



HELP US HELP OURSELVES: Education in the Conflict to Post-conflict Transition in Liberia



Women's Commission for Refugee Women and Children

March 2006



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Mission Statement

The Women's Commission for Refugee Women and Children works to improve the lives and defend the rights of refugee and internally displaced women, children and adolescents. We advocate for their inclusion and participation in programs of humanitarian assistance and protection. We provide technical expertise and policy advice to donors and organizations that work with refugees and the displaced. We make recommendations to policy makers based on rigorous research and information gathered on fact-finding missions. We join with refugee women, children and adolescents to ensure that their voices are heard from the community level to the highest levels of governments and international organizations. We do this in the conviction that their empowerment is the surest route to the greater well-being of all forcibly displaced people.

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ACRONYMS

ACF	Action Contre la Faim (Action Against Hunger)
ACT	Action by Churches Together
ADRA	Adventist Development and Relief Agency
AFL	Armed Forces of Liberia, the official national army of Liberia under former President Samuel Doe. Charles Taylor supplanted the AFL with his own loyalists in 1997.
ANPPCAN	Liberian Chapter of the African Network for Prevention and Protection Against Child Abuse
CSLI	Combat Stress Liberia
EC	European Commission
ECOMIL	ECOWAS Mission in Liberia
ECOWAS	Economic Community of West African States
FAO	United Nations Food and Agriculture Organization
HAS	Humanitarian Assistance Services
IDP	Internally Displaced Person
IRC	International Rescue Committee
JRS	Jesuit Refugee Service
LEAD	Liberian Educational Action for Development
LRRRC	Liberian Refugee, Resettlement and Repatriation Commission
LURD	Liberians United for Reconciliation and Democracy
MoE	Ministry of Education
MODEL	Movement for Democracy in Liberia
NACR	National Assessment Committee for Resettlement
NPFL	National Patriotic Front of Liberia, Charles Taylor's rebel group in the first Liberian civil war.
NRC	Norwegian Refugee Council
NTGL	National Transitional Government of Liberia
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
PB	Project Bomi, Inc.
PRC	People's Redemption Council
PRS	Presbyterian Relief Services
UNCT	United Nations Country Team
UNDP	United Nations Development Program
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
UNMIL	United Nations Mission in Liberia
USAID	United States Agency for International Development
WFP	World Food Program
WHO	World Health Organization
ZGDC	Zoe-Geh Development Council, Inc.
ZOA	ZOA Refugee Care

MAP OF LIBERIA



EXECUTIVE SUMMARY

Around the world, more than 103 million children and youth do not attend school; at least half of them are in situations of violent conflict.¹ Within that group are more than 27 million children and youth who are refugees or internally displaced. Education falls “between the cracks” in humanitarian emergencies, being seen as a development concern, not a lifesaving measure to be provided in relief efforts.

It has become apparent that little work has been done to determine how to successfully create or recreate education systems in situations of transition from conflict to post-conflict. This document is the first of three country case studies to determine the categories and questions to be considered when planning for education at this tenuous time. A delegation of Women’s Commission board members and staff traveled to Liberia in December 2005 to gather data on the subject; a questionnaire was developed based on categories in the *Inter-Agency Network on Education in Emergencies Minimum Standards for Education in Emergencies*. The Women’s Commission visited the capital, Monrovia, as well as Lofa County and interviewed Liberian government officials, including President Ellen Johnson Sirleaf, representatives of international donor organizations, United Nations (UN) agencies, international nongovernmental organizations (NGOs), community-based organizations, educators, parents, children, youth and community members.

Education in Liberia needs to be developed from square one. Corruption has been rampant at all levels of government. Infrastructure, including school buildings, teacher training colleges, latrines and roads are decimated. There is a dearth of trained teachers (especially female teachers), the curriculum is outdated and there are not enough textbooks or school supplies. Data on enrollment numbers are unavailable and children and youth have missed years of schooling.

President Sirleaf has indicated she is very committed to education. Parents and students stated that education is one of their top priorities, and internally displaced persons specified that they did not want to return home until schooling was available

for their children.

From the data gathered, the Women’s Commission delegation was able to create a list of questions to guide education reconstruction that should be asked as Liberia moves from conflict to post-conflict. Categories are:

- Refugee and IDP returnees
 - Education in the return process
- Schools and facilities
 - Curriculum
 - Education models
 - Language of instruction
 - Tertiary education
 - Non-formal, informal and vocational/technical education
 - Public/private education
 - Analysis
- Teachers and other education personnel
 - Recruitment
 - Incentives
 - Encouraging girls to become teachers
 - Codes of conduct for teachers
 - Supervision, monitoring and support
 - Teaching rights
 - Analysis
- Community participation, safety and access
- Gender/girls’ education
 - Girl students
 - Teachers
 - Analysis
- Policy development, role of government, external actors and funding
 - Needs assessment
 - Government capacity and coordination
 - External actors and funding
- Data/statistical information and systems

Liberia must rebuild its education system in a transparent manner and eliminate corruption. The peace, stability and economic development of the country depends on an educated workforce with access to jobs that pay a living wage. The new government is taking the right steps in working to eliminate corruption and involve the people of Liberia in the development of the education system; the international donor community must contribute its share to make education for all a reality in Liberia.

INTRODUCTION

During the past decades, the world has increasingly provided humanitarian assistance to people in situations of emergency. This help has taken the form of food, water, shelter and health care. However, while this assistance takes care of survival needs, safety and security are too rare, particularly for women and children, who make up 80 percent of the refugee and internally displaced population.

One way to help ensure safety, particularly for children and youth, is to provide education in refugee and internally displaced persons (IDP) settings. Children who are in school are less likely to join armed groups, to find themselves being trafficked or in other situations of exploitation. They are monitored by education personnel for at least a part of the day, and the structure of going to school and learning provides a sense of security and cognitive organization and stimulation not available elsewhere. However, while this seems to hold true for schools in refugee and IDP camps, schools outside of camps in areas of conflict have often been used as military targets and as a steady source of recruits for armed groups.

Education is a human right, enshrined in the Universal Declaration of Human Rights, the Geneva Conventions, the Convention on the Rights of the Child and numerous other international laws and treaties. These rights apply no less because a child or young person is displaced and not able to access education services in her home area: children and youth are entitled to education no matter where they may live.

Since 2003, the Women's Commission for Refugee Women and Children (Women's Commission) has been dedicated to ensuring that all children and youth, particularly refugee and IDP children and youth, have access to quality, appropriate education both during and after displacement. The Women's Commission introduced the *Global Survey on Education in Emergencies*² in 2004, the landmark document on education in emergencies. The Commission also promoted and conducted

trainings on the *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* (INEE Minimum Standards),³ a document developed through the Interagency Network for Education in Emergencies. Women's Commission staff conducted the first trainings and assessment on the use of the INEE Minimum Standards in Africa, and is currently developing a rights-based tool that NGOs can use to help local communities advocate for their right to education.

Over the course of the past two years, it has become apparent that little work has been done looking at education systems in situations of transition from conflict to post-conflict. This document is the first of three country case studies to determine the categories and questions to be considered when planning for education at this tenuous time. Liberia has been devastated by 14 years of on-and-off civil war. It is estimated that 150,000 people were killed during the war. Of a population of about 3.5 million, almost all have been displaced at least once.⁴ The Women's Commission visited the capital, Monrovia, as well as Voinjama in Lofa County. Lofa is the area of greatest displacement and, subsequently, greatest return, in Liberia. During its December delegation, the Women's Commission delegation conducted interviews with government officials, donors, UN agencies, international NGOs, community organizations, educators and parents. The interviews were based on categories in the INEE Minimum Standards and all responses were recorded. Data were analyzed by members of the delegation team and the results are presented in this document.

It is hoped that this report and the recommendations and questionnaires will provide some guidance for all stakeholders in conflict to post-conflict situations, and that education systems will emerge that truly serve the needs of learners and, subsequently, the reconstruction and development of countries emerging from crisis.

BACKGROUND ON THE CONFLICT IN LIBERIA

[A more extensive history can be found in Appendix II.]

Liberia was founded in 1821 by black Americans as a settlement for freed American slaves. In 1847 the colony was declared an independent republic. The Americo-Liberian minority controlled the country's politics, ruling over the indigenous population.

William V.S. Tubman, who was elected president in 1944, built up the country's world profile by allowing early international investment in Liberia and traveling extensively. With this investment and the income from newly discovered mineral deposits, he was able to modernize parts of Liberia and built up infrastructure – including schools, roads and hospitals. Despite these economic and social developments, the divide between the indigenous populations and the ruling elites continued to widen.

In 1979, as a means to encourage self-sufficiency in rice production, Tubman's successor, President William R. Tolbert, proposed an increase in the price of imported rice. This proposal incited demonstrations which quickly turned violent.

Tolbert was assassinated by a group of enlisted men, and members of the Cabinet were executed publicly. Samuel K. Doe, the 28-year-old indigenous master sergeant and leader of the group, took over as leader of the country. The new government, called the People's Redemption Council (PRC), was brutal. Due to the horrible treatment they received from the Liberian army, many indigenous northerners fled the country into Côte d'Ivoire. While they were there, Charles Taylor, who had served as Doe's deputy minister of commerce, but was imprisoned for allegedly pilfering millions of dollars of government funds, organized and trained many of them. When Taylor and his force of 100 rebels, called the National Patriotic Front of Liberia (NPFL), invaded Liberia in December 1989, thousands of ethnic Gio and Mano quickly joined them. This core group of rebels soon expanded to include many Liberians of all ethnic backgrounds. Thus began the 14-year civil war.

In September 1990, Doe was captured and tortured to death by another rebel group led by Prince Yormie Johnson. The war between the Liberian government and the rebel groups was horrific – entire villages were emptied as people fled, giving rise to thousands of internally displaced people and refugees. Soldiers – including many children – committed unspeakable atrocities, raping and murdering people of all ages, and engaged in massive ethnic cleansing. Most of the country's infrastructure was destroyed. Two hundred thousand people were killed and *Forced Migration* estimates that almost all of the country's 3.4 million people were displaced at some point or another.⁵

In 1993, the Economic Community of West African States (ECOWAS), the United Nations, the United States, the European Union and the Organization of African Unity brokered a peace agreement with Charles Taylor, agreeing to a cease-fire and a timetable to demobilize and disarm his troops. The UN Security Council established the United Nations Observer Mission in Liberia (UNOMIL), whose mandate lasted until 1997.

Charles Taylor won the presidential election in July 1997. Unemployment and illiteracy stood above 75 percent during this time and Taylor invested next to nothing in Liberia's flagging infrastructure. Taylor further destabilized the region by backing guerrillas in neighboring countries, engaging them in the illicit trade of diamonds, lumber and weaponry while amassing a personal fortune. There was, however, a period of relative calm from 1998 through 2001, and many displaced people returned to their homes.

In early 2003, two rebel groups, Liberians United for Reconciliation and Democracy (LURD) and the Movement for Democracy in Liberia (MODEL) hurtled Liberia back into complete chaos and civil war. By May 2003, the rebel groups controlled more than 70 percent of Liberia and by July the fighting had made it all the way to the streets of the capital, Monrovia.⁶ During this time, more people fled their homes and became

IDPs and refugees. All factions committed severe war crimes, among them child conscription and the use of rape as a systematic tool of war.

In August 2003, under intense international pressure, Taylor ceded power and fled to exile in Nigeria. ECOWAS deployed a 3,600-strong peace-keeping force in Liberia (ECOMIL). Leaders from the Liberian government, civil society, political parties and the rebel groups signed a peace agreement and divided power to form a two-year National Transitional Government of Liberia.

REFUGEE AND IDP RETURN

At the official conclusion of the war in 1997, the United Nations High Commissioner for Refugees (UNHCR) began a repatriation effort to help Liberians return home. Between 1997 and 1999, 350,000 to 400,000 Liberian refugees repatriated, and at least 40,000 more joined them at the beginning of 2000. But the renewed violence in 2000 prevented more refugees from returning home, and only 2,000 returned in 2001. UNHCR ceased its repatriation and reintegration programs in early 2001 due to increased insecurity. With the establishment of the transitional government in August 2003, UNHCR's repatriation plans were reinstated.

As security conditions showed mild improvement, refugees and IDPs began to flow home. About 42,000 Liberian refugees returned in 2003, and 100,000 more returned in 2004.⁷ More than 50,000 refugees have returned spontaneously to Liberia since the beginning of 2005. This figure was expected to reach 100,000 persons by the end of 2005. UNHCR extended IDP camps in the Monrovia area to accommodate, protect and

assist some 20,000 spontaneous returnees, mainly from Sierra Leone, who could not return to their places of origin for security reasons.

UNHCR is implementing more than 1,500 community empowerment programs such as the building or repair of schools, clinics, roads, bridges, water points and sanitation facilities. UNHCR, together with the Liberian government and its partners, has embarked on a new scheme to attract teachers and medical personnel with incentives to return home to provide much-needed services. "Official" IDP resettlement began in November 2004 and UNHCR has contributed to the return of 188,636 internally displaced Liberians as part of an inter-agency collaborative effort.

CONTINUING CONSTRAINTS

Although troops of the UN Mission in Liberia (UNMIL, established in 2003) have secured most parts of the country, the absence of local authorities, including administrative and law enforcement institutions, is still a key challenge in the quest for continued stability. Failure to secure funds for the rehabilitation and reintegration of demobilized ex-combatants leaves them vulnerable to recruitment by non-State actors within and across Liberia's borders. Recovery of property and access to land are paramount concerns. Many returnees are likely to come home to find their land and houses occupied by ex-combatants and others. Most areas of return lack food, water and basic services on account of widespread dilapidation and war damage. Humanitarian needs are extensive and it will take time to build the capacity of the government, NGOs and other partners to respond. Economic activities are limited and unemployment exceeds 80 percent.



*Women's Commission Board
Delegation meeting with
Liberian President Sirleaf.*

BACKGROUND ON THE EDUCATION SYSTEM IN LIBERIA

“The Liberian education system has been devastated by the war: schools have been destroyed, trained staff lost and governmental infrastructure disconnected. Of an estimated population of 2.5 million, of which 55% are school age, 45% have no access to education. This is especially true in the rural areas, for younger children and for girls.”

Leveraging Learning: Revitalizing education in post-conflict Liberia,
International Rescue Committee, 2006

Although Liberia gained its independence in 1847, systematic efforts at national education development did not really begin until President William V.S. Tubman’s Unification Policy during the 1950s. At that time, fueled by large amounts of international aid, Liberia began an unprecedented expansion of its education policy and facilities. The biggest growth occurred between 1970 and 1980; Liberian primary school enrollment of children aged 6-11 grew by nearly one-half, from 56 percent in 1970 to 76 percent in 1980.⁸ Secondary school enrollment among children aged 12-17 more than doubled, from 10 percent in 1970 to 23 percent in 1980. Tertiary enrollment of those aged 20-24 nearly tripled, from 1 percent in 1970 to 2.5 percent in 1980. These increases in enrollment were accompanied by increases in the number of teachers and the number of schools. In 1970, there were 4,048 primary and secondary school teachers; by 1984, that number had grown to 4,742. While this was an increase, it was not nearly enough to keep up with increased enrollment. The number of schools also grew by 41 percent during this period, from 887 primary and secondary schools in 1970 to 1,251 in 1980.

Although this data seems encouraging, it, like many statistics, does not tell the whole story. Even before the war, the education system in Liberia suffered from a huge shortage of trained teachers, problems with curriculum development, usage and relevancy, limited access, lack of instructional materials, poor supervision, weak administration and inadequate vocational and technical education.⁹ Although many more children were enrolled in school, by 1980 the system as a whole

was a “limited access and high-wastage system that is expanding, but not fast enough to assimilate a greater proportion of a fast-growing population.”¹⁰

Liberia borrowed many things from the United States, but the national education system borrowed more heavily from the UK system, which is tightly controlled under the central Ministry of Education. However, this did not bring consistency to the system. A World Bank study conducted in 1985 observed that teaching was an autonomous activity often “divorced from any curriculum, instructional materials, or supervision.”¹¹ The study’s authors observed schools with no principals, no teachers, no instructional materials and/or no students. They also observed that teacher training operated without nationally approved textbooks and with teachers learning a curriculum different from the national curriculum. There were even competing national systems of primary education, sponsored by different international agencies, each with its own schools, teacher training programs and supervisory systems, curricula and instructional materials. Compounding these problems was the fact that many governmental agencies were responsible for the same tasks, leading to internal and inter-agency competition for development funds. International funding was distributed mostly to the primary sector and for teacher training, adult education and education administration.

IMPACT OF CONFLICT ON THE EDUCATION SYSTEM

Before the civil war erupted, education development in Liberia, though plagued by wasteful spending and a lack of coherent infrastructure and coordination, was a priority for both the Liberian government and international donors. But once the fighting began, not only did education development screech to a halt as money was funneled into conflict-related causes, but the existing infrastructure, especially facilities, was destroyed or overtaken, exacerbating an already dismal situation for Liberia’s children. The April 2005 UNMIL *Status of Restoration of State Authority*

and Recovery in Liberia states that “educational facilities suffered immensely during the war. Not only were many school buildings willfully destroyed, but many of those that were not directly affected became camps for thousands of displaced people fleeing fighting.”¹²

Because of the many concurrent problems that children faced during the armed conflict – for example, conscription as child soldiers, gender-based violence and displacement – they were left out of school. Even children who did manage to go to school were not learning as much as they should be – the 2001 UNESCO/UNICEF *Monitoring Learning Achievement* report states that even if children completed primary education, only 42 percent attained the minimal levels of learning achievement, highlighting the poor quality of the education system.¹³

The effect of conflict on education in Liberia is self-evident. In the years of relative peace in Liberia, between 1998 and 2001, there was an expansive increase in enrollment (289,883 to 794,337), schools (1,507 to 3,135) and primary teachers (9,659 to 17,210).¹⁴ Without the constant violence, communities and development workers were able to focus once again on education. But as the country again sank into unrest, many of these efforts collapsed. Due to Liberia’s long conflict and the resulting length of disruption of children’s education, 65 percent of boys and 62 percent of girls are now over-aged for primary school; they grew up without access to education and are now too old to sit in classes with first-graders. This trend is mirrored in secondary schools, where 45 percent of boys and 27 percent of girls are between 20 and 24.¹⁵ According to a survey in Lofa County, which endured some of the most brutal fighting during the conflict, the primary reason for these low levels of education was insecurity in school. During conflict situations, local schools are one of the easiest targets for attacks and looting, and are often used for recruiting (often forced) child soldiers, making both children and their parents leery about attending school. Gender-based violence and sexual exploitation, including harassment at the hands of male teachers or classmates, and when traveling to and from school, have increased gender disparities, with comparatively fewer girls than boys enrolling and more girls dropping out of school.¹⁶

This situation was even worse for the large IDP

population. Prior to President Taylor’s exit, IDPs faced extremely limited opportunities because Taylor did not allow formal education in IDP camps. Students in the camps had two options: integrate into local schools or participate in informal education programs. This was extremely problematic because in almost all cases, the local schools did not have the capacity to manage a large influx of students. When IDPs attempted to open schools inside the camps for their own children, they received limited support from international agencies or the government to keep them running.¹⁷ Consequently, as of January/February 2003, even assuming that the IDP population had not increased, only 32 percent of IDP children were enrolled in either local community schools or in schools inside Liberia set up for Sierra Leonean refugees who had fled the conflict in Sierra Leone.¹⁸ The percentage varied radically in different areas, with the enrollment in Bong County at 56 percent, in Montserrado at 18 percent and in Nimba at only 6 percent.¹⁹

Almost 900 young people between the ages of 13 and 25 (average age 22) living in displaced communities in Liberia, who were surveyed informally by the International Rescue Committee (IRC) in March 2004, reported that their studies had been negatively affected by the war.²⁰ Of the 500 young people interviewed for the IRC survey who were living in Montserrado, outside the displaced persons camps, 8 percent reported having never been to school, 29 percent reached elementary school, 35 percent reached junior high school, 31 percent reached senior high school and 11 percent were either in college, had completed some college or had graduated from college.²¹ The situation was decidedly worse for the 400 children and young people living in IDP camps, who were originally from Lofa County. Thirty-one percent reported that they had never been to school, 53 percent had reached elementary school, 10 percent had reached junior high and only 6 percent had reached high school. None of the IDP respondents had gone to college.²²

NATIONAL CAPACITIES AND POLICIES REGARDING EDUCATION

Education interventions at primary school level are moving away from the emergency “back-to-school” efforts and towards “stay-in-school” qualitative improvements; there will be increasing

focus on quality education and its promotion. As Liberians are returning to their homes in large numbers, and child soldiers are being demobilized and reintegrated into communities, it is seen as increasingly important that quality, safe schools are accessible so that children feel comfortable attending. Because there is virtually no infrastructure left, the transitional government is starting from scratch as it attempts to build schools and identify what supplies Liberian children need most. It is a daunting task. UNMIL states that “These areas will be those where children are returning from lives as ex-combatants, refugees, and internal displacement. Inherent in this focusing will be an integrated community approach, which will combine essential elements of water/sanitation, health and protection into sustainable, community driven activities.”²³

Liberia has a national policy of free and compulsory primary education. Although this might be law, parents face substantial costs in sending their children to school. Many schools require uniforms; students have to pay for textbooks (or photocopies provided by teachers) and supplies; and informal fees may be levied to pay “volunteer” teachers who are teaching classes but not on the government payroll. Even teachers who are on the government payroll are not paid a living wage, averaging about US\$17 per month. Inadequate financing of teachers’ pay and education materials is a barrier to participation in schooling and may also lead to sexual exploitation of girl students by teachers and school principals.

The National Transitional Government of Liberia listed its priorities in education in post-conflict Liberia in three broad categories: “to rehabilitate at least 25 percent of the primary and secondary schools in need; to improve access to quality basic education also by implementing back-to-school type programs; and to define and implement a new policy in education that will serve Liberia for generations to come.”²⁴ President Sirleaf has stated that she will place great emphasis on education.

COMMUNITY INVOLVEMENT REGARDING EDUCATION

Ordinary Liberians are exhausted from years of war, and they long for peace. Former President Taylor persistently used strong-arm tactics to silence opposition voices that were not backed with a gun. Journalists, human rights defenders

and lawyers were detained without sufficient cause. This pervading atmosphere of intimidation and fear has severely crippled the potential positive impact of Liberia’s civil society.

Recognizing that external actors are limited in their ability to bring sustainable peace to Liberia, efforts are being made to support and strengthen Liberian civil society and to encourage an atmosphere in which information can be made more accessible to the public through the media. In 2002, representatives of Liberia’s media, civic organizations, traditional and academic communities and religious institutions met together to draft the Monrovia Declaration, which calls for civil society to work against conflict-prone situations that could undermine the attainment of sustainable peace. Adding financial strength to these efforts, the United States Agency for International Development (USAID) supported programs that involved civil society in voters’ education and election monitoring, in an effort to encourage the democratic process in Liberia’s recent elections. Community groups involved in formal and non-formal education, civic education, human rights and the rule of law were also supported.²⁵

Meanwhile, in collaboration with UN country team members, community empowerment projects have been initiated throughout the country focusing on education, water, sanitation and employment/income generation in the main returnee areas.²⁶ Additionally, UNHCR is implementing more than 1,500 community empowerment programs, such as building or repair of schools, clinics, roads, bridges, water points and sanitation facilities. Other projects involve developing facilities to increase the absorption capacity of communities and building their abilities to participate in development initiatives and manage programs. UNHCR, together with the Liberian government and its partners, has embarked on a new scheme to attract teachers and medical personnel with incentives to return home to provide much-needed services.

REFUGEE AND IDP RETURNEES

THE SITUATION IN LIBERIA

Due to the prolonged and sporadic nature of the conflict in Liberia, it is difficult to distinguish clearly between the education systems before, during and after the wars. Certain macro trends are evident, however. The education system in Liberia was more effective prior to the conflict than during, and was more fully functional 25 years ago than it is now, in the wake of the wars.²⁷ One indication of this is the fact that Liberia has a higher adult literacy rate than child literacy rate.²⁸

Another broad generalization is that during the last 14 years of conflict refugees received better education than internally displaced persons as a result of the discrepancy in access to humanitarian relief and funding sources for the two populations.²⁹ Many of the international NGOs set up schools and provided teacher training, one example of which was the IRC's programs in Guinea.

Charles Taylor forbade IDP camps to establish schools on the grounds that he did not want to encourage dependency.³⁰ However, schools that were without any obvious infrastructure could sometimes survive; one example was the Combat Stress Liberia school that held classes under a tree in an IDP camp.³¹ The Combat Stress school was taught by IDPs and was open to both IDP and community children; this system prevented stigmatization and helped create lasting friendships.³²

PROVISION FOR RETURN

Both refugees and IDPs are reluctant to leave the camps because of access to school in the camps and lack of access to education for their children back at home.³³ This has resulted in the separation of families. Refugee children have been left in Guinea where they are able to attend secondary school, while the rest of the family returns to Liberia, where there are very few secondary schools.³⁴ To encourage repatriation, schooling needs to be available in the areas of origin, and schools in the camps need to be closed.

Through the United Nations Children's Fund

(UNICEF), USAID and the European Commission (EC), international NGOs (INGOs) are funding the renovation of schools in Liberia in the hope that this will encourage refugees and IDPs to resettle. Thus far, the aid organizations are concentrating on either refurbishing existing schools or contributing to community efforts to build new schools; new public schools are not entirely funded by INGOs because school construction is ultimately the government's responsibility.³⁵

Efforts are being made to attract teachers to rural areas. UNHCR is trying to persuade teachers to return to rural areas by providing housing for them on school grounds. Specifically, UNHCR is working to attract teachers from refugee camps in Guinea, where training was provided to them by the IRC.³⁶

Decommissioning of schools (stopping education), the second necessary step, is a decision made by host country governments in conjunction with UNHCR, and is outside of Liberian control.³⁷ With respect to IDP camp schools, the Liberia Refugee Repatriation Resettlement Commission (LRRRC) decided, after consulting with representatives from the government-recognized IDP camps, that in some cases the local camp schools would stay open until the end of the school year. Families may stay in the camps until that time, but at the end of the school year (March 2006), all services will be withdrawn and people will have to begin paying rent if they choose to stay on the land.³⁸

UNICEF is aware that they need to begin allocating their resources to village schools away from the IDP and refugee camps, in order to encourage relocation.³⁹ However, housing has also been an inhibiting factor in return because when people return, they often find their houses razed or inhabited by others.⁴⁰ Some ex-combatants are reluctant to go back to their home areas regardless of the infrastructure because they are afraid of reprisals.⁴¹

Nonetheless, many thousands of people are beginning to repatriate to Liberia. In Lofa, as of November 2005, 60,000 people had returned,

most of whom were IDPs. In the next six months, Lofa County is expecting another 100,000 IDPs and 60,000 refugees to return.

In order to receive a return package, individuals must be registered with UNHCR or the International Organization for Migration (IOM). Once registered, returnees receive a two-month supply of food and non-food items; IDPs receive this at the time of their departure from the IDP camps and refugees receive it when they arrive at the UNHCR transit centers in Lofa. All registered people receive a second installment of supplies two months later.⁴² The World Food Program (WFP) began to distribute food in the schools in early 2005, as an additional incentive to get children to school.

In the Barkedu public school in Lofa County, it was clear that real efforts were being made to reintegrate students into the education system. When children first show up for school, they are placed either according to education certificates, report cards or other information that they have brought with them, or they are tested to determine the appropriate grade level. Children can enroll in the Barkedu public school whenever they return to the area; they do not have to wait until the next semester or school year to join a class.⁴³

COORDINATION OF RETURN AND EDUCATION

One of the problems in the exchange of data between countries has stemmed from the structure of UNHCR. UNHCR is organized and funded according to individual country programs, rather than an overall situational approach. This results in

administrative and financial barriers to the effective sharing of information, despite the fact that the data gathered in each country is pertinent to the situation regionally. An integrated approach would make it more likely that members of a community, who were often relocated to the same camps, could move back to their original area together and maintain a coherent education structure.⁴⁴

It is possible to conclude that the transition of Liberian refugees and IDPs from conflict to post-conflict education systems has suffered from insufficient coordination,⁴⁵ a shortfall in available data and limited funding, mainly due to corruption in former governments. This is true despite the evident and significant international involvement in Liberia, including the United Nations, the EC, several national governmental funding programs and an abundance of NGOs and INGOs.

During the war, the International Rescue Committee, an international nongovernmental organization, developed a teacher training curriculum and education program for Liberian refugees in Guinea who wanted to become teachers or school administrators. During displacement, hundreds of Liberians living in the Guinea Forest Region were trained, and in the conflict to post-conflict transition, many of those education personnel were given teaching certificates by the Ministry of Education of Liberia. They are returning now to Liberia to help jump-start public education at home.

FACILITIES, LEARNING MATERIALS AND MODELS

THE SITUATION IN LIBERIA

Liberia is one of very few countries with a high percentage of people under 20 years old in which more adults than children are literate. The adult literacy rate is estimated to be 37 percent – very low in comparison to the average for sub-Saharan Africa, which is estimated to be 61 percent.⁴⁶ Liberia has a young and very rapidly growing population which, when coupled with the numbers of children and youth who have remained uneducated due to conflict and corruption, will dramatically swell the numbers wanting to attend school in the near future (the 2005 annual growth rate is estimated to be 2.9 percent).⁴⁷ Because of the conflict, infrastructure has been devastated, and school facilities and supplies are extremely limited, particularly in more rural areas.

SCHOOLS AND FACILITIES

Liberia faces a huge problem in building the infrastructure needed to educate its population. The infrastructure of the public school system was already poor prior to the conflict, and three-quarters of existing schools were destroyed during the war. Infrastructure in some districts is much worse than in others. Pressure on school facilities is likely to grow. According to UNHCR, 500,000 of the nearly 800,000 Liberian nationals estimated to have been displaced have returned to their places of origin, and an additional 300,000 are expected to return during the first part of 2006.⁴⁸ Lofa County has only 56 schools that are functioning or being rehabilitated and needs an additional 367 schools to meet current need.

According to the United Nations Joint Action Plan, 2,531 schools are functioning or being rehabilitated and an additional 1,575 schools are needed to meet immediate needs throughout the country.⁴⁹ The current focus has been on rehabilitation rather than construction of new schools; however, the standards of construction of many of these buildings is questionable. Many schools currently in use lack adequate water and sanitation. School construction and rehabilitation may be an

area where local communities could contribute. Liberian refugees played a central role in designing and implementing the education activities in the refugee camps in Guinea. With material support from the IRC, refugee community members formed Parent Teacher Associations (PTAs), constructed the schools and were actively involved in the overall planning and management of the education system.⁵⁰

The U.S. Ambassador's fund (US\$64,000 a year) for community challenge grants (community provides materials and labor) could be targeted towards schools. Average grants are US\$2,000, but it is not clear how communities find out about this possibility.

EDUCATION MODEL

The Women's Commission heard relatively little about the education model in Liberia, although it seems clear that the education approach is traditional and that limited access to textbooks means that emphasis has to be placed on the teacher directly transmitting information to students, the "chalk and talk" method. One interviewee emphasized that participatory methodologies are especially needed for older students and adults who need to capitalize on their life experience and knowledge.⁵¹

CURRICULUM

The Liberian curriculum includes the education plans for primary, secondary and tertiary education, as well as for Accelerated Learning Programs (ALP)⁵² and teacher training programs. There is no curriculum for early childhood education, and one needs to be developed. Life skills, including HIV/AIDS prevention, need to be included in the curriculum.

Opinions vary as to whether there needs to be an immediate revision of the primary curriculum; some people the Women's Commission met with felt that getting textbooks into the hands of students was the primary need, others felt that the

curriculum was very outdated and needed revision, even though it currently followed the West African standard.

There are plans for a multi-stage curriculum revision and roll-out that will come from the Ministry of Education and will begin with a conference early in 2006; UNESCO will be a part of this effort. The difficulty is not the revision itself, but the layout and printing of textbooks that will cost an estimated US\$7 million.

LANGUAGE OF INSTRUCTION

The language of instruction in school has not presented a problem, even for students returning from Francophone countries; the refugee school system in Guinea operated in English. In Liberia, from the primary level, instruction in school is in English. In upper elementary, teachers begin to emphasize grammar and composition. Most ALP students already have knowledge of colloquial English.

SECONDARY/TERTIARY EDUCATION

Very little information emerged about secondary and tertiary education. This is an area that needs a great deal of follow-up, advocacy and development. Given that fewer than 25 percent of children complete grade five, primary education needs to be the main focus at this moment; however, without current planning for secondary and tertiary education, students will have no option but to attend secondary or tertiary school elsewhere if programs do not exist in country.

NON-FORMAL, INFORMAL AND VOCATIONAL/TECHNICAL EDUCATION

These seem to be the areas where the greatest innovations have taken place in Liberia. The Accelerated Learning Program is designed to enable children who have missed out on at least two years of schooling to finish primary school in three years rather than six, and be in class with people of their own age. The goal of ALP is that students will graduate and go on to seventh grade and be incorporated into a regular age-appropriate classroom, enter vocational training or enter the work force. There has been huge demand for this program – classrooms are packed. ALP is pro-

vided in 260 schools in the counties with the greatest number of returns.

The two main groups working on ALP are USAID and UNICEF. USAID has funded Creative Associates to develop ALP teacher training curriculum and manuals, and UNICEF has developed its own model. Creative Associates works with the IRC, Save the Children and the Christian Children's Fund (CCF), which do teacher training and program development; these implementing partners are funded directly by USAID. UNICEF is also doing teacher training. According to Joanne Foster at the United Nations Mission in Liberia, the American Embassy or the United Nations Development Program (UNDP) will conduct an evaluation of ALP.⁵³

Creative Associates, in partnership with an all-Liberian team, has developed a very early non-formal education program called Youth Education for Life Skills Project. The curriculum focuses on civic education and conflict resolution combined with basic literacy and numeracy, but little else in the way of conventional education. The program takes five months to complete and is operated in 300 communities across the country and reaches 11,000 participants. Neither fees nor stipends of any kind were associated with the program.⁵⁴

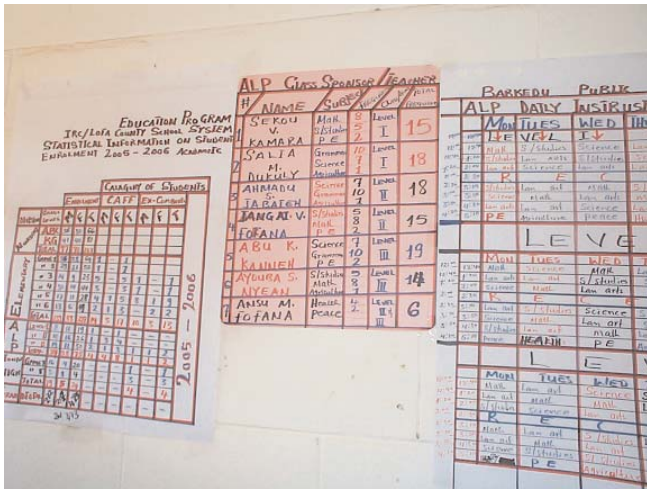
FAWE, the Forum for African Women in Education, has instituted a number of schools outside the formal education system. They have partnered with Plan International in 20 community schools in low-income areas. These are not government schools, are free (with funding from Plan International and FAWE Sierra Leone) and provide non-formal education to over 4,000 children. Unless the schools receive funding or are taken over by the government, they will soon close.⁵⁵

USAID is funding a number of INGOs, including IRC and Save the Children UK, in their provision of hybrid vocational/formal education programs. Local tradespeople/business owners are approached and asked if they would be interested in providing hands-on training in their craft. Children and youth work and learn in the shop (carpentry, tailoring, tie dye) in the morning and attend basic literacy and numeracy classes in the afternoon. The tradespeople/business owners are compensated for their time and are provided with seminars in business skills.⁵⁶

PRIVATE SCHOOLS/PUBLIC SCHOOLS

One of the primary difficulties in the Liberian school system is the divide between public and private schools. According to UNICEF, 45 percent of schools are private and faith-based. Both before and during the conflict, they were often the only education facilities in an area; however, only those whose families could afford to pay were able to attend. Even today, the private schools are the best in the country. The government of Liberia will need to find a way to integrate the public and private schools to reduce the education disparity between those who can afford to pay for education and those who cannot. This solution will need to include the cooperation of the private schools in finding a solution to the country's education problems.⁵⁷

There are a number of very creative education models currently in operation in Liberia. Accelerated Learning Programs provide youth who have missed more than two years of school with the opportunity to complete six years of primary education in three years. Vocational training opportunities are linked with basic literacy and numeracy skills development so that young people can effectively run a small business. Informal life skills classes are available in some areas. It will be important to assess the success of these programs so that others in similar circumstances may benefit from this experience.



Attendance tallies, Barkedu Public School, Lofa County, Liberia.



Accelerated Learning Program students, Barkedu Public School, Lofa County, Liberia.

TEACHERS AND OTHER EDUCATION PERSONNEL

THE SITUATION IN LIBERIA

According to the UN Consolidated Appeal for 2006, only 20 percent of the teachers in Liberian public schools are qualified to teach.⁵⁸ Low pay (\$17 per month), and even more critically, failure by the Ministry of Education to pay salaries, forces many teachers who are qualified to leave public schools for private schools, where compensation is higher and more dependable. Fears about salary payment and the near total lack of support from the Ministry of Education and County and District Education Officers discourage teachers from accepting appointments in remote locations. A high percentage of those positions are filled by volunteers – unpaid high school graduates who, while committed, are without training and teaching skills. Student/teacher ratios in public schools are high. In Lofa County public schools the average is one teacher for 49 students; this ratio will widen further over the next six months when an additional 60,000 refugees and 100,000 internally displaced people are expected to return and demand education for their children.⁵⁹

In addition to the need for traditional classroom teachers, there is a growing need for teachers with specialized training to work with whole new categories of learners who have unique needs. As many as 500,000 young people, including many ex-combatants, missed out on education and are too old to be placed in primary classes with six-year-olds. Adult literacy rates are shockingly low (50 percent for males and 24 percent for females) and demand for flexible, informal adult literacy classes is growing, especially among women. With unemployment at 80 percent, literacy classes to complement skills training programs are imperative. Certified teachers with training to provide quality education for these very diverse groups are in very short supply.

RECRUITMENT OF TEACHERS AND EDUCATION PERSONNEL

During the 14-year war, nearly the entire population of Liberia was displaced, often more than once. Whole towns and villages emptied as people

sought safety in neighboring countries, in isolated interior areas and in camps close to the capital, Monrovia. Trained public school teachers were scattered as well, and because of low or non-payment of salaries and lack of support, few teachers are willing to return to their teaching positions, especially in rural and isolated areas.

TEACHER TRAINING

Most public and private teacher training colleges were closed during the war, and there has been virtually no state-sponsored teacher training in Liberia for the past 14 years, leaving a dearth of trained teachers.⁶⁰ During the transition from conflict to post-conflict, UNICEF is taking responsibility for drafting and implementing a three-month emergency teacher-training course for public school teachers; UNICEF has made a commitment to train only women for at least the next year, and USAID (through partner organizations) and UNICEF have developed and implemented (USAID through partner organizations) training programs to train teachers in the accelerated learning curriculum.

GENDER BREAKDOWN OF TEACHERS

Education in Liberia, at all levels, has traditionally been dominated by men. Of the 230 teachers in the 10 schools that Oxfam supported in 2005, only 23 were women.⁶¹ One way to encourage girls to continue their education is to have female teachers as role models. This is also a way to significantly reduce sexual abuse and trading sex in exchange for fees or higher grades. Post-conflict Liberia presents a significant opportunity to bring more women into the teaching field; however, with an adult female literacy rate of only 24 percent, and only 27 percent of girls who enroll in grade one completing grade five,⁶² bringing gender balance to the education system is a daunting challenge.

CODES OF CONDUCT

Girls and young women students in Liberia have

been, and continually run the risk of being exploited by male education personnel. Examples include male teachers trading passing grades or school fees for sex, or requiring sex to retain a girl's sibling(s) in school. Even if victims overcome the fear of reprisals and report incidents of abuse, they, as well as INGOs and NGOs supporting schools, have little or no authority to take action against perpetrators. County or District Education Officers seldom, if ever, bring charges or impose discipline. Save the Children UK, in conjunction with UNICEF and the Ministry of Education, is working on the development of a national code of conduct for education personnel.

SUPERVISION AND SUPPORT

The breakdown of the Ministry of Education's ability to supervise and support teachers, and the need to decentralize to improve supervision and support, is universally acknowledged. In theory, the current structure of 15 County Education Officers overseeing 66 District Officers should satisfy the clear need for decentralization. In practice, County and District Education Officers do not always have the background and skills needed to supervise and support local school administrators and teachers. Particularly in rural counties and isolated districts, they themselves are without support from the Ministry of Education in Monrovia and are unable to provide even the most basic support (teaching guides, in-house training and salaries) due to the condition of roads and lack of transportation, to the educators for whom they are responsible.

SALARIES

Perhaps the most alarming breakdown in the Liberian education system is the failure by the government to fairly compensate teachers and school administrators. The official salary range for education personnel, from beginning teacher through the Minister of Education, is from \$17 to \$35 per month.⁶³ To make matters worse, the Ministry of Education has no accurate record of teachers and principals who are actually on the job and no systematic method to pay teachers either in Monrovia or county offices.⁶⁴

Teachers consistently report going without pay for months at a time, and often they are forced to leave their positions to find other ways to support their families. Volunteers – usually high school graduates without certification or training – fill the classroom void, and because they are not on the official Ministry of Education roster they are not eligible for even a partial government salary.

UNICEF insists that Education Officers participate in its pilot project to train teachers and communities on the rights of the child so they will be prepared to train educators under their supervision in the future.

Angela Kearny, UNICEF



Primary school class, Voinjama Public School, Lofa County, Liberia.

COMMUNITY PARTICIPATION, SAFETY AND ACCESS

“A real positive we’ve seen is that schools have been started by communities that are in appalling conditions.”

David Lelliott, United Kingdom
Political Officer, December 9, 2005

THE SITUATION IN LIBERIA

After 14 years of civil war and displacement, the citizens of Liberia are tired and communities are fragmented. Few civil society organizations exist (FAWE is one example) and people returning will have to build trust between themselves before a functioning, interdependent community can develop. This is true for community influence on many issues, such as agriculture and the environment, as well as education.

The current government of Liberia, INGOs and NGOs need to include community members in decision-making around education planning and implementation. Several organizations are encouraging the formation of PTAs in Liberia in the hope

that community support can help ameliorate some of the problems that schools are facing. The IRC, for example, is providing “community stipends” of \$15 to teachers for the short term, but is concurrently encouraging PTAs to come up with community projects that may help generate teacher salaries.⁶⁵ In the PTA at one of the public schools in Lofa, the parents have decided to levy a tax on themselves to try and raise the money to pay teachers.⁶⁶

The Jesuit Refugee Service was not able to find security guards willing to work for \$15 per month in Lofa County; but in the town of Nappita in Nimba County, the community organized and is providing free security for schools as a demonstration of their commitment to education.

Father Alberto, Jesuit Refugee Service, Liberia



Girl in primary school class, Voinjama Public School, Lofa County, Liberia.

GENDER/GIRLS' EDUCATION

THE SITUATION IN LIBERIA

Women and girls perform approximately 80 percent of the work and production in Liberia today.⁶⁷ Despite, and perhaps because of this, the illiteracy rate among women and girls is shockingly high; the adult rate is only 24 percent, and the adult literacy rate is higher than the rate for children. Only 27 percent of girls who enroll in grade one complete grade five.⁶⁸ There are significantly more girls out of school in Liberia than in school.⁶⁹

There is a growing recognition in Liberia of the importance of educating women. Many people interviewed thought that the new president won largely due to her equal education platform,⁷⁰ and a number stated, "Educate a man and you educate an individual; educate a woman and you educate a nation."⁷¹

GIRL STUDENTS

Basic education for girls requires persistent effort, a lot of work with teachers, with the community and with parents. Girls have a heavy workload at home – child care, gathering firewood and selling goods in the market.⁷² When parents cannot afford to send all their children to school because of school fees, girls are more likely to miss out because parents do not see educating girls as an advantageous long-term investment.⁷³ Culturally, girls are seen as less intelligent than boys and are therefore less likely to receive long-term education support from their parents.⁷⁴ The problems of early marriage and pregnancy are factors that prevent girls from staying in school; 25 percent of dropouts by girls are due to early pregnancy.⁷⁵

For girls and their parents to feel secure, there need to be separate latrines for boys and girls at each school. In addition, private washing stations are needed in case girls need to clean themselves during menstruation. UNIFEM has met with the Ministry of Planning to insist that there be a gender perspective in government building plans.⁷⁶ There are several challenges to this, including the fact that the government is not yet operational,

the lack of running water, the lack of education around sanitation, the cultural lack of priority for girls' education and the lack of resources and expertise.

Exploitative sex is a huge problem in Liberia generally, and specifically in girls' education. Private/religious schools, in particular, are often too expensive for girls to afford and some end up paying through sex.⁷⁷ Girls engage in sex with their teachers in exchange for good grades⁷⁸ and engage in "survival sex" (exchange of sex for food, security, money) of all different sorts, leading to increased rates of early pregnancy and school drop out.⁷⁹ Sadly, and largely due to dire poverty, parents sometimes condone this behavior.⁸⁰

Women's and girls' clubs and groups and small enterprises allowed during school hours, provide women and girls with a chance to earn some income while going to school. In Liberia, this has increased enrollment 20-30 percent so far and increases girls' self-respect and independence.⁸¹ Girls' clubs provide peer support for remaining in school,⁸² and membership is contingent on school enrollment and helps encourage girls to enroll.⁸³ Seed money for clubs and enterprises may be provided by the aid community through NGOs like FAWE.

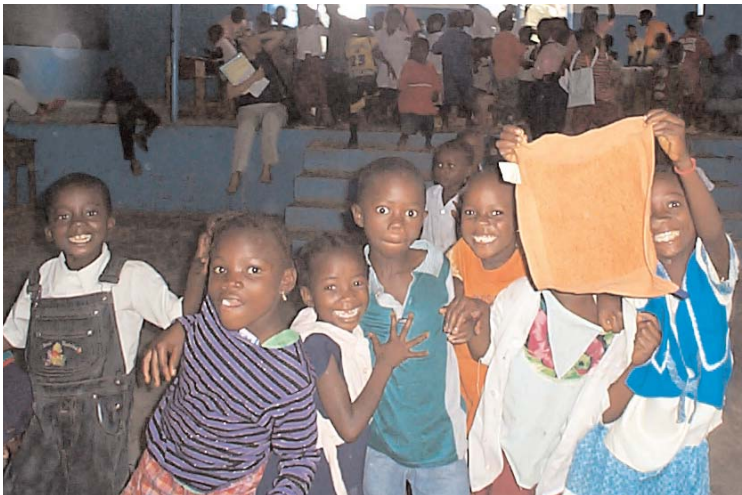
TEACHERS

There are few female teachers in Liberia, who would be role models for girls as they advance through school, and provide a certain level of protection from sexual abuse.

UNICEF, IRC and other INGOs and NGOs, such as FAWE, are deeply concerned about the recruitment, training and ongoing support for female teachers to boost girls' education. UNICEF considers gender in teacher selection very actively: initially, UNICEF had an agreement with the Ministry of Education that the Ministry should recruit 50 percent women and 50 percent men for the UNICEF teacher training. The Ministry of Education recruited far more men than women

(80 percent men, 20 percent women) due to cronyism, and finally UNICEF declared that, for the time being, they would only train female teachers. Of the graduating teachers from UNICEF (about 800), all are women, and they plan to recruit and train only women for at least one more course.⁸⁴ IRC has a goal of one female teaching assistant for every classroom in order to serve as role models for girls. It is hoped that some of these may go on to become accredited teachers.⁸⁵

The World Food Program has begun giving take-home rations of cooking oil (which is one of the most costly foodstuffs and can be sold in the market by parents to offset financial losses of the girl attending school) to girls only, in addition to the school feeding program which is for everyone. This seems to have increased enrollment among girls and is used more as an incentive to encourage parents to allow their girls to attend school than for actual nutritional value.⁸⁶



Children in grade one, Voinjama Public School, Lofa County, Liberia.



Older primary school class, Voinjama Public School, Lofa County, Liberia.

POLICY DEVELOPMENT, ROLE OF GOVERNMENT, EXTERNAL ACTORS AND FUNDING

THE SITUATION IN LIBERIA

The government of Liberia has a history of deep and pervasive fiscal corruption. It is a country rich in natural resources – timber, gold and diamonds – as well as tremendous human capacity; both have been plundered by a succession of dictators and corrupt regimes.

The aid resources provided by the international community have been repeatedly abused by many government officials and, due to this abuse, donors have come together to demand transparency and fiscal responsibility. At the end of 2003, the United Nations Development Group, the World Bank, the International Monetary Fund and the National Transitional Government of Liberia (NTGL) developed the Results-Focused Transitional Framework (RFTF).⁸⁷ The original idea was to choose four or five key sectors for reform during both the transition from conflict to post-conflict and the development of the pre-Poverty Reduction Strategy Paper (PRSP); however, this snowballed into nine clusters with many working groups in each cluster. In March 2004, the Results-Focused Transitional Framework Implementation and Monitoring Committee (RIMCO) was created and has been the implementation and monitoring framework for the RFTF. RIMCO was headed by Chairman Bryant of the NTGL, with the United Nations and the World Bank as vice-chairs.⁸⁸ Before long, the RFTF became too bureaucratic and detailed, and by the end of 2004, the RFTF became moribund; there were just too many committees and a lack of prioritization of need. The RFTF has delivered on disarmament and demobilization, elections and UNMIL, but has not delivered on long-term development issues.

In 2005, donors gathered to create the Government and Economic Management Assistance Program (GEMAP), a first-of-its-kind plan⁸⁹ that places foreign experts in “the key state financial and revenue-producing sectors with co-signature authority on government spending.”⁹⁰ The goals of GEMAP focus on anti-corruption and transparency in government finances, and include improving budgetary control, increasing contract

transparency, creating an effective process to control corruption and improving capacity building. “GEMAP seeks to accomplish these objectives by ensuring that revenues due are received and accounted for, revenues are spent only in budgetary-approved manners, approved expenditures only go to the intended parties, there is competitive bidding for all government contracts, and the government has the capacity to fight corruption.”⁹¹

GEMAP does not directly involve the Ministry of Education; it is limited to the financial sectors of the Liberian government. In terms of the Ministry of Education, GEMAP is supposed to provide the fiscal oversight resulting in revenues, transparency and accountability that will support a national education program in Liberia. Donor governments have mandated that the current government of Liberia work toward the goal of 10 percent of national expenditure for education; at the time of the Women’s Commission delegation spending was just over 4 percent.⁹² This will require assessment of education needs, appropriate budgeting, disbursement and accounting from the Ministry of Education, as well as commitment to and delivery of national revenue to the Ministry of Education.

POLICY DEVELOPMENT AND ROLE OF GOVERNMENT

Given the above-described problems within the government of Liberia, the fact that the Ministry of Education is often under-funded even in developed countries and the level of deterioration of the education system and national infrastructure, the Ministry of Education has a Herculean task ahead of it. It is clear that a decentralized education structure will best serve the needs of the interior as well as the coastal areas and the Ministry of Education will need to regularly gather input from County Education Officers, teachers and the community; in addition, close monitoring will be needed to ensure that funds distributed reach teachers, principals and other school personnel.

The Ministry of Education will need to conduct an assessment of the country to determine

numbers of students to be educated and education levels, schools to be repaired and constructed, teachers to be trained, curriculum to be developed, published and disseminated, and supplies to be gathered. Teacher training institutes will need construction and/or refurbishment and teacher trainers will have to be found. Decisions will have to be made about current volunteer teachers. All of these issues involve policy decisions that will have to be made at the national level with input from the counties and the people of Liberia.

UNDP is currently conducting a survey of the Liberian Civil Service. “Ghost teachers” have been discovered on the rolls; these are the names of teachers who are no longer teaching or who have died, but someone is collecting their salaries. This needs to be corrected prior to decision-making around donor contribution for teacher salaries.

It is estimated that half of the schools in operation in Liberia are private, mainly religious, schools. Although private schools have at times during the conflict period been the linchpin in the provision of education and have to abide by the policies of the Ministry of Education, it is clear that most of the people in Liberia cannot afford to send their children to private schools; this is not an answer to the lack of education in Liberia.

FUNDING

International donors such as USAID and the EC are currently providing funding for teacher training, school construction, accelerated learning programs and more; the table in Appendix III provides an overview of who in the international community is doing what regarding education in Liberia.

The United States and the United Kingdom were the two largest bilateral funders of humanitarian relief in Liberia in 2003, and this is likely to continue into the development phase. The EC looks to be a very large multilateral source of funding for education over the next five years; however, no one will provide funding for teachers’ salaries. It is felt that this is the responsibility of the current government of Liberia, and is critical for stability and reduction of corruption in the education system.⁹³

Even with commitments from the international community, the amount of money pledged by international donors to the education sector worldwide is dismal. Contributions as a percentage of

requirements for worldwide UN Consolidated and Flash Appeals in 2004 for the education sector was a scant 25 percent.⁹⁴ For refugee and IDP children in Liberia, the funding stream is even drier: in UNHCR’s 2005 Global Appeal for Liberia, only \$782,500 is earmarked for education, just shy of 2 percent of UNHCR’s total operations funding for Liberia in 2005.⁹⁵ However, this is a vast improvement over recent years: in 2004, UNHCR’s education spending amounted to just \$126,290 and in 2003, \$472,739 was spent on education.⁹⁶

One issue that emerged repeatedly was that of UNDP mandating payments of US\$30 per month to each demobilized youth who attended school. This created tremendous difficulties for INGOs, school personnel and communities in that students were sitting next to one another in the same classroom, the perpetrators of violence were being paid to be there and students who did not participate in the conflict were not.

EXTERNAL ACTORS

A number of UN agencies, international donors and international NGOs are working on education in Liberia, and almost all are working through the Ministry of Education. One UNICEF spokesperson said: “The staff needed for a conflict situation is not necessarily the best for transition situations. The transition team is not necessarily about quality, it’s about getting kids in seats and having them be safe. Now we need the right people in the right place at the right time. Logistics and personnel are the most important things for us.”⁹⁷

A list of organizations working on education in Liberia can be found in Appendix IV; it is by no means an exhaustive list, and only covers the UN, donors and international NGOs.

“These are some of the things I think would be helpful in a situation like this: Better data management with clear durable solution in mind, having cross-country/regional operational management, planning for a durable solution from the onset of the emergency, at the time of displacement, and recognizing that no two situations are the same.”

Mengesha Kabede, UNHCR

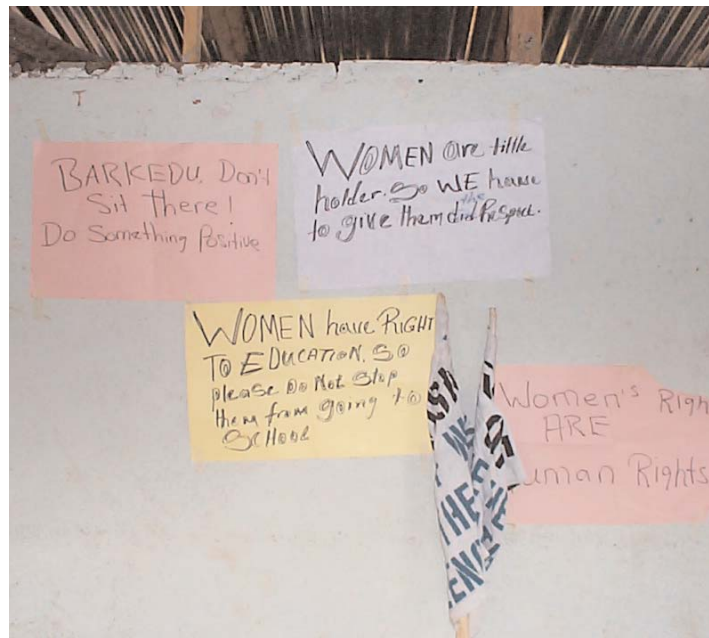
DATA/STATISTICAL INFORMATION AND SYSTEMS

THE SITUATION IN LIBERIA

Currently, little to no data gathering systems exist in Liberia as a whole, and have not for at least the past decade. UN agencies and INGOs are collecting information, as they are able, on refugee and IDP returnees, as well as people, both children and adults of both sexes who have been involved in armed groups, involved in the disarmament, demobilization, rehabilitation and reintegration (DDRR) process. This information is limited and does not provide a holistic picture of the population and their needs in the country.

Regarding education, information is needed on

populations and programs. Without information on numbers of school-age children and youth in specific geographic areas, the current government of Liberia will have a very difficult time determining where to refurbish or build schools, locales where teachers are most needed, and accuracy in budget development and financial disbursement. Education program design, policy, planning, monitoring and evaluation and sharing of results become cumbersome if not impossible. As well as establishing systems, training must be provided to all education personnel on access and use of the systems.⁹⁸



Posters for "16 Days of Activism to End Gender Violence," Barkedu Community Center, Lofa County, Liberia.

RECOMMENDATIONS

REFUGEE AND IDP RETURNEES

- Improve coordination between NGOs and international agencies (especially UN bodies) with regard to data collection and dissemination. This would assist in tracking needs and complementary skills (e.g., need for teachers in Lofa/trained refugee teachers in Guinea) as well as coordinating responses. All such activities should be coordinated on a regional level, specific to the situation, and not divided along national lines.
- International donors and the current government of Liberia, in conjunction with local communities, must provide the funding and begin building education facilities and infrastructure in and around home communities in conjunction with, if not prior to, the withdrawal of support from IDP and refugee camps. This will act as a draw for return and will minimize disruption in education.
- International humanitarian organizations, home and host-country governments and donors must begin or continue teacher training in refugee and IDP settings during displacement to create, preserve and/or replenish a teaching base that will be available upon return. Specific incentives with outside aid may need to be made available to teachers in the initial phases of return.
- UNHCR should team up with UNICEF to provide basic education materials in the return package a family or individual receives when leaving a camp. This would lessen the burden on families who are returning, and send a message that UNHCR and UNICEF consider education important.

SCHOOLS AND FACILITIES

- International donors and the current government of Liberia must prioritize national infrastructure development, in particular the building or rehabilitation of schools and roads.
- Local communities can contribute with in-kind labor to school construction and rehabilitation.

- Ensure, through financial contributions and monitoring systems, a successful revision and roll-out of the Liberian curriculum. The government of Liberia, international donor community, UNESCO, international experts in curriculum development and INGOs/NGOs should contribute to this effort.
- Evaluate accelerated learning programs in total and disaggregated by sex regarding learning, retention and success in passing the West African Examination Council exams.
- UNDP, other UN agencies and humanitarian and development organizations must consider alternate education/vocational programming for demobilized children and youth. Instead of individual payments for disarmament, demobilization, rehabilitation and reintegration, payment for arms could be made to the community in the form of school or health clinic construction.

TEACHERS AND OTHER EDUCATION PERSONNEL

- At the time of displacement, one UN agency should be designated as the collection point for data on refugee/IDP level of education/certification, teaching experience and place of origin of those who have worked in education. This can be done as part of registration for all refugees and IDPs, and should be transmitted, if appropriate, to the country of origin in the return process.
- As return continues, UN agencies, INGOs, NGOs and the government of Liberia should use information in databases to identify and encourage teachers to return home or to areas of greatest need. Provide incentives such as:
 - housing (community built or shelter kits)
 - limited-period stipends or other incentives, such as foodstuffs, until such time as government salaries are reliably paid
 - in-community support and training as a means of professional development
- UN agencies, INGOs, NGOs and the government of Liberia should encourage communities

to support teachers as an incentive to work in isolated or rural communities

- Build housing.
 - Supplement low salaries with home-grown food.
 - Provide child care so teachers can stay on the job.
- UN agencies, INGOs, NGOs and the government of Liberia should develop and implement creative ways to ensure initial and ongoing training of education personnel including education officers, school administrators and teachers.
 - Set up distance learning sessions in community centers or schools – provide solar power, a television set and training materials. At a pre-scheduled time trainees gather for classes led by an expert trainer in Monrovia.
 - Organize mobile teacher training units that can travel between rural or isolated schools on a regular schedule.
 - Teacher training programs should include special focus on:
 - values and respect of individual rights (human/women’s rights)
 - code of conduct for educators
 - eliminating corruption and ways to ensure corruption is stopped.
 - The UN should consider setting up its education staff within the Ministry of Education.
 - Resources could be shared.
 - The Ministry’s competency could be built up during the transition. For example, no one currently employed in the Ministry of Education is knowledgeable in computer science. Ministry of Education staff could be trained on data collection, storage and manipulation while statistics related to education are obtained, and then help in putting that data to best use.
 - The international donor community must consider providing funds for teachers’ salaries at least in the early stages of conflict to post-conflict transition.
 - The Ministry of Education must find a way to consistently pay teachers on the county or regional level.
 - Donors and implementing INGOs should agree on a standard limited-term stipend for teachers and administrators to ensure

that they stay on the job or fill open positions while the government reorganizes itself.

- Provisions should be made to provide stipends for volunteers who are filling the gap until new teachers are trained and certified.
- Communities should organize around PTAs to support teachers with whatever they can (food, child care) during the transition to livable salaries.

COMMUNITY PARTICIPATION, SAFETY AND ACCESS

- Mobilize support for education within the community. If the initial support is provided by aid organizations, there should be a transparent plan for withdrawal of that support to prevent dependency and build internal capacity. There should be a clear and mutual understanding of what solutions are durable, including management of expectations regarding resettlement to other countries.
- UN agencies, INGOs, NGOs and the government of Liberia should provide technical and financial support to individuals and communities to create transparent, functional civil society organizations.
- UN agencies, INGOs, NGOs and the government of Liberia should develop transparent PTAs that work in the best interest of the children and youth being educated.
- UN agencies, INGOs, NGOs and the government of Liberia should identify and enlist local leaders who can act as education advocates within the community as partners in the education reconstruction process.
- Community involvement, including input and labor, should be sought by UN agencies, INGOs, NGOs and the government of Liberia to improve physical facilities, for example, buildings, furniture, latrines.
- UN agencies, INGOs, NGOs and the government of Liberia should encourage and provide resources for multi-grade community schools in small communities.
- UN agencies, INGOs, NGOs and the government of Liberia, in conjunction with local communities, should construct learning cen-

ters/libraries to allow individuals to learn on their own.

- UN agencies, INGOs, NGOs and the government of Liberia should work to improve the relationship and scope of cooperation between teachers and communities. Teachers should attend PTA and community meetings and visit households to explain and discuss relevant issues in schools and emphasize the vital contribution that parents can make towards effective education of girl children.

GENDER/GIRLS' EDUCATION

- Culturally appropriate community sensitization projects to educate the community and parents about the importance of girls' education and the harmful nature of some traditional practices, such as early marriage, should be developed and implemented by UN agencies, INGOs, NGOs and the government of Liberia, in conjunction with local communities.
- UN agencies, INGOs, NGOs and the government of Liberia should provide, preferably through community labor and with community involvement, adequate latrine facilities for girls: these must include washrooms, not just toilets. This needs to be institutionalized and practiced throughout the country, particularly in rural areas.
- Provision of education opportunities for girls and women with children should be encouraged and provided by UN agencies, INGOs, NGOs and the government of Liberia, in conjunction with local communities through:
 - encouraging girls and women with children to continue in school;
 - allowing girls and women with children to bring their babies to class and/or providing child care;
 - encouraging the baby's grandparents or other family/community members to care for the child during school hours;
 - staggering morning and afternoon scheduling, with the mothers who are not in class during each session providing childcare.
- UN agencies, INGOs, NGOs and the government of Liberia, in conjunction with local communities and education personnel, should encourage and expand girls' club activities and enterprises, such as raising produce in small

gardens, keeping small livestock like chickens and baking for sale to the community.

- The government of Liberia should develop and require all education personnel to sign codes of conduct that include provisions against all forms of abuse.
- The government of Liberia at all levels should strengthen and enforce laws to discourage sexual abuse in the classroom. This relies on adequate judiciary and jail systems, which do not yet exist and must be created.
- UN agencies, INGOs, NGOs and the government of Liberia should work to increase the number of women teachers in schools. This will provide role models for girls and help prevent sexual abuse.
- UN agencies, INGOs, NGOs and the government of Liberia should combine traditional schooling with livelihood training.
- UN agencies, INGOs, NGOs, the government of Liberia and local communities should encourage girls to go into non-traditional fields, such as metalwork and carpentry.
- The media in Liberia should publicize success stories projecting a positive image of girls and education through the local, regional and national media.

POLICY DEVELOPMENT, ROLE OF GOVERNMENT, EXTERNAL ACTORS AND FUNDING

- All children and youth should have access to free primary and secondary education; the government of Liberia must enforce its laws.
- Undertake an overall assessment of national education needs; actors need to be coordinated to ensure coverage and accuracy.
- Assign one international/multilateral agency to take the lead on coordination of education policy and funding in conjunction with the Liberian Ministry of Education (e.g., UNMIL convening donors around police, justice, etc.); however, all stakeholders, including the community, must be involved in policy and funding coordination. Ensure inclusion of Ministries of Education, Youth and Sports, and Gender.

- The government of Liberia must reform the civil service sector, with the first step being culling the rolls of education personnel and the second being payment of a living wage to everyone in the education sector so no one feels forced to misappropriate funds to feed their families.
- The government of Liberia must make a commitment to dedicate at least 10 percent of its annual expenditure to education.
- The government of Liberia should decentralize education to ensure all regions have quality, appropriate education.
- UN agencies, INGOs, NGOs and the government of Liberia should train all education personnel, on all levels, in administrative, fiscal and monitoring functions. Once trained, they should be held accountable for any fiscal impropriety or cronyism.
- The government of Liberia should develop, implement and monitor a transparent and accountable budgeting, disbursement and monitoring system for the Ministry of Education.
- Donors, both bilateral and multilateral, must make long-term commitments to education in Liberia; this should include funding for teacher

salaries as long as there is a realizable plan for aid providers to withdraw and for the government of Liberia to take over funding.

- Strategically utilize and coordinate staff of UN and INGOs in the conflict to post-conflict transition.

DATA/STATISTICAL INFORMATION AND SYSTEMS

- UN agencies, INGOs, NGOs and the government of Liberia must develop and implement data gathering, analysis and dissemination systems for both general information on populations and socio-economic programs throughout Liberia.
- UN agencies, INGOs, NGOs and the government of Liberia must develop and implement specific data gathering, analysis and dissemination systems for all components of education and the education system.
- UN agencies, INGOs, NGOs and the government of Liberia should train and provide access for all education personnel in data gathering, analysis and dissemination systems.
- The government of Liberia must ensure that data systems are transparent and the general public has access to the methods and the results.



Women making brooms, IDP camp outside of Monrovia, Liberia.



Vocational training program, blacksmith shop, Voinjama, Lofa County, Liberia.



Women in tie and dye vocational training program, Voinjama, Lofa County, Liberia.

QUESTIONS TO ASK REGARDING EDUCATION IN THE CONFLICT TO POST-CONFLICT TRANSITION IN LIBERIA

REFUGEE AND IDP RETURNEES

GENERAL

- ❑ What stage of transition is the country in?
- ❑ Has data been gathered by the host/home country or others regarding numbers of children and youth needing education upon return?
 - Age and sex breakdown?
 - Levels of education received in displacement?
 - Numbers going to each particular area for return (to determine numbers of schools, supplies, etc., needed)?

EDUCATION IN THE RETURN PROCESS

- ❑ Are education systems and structures in place for returning communities?
- ❑ Do the communities of return know the systems and structures exist?
- ❑ Were they involved in the planning of these systems and structures?
- ❑ What is the plan for closing schools in the area of displacement?
 - Is the community involved in the decision-making?
 - Can closing be timed to coincide with the end of the school year or planting season?
 - What will the impact be on the host community?
- ❑ Is there coordination between those responsible for education, including donors, INGOs, NGOs, the national government and the community?
 - What areas need coordination?
 - How will that coordination take place?
 - Who will be responsible for taking the lead in each area?
- ❑ Were there agreements between the home and host governments around education during the time of displacement?
 - What were they, and what is their impact for return?
- ❑ Was there a civil society movement around education in the situation of displacement?
 - How can coordinated planning during displacement (both refugee and IDP) prepare teachers and administrators for the job of rebuilding the national education system

when they return home?

- What was the role of parents and the community?

- ❑ Can children be enrolled immediately upon return instead of having to wait for the next academic cycle?
 - If not, how can this be changed to allow immediate participation?
- ❑ What paperwork do children need to register for school? Is it the same throughout the home country?
- ❑ Do ways exist for children to be assessed as to grade level if they do not have school records?
 - What are those methods?
- ❑ Are teachers who were trained in the host country eligible for work upon return?
 - What do they need to prove they are qualified?
 - Can incentives be provided to ensure teachers' return to rural areas?
 - What would those incentives be?
- ❑ Can school supplies be included in the return package?

SCHOOLS AND FACILITIES

- ❑ Is there available data to determine number of schools, classrooms, latrines, water points, etc., needed in each county?
- ❑ What kind of education infrastructure exists in the current situation?
- ❑ What is necessary for successful construction/rehabilitation/reconstruction?
 - Funds to build
 - Coordination of construction
 - Ensure all areas receive infrastructure development, particularly rural areas
 - Location of schools near communities and in cleared, safe areas
 - Community participation in the planning and construction of school buildings and furnishings
 - Use of local materials and labor for construction of buildings and furniture
 - Male and female latrines
 - Private washing stations for all, but particularly for girls

CURRICULUM

- ❑ Does a curriculum, covering all grades from early childhood through high secondary, exist? If it exists, does it need review and updating?
 - Who will do this work?
 - Will all relevant stakeholders be included in the development/updating process?
- ❑ Is there information available on numbers of textbooks needed per county?
- ❑ Are funds earmarked to print and distribute textbooks?

EDUCATION MODELS

- ❑ What kinds of education models currently exist?
 - For primary and secondary
 - For children and youth who have missed schooling
 - For adults
 - Formal, vocational/technical, non-formal
- ❑ What is the philosophy that underpins education and teaching?
 - Rights-based education
 - Education that respects the knowledge and experience of the student
 - Participatory models, especially for older learners
- ❑ Are participatory models included in teacher training curricula?

LANGUAGE OF INSTRUCTION

- ❑ Are there language differences between returning and home country populations?
 - How will these be resolved?

TERTIARY EDUCATION

- ❑ What types of tertiary education exist?
- ❑ What are the government policies around fees?
- ❑ Are there teachers to teach at the university level?
 - If not, how will the government get teachers into classrooms at this level?

NON-FORMAL, INFORMAL AND VOCATIONAL/TECHNICAL EDUCATION

- ❑ What is available in each category?
 - Are these programs coupled with literacy/numeracy?
 - How can a mixed program of vocational/technical and literacy/numeracy be made available?
- ❑ Has there been creativity in thinking around

programs based on need of learners and the community/country?

- ❑ Are adult literacy/numeracy programs needed? Do they exist?
 - If not, what are the plans for these programs?
- ❑ Do curricula for adult programs exist?
 - If not, how will they be developed?
- ❑ Are there teachers to teach in adult programs?
 - If yes, do they need re-training?
 - If no, how will teachers be provided?
- ❑ Are all relevant stakeholders included in the decision-making process?
- ❑ What is the long-term viability and incorporation of these programs into the national education plan?
- ❑ Has an evaluation plan been developed to determine the success of different programs?

PUBLIC/PRIVATE EDUCATION

- ❑ What is the ratio of public to private education facilities?
 - Do they follow the same curriculum?
 - Do private schools follow the same education policy as public schools?
 - Who goes to each?
 - Does this/will this cause a stratified system?
- ❑ Is there a plan to bring private schools under the Ministry/Department of Education?

ANALYSIS

- ❑ Are monitoring and evaluation mechanisms in place to assess the above-described categories?

TEACHERS AND OTHER EDUCATION PERSONNEL

RECRUITMENT

- ❑ Where are the best places to recruit teachers for the transition and beyond?
 - Former teachers in places of displacement?
 - Educated people who can learn quickly through abbreviated training courses?
 - People trained as teachers/principals/administrators while refugees or IDPs?
 - Volunteers who have been teaching without qualifications, but who can improve skills and work towards certification while volunteering?
- ❑ How do you identify those potential educators?
 - Coordinate with UN agencies and international/national NGOs in countries of asylum to get data on number of trained educators,

- o their level of expertise and their town or village of origin.
- o Good data collection in refugee/IDP camps of the same information.

INCENTIVES

- What incentives can you offer so trained educators will return to areas of need?
 - o Security
 - o Help with placement in home community
 - o Reliably paid salary
 - o Contributions from community to augment low salary
 - o Housing provided
 - o Food subsidies provided by community
 - o Child care provided by community members
 - o Plan for support (materials and supplies) from County or District Ministry/Department of Education Officers
 - o Plan for continuing education at school, at regional workshops.

ENCOURAGING GIRLS TO BECOME TEACHERS

- How do you encourage girls to enter the teaching field?
 - o Provide incentives: take-home rations to compensate families for the loss of labor (oil is most expensive commodity, and it is the product of choice because parents can use money saved to buy other necessities)
 - o Follow up when girls drop out of school to see if problems can be overcome
 - o Ensure that school rules allow teenage mothers to attend school
 - o Provide support for teenage mothers (child care from community)
 - o Provide female role models, so girls grow up aspiring to be teachers
 - o Provide access to teacher training colleges
 - Scholarships
 - Support while in school (room and board, child care)
 - o Clear code of conduct to prevent exploitation by principals and education officers, with recourse when bad things happen

CODES OF CONDUCT FOR TEACHERS

- How do you focus attention on the need for a clear code of conduct in the public school system?
 - o Train teachers, principals and County and District Education Officers on the rights of children and women and, most particularly, their own responsibility to protect those

rights.

- o Educate the community on the rights of children and women and the obligation of Ministry/Department of Education employees to ensure those rights are respected.

SUPERVISION, MONITORING AND SUPPORT

- How do you provide monitoring and support to local schools?
 - o Create specific job descriptions for County and District Officers and ensure that officers are well trained to carry out their roles and responsibilities.
 - o Train County and District Officers in data collection so the needs and services of each community are documented.
 - o Ensure that County and District Officers have an opportunity to inform and participate in decisions made by the Ministry/Department of Education so that the best interests of the county are represented.
 - o Educate principals and teachers so they know the responsibilities of Education Officers and are free to ask for help when they need it.
 - o Provide reliable transport so Education Officers can regularly visit the schools they are responsible for.
- Is there ongoing data collection in each of these areas?

TEACHING RIGHTS

- Have all education personnel, as a condition of employment, signed a code of conduct?
- Have programs been developed and implemented to educate everyone, particularly children and women of their rights?
- Is there a reporting and response system in place to address violations?

ANALYSIS

- Are there monitoring and evaluation mechanisms in place to determine the effectiveness of education personnel?

COMMUNITY PARTICIPATION, SAFETY AND ACCESS

- Is there a civil society movement in the country?
 - o If so, what is its role regarding education?
 - o If not, how can individuals and communities be motivated to participate in education?
- What are the goals of the community regarding education?

- What are the responsibilities of the government, the donors, the INGOs and NGOs, the parents and the community regarding education?
 - How are these responsibilities decided upon?
 - How will implementation be monitored?
 - Will resources be provided to get communities up to speed on their responsibilities (training, technical assistance, etc.)?

GENDER/GIRLS' EDUCATION

OVERALL

- Is there current and ongoing data collection disaggregated by sex?
 - Numbers of school-age girls in communities?
 - Numbers of school-age girls in school?
 - Age in relation to grade?
 - Entry/completion rate?
 - Ages/grades of dropout?
 - Number of girls/young women with babies/children?

GIRL STUDENTS

- What allows girls to attend or prevents them from attending school?
 - What can be done to address the reasons that girls do not attend, and to bolster the reasons they do?
- What are girls' main concerns about going/not going to school?
 - How can these be addressed?
- How can sensitization be done so that girls are able to put a stop to sexual advances or offers of transactional sex by male teachers?
 - Are there enforceable laws to prosecute teachers when they commit gender-based crimes?
 - Can girls safely report abuse?
 - If not, how will these laws be established?
 - How will communities be sensitized to these laws and options for recourse?
- Do early childhood education classes exist to reduce the child care burden on girls so that they can attend school?

TEACHERS

- Is there a coordinated plan to recruit and train women to become teachers?
- Are there incentives for girls to want to become teachers?
- Is there a nationwide campaign to encourage girls to become educators?
- Are women teaching in areas other than early childhood or primary school?

- Are there codes of conduct for all teachers?

ANALYSIS

- Is there a mechanism in place to monitor and evaluate girls' participation in school?

POLICY DEVELOPMENT, ROLE OF GOVERNMENT, EXTERNAL ACTORS AND FUNDING

NEEDS ASSESSMENT

- Is there universal access to education?
- Has a national assessment of education need been conducted?
 - What are the results and how will they be used in policy making, planning and budget development?
- What are the factors in the transition from conflict to post-conflict that will affect education?
- Who is responsible for the development and implementation of education systems in the post-conflict situation?
- What is the level of infrastructure for education?
- What are the fiscal constraints around the provision of education?
- Have data collection systems been developed and are they working?
- Have populations needing special services been identified, and are there plans to meet the needs of these groups (e.g., rural, physically disabled, over-age, developmentally delayed)?
- Will all education assessment, policy and planning be done with both an evaluation of what has happened during the conflict as well as with an eye on long-term sustainability?

GOVERNMENT CAPACITY AND COORDINATION

- What is the capacity of the national government, in particular the Ministry/Department of Education, to formulate and implement policy, including oversight and distribution of funds?
 - Are the roles of all ministries clear?
 - Are ministries collaborating and coordinating efforts (e.g., ministries of education, gender, youth)?
 - Is the role of the ministry and staff positions clear?
 - Is restructuring needed to reflect the transition situation?
 - If needed, is training available in administration, fiscal planning and oversight, and

monitoring?

- o Is the Ministry/Department of Education overburdened due to multiple stakeholders demanding time and work?
- o Is there a plan for budget development and oversight?
- Is there a genuine national commitment to ensuring adequate funding for education?
- Is there transparency in the administrative, fiscal and monitoring functions in the national education system?
- Do monitoring and evaluation systems for education exist at the national, regional and local levels?
- Is there an interrelation and coordination between departments in the Ministry/Department of Education?
- Is education being decentralized?
 - o How is that happening?
 - o Is there equitable planning and financing for rural as well as urban areas?
 - o Are local education personnel and the community included in planning?

EXTERNAL ACTORS AND FUNDING

- Have donors, the UN and INGOs been identified and are they coordinating with one another and the national government?
 - o How is this happening?
 - o Has a long-term strategic plan for education

been developed and mutually agreed upon in conjunction with the community?

- o Is there an exit strategy for donors and the international community?
- o Is staffing appropriate for the stage of the conflict/post-conflict transition?

DATA/STATISTICAL INFORMATION AND SYSTEMS

- Is there an overall plan for national data gathering, analysis and dissemination (i.e., census)?
 - o What is important to know? How will that be decided?
 - o Is data disaggregated by sex and age?
- Are there specific data gathering, analysis and dissemination systems for government ministries based on need?
- Are information systems coordinated within the Ministry/Department of Education and between ministries?
 - o Are they coherent?
- How is information best stored?
 - o System for filing in computers?
 - o Are there computers, and what technology is available?
- How is data best disseminated?
- Are education personnel being trained in the purpose and methods of data gathering, analysis and dissemination?

APPENDIX I

QUESTIONNAIRE: LIBERIAN EDUCATION IN THE CONFLICT TO POST-CONFLICT TRANSITION

Hello. We are with the Women's Commission for Refugee Women and Children, and we are looking at the transition in education systems from conflict to post-conflict settings with a focus on refugee and IDP children, youth and women; this is what we'd like to talk to you about today.

We have a series of questions; however, we would like you to talk about things that you feel are most important in making this transition successful, particularly for refugee children, youth and women. We plan to develop a "promising practices" guide to help governments, the international community, INGOs, NGOs and local communities navigate the transition; this guide will be a combination of information gathered in at least three countries in the conflict to post-conflict transition.

Descriptive Information (to be recorded for each person unless otherwise requested by interviewee)

Name and title of person(s) being interviewed
Organization
Date

Overarching Question:

How have Liberian education systems changed or stayed the same in the conflict to post-conflict transition, particularly regarding refugees and IDPs?

RETURN AND EDUCATION RECONSTRUCTION: GENERAL

What was education like in Liberia prior to the conflict, during the conflict and now in post-conflict planning and reconstruction?

Prompts:

Facilities, Learning Materials and Models

- Schools/facilities
- Fees
- Education model: participatory/hierarchical, etc.
- Curriculum
- Language of instruction
- Primary/secondary/tertiary
- Non-formal/informal/vo-tech
- Private/public

Community Participation, Safety and Access

- Community participation
- For girls and young women
- Access
 - Location
 - Discrimination
- Safety

Teachers and Other Education Personnel

- Training
- Recruitment processes

- Gender breakdown
- Codes of conduct
- Supervision and support

Policy Development, Role of Government, External Actors and Funding

- Government: national ministry/regional/local
- Coordination in planning and implementation from grassroots to national levels
- Funding
 - External intervention
 - Who: UN/INGO/Donors
 - How: technical/financial support (if financial, how did the support come?)
 - Exit strategy
- Policy
 - Development
 - Implementation
 - Coordination
 - Rights-based
 - Transparent?

QUESTIONS SPECIFIC TO REFUGEE AND IDP RETURNEES

- What kinds of learning opportunities did refugees receive during the conflict?
- What kinds of learning opportunities did IDPs receive during the conflict?
- What kinds of provisions for refugee/IDP return have been made around education (certification, language, etc.)?
- What was the host country education system like?
- Was there communication between host and home country governments around education?
- Is there a civil society movement in Liberia? What is its role regarding education?

APPENDIX II

BACKGROUND ON THE CONFLICT IN LIBERIA

Liberia was founded in 1821 by black Americans as a settlement for freed American slaves. Large numbers of African-American immigrants landed in 1822, the first of some 15,000 to eventually settle in Liberia. In 1847, primarily due to British pressures, the colony was declared an independent republic. The settlers attempted to recreate American society, building churches, homes and schools resembling the ones they had left behind, and installing a similar Constitution. The Americo-Liberian minority controlled the country's politics, continued to speak English and ruled over the indigenous population – attempting to convert them to “Western” attitudes. New immigration mostly ceased with the onset of the American Civil War.

Despite its rocky beginning, Liberia was the only free republic in Africa and was consequently a model for African colonies struggling to achieve independence. William V.S. Tubman, who was elected president in 1944, built up the country's world profile by allowing early international investment in Liberia and traveling extensively. With this investment and the income from newly discovered mineral deposits, he was able to modernize parts of Liberia and built up infrastructure – including schools, roads and hospitals. Despite these economic and social developments, the divide between the indigenous populations and the ruling elites continued to widen. Tubman was seen by many as being in the pocket of the United States and became increasingly authoritarian – stifling the press, altering the constitution and installing secret spies to report on political opposition. All of this contributed to high tensions in Liberia, and by the time Tubman died in 1971, the damage done was seemingly irreparable. His vice president, William R. Tolbert, did what he could to improve the political climate and infrastructure, but most of Liberia's population lacked drinking water and electricity. In 1979, as a means to encourage self-sufficiency in rice production, Tolbert proposed an increase in the price of imported rice. This proposal incited demonstra-

tions which quickly turned violent.

Tolbert was assassinated by a group of enlisted men, and members of the Cabinet were executed publicly. Samuel K. Doe, the 28-year-old indigenous master sergeant and leader of the group, took over as leader of the country. The new government, called the People's Redemption Council (PRC), was brutal. Internal rifts led to systematic elimination of PRC members and ethnic favoritism. Doe's popularity with the people dropped quickly and dramatically. To make matters worse, after holding presidential elections in 1985, Doe declared himself the winner when he had actually lost. His already-corrupt government began to mimic the one that he had overthrown—silencing the press and banning political opposition. He was especially hard on the Gio and Mano ethnic groups. Due to the horrible treatment they received from the Liberian army, many indigenous northerners fled the country into Côte d'Ivoire. While they were there, Charles Taylor, who had served as Doe's deputy minister of commerce, but was imprisoned for allegedly pilfering millions of dollars of government funds, organized and trained many of them. When Taylor and his force of 100 rebels, called the National Patriotic Front of Liberia (NPFL), invaded from Côte d'Ivoire on Christmas Eve of 1989, thousands of Gio and Mano quickly joined them. The United States sent troops to the area when the NPFL threatened to take foreign hostages. This core group of rebels soon expanded to include many Liberians of all ethnic backgrounds. Thus began the 14-year civil war.

In September 1990, Doe was captured and tortured to death by another rebel group led by Prince Yormie Johnson, who was originally associated with Taylor, but also sought the presidency. The war between the Liberian government and the rebel groups was horrific – entire villages were emptied as people fled to neighboring countries, giving rise to thousands of internally displaced people and refugees. Soldiers – including many children – committed unspeakable atrocities, rap-

ing and murdering people of all ages, and engaged in massive ethnic cleansing. Most of the country's infrastructure, including its schools, hospitals and government, was destroyed. Two hundred thousand people were killed and *Forced Migration* estimates that almost all of the country's 3.4 million people were displaced at some point or another.⁹⁹

In 1993, the Economic Community of West African States (ECOWAS), the United Nations, the United States, the European Union and the Organization of African Unity brokered a peace agreement with Charles Taylor, agreeing to a cease-fire and a reasonable timetable to demobilize and disarm his troops. The Security Council established the United Nations Observer Mission in Liberia (UNOMIL). Elections were scheduled for February/March 1994, but delayed implementation of the peace agreement, as well as resumed fighting, made this impossible. A number of supplementary peace agreements were brokered, clarifying the original and creating a five-person transitional government.

Once the ceasefire was effectively in place, the United Nations successfully observed elections in July 1997. Charles Taylor won the presidential election against 12 other candidates. Liberians voted for him in the hope that he would fulfill his promise to end the bloodshed. The bloodshed did slow considerably, but did not end. Violence continued to flare up. Taylor, furthermore, did not improve the lives of Liberians as promised. Unemployment and illiteracy both stood above 75 percent during this time and he invested next to nothing in Liberia's flagging infrastructure – six years after the war “ended,” clean water and electricity were still unavailable, and schools, hospitals and roads remained decrepit or non-existent.¹⁰⁰ Taylor further destabilized the region by backing guerrillas in neighboring countries (including the bloody Revolutionary United Front in Sierra Leone), engaging them in the illicit trade of diamonds, lumber and weaponry while amassing a personal fortune.

In early 2003, two rebel groups, Liberians United for Reconciliation and Democracy (LURD) and the Movement for Democracy in Liberia (MODEL), which were allegedly backed and financed by Guinea and Côte d'Ivoire, respectively, hurtled Liberia back into complete chaos and civil war. By May 2003, the rebel groups controlled over 70 percent of Liberia and by July the

fighting had made it all the way to the streets of Monrovia.¹⁰¹ During this time, more people fled their homes and became IDPs and refugees. All factions committed severe war crimes, among them child conscription and the use of rape as a systematic tool of war.

Finally, in August of 2003, under intense U.S. and international pressure, Taylor ceded power and fled to exile in Nigeria, where he remains despite many pleas from the UN-backed war crimes court that he be returned to Liberia to stand trial on 17 counts of war crimes. Upon Taylor's exit, ECOWAS deployed a 3,600-strong peacekeeping force in Liberia (ECOMIL). On August 18, 2003, leaders from the Liberian government, civil society, political parties and the rebel groups signed a peace agreement and divided power to form a two-year National Transitional Government of Liberia. Under the agreement, the government, LURD and MODEL each selected 12 members of the 76-member Legislative Assembly, and businessman Gyude Bryant was selected as Chair.

As security conditions showed mild improvement, Liberian refugees and IDPs began to flow home. The International Rescue Committee states that about 42,000 Liberian refugees returned home in 2003, and UNHCR estimates that 100,000 more returned in 2004.¹⁰² Skirmishes still continue and Liberia's infrastructure is almost completely destroyed. Recent reports from international political, environmental and humanitarian groups point out Liberia's sky-high unemployment, listed in 2003 at 85 percent, and continuing human rights violations as contributing to the violence and unrest.¹⁰³

BACKGROUND ON REFUGEE/IDP FLOWS AND RETURN

CAUSES OF DISPLACEMENT

The main cause of displacement has been attacks on towns and villages and major human rights abuses due to the fighting between the Liberian government forces and rebels. Additionally, large-scale displacement has been triggered by radio announcements by the Liberian government, warning of imminent rebel attacks, which usually never materialize.

The targeting of suspected “dissidents” by Liberian security forces has also caused large num-

bers of people to flee.¹⁰⁴ Human Rights Watch has documented that the Liberian government and, to a lesser but still significant extent, the LURD forces, have continuously violated their obligations under international law.¹⁰⁵

This has caused civilians to leave their homes suddenly to escape death or injury. However, they repeatedly face further hardship where they flee. Though they leave under gunfire or are forced out by armed forces, they often complain of money and personal items being stolen from them at government checkpoints, leaving them without the resources to flee to safety. Large numbers of women and children are in IDP and refugee camps because boys and young men have been forcibly conscripted into fighting forces, leading to the separation of families and increasing the risk of women and children being subjected to gender-based violence.

A 2003 *Forced Migration* report states that “the extent of indiscriminate violence and civil unrest during the civil war was such that virtually all of the country’s approximately 3 million people had to flee their homes at one time or another, sometimes for a few weeks and in many cases for several years.”¹⁰⁶ However, official figures estimate that 1.2 million were internally displaced and 700,000 were refugees at the war’s end.¹⁰⁷

REFUGEES¹⁰⁸

Refugee population and changes in Liberian refugees taking asylum in other countries, 2004 ¹⁰⁹	
Total Liberian Refugee Population at Beginning of Year 2004	353,123
Of which: UNHCR-assisted	272,279
Increases during the year	
Spontaneous arrivals – <i>prima facie</i>	3,699
Individual recognition	1,907
Resettlement arrivals	8,614
Other	11,677
TOTAL	25,897
Decreases during the year	
Voluntary repatriation total	9,615
Of which: UNHCR-assisted	5,257
Resettlement total	6,778
Of which: UNHCR-assisted	5,614
Other	23,406
TOTAL	39,803
Total refugee population at end of year	339,217
Of which: UNHCR-assisted	257,267

At the beginning of the conflict, when refugees first arrived in host countries, they were typically assisted by the local populations. However, host governments quickly became strained and invited UNHCR to assist the refugees. This assistance was offered through refugee camps in Sierra Leone, Guinea, Nigeria and Ghana. In addition to these counted refugees in the table above, unknown numbers of refugees chose to settle outside of the camps and restricted areas, fending for themselves. In Côte d’Ivoire, the government preferred the refugees to settle freely among the local population as opposed to in camps in the western part of the country.

IDPs

According to the U.S. Committee for Refugees and Immigrants, 464,000 Liberians were IDPs as of December 2004. Relying on international funds from the International Red Cross, the British Red Cross, the Swedish aid agency, SIDA, the Liberian Refugee, Resettlement and Repatriation Commission (LRRRC) was able to relocate over 126,000 IDPs since 1998.

The government began a new strategy for facilitated return, resettlement and reintegration of IDPs before the 2005 elections. Under the government strategy, conditions must be conducive to the “safe return and sustainable reintegration of displaced Liberians.”¹¹⁰ The criteria for safety related to general security, restoration of state authority, humanitarian access and spontaneous returns. Registered IDPs in camps (about 260,000 in total) received resettlement and reintegration assistance (although in reality, details of this, particularly the funding, remain unclear). Unregistered IDPs may receive community-based assistance in their areas of return, but not targeted resettlement assistance.¹¹¹

REFUGEE AND IDP RETURN

At the official conclusion of the war in 1997, UNHCR began a repatriation effort to help Liberians return home. Between 1997 and 1999, 350,000 to 400,000 Liberian refugees repatriated, and at least 40,000 more joined them at the beginning of 2000. But the renewed violence in 2000, especially in Lofa County, prevented more refugees from returning home, and only 2,000 returned in 2001. UNHCR ceased its repatriation and reintegration programs in early 2001 due to increased insecurity. With the establishment of the transitional government in August 2003, UNHCR’s repatriation plans were reinstated.

As of December 2005, more than 50,000 refugees had returned spontaneously to Liberia since the beginning of 2005. This figure was expected to reach 100,000 persons by the end of 2006. UNHCR extended IDP camps in the Monrovia area to accommodate, protect and assist some 20,000 spontaneous returnees, mainly from Sierra Leone, who could not return to their places of origin for security reasons.

In addition to direct repatriation efforts, increasing returns among refugees and IDPs are attributable to projects by UNHCR and other humanitarian agencies to increase the absorption capacity in areas of return. For example, UNHCR is implementing more than 1,500 community empowerment programs such as the building or repair of schools, clinics, roads, bridges, water points and sanitation facilities. Other projects involve developing facilities to increase the absorption capacity of communities and building their capacity to participate in development initiatives and manage programs. The UN refugee agency,

together with the Liberian government and its partners, has embarked on a new scheme to attract teachers and medical personnel with incentives to return home to provide much-needed services. More than 26,000 Liberian refugees have been assisted to go home since October 2005. “Official” IDP resettlement was begun in November 2004 and UNHCR has contributed to the return of 188,636 internally displaced Liberians as part of an inter-agency collaborative effort. According to the Norwegian Refugee Council’s Global IDP Database, “There is a dire lack of shelter and basic services in key areas of return, such as Lofa County, which was once home for many of Liberia’s IDPs – food supplies, as well health, water/sanitation and education facilities are all lacking and the absence of seeds and farm tools in return packages further exacerbates the situation of food insecurity.”¹¹² For IDPs and refugees in an “essentially rural population, a poorly designed reintegration assistance package, which does not include seeds and tools, may be a recipe for further unrest as returned populations have exhausted their four-month WFP rations and have no possibility of obtaining food otherwise.”¹¹³

CONTINUING CONSTRAINTS

Although a lot of progress has been made towards repatriation, UNHCR still cites many factors that constrain their efforts. Among these are that although UNMIL troops have secured most parts of the country, the absence of local authorities, including administrative and law enforcement institutions, is still a key challenge in the quest for continued stability. Failure to secure funds for the rehabilitation and reintegration of demobilized ex-combatants leaves them vulnerable to recruitment by non-State actors within and across Liberia’s borders. Recovery of property and access to land are paramount concerns. Many returnees are likely to come home to find their land and houses occupied by ex-combatants and others. Most areas of return lack food, water and basic services on account of widespread dilapidation and war damage. Humanitarian needs are extensive and it will take time to build the capacity of the government, NGOs and other partners to respond. Economic activities are limited and unemployment exceeds 80 percent. Liberia’s roads, poor at the best of times, deteriorate drastically during the rainy season, becoming almost impassable.

APPENDIX III

ORGANIZATIONS WORKING ON EDUCATION IN LIBERIA¹¹⁴

Sectors of Education	Counties within each sector	Contact Information
<i>International Organizations</i>		
Adventist Development and Relief Agency (ADRA)		
Assessment	Grand Gedeh, Nimba	Name: Frank Teeuwen, Bureau Chief for Emergency Management; Anthony Stahl, Bureau Chief for Program Management Phone: 1.800.424.2372 Address: 12501 Old Columbia Pike Silver Spring, MD 20904 Website: www.adra.org
Teacher Training	Grand Gedeh	
Girls' Education	Grand Gedeh	
School Rehabilitation and Renovation	Nimba	
School Supplies	Grand Gedeh	
School Health	Grand Gedeh	
School Feeding	Margibi, Montserrado	
International Rescue Committee (IRC)		
Assessment	Lofa, Nimba	Name: Daniel McVitalis, Education Coordinator Phone: 583.382 Email: dmcvitalis@their.org Address: Tubman Blvd. Catholic Junction, Monrovia, Liberia Website: www.theirc.org
Teacher Training	Bong, Lofa, Margibi, Montserrado, Nimba	
Vocational/Nonformal Education/Skills Training	Lofa, Montserrado, Nimba	
Girls' Education	Lofa, Bong, Margibi, Montserrado, Nimba	
School Rehabilitation and Renovation	Lofa, Nimba	
School Construction	Lofa, Nimba	
WATSAN (School)	Lofa	
School Supplies	Lofa, Bong, Margibi, Montserrado, Nimba	
Education Promotion	Lofa, Bong, Margibi, Montserrado, Nimba	

Sectors of Education	Counties within each sector	Contact Information
Jesuit Refugee Service (JRS)		
Teacher Training	Bong	Name: Fr Mateo Aguirre SJ Regional Director (West Africa) Mr. Mark Harrington Administrator Tel: + 225.22.446.833 Tel: + 225.22.446.815 Address: 08 B.P. 2088, Abidjan 08 Côte d'Ivoire Website: www.jesref.org
Vocational/ Nonformal Education/Skills Training	Bong, Montserrado	
Girls' Education	Bong	
School Rehabilitation and Renovation	Bong	
School Supplies	Bong	
Education Promotion	Bong, Bomi	
School Feeding	Margibi, Montserrado	
Norwegian Refugee Council (NRC)		
Assessment	Bomi, Grand Cape Mount	Name: Per Bjerre Phone: +231.6.523.630 Sat: +882.165.420.1430 Mobile: +231.6.592.100 Email: resrep@liberia.nrc.no Address: Norwegian Refugee Council House #1, Mega Compound Randall Street, South Beach Adj. St. Teresa Convent Compound Monrovia, Liberia Website: www.nrc.no/engindex.htm
Teacher Training	Bomi, Montserrado	
Girls' Education	Bomi	
School Construction	Montserrado	
School Supplies	Bomi, Grand Cape Mount, Montserrado	
Education Promotion	Bomi, Grand Cape Mount, Montserrado	
<i>National and Community-based Organizations</i>		
Combat Stress Liberia (CSLI)		
Vocational/ Nonformal Education/Skills Training	Montserrado	Name: Genevieve F. Massa, Executive Director Phone: 544.757 Email: combatstresslib@yahoo.com
School Construction	Montserrado	
Education Promotion	Montserrado	

Sectors of Education	Counties within each sector	Contact Information
Humanitarian Assistance Services (HAS)		
Assessment	Bomi	Name: Benedict B. Togba, Executive Director Phone: 06.580.270 Email: hasorg@yahoo.com Address: Somalia Drive, Gardenville, Liberia
School Health	Nimba	
Vocational/ Nonformal Education/Skills Training	River Gee, Nimba, Gbapolu	
School Rehabilitation and Renovation	Sinoe, Lofa	
WATSAN (School)	Bomi, Gbapolu, Lofa	
School Supplies	Grand Bassa	
School Feeding	Lofa	
Liberian Chapter of the African Network for Prevention & Protection Against Child Abuse (ANPPCAN)		
Vocational/ Nonformal Education/Skills Training	Montserrado	Name: Mr. Clement O. Stephens Phone: 06.544.169/06.545.235 Email: anppcan_liberia@yahoo.com Address: ANPPCAN Liberia Chapter Benson/ Buchanan Street P. O. Box 6794 Rm. 110 Meena Building Monrovia, 10, Liberia Website: www.anppcan.org/
Girls' Education	Montserrado	
Education Promotion	Montserrado	
Liberian Educational Action for Development (LEAD)		
Assessment	Margibi, Montserrado, Nimba, River Cess, Gbapolu	Name: Elijah Z. Whapoe, Executive Director Phone: 524.657 Email: lead_wez@yahoo.com Address: Snow Hill, Gardnersville, Box 6406, Liberia
Teacher Training	Margibi, Gbapolu	
Vocational/Nonformal Education/Skills Training	Montserrado, Gbapolu	
Girls' Education	Margibi, Montserrado, Nimba, River Cess	
School Rehabilitation and Renovation	Nimba	
School Health	Margibi, Montserrado, Nimba, River Cess, Gbapolu	
Education Promotion	Montserrado, Nimba, River Cess, Gbapolu	

Sectors of Education	Counties within each sector	Contact Information
Presbyterian Relief Services (PRS)		
Assessment	Bong, Montserrado	Name: A. Sylvester Urey, Executive Director Phone: 533.211 Email: asurey2001@yahoo.com Address: Crown Hill, Broad Street, Monrovia, Liberia
Teacher Training	Bong, Montserrado	
Vocational/ Nonformal Education/Skills Training	Bong, Montserrado	
Girls' Education	Bong, Montserrado	
School Rehabilitation and Renovation	Bong, Montserrado	
School Construction	Bong, Montserrado	
WATSAN (School)	Bong, Montserrado	
School Supplies	Bong, Montserrado	
School Health	Bong, Montserrado	
Education Promotion	Bong, Montserrado	
School Feeding	Bong, Montserrado	
Project Bomi, Inc. (PB)		
Vocational/ Nonformal Education/Skills Training	Bomi	Name: Mambu B. Momo, Executive Director Phone: 513.341 Email: shalombomi@yahoo.com
School Rehabilitation and Renovation	Bomi	
WATSAN (School)	Bomi	

Sectors of Education	Counties within each sector	Contact Information
Zoe-Geh Development Council, Inc. (ZGDC)		
Assessment	Nimba	Name: Peterson S. Segran I, Executive Director Phone: 521.027 Email: zogeco2000@yahoo.com Address: Beplay Headquarters, Nimba County
Teacher Training	Nimba	
Vocational/ Nonformal Education/Skills Training	Nimba	
Girls' Education	Nimba	
School Rehabilitation and Renovation	Nimba	
School Construction	Nimba	
WATSAN (School)	Nimba	
School Supplies	Nimba	
School Health	Nimba	
Education Promotion	Nimba	
School Feeding	Nimba	
ZOA Refugee Care (ZOA)		
Assessment	Margibi	Name: Phone: + 31.55.366.33.39 Fax: + 31.55.366.87.99 Email: info@ZOAweb.org Address: Sleutelbloemstraat 8 P.O. Box 4130 7320 Acapeldoorn The Netherlands (Holland) Website: www.ZOAweb.org
Vocational/ Nonformal Education/Skills Training	Margibi	
School Rehabilitation and Renovation	Margibi	
School Construction	Grand Bassa, Margibi, Montserrado	
WATSAN (School)	Grand Bassa, Margibi, Montserrado	
School Supplies	Margibi	

ADDITIONAL INTERNATIONAL AGENCIES AND DONORS

ORGANIZATION	MANDATE/PLAN OF WORK
EC	<p>Working with Government of Liberia to end corruption and ensure money for education. Work with the Ministry of Education. Five-year strategic plan. Conducted a sweeping assessment of the education situation in Liberia. Four areas of focus: education planning; management and finance; monitoring and evaluation; and technical assistance and teacher training. Prioritizing the interior of the country by decentralizing EC structure and setting up offices in counties.</p>
FAWE	<p>Focus on girls' education. Girls' Clubs.</p>
Save the Children UK	<p>Work through the Ministry of Education. Focus on quality education, child-centered learning, access and protection. Promotion of school attendance in communities. Promotion of life skills/income generating activities to retain students in school.</p>
UNDP	<p>Possible work on bricks and mortar projects through community-based recovery programs.</p>
UNESCO	<p>Work through the Ministry of Education. Focus on curriculum revision and textbook printing and dissemination.</p>
UNICEF	<p>Work through the Ministry of Education on strategic planning and policy development. Focus on primary education. Rapid assessment of learning spaces (RALS). Accelerated Learning Programs. Teacher training. Children's clubs.</p>
UNIFEM	<p>Works with the Ministry of Education. Involved in development of policy on girls' education. Promotes gender perspective on school building construction.</p>
USAID	<p>Working with Government of Liberia to end corruption and ensure money for education. Work with the Ministry of Education. Focus on basic education, primary and secondary. Community sensitization around education. Support Community Development Committees. Programs must be community-driven. Funding for education through the Africa Education Initiative.</p>
USAID/Office of Transitional Initiatives (OTI)	<p>Work with Ministry of Education. Three-year transition strategy. Accelerated Learning Programs. Teacher training programs. Youth Employment Skills program (YES). Literacy and numeracy training. Livelihoods projects.</p>
WFP	<p>Providing food for school feeding programs. Providing some take-home rations for girls to keep them in school.</p>

APPENDIX IV

ORGANIZATIONS CONTRIBUTING TO EDUCATION IN LIBERIA 2003-2005 (BY YEAR) ^{11,15}

Description of Project	Destination Country	Emerg. Title and Year	Appeal Title and Year	Project Title	Project Start Date & End Date	Donor Organization	Donor Country	Donor Parent Organization	Appealing Agency	Appealing Agency (Parent Org.)	Status	Amount in USD
Rapid education response	Liberia	Liberia 2003	Liberia 2003	Rapid education response	1/1/2003-12/31/2003	Allocation from UNICEF Regular Resources	Private	Allocation from UNICEF Regular Resources	United Nations Children's Fund	United Nations Children's Fund	Paid contribution	\$500,000
Rapid education response	Liberia	Liberia 2003	Liberia 2003	Rapid education response	1/1/2003-12/31/2003	UNICEF National Committee/Finland	Private	United Nations Children's Fund	United Nations Children's Fund	United Nations Children's Fund	Paid contribution	\$54,230
Rapid education response	Liberia	Liberia 2003	Liberia 2003	Rapid education response	1/1/2003-12/31/2003	UNICEF National Committee/Italy	Private	United Nations Children's Fund	United Nations Children's Fund	United Nations Children's Fund	Paid contribution	\$100,000
Rapid education response	Liberia	Liberia 2003	Liberia 2003	Rapid education response	1/1/2003-12/31/2003	UNICEF National Committee/Netherlands	Private	United Nations Children's Fund	United Nations Children's Fund	United Nations Children's Fund	Paid contribution	\$216,920
Psychosocial work peace and reconciliation	Liberia	Liberia 2003	Liberia 2003			Norway	Norway	Norway	Norwegian Church Aid	Norwegian Church Aid	Commitment	\$61,135
Emergency school assistance programme	Liberia	Liberia 2003	Liberia 2003			Switzerland	Switzerland	Switzerland	Adventist Development and Relief Agency International	Adventist Development and Relief Agency International	Commitment	\$76,923
TOTAL for 2003												\$2,018,416

Description of Project	Destination Country	Emerg. Title and Year	Appeal Title and Year	Project Title	Project Start Date & End Date	Donor Organization	Donor Country	Donor Parent Organization	Appealing Agency	Appealing Agency (Parent Org.)	Status	Amount in USD
Education	Liberia	Liberia 2004	Liberia 2004	Emergency education response	1/1/2004-12/31/2004	UNICEF National Committee/ United Kingdom	Private	United Nations Children's Fund	United Nations Children's Fund	United Nations Children's Fund	Paid contribution	\$173,765
Education	Liberia	Liberia 2004	Liberia 2004	Emergency education response	1/1/2004-12/31/2004	UNICEF National Committee/ United Kingdom	Private	United Nations Children's Fund	United Nations Children's Fund	United Nations Children's Fund	Paid contribution	\$279,851
Emergency education response	Liberia	Liberia 2004	Liberia 2004	Emergency education response	1/1/2004-12/31/2004	Netherlands	Netherlands	Netherlands	United Nations Children's Fund	United Nations Children's Fund	Paid contribution	\$556,000
Accelerated learning programme in Liberia	Liberia	Liberia 2004	Liberia 2004	Emergency education response	1/1/2004-12/31/2004	United Kingdom	United Kingdom	United Kingdom	United Nations Children's Fund	United Nations Children's Fund	Paid contribution	\$1,155,962
Education	Liberia	Liberia 2004	Liberia 2004	Emergency education response	1/1/2004-12/31/2004	UNICEF National Committee/ Finland	Private	United Nations Children's Fund	United Nations Children's Fund	United Nations Children's Fund	Paid contribution	\$183,824
Education	Liberia	Liberia 2004	Liberia 2004	Emergency education response	1/1/2004-12/31/2004	UNICEF National Committee/ Germany	Private	United Nations Children's Fund	United Nations Children's Fund	United Nations Children's Fund	Paid contribution	\$123,394
TOTAL for 2004												\$2,472,796

Description of Project	Destination Country	Emerg. Title and Year	Appeal Title and Year	Project Title	Project Start Date & End Date	Donor Organization	Donor Country	Donor Parent Organization	Appealing Agency	Appealing Agency (Parent Org.)	Status	Amount in USD
Rehabilitation of education sector	Liberia	West Africa 2005				Ireland	Ireland	Ireland	United Nations Children's Fund	United Nations Children's Fund	Commitment	\$462,351
Three schools will be rehabilitated and equipped	Liberia	West Africa 2005				Sweden	Sweden	Sweden	Liberia Dujar Association, Sweden	Liberia Dujar Association, Sweden	Commitment	\$285,019
Support for IBIS "Accelerated Learning Programme" in Liberia for children with abrupt education caused by the civil war	Liberia	West Africa 2005				Denmark	Denmark	Denmark	IBIS	IBIS	Commitment	\$689,374
TOTAL for 2005 (as of 7/05)												\$1,436,744 (so far)
TOTAL for 2003-July 2005												\$4,918,748

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- 30 Women's Commission interview with staff of Combat Stress Liberia, December 9, 2005.
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