bomi	37	23.7%	119	76.3%	156
Bong	150	31.1%	332	68.9%	482
Gbarpolu	51	40.5%	75	59.5%	126
Grand Bassa	82	31.3%	180	68.7%	262
Grand Cape Mount	67	36.2%	118	63.8%	185
Grand Gedeh	97	47.8%	106	52.2%	203
Grand Kru	82	55.4%	66	44.6%	148
Lofa	165	44.0%	210	56.0%	375
Margibi	128	26.2%	361	73.8%	489
Maryland	66	28.8%	163	71.2%	229
Montserrado 1	613	48.4%	654	51.6%	1267
Montserrado 2	315	32.8%	646	67.2%	961
Nimba	312	42.2%	427	57.8%	739
River Gee	56	44.8%	69	55.2%	125
Rivercess	47	36.2%	83	63.8%	130
Sinoe	105	51.5%	99	48.5%	204
Total	2373	39.0%	3708	61.0%	6081

7.5.1 WASH at School

The data on handwashing facilities shows that while most schools have some provision, significant gaps remain across counties and ownership types. Out of 3,165 schools assessed, 2,402 (75.9%) reported having functional handwashing facilities, while 763 (24.1%) had none.

Private schools perform relatively well, with 86.6% of schools having facilities, though gaps remain in Grand Kru (only 42.9%) and Gbarpolu (no facilities at all). Community schools fare worse, with

just 68.6% reporting availability and severe shortfalls in Grand Kru (only 5%) and Nimba (53.8%). Faith-based schools are stronger overall, with 83.7% coverage, but again weaknesses appear in Grand Kru (16.7%) and Lofa (69.6%). Public schools are the most uneven: while some counties like Rivercess (80%) perform strongly, others fall far behind. Nimba stands out negatively, with only 34.8% of public schools having handwashing facilities, alongside Sinoe (27.0%) and Grand Kru (20.7%).

Overall, the findings show progress—three out of four schools have facilities—but also highlight deep disparities. Certain counties and ownership categories, especially public and community schools in rural areas, lag significantly, leaving many children without reliable access to this essential hygiene resource.

Table 105: Hand Washing Facility by County and Ownership

	No Availability of Hand Washing Facility		Availability of Hand Washing Facility			Total	
	Count	%	Count	%	Count	%	
Private	Bomi	0	0.00%	17	100.00%	17	100.00%
	Bong	6	10.70%	50	89.30%	56	100.00%
	Gbarpolu	2	100.00%	0	0.00%	2	100.00%
	Grand Bassa	13	27.10%	35	72.90%	48	100.00%
	Grand Cape Mount	2	28.60%	5	71.40%	7	100.00%
	Grand Gedeh	7	25.00%	21	75.00%	28	100.00%
	Grand Kru	4	57.10%	3	42.90%	7	100.00%
	Lofa	3	15.80%	16	84.20%	19	100.00%
	Margibi	10	6.00%	157	94.00%	167	100.00%
	Maryland	3	14.30%	18	85.70%	21	100.00%
	Montserrado 1	58	13.30%	379	86.70%	437	100.00%
	Montserrado 2	41	12.60%	285	87.40%	326	100.00%
	Nimba	10	19.60%	41	80.40%	51	100.00%
	River Gee	0	0.00%	4	100.00%	4	100.00%
	Rivercess	0	0.00%	1	100.00%	1	100.00%
	Sinoe	1	20.00%	4	80.00%	5	100.00%
Total	160	13.40%	1036	86.60%	1196	100.00%	
Community	Bomi	0	0.00%	6	100.00%	6	100.00%
	Bong	1	6.70%	14	93.30%	15	100.00%
	Gbarpolu	0	0.00%	0	0.00%	0	0.00%
	Grand Bassa	2	25.00%	6	75.00%	8	100.00%
	Grand Cape Mount	2	40.00%	3	60.00%	5	100.00%
	Grand Gedeh	1	33.30%	2	66.70%	3	100.00%
	Grand Kru	19	95.00%	1	5.00%	20	100.00%
	Lofa	0	0.00%	3	100.00%	3	100.00%
	Margibi	4	11.80%	30	88.20%	34	100.00%

	Maryland	1	25.00%	3	75.00%	4	100.00%
	Montserrado 1	4	25.00%	12	75.00%	16	100.00%
	Montserrado 2	2	15.40%	11	84.60%	13	100.00%
	Nimba	12	46.20%	14	53.80%	26	100.00%
	River Gee	1	33.30%	2	66.70%	3	100.00%
	Rivercess	0	0.00%	0	0.00%	0	0.00%
	Sinoe	0	0.00%	0	0.00%	0	0.00%
	Total	49	31.40%	107	68.60%	156	100.00%
Faith-based	Bomi	1	4.80%	20	95.20%	21	100.00%
	Bong	10	13.50%	64	86.50%	74	100.00%
	Gbarpolu	1	11.10%	8	88.90%	9	100.00%
	Grand Bassa	5	13.20%	33	86.80%	38	100.00%
	Grand Cape Mount	5	38.50%	8	61.50%	13	100.00%
	Grand Gedeh	3	17.60%	14	82.40%	17	100.00%
	Grand Kru	5	83.30%	1	16.70%	6	100.00%
	Lofa	7	30.40%	16	69.60%	23	100.00%
	Margibi	7	9.70%	65	90.30%	72	100.00%
	Maryland	1	5.90%	16	94.10%	17	100.00%
	Montserrado 1	41	13.40%	264	86.60%	305	100.00%
	Montserrado 2	32	19.00%	136	81.00%	168	100.00%
	Nimba	11	30.60%	25	69.40%	36	100.00%
	River Gee	1	33.30%	2	66.70%	3	100.00%
	Rivercess	1	33.30%	2	66.70%	3	100.00%
	Sinoe	2	18.20%	9	81.80%	11	100.00%
		Total	133	16.30%	683	83.70%	816
Public	Bomi	16	23.90%	51	76.10%	67	100.00%
	Bong	44	37.00%	75	63.00%	119	100.00%
	Gbarpolu	17	36.20%	30	63.80%	47	100.00%
	Grand Bassa	31	33.70%	61	66.30%	92	100.00%
	Grand Cape Mount	38	38.80%	60	61.20%	98	100.00%
	Grand Gedeh	14	32.60%	29	67.40%	43	100.00%
	Grand Kru	23	79.30%	6	20.70%	29	100.00%
	Lofa	40	47.10%	45	52.90%	85	100.00%
	Margibi	11	28.20%	28	71.80%	39	100.00%
	Maryland	18	45.00%	22	55.00%	40	100.00%
	Montserrado 1	12	35.30%	22	64.70%	34	100.00%
	Montserrado 2	21	30.40%	48	69.60%	69	100.00%
	Nimba	88	65.20%	47	34.80%	135	100.00%
	River Gee	16	42.10%	22	57.90%	38	100.00%
	Rivercess	5	20.00%	20	80.00%	25	100.00%
	Sinoe	27	73.00%	10	27.00%	37	100.00%

	Total	421	42.20%	576	57.80%	997	100.00%
	Bomi	17	15.30%	94	84.70%	111	100.00%
	Bong	61	23.10%	203	76.90%	264	100.00%
	Gbarpolu	20	34.50%	38	65.50%	58	100.00%
	Grand Bassa	51	27.40%	135	72.60%	186	100.00%
	Grand Cape Mount	47	38.20%	76	61.80%	123	100.00%
	Grand Gedeh	25	27.50%	66	72.50%	91	100.00%
	Grand Kru	51	82.30%	11	17.70%	62	100.00%
	Lofa	50	38.50%	80	61.50%	130	100.00%
Total	Margibi	32	10.30%	280	89.70%	312	100.00%
	Maryland	23	28.00%	59	72.00%	82	100.00%
	Montserrado 1	115	14.50%	677	85.50%	792	100.00%
	Montserrado 2	96	16.70%	480	83.30%	576	100.00%
	Nimba	121	48.80%	127	51.20%	248	100.00%
	River Gee	18	37.50%	30	62.50%	48	100.00%
	Rivercess	6	20.70%	23	79.30%	29	100.00%
	Sinoe	30	56.60%	23	43.40%	53	100.00%
	Total	763	24.10%	2402	75.90%	3165	100.00%

7.6 Schools with Toilets (School Facilities)

The data on access to functional toilets shows that while most schools are equipped, significant disparities remain across counties. Nationally, 71.3% of schools (4,336 out of 6,081) reported having functional toilets, while 28.7% (1,745 schools) lacked them. Counties with the highest levels of access include Montserrado 1 (89.1%), Montserrado 2 (84.3%), and Margibi (82.8%). Grand Bassa and Grand Cape Mount also perform relatively well, with more than 70% of schools reporting functional toilets. On the other hand, several counties face critical shortfalls. Rivercess is the most deprived, with only 29.2% of schools having toilets. Similarly, Grand Kru (34.5%), Sinoe (33.8%), and Gbarpolu (42.9%) show severe gaps. River Gee (54.4%) and Lofa (55.2%) also remain below the national average.

In summary, while nearly three-quarters of schools have access to toilets, rural counties such as Rivercess, Sinoe, and Grand Kru are at a disadvantage, indicating unequal access to basic sanitation facilities across Liberia's school system.

Table 106: Number and Percent of School's having access to Toilet by County

	Access to Functional Toilet				Total
	No Access		Access		
	Frequency	Percentage	Frequency	Percentage	
Bomi	54	34.6%	102	65.4%	156
Bong	154	32.0%	328	68.0%	482
Gbarpolu	72	57.1%	54	42.9%	126
Grand Bassa	69	26.3%	193	73.7%	262
Grand Cape Mount	55	29.7%	130	70.3%	185
Grand Gedeh	68	33.5%	135	66.5%	203
Grand Kru	97	65.5%	51	34.5%	148
Lofa	168	44.8%	207	55.2%	375
Margibi	84	17.2%	405	82.8%	489
Maryland	86	37.6%	143	62.4%	229
Montserrado 1	138	10.9%	1129	89.1%	1267
Montserrado 2	151	15.7%	810	84.3%	961
Nimba	265	35.9%	474	64.1%	739
River Gee	57	45.6%	68	54.4%	125
Rivercess	92	70.8%	38	29.2%	130
Sinoe	135	66.2%	69	33.8%	204
Total	1745	28.7%	4336	71.3%	6081

7.7 School Feeding

The data on school feeding programs shows that only a small proportion of schools are currently benefiting. Out of 6,081 schools, just 1,284 (21.1%) reported having a feeding program, while the majority, 4,797 schools (78.9%), had none. County-level differences are striking. The highest levels of coverage are in Grand Cape Mount, where 76.8% of schools have feeding programs, followed by Bomi (66.7%) and Bong (60.2%). In contrast, Sinoe records almost no coverage, with only 0.5% of schools participating. Grand Kru (6.1%), Lofa (8.8%), Margibi (14.5%), and Montserrado (5.6% in zone 1 and 16.0% in zone 2) also report very limited feeding programs.

Overall, the findings reveal major gaps in the provision of school feeding services, with only a few counties showing meaningful coverage. This suggests a need for expanded programs, especially in rural and underserved areas, where feeding initiatives can play a critical role in improving student nutrition, attendance, and learning outcomes.

Table 107: Number and Percent of Schools with School Feeding Program

	School feeding program				
	No School Feeding		Has School Feeding		Total
	Frequency	Percentage	Frequency	Percentage	Frequency
Bomi	52	33.3%	104	66.7%	156
Bong	192	39.8%	290	60.2%	482
Gbarpolu	99	78.6%	27	21.4%	126
Grand Bassa	176	67.2%	86	32.8%	262
Grand Cape Mount	43	23.2%	142	76.8%	185
Grand Gedeh	150	73.9%	53	26.1%	203
Grand Kru	139	93.9%	9	6.1%	148
Lofa	342	91.2%	33	8.8%	375
Margibi	418	85.5%	71	14.5%	489
Maryland	192	83.8%	37	16.2%	229
Montserrado 1	1196	94.4%	71	5.6%	1267
Montserrado 2	807	84.0%	154	16.0%	961
Nimba	610	82.5%	129	17.5%	739
River Gee	88	70.4%	37	29.6%	125
Rivercess	90	69.2%	40	30.8%	130
Sinoe	203	99.5%	1	0.5%	204
Total	4797	78.9%	1284	21.1%	6081

7.8 School Management

The data on school management practices highlights the frequency of meetings held by Parent-Teacher Associations (PTAs), School Management Committees (SMCs), and Boards of Directors (BoDs) across different ownership types. PTAs appear to be the most active, with 5,123 schools reporting meeting activity. The majority (50.5%) meet four times a year, while another 20.6% meet more than four times. A smaller portion meets two to three times annually (30.9%), and only 1.3% reported no PTA meetings at all. This suggests that PTAs are fairly well institutionalized in school governance.

SMCs, however, are less engaged. Out of 1,033 schools, nearly half meet fewer than three times a year. While 46.1% hold four meetings annually and 9.2% exceed that frequency, 3.6% reported no SMC meetings at all. The figures indicate that while SMCs function in many schools, their activity level is weaker than PTAs.

BoDs are the least active governance body. Out of 967 schools, the largest share (31.6%) meets only twice annually, while 29.6% meet three to four times. About 11.7% meet more than four times, and a small but notable number (6.2%) did not meet at all.

Table 108: Mode of School Mgmt. (PTA, School Mgmt. Committee, Sch. Board by County and Ownership)

		<i>Private</i>	<i>Community</i>	<i>Faith-based</i>	<i>Public</i>	<i>Total</i>
		Frequency	Frequency	Frequency	Frequency	Frequency
<i>Number of times the PTA meets during the year</i>	None	11	1	2	18	32
	One Time	21	1	10	34	66
	Two Times	110	16	93	319	538
	Three Times	247	43	195	557	1042
	Four Times	823	137	586	1039	2585
	More than four times	308	36	238	278	860
Total		1520	234	1124	2245	5123
<i>Number of times the SMC meets during the year</i>	None	6	0	1	3	10
	One Time	6	2	4	9	21
	Two Times	71	5	36	96	208
	Three Times	65	14	52	92	223
	Four Times	152	24	104	196	476
	More than four times	30	5	32	28	95
Total		330	50	229	424	1033
<i>Number of times the BoD meets during the year</i>	None	8	0	4	1	13
	One Time	29	4	13	1	47
	Two Times	142	12	139	11	304
	Three Times	105	12	82	5	204
	Four Times	131	12	139	4	286
	More than four times	47	7	56	3	113
Total		462	47	433	25	967

Chapter 8:

Technical and Vocational Education & Training (TVET)

8.1 School Distribution

An estimated 246 TVET institutions, both integrated and standalone, were identified and targeted for this year's school census. At 91.83% overall school submission (6,081 schools), including TVET, a total of 84 TVET centers have reported, representing just 1.38% of schools nationally. Distribution is highly uneven across counties. Montserrado 1 and Montserrado 2 dominate with 28 centers each (0.46% each), making up two-thirds of the national total. Other counties like Margibi (9 centers, 0.15%) and Bong (4 centers, 0.07%) contribute modestly. Most counties have only 1–3 centers, such as Bomi, Grand Bassa, Grand Gedeh, Grand Kru, Maryland, and Sinoe, while Gbarpolu and Rivercess report none. Overall, TVET provision is heavily concentrated in urban Montserrado, with rural counties severely underserved.

Table 109: Number and Percent of TVET School per County and Type (Integrated v. Standalone)

Number and Percent of TVET Centers by County		
County	Frequency	PERCENTAGE
Bomi	1	0.02%
Bong	4	0.07%
Gbarpolu		0.00%
Grand Bassa	1	0.02%
Grand Cape Mount	3	0.05%
Grand Gedeh	1	0.02%
Grand Kru	1	0.02%
Lofa	2	0.03%
Margibi	9	0.15%
Maryland	1	0.02%
Montserrado 1	28	0.46%
Montserrado 2	28	0.46%
Nimba	2	0.03%
River Gee	2	0.03%
Rivercess		0.00%
Sinoe	1	0.02%
Grand Total	84	1.38%

The TVET enrollment data for Bomi, Bong, Gbarpolu, Grand Bassa, Cape Mount, and Grand Gedeh shows a total 11,013 students (5,833 males, 5,180 females), with males slightly outnumbering females. By County, enrollment is highest in Grand Gedeh (7.1%) and Bong (3.9%), while Gbarpolu reports none. Bomi and Grand Bassa have very small shares. By Trade, Male-dominated: Agriculture (691), Plumbing (366), Carpentry (276), Computer ICT (1,427), and Electricity (741). The data shows that the areas of Cosmetology (744), Catering (779), Tailoring (594), Pastry (495), and ICT 883 are dominated by Female. In terms of gender patterns: Men dominate heavy technical fields (Auto-Mechanics, Electricity, Welding, Metal Works), while women cluster in service-oriented trades (Catering, Tailoring, Pastry, Cosmetology). ICT is more balanced. Smaller Trades fields like Music, Tye-dye, and Woodwork show minimal enrollment.

On the overall, TVET in Liberia is marked by a strong gender divide—men concentrated in heavy technical trades and women in service skills—with enrollment clustered in a few counties while rural areas remain underrepresented.

Table 110: Number and Percent of TVET Enrollment per County, Type and Level

Number and Percent of TVET Enrollment by County and Sex								
Trade	Sex	Bomi	Bong	Gbarpolu	Grand Bassa	Cape Mount	Grand Gedeh	Grand Total
Accounting	Male							34
	Female							39
Agriculture	Male	35	144		20	1	79	691
	Female	10	59		21	0	41	357
Architectural Drafting	Male							182
	Female							17
Auto-Mechanics (Heavy Duty)	Male							64
	Female							14
Auto-Mechanics (Light Duty)	Male						99	408
	Female						86	164
Building Trade	Male		34			0	58	412
	Female		21			0	22	89
Business	Male						48	186
	Female						91	165
Carpentry	Male		29				98	276
	Female		28				15	79
Catering	Male					2	12	145
	Female					9	21	779
Computer (ICT)	Male					25		1427
	Female					30		883
Cosmetology	Male					0		39
	Female					2		744
Driving (Heavy Duty)	Male							39
	Female							20
	Male							270

Driving (Light Duty)	Female							78
Electricity	Male			15	41			741
	Female			0	32			133
Electronics	Male							101
	Female							5
Hospitality	Male							5
	Female							21
Interior Decoration	Male			0				54
	Female			5				223
Metal Works	Male					29		49
	Female					9		22
Music	Male							5
	Female							1
Pastry	Male			0				14
	Female			3				495
Plumbing	Male							366
	Female							52
Soap Making	Male			0				73
	Female			2				120
Tailoring	Male	59		0				144
	Female	60		5				594
Tye-dye	Male							7
	Female							22
Welding	Male			2				26
	Female			0				1
Woodwork	Male							12
	Female							3
Other Trades	Male			11				63
	Female			17				60
Percent		0.41%	3.94%	0.00%	0.37%	1.17%	7.09%	100.00%
Total	Male	35	266	0	20	56	464	5833
	Female	10	168	0	21	73	317	5180

Comparatively, Montserrado (1 & 2) together dominate with 57% of national TVET enrollment, across nearly all trades. Margibi and Lofa contribute mid-level participation (~12% combined), with balanced involvement across ICT, Electricity, and service trades. Grand Kru and Maryland lag behind (each <3%), with Maryland notable for female dominance in Pastry and Tailoring. Gender trends are consistent across the fields and counties: women dominate tailoring, pastry, cosmetology, and catering, while men dominate electricity, carpentry, ICT, and mechanics.

Table 111: Number and Percent of TVET Enrollment by County and Sex (Continuation)

Number and Percent of TVET Enrollment by County and Sex (Continuation)								
Trade	Sex	Grand Kru	Lofa	Margibi	Maryland	Mont.1	Mont. 2	Grand Total
Accounting	Male			21		3	10	34
	Female			32		2	5	39
Agriculture	Male	3	19	0	49	4	11	691
	Female	1	21	0	36	4	6	357
Architectural Drafting	Male			50		68	64	182
	Female			5		9	3	17
Auto-Mechanics (Heavy Duty)	Male		61			3		64
	Female		12			2		14
Auto-Mechanics (Light Duty)	Male			48		115	6	408
	Female			9		46	4	164
Building Trade	Male	3	20	12	0	231	18	412
	Female	0	10	4	0	23	5	89
Business	Male			1		34	103	186
	Female			1		28	45	165
Carpentry	Male		14	3	40	30	20	276
	Female		2	0	16	5	6	79
Catering	Male			4		76	40	145
	Female			41		364	184	779
Computer (ICT)	Male	11	118	107	83	782	160	1427
	Female	16	63	50	62	439	107	883
Cosmetology	Male			31		3	5	39
	Female			47		414	271	744
Driving (Heavy Duty)	Male	0		2		37		39
	Female	0		0		20		20
Driving (Light Duty)	Male	0		30		30	90	270
	Female	0		3		20	24	78
Electricity	Male		84	116	0	191	208	741
	Female		9	25	0	46	18	133
Electronics	Male			0		91	10	101
	Female			0		5	0	5
Hospitality	Male			0		0	5	5
	Female			4		0	17	21
Interior Decoration	Male			26		16	12	54
	Female			37		88	88	223
Metal Works	Male			2	16	2		49
	Female			0	13	0		22
Music	Male						5	5

	Female					1	1	
Pastry	Male	0	1	1	5	7	14	
	Female	0	56	52	209	175	495	
Plumbing	Male		3	16	203	104	366	
	Female		0	7	31	10	52	
Soap Making	Male	0		2	33	36	73	
	Female	0		2	61	50	120	
Tailoring	Male	2	0	2	22	51	144	
	Female	26	48	8	216	159	594	
Tye-dye	Male			0	0	5	7	
	Female			0	0	17	22	
Welding	Male	0		0	19		26	
	Female	0		0	1		1	
Woodwork	Male			0	2	10	12	
	Female			0	0	3	3	
Other Trades	Male		0	5	42	5	63	
	Female		7	1	25	10	60	
Percent		0.56	4.98%	7.33%	2.86%	37.23%	19.91%	100%
		%						
Total	Male	19	320	479	188	2042	985	5833
	Female	43	228	328	127	2058	1208	5180

From the following table, the scale of participation centers on River Gee which dominates this group (10%), while Nimba (2.2%) and Sinoe (1.9%) are small, and Rivercess is absent. Gender patterns point to Nimba where females participate heavily in tailoring/pastry/soap making. In River Gee, we see the most balanced, especially in ICT and agriculture. Sinoe is also balanced in ICT and driving, though on a smaller scale. Rivercess has no participation at all. In terms of trade distribution, agriculture is River Gee's hallmark (472 participants), while ICT features prominently in Sinoe (125 total) and River Gee (105 total). Service trades (tailoring, catering, pastry, cosmetology) dominate for women in all three participating counties. On the overall, River Gee is the strongest performer in this group, contributing both scale and gender balance, especially in agriculture and ICT. Nimba and Sinoe show female clustering in tailoring, pastry, and ICT, but on a much smaller scale. Rivercess remains completely excluded, highlighting stark inequities in TVET accessibility between counties.

Table 112: Number and Percent of TVET Enrollment by County and Sex (Continuation)

Number and Percent of TVET Enrollment by County and Sex (Continuation)							
Trade	Sex	Nimba	River Gee	Rivercess	Sinoe	Grand Total	
Accounting	Male					34	
	Female					39	
Agriculture	Male		316		10	691	
	Female		156		2	357	
Architectural Drafting	Male					182	
	Female					17	
Auto-Mechanics (Heavy Duty)	Male					64	
	Female					14	

Auto-Mechanics (Light Duty)	Male		115	25	408
	Female		14	5	164
Building Trade	Male		26	10	412
	Female		1	3	89
Business	Male				186
	Female				165
Carpentry	Male		34	8	276
	Female		6	1	79
Catering	Male	0	11		145
	Female	10	150		779
Computer (ICT)	Male	11	55	75	1427
	Female	16	50	50	883
Cosmetology	Male	0		0	39
	Female	5		5	744
Driving (Heavy Duty)	Male				39
	Female				20
Driving (Light Duty)	Male	120			270
	Female	31			78
Electricity	Male	18	60	8	741
	Female	0	2	1	133
Electronics	Male				101
	Female				5
Hospitality	Male				5
	Female				21
Interior Decoration	Male	0			54
	Female	5			223
Metal Works	Male				49
	Female				22
Music	Male				5
	Female				1
Pastry	Male				14
	Female				495
Plumbing	Male		40		366
	Female		4		52
Soap Making	Male	2			73
	Female	5			120
Tailoring	Male	1	7		144
	Female	14	58		594
Tye-dye	Male	2			7
	Female	5			22
Welding	Male			5	26
	Female			0	1
Woodwork	Male				12
	Female				3
Other Trades	Male				63
	Female				60

Percent		2.2%	10.0%	0.0%	1.9%	100.0%
Total	Male	154	664	0	141	5833
	Female	91	441	0	67	5180

8.3 TVET Teachers (Trainers)

Liberia has a total of 440 TVET trainers, with men (320) significantly outnumbering women (120), reflecting persistent gender imbalances in technical and vocational education. Male trainers account for nearly three-quarters of the workforce, and volunteer trainers (134 total) play a considerable role, especially in Montserrado and Grand Gedeh.

Montserrado counties dominate, hosting 274 trainers (62% of the national total)—Montserrado 1 with 146 and Montserrado 2 with 128. Both counties also report high reliance on volunteers (69 combined female and male), suggesting demand outpaces formal staffing. Grand Gedeh (33 trainers) and Margibi (40 trainers) are notable secondary hubs, with Grand Gedeh employing a significant share of male volunteers (13). Other counties maintain small training staff, often fewer than 10 trainers each. For example, Grand Kru (4), Sinoe (7), and River Gee (4) show minimal capacity, raising concerns about geographic inequity in vocational education.

Overall, the data highlights urban concentration, gender disparity, and heavy reliance on volunteers, underscoring structural gaps in equitable trainer distribution across Liberia

Table 113: Number of TVET Trainers by County, Gender, Type

Number of TVET Trainers by County, Gender, Type					
County	Female		Male		Grand Total
	Regular	Volunteer	Regular	Volunteer	
Bomi			2	1	3
Bong			9	3	12
Grand Bassa			2		2
Grand Cape Mount	1		1	10	12
Grand Gedeh	1	1	18	13	33
Grand Kru			4		4
Lofa	3	4	9	6	22
Margibi	7		32	1	40
Maryland				7	7
Montserrado 1	24	19	53	50	146
Montserrado 2	43	10	71	4	128
Nimba	5		15		20
River Gee	1	1		2	4
Sinoe			5	2	7
Grand Total	85	35	221	99	440

Table 114: Number and Percent of Qualified Teachers per Level

Number of TVET Trainers by Qualification, Sex and County													
County	Proficiency I			Proficiency II			TVET AA degree			TVET BSc. Degree			Grand Total
	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	Total	
Bomi		1	0.2%			0.0%			0.0%			0.0%	3
Bong			0.0%			0.0%			0.0%		2	0.5%	12
Grand Bassa			0.0%			0.0%			0.0%			0.0%	2
Grand Cape Mount			0.0%			0.0%	1	1	0.5%			0.0%	12
Grand Gedeh			0.0%			0.0%		2	0.5%		1	0.2%	33
Grand Kru			0.0%			0.0%			0.0%			0.0%	4
Lofa			0.0%	2	3	1.1%			0.0%			0.0%	22
Margibi			0.0%			0.0%	1	8	2.0%	2	3	1.1%	40
Maryland			0.0%			0.0%			0.0%			0.0%	7
Montserrado 1			0.0%			0.0%	1	7	1.8%	1	19	4.5%	146
Montserrado 2	1	3	0.9%	2	6	1.8%	6	12	4.1%	1	7	1.8%	128
Nimba			0.0%			0.0%		4	0.9%			0.0%	20
River Gee			0.0%			0.0%			0.0%			0.0%	4
Sinoe			0.0%			0.0%		4	0.9%			0.0%	7
Grand Total	1	4	1.1%	4	9	3.0%	9	38	10.7%	4	32	8.2%	440

The following table shows that TVET teacher qualifications remain low overall. Out of 440 teachers, only 6–7% hold AA or BSc. degrees, while Certificate I (10.5%) is the most common credential. Montserrado and Lofa lead in higher qualifications, but most other counties have very limited numbers. Men dominate across all levels—women make up only 2 of 27 AA holders and 5 of 23 BSc. holders. Most teachers have only entry-level credentials, advanced degrees are rare, and gender and regional disparities are stark.

Table 115: Number and Percent of TVET Trainers by Qualification, Sex and County

County	AA in Education			BSc. In Education			Certificate I			Grand Total
	F	M	%	F	M	%	F	M	%	
Bomi			0.0%			0.0%		1	0.2%	3
Bong		6	1.4%		2	0.5%		1	0.2%	12
Grand Bassa		2	0.5%			0.0%			0.0%	2
Grand Cape Mount		7	1.6%		2	0.5%			0.0%	12
Grand Gedeh		2	0.5%		2	0.5%	1	6	1.6%	33
Grand Kru			0.0%		3	0.7%		1	0.2%	4
Lofa	1	5	1.4%		3	0.7%			0.0%	22
Margibi			0.0%		1	0.2%		1	0.2%	40
Maryland			0.0%		1	0.2%		6	1.4%	7
Montserrado 1	1	4	1.1%	2	1	0.7%		1	0.2%	146
Montserrado 2		1	0.2%	2	7	2.0%	15	4	4.3%	128
Nimba			0.0%			0.0%	2	4	1.4%	20
River Gee			0.0%	1		0.2%		2	0.5%	4
Sinoe			0.0%		1	0.2%		1	0.2%	7
Grand Total	2	27	6.6%	5	23	6.4%	18	28	10.5%	440

The table on TVET trainers' qualifications indicates that advanced certification among trainers remains limited. Out of 440 trainers recorded, only 4.3% (19 trainers) hold In-Service C, while 2.7% (12 trainers) possess a master's in education. Additionally, 6.8% (30 trainers) reported having no training certificate at all. Montserrado emerges as the hub for qualified trainers. Montserrado 2 leads with 14 trainers under In-Service C and four holding master's degrees, while Montserrado 1 follows with four In-Service C and five master's degree holders. A few counties such as Grand Gedeh, Lofa, Margibi, and Nimba report small numbers of trainers across these categories. Most other counties—including Bomi, Bong, Grand Kru, River Gee, and Sinoe, show no representation of advanced TVET qualifications.

Gender disparities persist. While women make up the majority of In-Service C holders (12 out of 19), men dominate at the master's level (10 out of 12). Trainers without certificates are overwhelmingly male as well (27 of 30).

Table 116: Number of TVET Trainers by Qualification, Sex and County

County	In service C			MSc in Education			No training Certificate			Grand Total
	Female	Male	Percent	Female	Male	Percent	Female	Male	Percent	
Bomi			0.0%			0.0%			0.0%	3
Bong			0.0%			0.0%			0.0%	12
Grand Bassa			0.0%			0.0%			0.0%	2
Grand Cape Mount			0.0%		1	0.2%			0.0%	12
Grand Gedeh		1	0.2%			0.0%	1	12	3.0%	33
Grand Kru			0.0%			0.0%			0.0%	4
Lofa			0.0%			0.0%	1	2	0.7%	22
Margibi			0.0%		1	0.2%		7	1.6%	40
Maryland			0.0%			0.0%			0.0%	7
Montserrado 1	3	1	0.9%		5	1.1%		1	0.2%	146
Montserrado 2	9	5	3.2%	1	3	0.9%		5	1.1%	128
Nimba			0.0%	1		0.2%	1		0.2%	20
River Gee			0.0%			0.0%			0.0%	4
Sinoe			0.0%			0.0%			0.0%	7
Grand Total	12	7	4.3%	2	10	2.7%	3	27	6.8%	440

Gender balance remains skewed, with men continuing to dominate across all categories. For instance, out of 10 Pre-service C trainers, 7 are female and 3 males, but in Pre-service B, men outnumber women. The only PhD holder is male.

The data on TVET trainers with the highest-level qualifications reveals an extremely small pool of advanced expertise within the workforce. Out of 440 trainers nationwide, only 0.2% (1 individual) holds a PhD in Education, located in Montserrado 1. At the lower professional preparation levels, 0.7% of trainers (3 individuals) have completed Pre-service B training, while 2.3% (10 individuals) hold Pre-service C. These are spread thinly across counties, with Montserrado again accounting for most, while a few are found in Lofa, Margibi, Bong, and Grand Gedeh. The majority of counties—including Bomi, Grand Bassa, Grand Kru, Maryland, River Gee, and Sinoe—show no trainers with qualifications in these categories.

Table 117: Number of TVET Trainers by Qualification, sex and county

County	PhD in Education			Pre-Service B			Pre-service C			Grand Total
	Male	Female	Percent	Female	Male	Percent	Female	Male	Total	
Bomi			0.0%			0.0%			0.0%	3
Bong			0.0%		1	0.2%			0.0%	12
Grand Bassa			0.0%			0.0%			0.0%	2
Grand Cape Mount			0.0%			0.0%			0.0%	12
Grand Gedeh			0.0%			0.0%		1	0.2%	33

Grand Kru		0.0%		0.0%		0.0%		4
Lofa		0.0%	1	0.2%	1	0.2%		22
Margibi		0.0%		0.0%	2	0.5%		40
Maryland		0.0%		0.0%		0.0%		7
Montserrado 1	1	0.2%		0.0%	2	1	0.7%	146
Montserrado 2		0.0%	1	0.2%	2	1	0.7%	128
Nimba		0.0%		0.0%			0.0%	20
River Gee		0.0%		0.0%			0.0%	4
Sinoe		0.0%		0.0%			0.0%	7
Grand Total	1	0.2%	1	2	0.7%	7	3	440

The data on TVET trainer qualifications by county highlights a limited presence of mid-level professional certifications. Out of 440 trainers, 14.1% (62 trainers) hold Certificate II, 21.4% (94 trainers) have a Diploma, and only 1.1% (5 trainers) possess In-service B certification.

Montserrado dominates the distribution. Montserrado 1 alone accounts for 43 Certificate II holders (27 female and 16 male) and 52 Diploma holders, while Montserrado 2 contributes another 23 trainers with these qualifications. Nimba, Margibi, and Grand Gedeh also report small numbers, though far fewer in comparison. In most rural counties—including Bomi, Grand Kru, Maryland, River Gee, and Sinoe—representation is minimal to none.

Gender disparities are visible. Women are better represented at the Certificate II level, particularly in Montserrado 1 (27 out of 43). However, men dominate Diploma-level qualifications, where out of 94 holders, 78 are male and only 16 females. In-service B is held almost exclusively by men (4 out of 5).

Table 118: Number of TVET Trainers by Qualification, Sex and County

County	Certificate II			Diploma			In service B			Grand Total
	Female	Male	Percent	Female	Male	Percent	Female	Male	Percent	
Bomi		1	0.2%			0.0%			0.0%	3
Bong			0.0%			0.0%			0.0%	12
Grand Bassa			0.0%			0.0%			0.0%	2
Grand Cape Mount			0.0%			0.0%			0.0%	12
Grand Gedeh			0.0%	3		0.7%	1		0.2%	33
Grand Kru			0.0%			0.0%			0.0%	4
Lofa			0.0%			0.0%	1	2	0.7%	22
Margibi			0.0%	2	12	3.2%			0.0%	40
Maryland			0.0%			0.0%			0.0%	7
Montserrado 1	27	16	9.8%	6	46	11.8%			0.0%	146
Montserrado 2	6	5	2.5%	8	14	5.0%		1	0.2%	128
Nimba	1	5	1.4%		2	0.5%			0.0%	20
River Gee	1		0.2%			0.0%			0.0%	4
Sinoe			0.0%		1	0.2%			0.0%	7
Grand Total	35	27	14.1%	16	78	21.4%	1	4	1.1%	440

The table on TVET trainers by source of salary highlights strong reliance on mixed arrangements, with government salaries, NGO support, and cases of unpaid trainers. Out of 242 trainers, the majority (106, or 43.8%) are unpaid, 106 (43.8%) are on government payroll, and only 2 (0.8%) are supported by NGOs. Montserrado 1 dominates in size and variety. It has 43 trainers on government payroll (16 female, 26 male), a few supported by NGOs (2 total), but also a high number of unpaid trainers (69). Montserrado 2 follows with 19 trainers, but most (14) are unpaid, and only 5 are government-supported. Grand Gedeh has 20 trainers (19 paid, 14 unpaid), showing a mixed structure.

Several counties—including Grand Bassa and Nimba—report no salaried trainers at all, while Maryland’s seven trainers are entirely unpaid. Counties like Grand Cape Mount and Grand Kru also rely heavily on unpaid staff. Gender gaps are apparent, with men outnumbering women significantly in government-paid positions (83 men versus 23 women). Women are nearly absent in NGO-supported roles and underrepresented in most counties.

Table 119: Number of TVET Trainers by County, Sex and Source of Salary

County	Government		NGOs		No salary		Grand Total
	Female	Male	Female	Male	Female	Male	
Bomi		2				1	3
Bong		7				3	10
Grand Bassa							0
Grand Cape Mount						10	10
Grand Gedeh	1	18			1	13	33
Grand Kru		4					4
Lofa	1	5			4	6	16
Margibi	2	14				1	17
Maryland						7	7
Montserrado 1	16	26	1	1	19	50	113
Montserrado 2	3	2			10	4	19
Nimba							0
River Gee					1	2	3
Sinoe		5				2	7
Grand Total	23	83	1	1	35	99	242

The data on TVET trainers by county, sex, and alternative salary sources shows the extent to which schools rely on private and community-based arrangements in the absence of steady government support. Out of 198 trainers, the largest shares of funding come from private individuals (66 trainers, 33.3%) and school administrations (130 trainers, 65.7%), while Parent-Teacher Associations (PTAs) and communities account for a much smaller role (only 2 trainers, 1%).

Montserrado clearly dominates the distribution. Montserrado 2 leads with 109 trainers, supported mainly by school administrations (87 out of 109), followed by Montserrado 1 with 33 trainers. Other notable contributions come from Margibi (23 trainers), Nimba (20 trainers), and Lofa (6 trainers).

Many counties, including Bomi, Grand Gedeh, Grand Kru, Maryland, and Sinoe report no trainers supported through these channels.

Gender imbalances are visible but less extreme than in government payroll arrangements. For example, women are more present in private sponsorships (20 female out of 66 total), but men dominate administrative-funded positions (74 out of 130).

Table 120: Number of TVET Trainers by county, Sex and Source of Salary

County	Private individual		PTA/Community		School Administration		Grand Total
	Female	Male	Male	Female	Female	Male	
Bomi							0
Bong		1	1				2
Grand Bassa						2	2
Grand Cape Mount	1	1					2
Grand Gedeh							0
Grand Kru							0
Lofa	2	3				1	6
Margibi	4	15	1		1	2	23
Maryland							0
Montserrado 1	5	12			2	14	33
Montserrado 2	8	14			32	55	109
Nimba					5	15	20
River Gee					1		1
Sinoe							0
Grand Total	20	46	2		41	89	198

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APPENDICES

Appendix A: Schools and Infrastructure

Table 121: Number of Primary Schools by Session, Ownership and County

Ownership	County	Morning Only	Afternoon Only	Evening Only	Morning & Afternoon	Morning, Afternoon & Evening	Morning & Evening	Total
Private	Bomi	17	0	0	1	0	0	18
	Bong	84	0	0	1	0	0	85
	Gbarpolu	3	0	0	0	0	0	3
	Grand Bassa	50	0	0	7	1	0	58
	Grand Cape Mount	14	0	0	0	0	0	14
	Grand Gedeh	37	0	0	0	0	1	38
	Grand Kru	12	0	0	0	0	0	12
	Lofa	29	0	1	1	0	0	31
	Margibi	218	0	0	3	1	0	222
	Maryland	34	1	0	0	0	0	35
	Montserrado 1	628	0	0	5	2	1	636
	Montserrado 2	468	1	1	6	1	0	477
	Nimba	123	0	0	5	0	0	128
	River Gee	14	0	0	1	0	0	15
	Rivercess	4	0	0	0	0	0	4
	Sinoe	12	1	0	0	0	0	13
Community	Bomi	10	0	0	0	0	0	10
	Bong	19	0	1	0	0	0	20
	Gbarpolu	3	0	0	0	0	0	3
	Grand Bassa	17	0	0	0	0	0	17
	Grand Cape Mount	5	0	0	0	0	0	5
	Grand Gedeh	3	1	0	0	0	0	4
	Grand Kru	23	0	0	0	0	0	23
	Lofa	11	0	0	0	0	0	11
	Margibi	48	0	0	1	0	0	49
	Maryland	12	0	0	0	0	0	12
	Montserrado 1	26	0	0	0	0	1	27
	Montserrado 2	19	0	0	0	0	0	19
	Nimba	48	0	0	0	0	0	48
	River Gee	3	0	0	0	0	0	3
	Rivercess	4	0	0	0	0	0	4
	Sinoe	0	0	0	0	0	0	0
Faith-based	Bomi	24	0	0	0	0	0	24

	Bong	123	0	0	2	0	0	125
	Gbarpolu	16	0	0	2	0	0	18
	Grand Bassa	46	0	0	0	0	0	46
	Grand Cape Mount	27	0	0	0	0	0	27
	Grand Gedeh	38	0	0	0	0	0	38
	Grand Kru	13	0	0	1	0	0	14
	Lofa	53	0	0	1	0	0	54
	Margibi	97	2	1	3	0	0	103
	Maryland	25	0	0	0	0	0	25
	Montserrado 1	471	0	0	3	0	3	477
	Montserrado 2	273	0	0	8	1	0	282
	Nimba	98	0	0	0	0	0	98
	River Gee	12	0	0	1	0	0	13
	Rivercess	10	0	0	0	0	0	10
	Sinoe	30	0	0	0	0	0	30
	<hr/>							
	Bomi	93	0	0	1	0	0	94
	Bong	223	0	0	4	2	0	229
	Gbarpolu	96	0	0	0	1	0	97
	Grand Bassa	100	2	0	1	0	0	103
	Grand Cape Mount	129	0	0	1	0	1	131
	Grand Gedeh	94	3	1	0	0	0	98
	Grand Kru	64	0	0	0	0	0	64
	Lofa	263	1	0	2	0	0	266
Public	Margibi	86	0	0	5	1	0	92
	Maryland	124	3	4	0	0	0	131
	Montserrado 1	21	1	4	8	0	0	34
	Montserrado 2	101	1	7	3	0	0	112
	Nimba	421	7	1	1	0	0	430
	River Gee	86	1	0	0	0	0	87
	Rivercess	96	2	0	1	1	1	101
	Sinoe	153	0	1	0	0	0	154
	<hr/>							
	Bomi	144	0	0	2	0	0	146
	Bong	449	0	1	7	2	0	459
	Gbarpolu	118	0	0	2	1	0	121
	Grand Bassa	213	2	0	8	1	0	224
	Grand Cape Mount	175	0	0	1	0	1	177
	Grand Gedeh	172	4	1	0	0	1	178
	Grand Kru	112	0	0	1	0	0	113
Total	Lofa	356	1	1	4	0	0	362
	Margibi	449	2	1	12	2	0	466
	Maryland	195	4	4	0	0	0	203
	Montserrado 1	1146	1	4	16	2	5	1174
	Montserrado 2	861	2	8	17	2	0	890
	Nimba	690	7	1	6	0	0	704
	River Gee	115	1	0	2	0	0	118

Rivercess	114	2	0	1	1	1	119
Sinoe	195	1	1	0	0	0	197
Total	5504	27	22	79	11	8	5651

APPENDIX B: Enrollment
TBC

APPENDIX C: Enrollment Rates and Rations
TBC

APPENDIX D: Teachers
TBC

APPENDIX D: School Quality & Management
TBC

APPENDIX D: TVET