



MINISTRY OF EDUCATION REPUBLIC OF LIBERIA



ANNUAL SCHOOL CENSUS REPORT 2025/2026

In Partnership With



**Division of Education Management Information System
Department of Planning, Research and Development
Ministry of Education**

Republic of Liberia
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FOREWORD



An education system cannot improve what it cannot see clearly. The Annual School Census gives us that picture: where our learners are, where teachers are needed, where infrastructure gaps remain, and where progress is moving too slowly.

I am therefore pleased to present the National Statistical Booklet and Annual School Census Report for the 2025/2026 academic year. This report provides an updated national picture of Liberia's pre-tertiary education sector and strengthens the evidence available to government, schools, communities, and partners as we make decisions about access, quality, equity, and investment.

The 2025/2026 census also reflects the progress we are making in strengthening Liberia's Education Management Information System. Data collection and processing are becoming more decentralized and digitally supported, including the use of Optical Character Recognition to improve the efficiency of reporting. The census covers early childhood, primary, secondary, and alternative learning programs, while also expanding the visibility of Technical and Vocational Education and Training institutions across government and non-government systems. Bringing these different parts of the sector into a stronger national reporting framework gives us a more complete basis for planning.

The data also require us to confront where the system remains uneven. Participation remains much stronger at the early childhood and basic education levels than at secondary level, where access continues to narrow. Over-age enrollment remains a significant concern. Infrastructure gaps, including shortages in classrooms, water, sanitation, and hygiene facilities, continue to affect the conditions under which many children learn. These patterns matter because they show us where national averages can hide very different realities across counties, districts, schools, and groups of learners.

These numbers have consequences. They influence where teachers are deployed, where classrooms and learning facilities are needed, which schools require additional support, and where resources should be directed more equitably. They also allow us to follow learner progression, repetition, retention, and participation over time and to assess our progress against the Education Sector Plan 2022–2027 and the ARREST Agenda for Inclusive Development.

The value of this report will ultimately be measured by what we do with it. Reliable data should sharpen our decisions, help us direct limited resources where they can make the greatest difference, and allow us to track whether the choices we make are improving the experience of learners from one census year to the next. Our commitment is therefore not simply to collect education data annually, but to use it consistently in planning, budgeting, supervision, and policy implementation.

I extend my appreciation to our County and District Education Officers, school principals, registrars, and the Ministry's technical teams whose work made this census possible. I also recognize the contributions of the International Institute for Education Planning (IIEP), UNESCO, the Center for Integrated Solutions (CIS) and the Liberia Institute for Statistics and Geo-Information Services (LISGIS) in supporting data validation, as well as the continued technical and financial support of the Global Partnership for Education, the World Bank, UNICEF, Hope Liberia, and Keep Liberia.

The 2025/2026 Annual School Census gives us a clearer view of where Liberia's education system stands. Our responsibility now is to use that clarity well: to direct resources more fairly, respond more

quickly to persistent gaps, and keep improving the conditions in which every learner is expected to learn and succeed.



Dr. Jarso Maley Jallah
Minister of Education
Republic of Liberia

ACKNOWLEDGEMENT



The successful production of the 2025/2026 Annual School Census (ASC) Report and National Statistical Booklet represents a major collaborative achievement. It required months of intensive planning, technical development, and cross-sector field coordination. The Ministry of Education wishes to express its profound gratitude to the many individuals, communities, and international institutions whose unwavering dedication made this comprehensive data-collection exercise possible.

First and foremost, we extend our sincere professional appreciation to the hardworking leadership and staff of the Bureau of Planning, Research, and Development. We explicitly recognize the exceptional administrative oversight and strategic vision of **Hon. Oscar G. Flomo**, Assistant Minister for Planning, Research, and Development. Hon. Flomo brilliantly spearheaded the ASC Technical Team, ensuring that all data-gathering operations remained strictly synchronized, targeted, and aligned with national indicators.

This technical execution was driven dynamically by the **EMIS Task team**, under the direct management and expert technical supervision of **Alfred George**, Director for the Education Management Information System (EMIS). Director George's rigorous data-quality controls and technical guidance anchored the entire lifecycle of this project—from the initial digitizing of data-capture questionnaires to server telemetry and final normalization. This structural framework was further strengthened by the vital coordinating support of the **Director for Planning, Monitoring, and Evaluation, Abdallah M. Housseini**, alongside our dedicated Data Quality Supervisors, Database Administrators, Demographers, and Data Analysts.

We acknowledge the critical field operations led by our County Education Officers (CEOs) and District Education Officers (DEOs). Their strict administrative oversight across our 16 education counties and 125 school districts ensured that data collection was conducted uniformly and within our statutory timeframes. Most importantly, we honor the exceptional diligence of our local school principals, registrars, and enumerators. Operating as our front-line data collectors, these individuals carefully compiled institutional records, mastered the Optical Character Recognition (OCR) platform, and frequently traveled long distances under difficult seasonal conditions to ensure their respective school compounds were fully accounted for in the national registry.

The technical and structural completion of this booklet would not have been achieved without the robust support of our key technical partners. We are grateful to **Satoko Yano** and **Masaya Noguchi** of the **UNESCO International Institute of Educational Planning (IIEP)** for their support with data cleaning and organization. We extend our deep gratitude to the Center for Integrated Solutions (CIS) for their technical management of our secure cloud server infrastructure, real-time dashboard telemetry, and collaborative contribution to this analytical text. We also recognize the statistical specialists at the Liberia Institute for Statistics and Geo-Information Services (LISGIS) for their critical role in harmonizing our school-level datasets against updated national population baselines and geographic information system (GIS) frameworks.

Finally, the Ministry of Education expresses its immense gratitude to our international development partners whose financial injections and strategic advisory support continue to sustain Liberia's educational data ecosystem. We thank the Global Partnership for Education (GPE) and the World Bank for their foundational funding of these census processes through our active sector stabilization projects. We recognize UNICEF for providing additional targeted logistics and funding to ensure deep-

field coverage in underserved interior clans, and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) for guiding our formatting indicators to align with international classifications. The collective investments of all these stakeholders ensure that Liberia's educational planning remains firmly rooted in verified reality.



Hon. Thomas Momo Parker

Deputy Minister for Planning, Research, and Development

Ministry of Education



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List of Acronyms

AAID	ARREST Agenda for Inclusive Development
ABE	Alternative Basic Education
AE	Alternative Education
ALP	Accelerated Learning Program
ASC	Annual School Census
CEO	County Education Officer
CIS	Center for Integrated Solutions
DEO	District Education Officer
ECE	Early Childhood Education
EMIS	Education Management Information System
ESP	Education Sector Plan
EU	European Union
GER	Gross Enrollment Ratio
GIR	Gross Intake Rate
GPE	Global Partnership for Education
GPI	Gender Parity Index
JHS	Junior High School
JSE	Junior Secondary Education
KPI	Key Performance Indicator
LBE	Lower Basic Education
LISGIS	Liberia Institute for Statistics and Geo-Information Services
MoE	Ministry of Education
NER	Net Enrollment Ratio
NIR	Net Intake Rate
PTA	Parent-Teacher Association
SCR	Student-Classroom Ration
SDG	Sustainable Development Goal
SE	Special Education
SHS	Senior High School

SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
SRGBV	School-Related Gender-Based Violence
SSE	Senior Secondary Education
STR	Student-Teacher Ratio
STextR	Student-Textbook Ratio
SQA	School Quality Assessment
TVET	Technical and Vocational Education and Training
UBE	Upper Basic Education
UNESCO	United Nations Educational, Scientific, and Cultural Organizations
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation, and Hygiene

1.0 Executive Summary

1.1 Introduction and Sector Context

The Ministry of Education of the Republic of Liberia presents the official National Statistical Booklet and Annual School Census (ASC) Report for the **2025/2026** academic year. Formulated under the leadership of President **Joseph Nyuma Boakai** and Minister **Dr. Jarso Maley Jallah**, this comprehensive report delivers a completely validated macro-snapshot of Liberia's pre-tertiary education sector. The tracking of these education statistics serves as an essential pillar for evidence-based governance, providing a definitive roadmap for national resource allocation, policy design, and structural planning aligned with the **Education Sector Plan (ESP 2022–2027)** and the broader **ARREST Agenda for Inclusive Development (AAID)**.

Liberia's educational terrain continues to face deep-seated geographic, demographic, and historical challenges. The sector operates within a formal **3-6-3-3 structural model** spanning Early Childhood Education (ECE), Primary (Lower Basic), Junior Secondary Education (JSE), and Senior Secondary Education (SSE), complemented by non-formal accelerated and alternative basic education tracks. Systemic capacity is heavily tested by historical macro-shocks—including the physical infrastructure legacy of successive civil wars (**1989–2003**), the regional Ebola outbreak (**2014–2016**), and the COVID-19 pandemic—all of which severely disrupted educational continuity and left a substantial backlog of over-age learners.

Demographic demand remains exceptionally high, with over **40 percent** of the population falling within school-going cohorts. This demand is marked by intense geographic polarization; approximately two-thirds of the national population resides within four dominant subdivisions, causing extreme classroom saturation in metropolitan centers like **Montserrado County** while exacerbating teacher deployment gaps in remote interior clans.

1.2 Methodological Innovation and Census Execution

The **2025/2026** census cycle marks a major technological milestone in the modernization of Liberia's digital planning architecture. Overcoming historical dependencies on external enumerators—which frequently resulted in reporting inconsistencies and central bottlenecks—the Bureau of Planning, Research, and Development transitioned to a highly localized, school-centered methodology. Direct reporting responsibility was placed squarely upon **school principals and registrars**, cultivating immediate administrative ownership and institutional data usage.

To support this model, the Ministry fully scaled its centralized **Education Management Information System (EMIS)** using **Optical Character Recognition (OCR)** tools developed in partnership with the **Center for Integrated Solutions (CIS)**. This allowed for the efficient digitization of paper questionnaires collected across all **16 education counties and 125 school districts**. Crucially, this census cycle successfully integrated formal and informal Technical and Vocational Education and Training (TVET) institutions into a singular reporting repository for the first time, capturing data from cross-ministry and non-governmental vocational centers through a specialized master-trainer deployment pipeline.

The data-collection lifecycle was executed across two strict operational phases between May and June **2026**, tracked tightly via a paper-based **Forms Transfer Tracker** to ensure complete administrative custody:

- **Phase One (Forms Deployment):** Bulk form print allocations were dispatched from Monrovia on **May 16, 2026**, traveling through County Education Officers (CEOs) and District Education Officers (DEOs) to geographic-proximity cluster hubs, where school administrators collected them. Embedment of central Ministry staff and unannounced spot checks secured field accountability.
- **Phase Two (Forms Retrieval and Validation):** Completed booklets underwent initial DEO verification and CEO sign-offs before central consolidation on **June 14, 2026**. This was followed by an intensive central data-cleaning session in Margibi County from **June 20 to June 29, 2026**, where a joint verification team harmonized indicators against population baselines from the **Liberia Institute for Statistics and Geo-Information Services (LISGIS)** and cross-checked staffing entries against the central ministry payroll database.

School Infrastructure and Ownership Distribution

The validated **2026** census dataset accounts for a nationwide network of **6,494 physical K-12 schools**, supporting a total population of **1,300,815 students** and **71,959 instructional staff**. Because an individual physical school compound may offer multiple programmatic levels simultaneously, institutional density is disaggregated across specific instructional tiers:

- **Early Childhood Education (ECE):** Offered at **6,010** school sites.
- **Primary Education:** Offered at **6,126** school sites.
- **Junior Secondary Education (JSE):** Offered at **3,028** school sites.
- **Senior Secondary Education (SSE):** Offered at **1,256** school sites.
- **Alternative Learning & Adult Literacy:** Offered at **46** ALP and **31** Adult Literacy sites.

In terms of institutional ownership, the public sector directly accounts for **2,463 schools (37.9%)**. The remaining educational network is sustained by private entities (**2,140 schools**), faith-based organizations (**1,660 schools**), and community-managed operations (**231 schools**).

Student Enrollment Profiles

Total enrollment displays a stark, severe pyramidal drop-off as students progress into higher tiers, highlighting a critical bottleneck in educational transition and high-school retention. National general education enrollment stands at:

- **ECE Tiers: 396,113 students (30.4% of total enrollment)**, distributed across Nursery (**184,425**), KG1 (**107,927**), and KG2 (**103,761**).
- **Primary Tiers: 559,091 students (42.9% of total enrollment)**, moving from **106,608** in Grade 1 down to **81,434** in Grade 6.
- **Junior Secondary Tiers: 199,665 students (15.3% of total enrollment).**
- **Senior Secondary Tiers: 144,852 students (11.1% of total enrollment).**

Non-governmental sectors accommodate the majority of learners across all tiers. Public schools absorb **34.9% of all primary students** (195,000 learners) and **29.4% of all senior secondary learners** (42,418 learners), while private, faith-based, and community institutions combine to support the remaining 65.1% of primary and 70.6% of upper-secondary cohorts.

Technical and Vocational Education and Training (TVET) Sub-Sector Snapshot

The synchronized TVET data mapping establishes an empirical baseline of **213 active TVET institutions**, serving a national population of **19,334 students** and **1,529 instructional trainers** across the country.

- **TVET Institutional Framework:** Private providers manage **87.8% (187 sites)** of all vocational training centers, while the public sector operates **8.5% (18 institutions)**. All **213** entities provide formal tracks, with **49** centers concurrently integrating informal/apprenticeship lines. Infrastructure is highly centralized, with Montserrado County accounting for **43.2% (92 facilities)** of the national vocational footprint.
- **TVET Enrollment Dynamics:** Total enrollment shows near-gender parity at the macro level, with **49.2% male (9,512 students)** and **48.2% female (9,314 students)** participating, with **2.6% (508 students)** not gender-identified. However, sharp gender segregation persists across disciplines; females heavily dominate Fashion, Beauty, and Personal Services (**84.2%**), while males retain strong structural majorities in Welding/Metal Fabrication (**77.3%**) and Auto-mechanics (**69.5%**). ICT stands out as the largest single program, absorbing **4,498** students across both genders.
- **TVET Trainer Output Profiles:** The sub-sector relies on an instructional core of **1,529** trainers comprising **883 males (57.8%)**, **524 females (34.3%)**, and **122 (8.0%)** whose gender was not reported. Output tracking logs **7,982** verified TVET graduates in **2026**, establishing a major empirical framework for entry-level workforce telemetry.

Instructional Workforce Qualifications and Demographics

Of the 71,959 teachers enumerated, the gender distribution shows an extreme structural imbalance. Nationwide, **68.3% of the workforce is male** (49,136 teachers) compared to just **29.5% female** (21,210 teachers), with 2.2% unrecorded. This gap varies significantly by region; Lofa County exhibits an 81.8% male workforce, while metropolitan Montserrado County demonstrates higher female parity, hovering around 33.6% representation.

Professional and academic qualifications also reveal severe training deficits:

- **ECE Teaching Staff:** Hold a total volume of 21,425 assignments. Professionally, 41.0% hold a C Certificate baseline, 10.7% a B Certificate, and 0.4% an A Certificate, while 40.2% possess academic credentials only with no formal pedagogical training.
- **Primary Teaching Staff:** Hold 38,613 total positions. Within this basic education foundation, 36.8% possess a C Certificate, 11.2% a B Certificate, and 0.4% an A Certificate. Alarming, **44.8% of primary teachers hold no professional qualification** and are classified as academic only.
- **Higher Secondary Tiers:** Show stronger formal academic attainment, with 49.3% of senior high teachers holding a full Bachelor's degree and 2.6% holding a Master's degree.

The source of salary funding highlights the sector's dependence on non-state budgets: 54.9% of primary teachers are compensated via private school resources, 28.0% via the public payroll, and 13.6% operate as uncompensated volunteers.

1.4 Core Systemic Challenges and Policy Imperatives

The validated data surfaces three critical systemic vulnerabilities that require immediate, targeted policy interventions to satisfy the mandates of Sustainable Development Goal 4 (SDG 4) and the ARREST agenda.

1. Extreme Age-Grade Distortion

The legacy of historical macro-crises has created a massive, systemic backlog of significantly over-age learners across all registration tiers, signaling severe entry delays and high grade-repetition backlogs.

- In ECE, where the official age cohort is 3–5 years, **71.5% of all enrolled children are over-age**, including 68.5% in Nursery and peaking at 75.5% in KG1.
- In Primary education (official ages 6–11), over-age enrollment encompasses **77.6% of the total student body** (433,927 learners), maintaining an average above 75% uniformly across all grades from Grade 1 through Grade 6.
- In Junior Secondary (official ages 12–14), over-age distortion reaches its zenith at **81.2% national saturation** (199,665 students), with Gbarpolu County reporting an extreme high of 96.9% over-age enrollment.
- In Senior Secondary (official ages 15–17), **80.4% of all learners remain over-age**, escalating to a severe 98.8% in Gbarpolu County.

This distortion compresses systemic flow, lowers age-appropriate net enrollment rates—which sit at a low 34.0% for Primary and 6.4% for JSS—and creates complex pedagogical challenges in classrooms where developmental ages vary widely.

2. Infrastructure Deficits and Resource Inequities

While national Student-Teacher Ratios (STR) appear manageable on paper (18.6 for ECE, 14.5 for Primary, 11.1 for JSS, and 11.1 for SSS), they obscure intense localized infrastructure constraints and uneven material delivery. The national Student-Classroom Ratio (SCR) averages 20.9 for primary schools, but structural composition is problematic. Out of 26,776 total primary classrooms, 2,003 are temporary makeshift structures and 288 are completely open-air spaces. Among public primary classrooms, only 42.4% are solid structures, compared to 75.2% in the private sector.

Textbook access is severely restricted across core foundational subjects. The national primary Student-Textbook Ratio (STextR) stands at an inadequate average of 6.3 for Language Arts, 6.5 for Mathematics, 6.7 for Science, and 6.9 for Social Studies. This ratio deteriorates significantly in community-managed schools, where the math textbook ratio spikes to 9.7 students per book. Furthermore, only 17.7% of primary schools nationwide possess a functioning library, dropping to a low 3.1% in River Gee County. Advanced learning infrastructure is nearly non-existent outside urban centers; across the 2,468 primary schools reporting facility data, only 12.1% have a science lab, and just 12.4% have internet access.

3. Critical Deficits in School WASH Resources

The report highlights critical deficits in localized water, sanitation, and hygiene (WASH) resources as a primary barrier to student retention, institutional safety, and gender parity. Nationwide, **22.7% of**

primary schools completely lack access to water, rising to an alarming 53.4% total deficit across Rivercess County and 43.7% in Grand Kru County.

Sanitation facilities are similarly compromised; **19.3% of primary schools nationwide have no latrine access**, exposing students to severe health vulnerabilities. In Rivercess County, 58.9% of schools lack latrines entirely, followed closely by Gbarpolu County at 49.5%. Where latrines do exist, a substantial proportion are rudimentary pit latrines (14.4% nationwide) rather than modern flush or pour-flush models. At the junior high level, only 9.8% of available latrines are configured as common, gender-separated facilities, directly impacting girls' changing room access (available in only 13.1% of junior high facilities), which drives the drop-off of female learners in upper cohorts.

1.5 Conclusion and Strategic Framework

The 2025/2026 ASC dataset provides an uncompromised, validated baseline of evidence for the Government of Liberia and its international development partners, including the World Bank, GPE, and UNICEF. Addressing these structural imbalances requires immediate investments to expand public primary and secondary school infrastructure, establish accelerated leveling pathways for over-age learners, upgrade primary teacher qualifications from academic-only to certified statuses, and systematically eliminate regional WASH inequalities. Guided by these insights, the Ministry of Education will advance its mission to deliver equitable, high-quality, and inclusive education for every citizen of Liberia.

2.0. INTRODUCTION

The provision of robust, high-quality public training in the Republic of Liberia is a fundamental cornerstone of national socio-economic growth, poverty reduction, and sustainable development. To satisfy this commitment, the Ministry of Education (MoE) designs and implements parallel formal and non-formal systems. The formal track follows a 3-9-3-4 structural model, spanning Early Childhood Education (ECE), Primary (Lower Basic), Junior Secondary Education (JSE/Upper Basic), and Senior Secondary Education (SSE). The non-formal track provides flexible learning opportunities through the Accelerated Learning Program (ALP) and Alternative Basic Education (ABE) for children, youth, and adult learners.

Age	National description of the program				
26	Master's to Doctorate	Bachelor's (Engineering and Medicine)	Polytechnics	Teacher Training	Alternative Basic Education (Grades 1- 6) 3 year accelerated program
25					
24					
23					
22					
21	Bachelor's				
20					
19					
18					
17	Senior secondary education (Grades 10 – 12)			Technical & Vocational Education	
16					
15					
14	Upper basic education (Grades 7 – 9)				Alternative Learning Program (Grade 1- 4) 3 year accelerated program
13					
12					
11					
10					
9	Lower basic education (Grades 1 – 6)				
8					
7					
6					
5	Early childhood education (ages 3 -5)				Out-of- school
4					
3					

2.1. Background and Context

The current administration, led by President Joseph N. Boakai and Minister Dr. Jarso M. Jallah, recognizes that accurate, timely education statistics are a necessity for policy decision-making. Over several decades, Liberia's education sector has been shaped by deep structural macro-shocks. The physical and administrative legacy of successive civil wars (1989–2003) severely disrupted basic public service delivery and destroyed essential school infrastructure. This historical instability was later compounded by the regional Ebola outbreak (2014–2016) and successive waves of the global COVID-19 pandemic.

These recurring crises frequently interrupted schooling, leading to an identifiable group of significantly over-age learners across all tiers. Children and families were forced to move to avoid danger, and the resulting displacement directly impacted learning outcomes.

Geographically, implementing nationwide education services faces major logistical barriers. Spanning a total land area of 111,369 square kilometers, Liberia features a severe tropical climate. The heavy, continuous downpours of the annual rainy season (running from May to October) routinely render secondary road networks impassable. This presents physical barriers to school access and directly limits the seasonal monitoring capacities of field monitoring teams.

Socio-demographically, current population estimates project massive demand on our national academic system. Over 40 percent of Liberia's population falls squarely within school-going age cohorts. This demands highly strategic infrastructure expansion to meet the commitments of Sustainable Development Goal 4 (SDG 4).

Furthermore, student density displays extreme geographic centralization. Roughly two-thirds of the country's population resides within just four dominant subdivisions, with the absolute highest saturation clustering directly within Montserrado County. This stark urban-rural imbalance creates intense public classroom pressure in metropolitan centers while leaving remote interior clans highly exposed to teacher deployment gaps.

2.2. About the EMIS Unit

The Education Management Information System (EMIS) Unit functions as the primary technical center for data collation, analysis, and statistical dissemination within the Ministry of Education. Operating inside the Bureau of Planning, Research, and Development, the EMIS Unit is managed under the direct leadership of the Assistant Minister for Planning, Research, and Development, Hon. Oscar G. Flomo, and under the technical supervision of the EMIS Director, Alfred George. The specialized internal workforce of the department consists of:

- **Director:** Serves as supervisor for all staff of the division.
- **Demographer:** Reviews specifications, ensures research quality control, and provides statistics to assist in the preparation of development and staffing plans.
- **Research Officers (3):** Conduct the research required to develop, implement, and review government policies, and respond to internal and external stakeholder inquiries.
- **Data Quality Supervisor:** Promotes accurate processing of personnel and school information to facilitate sound policy advice and decision-making.
- **Database Administrator:** Provides technical expertise in designing, implementing, and maintaining a secure database for the Ministry, ensuring data custody, security, and integrity.
- **Data Analysts (3):** Derive needed insights from data for policymakers, promote the integrity of reporting databases, and ensure quality assurance metrics are maintained.
- **Data Entry Clerks (3):** Maintain regular database updates, update school information profiles, and process relevant data for policy planning.
- **Statisticians (2):** Track trends in data, evaluate macro patterns across consecutive periods, and conduct statistical analyses to help stakeholders make predictions.

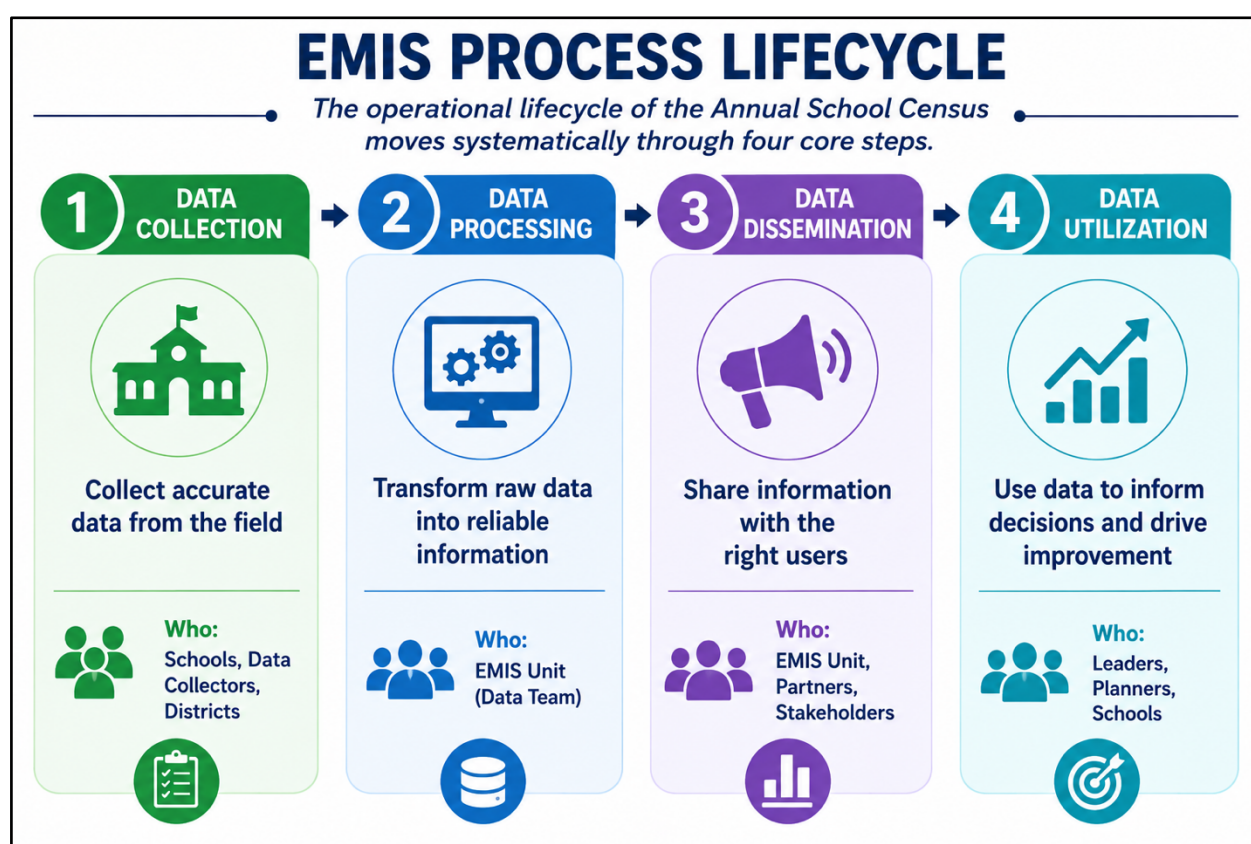
2.3. Utilization of EMIS Data

The Annual School Census (ASC) represents the single most comprehensive source of education data in Liberia. Data gathered through the EMIS plays a crucial role in determining educational needs,

allowing authorities to decide how best to allocate limited resources amid competing priorities. It facilitates decision-making and policy formation by providing a snapshot of the system’s performance. Specifically, EMIS data serves four critical regulatory functions:

1. **Monitoring and Evaluating Progress:** Tracking systemic interventions against the goals of the current Education Sector Plan (ESP) and the ARREST Agenda.
2. **Identifying Challenges:** Exposing specific vulnerabilities, such as over-age enrollment, gender inequalities, low secondary completion rates, and regional infrastructural deficits.
3. **Strategizing Possible Solutions:** Generating targeted data profiles to design interventions at national, county, district, and school levels.
4. **Budgeting and Allocation:** Providing verified metrics to direct textbook procurement, teacher deployment incentives, and capital grants to underserved rural regions.

2.4. EMIS Process



The operational lifecycle of the annual census execution moves systematically through four core steps:

1. **Data Collection:** Refining the ASC questionnaires, mobilizing field tracking checklists via local DEOs and CEOs, training school administrators, and distributing data forms across all 16 education counties.
2. **Data Processing:** Receiving completed forms at the central office, entering data into a common database, merging data structures, and executing rigorous micro and macro data cleaning.
3. **Data Dissemination:** Analyzing data and producing planning tools, including the publication of the official Annual Education Statistical Booklet, digital dashboards, and thematic maps.

4. **Data Utilization:** Ongoing training and practice that guides national, county, and district education agencies in the application of EMIS data to build strategic plans and budgets.

2.5. Approach to EMIS

The 2025/2026 census cycle adopts a sustainable, school-centered methodology designed to strengthen direct accountability, improve accuracy, and foster a localized culture of data use. In earlier historical cycles, data collection relied heavily on external enumerators. This past approach often created administrative distance between schools and the census process, leading to reporting inconsistencies, data-entry bottlenecks, and limited data ownership at the school level.

The revised 2025/2026 approach places direct reporting responsibility squarely in the hands of those most familiar with individual school contexts: our school principals and registrars. This school-centered design eliminates the duplication of effort from external parties. It establishes a clear chain of responsibility where administrators complete their own records on-site, District Education Officers (DEOs) fulfill a vital verification role, and County Education Officers (CEOs) provide the enabling environment to package and consolidate datasets safely.

2.6. About the Booklet and how to read the data in this booklet

This **ASC 2025/2026 Statistics Report** serves as an authoritative administrative reference for the Ministry of Education, other government institutions, development partners, civil society organizations, education practitioners, researchers, and the wider public. The statistics presented reflect information reported directly by school principals and registrars and subsequently reviewed and verified through the established district and county education structures. To preserve the integrity of the census as a baseline for education planning, the report does not use modeled estimates or statistical imputation to replace missing information for core variables. Where institutional data could not be sufficiently validated, the corresponding entries are left blank, providing a transparent and conservative representation of the submissions received and verified. The electronic report and accompanying interactive dashboards provide additional opportunities for stakeholders to access and explore the census results through the Ministry's online platforms.

The report presents the census findings through **statistical tables, bar graphs displaying absolute values, and comparative charts using percentage indicators**. Percentage charts are generally arranged from the highest to the lowest value to facilitate comparison across education counties, with the national average displayed for reference; users should consult the accompanying table titles, notes, and legends when interpreting gender, school type, and other disaggregated indicators. Importantly, the report distinguishes between a **school** and a **level of education**: a school is a single physical and administrative institution, while an education level represents a category of instructional programming. Because one school may simultaneously provide several levels – ECE, primary, JSS and SSS – the number of schools reported under individual education levels should not be added together to determine the total number of unique schools nationwide.

3.0. METHODOLOGY

The 2025/2026 Annual School Census (ASC) implements a school-centered methodology designed to strengthen direct administrative ownership, data accountability, and absolute accuracy. This approach marks a deliberate shift away from historical models that relied on external field enumerators. By placing reporting duties directly in the hands of school principals and registrars—those most familiar with daily classroom realities—the census eliminates duplication of effort while fostering an institutional culture of data utilization.

3.1. Two-Phase Operational Logistics Framework

The logistical execution of the 2025/2026 census was managed in two strict operational phases to ensure full institutional coverage, efficient resource deployment, and secure material handling across all 16 education counties and 125 school districts.

Phase One: Forms Deployment and School-Level Data Collation

Phase One focused on the descending deployment of the physical ASC data forms from the central ministry down to individual school campuses.

- **Central Dispatch and County Pickup (May 16, 2026):** Bulk printing of allocations for the formal ASC tools was completed at the Central Ministry of Education office in Monrovia. County Education Officers (CEOs) picked up their respective regional form quotas while attending the central County Operation Plan (COP) validation workshop.
- **District and Cluster Site Logistics (May 19, 2026):** CEOs mobilized their respective District Education Officers (DEOs) to retrieve the physical form blocks from the county data centers. DEOs then traveled across their jurisdictions to deliver these forms to designated cluster sites organized by close geographic proximity.
- **Institutional Acquisition and Completion (May 20 – May 25, 2026):** School administrators and registrars traveled directly to their proximity cluster sites to collect their physical ASC booklets. Representatives returned to their respective campuses to complete the detailed data forms. The form-filling process at the school level took between five and ten days.
- **Central Field Teams and Documentation Support (May 19 – May 26, 2026):** Sixteen specialized central MoE staff members from the EMIS and Planning Divisions were deployed across the 16 education counties. One central officer was embedded within each county to support financial documentation, minimize the risk of record misplacement, and strengthen field accountability. Simultaneously, senior Ministry staff executed unannounced spot checks and quality assurance audits across sample school locations.

Phase Two: Forms Retrieval, Signing, and Central Consolidation

Phase Two focused on the ascending retrieval of completed booklets from the school level back to the central repository in Monrovia.

- **Cluster Level Returns and First-Level Audit (June 6 – June 10, 2026):** At the close of the ten-day completion window, school principals returned their fully completed booklets to their respective cluster hubs. DEOs conducted the first formal level of data review, cross-checking the forms against localized school records.
- **County Verification and Sign-Off (June 6 – June 10, 2026):** Once checked, DEOs transported all verified forms to the central county office. CEOs reviewed each form, signed them to certify county-level validation, and packaged the documents strictly by district.

- **Consolidated Central Shifting (June 14, 2026):** CEOs transported the consolidated, district-packaged data booklets back to the Central Ministry of Education office in Monrovia. This delivery window ran concurrently with the collection of Technical and Vocational Education and Training (TVET) datasets.

3.2. Concurrent TVET Data Integration

A major technical advancement during the 2025/2026 census cycle was the concurrent integration of the Technical and Vocational Education and Training (TVET) sub-sector. Because this cycle marked the first time the TVET sector utilized a separate, highly detailed, and completely standardized data-collection tool, a specialized training pipeline was required.

Prior to the launch of data collection, specialized master trainers were deployed across all regions to run intensive preparation workshops for TVET school principals. This training equipped vocational administrators to accurately compile the newly designed indicators. Both standard K–12 booklets and TVET data forms were successfully collected, transported, and delivered back to Monrovia together.

3.3. Forms Transfer Tracking and Central Quality Assurance

To prevent record gaps, minimize omissions, and protect administrative tracking, the movement of all census materials was strictly monitored via a paper-based **"Forms Transfer Tracker"**. This tracking script logged the exact volume of data forms changing hands across every administrative node: from the Central MoE to CEOs, down to DEOs, across cluster coordinators, and directly to school administrators, following the exact same verification chain on the return route.

Upon the return of all physical booklets to Monrovia, a joint verification team—comprising the EMIS, Planning, TVET, and LISGIS teams — conducted a rigorous central data-cleaning and verification session in Margibi County from June 20 to June 29, 2026. This team audited every data variable using a standardized data quality checklist to address four core data anomalies:

1. **School Profile Verification:** Verifying campus names, unique codes, and registration permits against master EMIS GIS registries.
2. **Duplicate Record Filtering:** Identifying and removing duplicate institutional submissions to maintain database integrity.
3. **Enrollment Norm Validation:** Checking reported classroom figures against strict age and grade norms to flag and adjust extreme values or typographical errors.
4. **Staffing Cross-Checks:** Validating teacher deployment logs directly against central ministry payroll databases to confirm matching values.

3.4. Data Scanning, Digital Processing, and Warehouse Migration

Following verification, the completed physical census forms were **scanned, processed, and digitized** into a consolidated master dataset. With technical assistance from the Center for Integrated Solutions (CIS), the Ministry configured the ECE–12 and TVET data structures and used an **Optical Character Recognition (OCR)** tool developed by CIS to support the conversion of paper records into digital data. The resulting master dataset formed the basis for generating the statistical tables, indicators, charts, and analyses presented in this report. CIS also provided hands-on capacity building

to EMIS, Planning, and TVET personnel to strengthen their ability to operate, maintain, and manage the enhanced data-processing framework.

For statistical analysis, customized **Python scripts and AI-supported analytical tools** were developed and deployed by CIS to process the validated dataset and generate comparative and disaggregated indicators. Analysis was conducted across key dimensions, including **gender, age, education, county, school ownership, and instructional categories**, providing the Ministry with a more detailed picture of participation, resources, disparities, and performance across the education system. This combination of school-level ownership, multi-level verification, centralized quality assurance, digitization, and automated analysis provides the methodological foundation for the statistics presented throughout the ASC 2025/2026 Report.

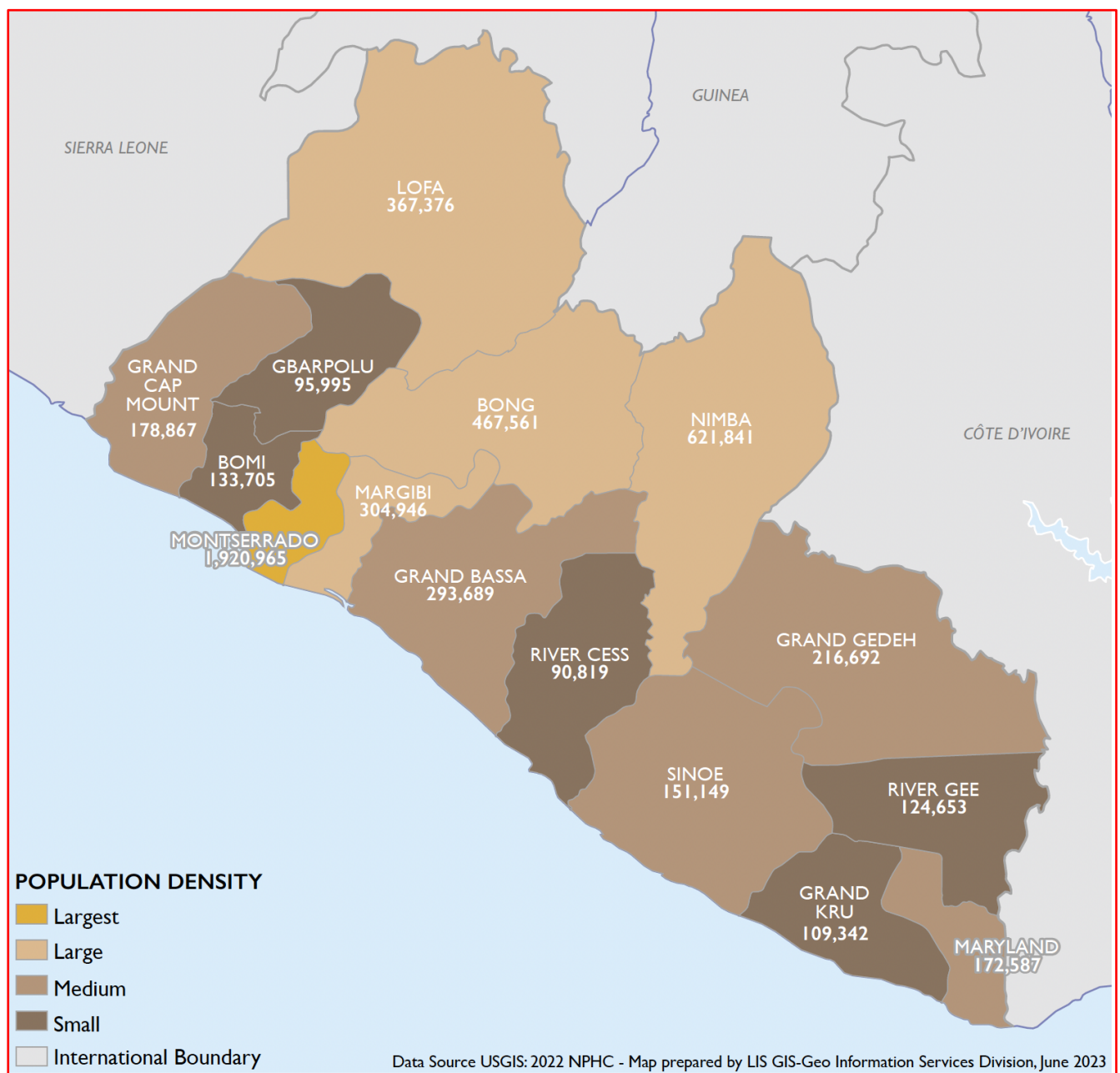


Figure 1: Population map of Liberia by County

4.0. DEFINITIONS OF EDUCATION INDICATOR

To ensure analytical precision and complete alignment with global reporting standards, all educational indicators and metrics utilized throughout this booklet are derived from standardized international definitions. These indicators act as the mathematical foundations for evaluating systemic coverage, resource equity, and the internal efficiency of Liberia's pre-tertiary education system.

Indicator	Definition / Interpretation	Formula
Indicators used to measure "Access"		
At-Age Students	Students whose age corresponds to the official age for their grade or education level. In Liberia, the official ages are: ECE (3-5); Primary (6-11); JSS (12-14); and SSS (15-17).	At-Age % = (Number of students of official age ÷ Total enrollment) × 100%
Overage Students	Students whose age is above the official age established for their grade or education level. The indicator helps measure age-grade distortion and delayed progression through the education system.	Overage % = (Number of overage students ÷ Total enrollment) × 100%
New Entrants / Intakes	Students entering a specified grade for the first time. Traditionally, new entrants refer to first-time Grade 1 students, while new intakes may refer to students entering Grade 7 for the first time.	Count of first-time entrants into the specified grade
Gross Intake Rate (GIR)	Measures the total number of new entrants into the first grade of an education level, regardless of age, relative to the population of the official entrance age. GIR may exceed 100% where high numbers of overage or underage learners enter the grade.	GIR = (Total # of new entrants of all ages in Grade 1 ÷ Pop. of all age 6 children) × 100%
Net Intake Rate (NIR)	Measures the proportion of children of the official entrance age who enter the first grade of the relevant education level for the first time. Unlike GIR, NIR should not exceed 100%.	NIR = (Total # of new entrants of age 6 in Grade 1 ÷ Population of all age 6 children) × 100%
Gross Enrollment Rate (GER)	Measures total enrollment in an education level, regardless of learners' ages, as a percentage of the population of the official age group for that level. GER can exceed 100% because it includes underage and overage learners.	GER = (Total enrollment at the education level, regardless of age ÷ Population of the official age group) × 100%
Net Enrollment Rate (NER)	Measures participation of children belonging to the official age group for a given education level relative to the total population of that age group. NER provides a more precise measure of age-appropriate participation.	NER = (Enrolled students of official age for the level ÷ Population of the official age group) × 100%
Out-of-School Rate	Measures the proportion of children within the official school-age population who are not enrolled in school . It highlights the extent of exclusion from education and can be calculated for specific education levels or age groups.	OOSR = (Official school-age population not enrolled ÷ Total population of the official school-age group) × 100; or OOSR = 100 – NER

Indicators used to measure “Resources”		
Student–Teacher Ratio (STR)	Measures human-resource availability by comparing the number of students with the number of teachers. A higher ratio indicates that each teacher is responsible for more students.	STR = Total number of students ÷ Total number of teachers
Student–Classroom Ratio (SCR)	Measures classroom availability relative to student enrollment. A high SCR indicates greater pressure on available classroom space. The historical methodology counts solid and semi-solid classrooms in the denominator.	SCR = Total number of students ÷ Total number of solid and semi-solid classrooms
Student–Textbook Ratio (STextR)	Measures the availability of textbooks relative to the student population. A lower ratio generally indicates greater access to textbooks. The ratio can be calculated separately for each subject.	STextR = Total number of students ÷ Total number of textbooks
Indicators used to measure “Student Flow”		
Promotion Rate	Measures the proportion of students from a cohort who progress to the next grade in the following school year. It is a key measure of the internal efficiency of the education system.	Promotion Rate = (Students enrolled in Grade $i+1$ in Year $t+1$ minus repeaters in Grade $i+1$ in Year $t+1$) ÷ Enrollment in Grade i in Year t × 100%
Repetition Rate	Measures the proportion of a cohort that remains in the same grade in the following school year. A high repetition rate can indicate challenges in learning, teaching quality, progression, or system efficiency.	Repetition Rate = (Repeaters in Grade i in Year $t+1$ ÷ Enrollment in Grade i in Year t) × 100%
Dropout Rate	Measures the proportion of students in a cohort who leave the education system between two consecutive school years.	Dropout Rate = 100 – (Promotion Rate + Repetition Rate)
Gender Parity Index (GPI)	Measures the relative participation of female learners compared with male learners in education. A GPI of 1.00 indicates gender parity ; a value below 1 indicates disparity in favor of males, while a value above 1 indicates disparity in favor of females.	GPI = Female GER ÷ Male GER

5.0 Overview of EMIS Census Data

5.1 National Education Trend Comparison (Three-Year Macro Matrix)

The matrix below expands the macro-level indicators to track the performance and structural evolution of Liberia's educational ecosystem over a multi-year horizon, incorporating the **2021/2022 baseline** alongside subsequent census periods:

Metric Baseline	2021/2022 Census Dataset	2024/2025 Census Dataset	2025/2026 Census Dataset	Net Change (vs. 2024/25)	Multi-Year Dynamic Trend
Total Physical Schools	6,249	6,394	6,494	+100	Steady, decentralized expansion of physical school infrastructure (+245 sites since 2022).
Total Student Enrollment	1,421,429	1,271,656	1,300,815	+29,159	Reverses a severe contraction phase, recovering toward post-pandemic baselines.
Total Instructional Staff	Not Mapped	64,785 (Unique)	71,959	+7,174 supply	Drastic improvement in tracking unique individual teachers inside classrooms.

5.2 Disaggregated Trend Comparison by Educational Level

5.2.1 Active School Infrastructure by Offering Level

This framework details the physical delivery points and operational expansion across instructional tiers. (Note: The sum of individual offering tiers exceeds the total unique physical compounds because a single compound may house multiple levels simultaneously).

Educational Program Level	2021/2022 Census	2024/2025 Census	2025/2026 Census	Net Structural Change	Three-Year Shift Profile
Early Childhood Education (ECE)	5,768	5,930	6,010	+80	Constant upward trajectory supporting early foundational infrastructure (+80 sites).
Primary (Lower Basic)	5,810	5,912	6,126	+214	Broadened structural footprint to accommodate core basic enrollment surges.
Junior Secondary Education (JSE)	2,624	2,790	3,028	+238	Accelerating expansion (+8.53%) targeting middle-tier student absorption rules.
Senior Secondary Education (SSE)	1,032	1,134	1,256	+122	Critical strategic expansion (+10.76%) aimed at easing upper-grade bottlenecks.
Alternative Education (ALP/AE)	Not Mapped	23	46 (ALP Only)	+23	Doubling of specialized sites to handle over-age leveling cohorts (+104.35%).

5.2.2 Student Enrollment Profiles

This matrix tracks the distribution of registered student cohorts across active educational channels:

Educational Program Level	2021/2022 Enrollment	2024/2025 Enrollment	2025/2026 Enrollment	Net Student Change	Status Analysis
Early Childhood Education (ECE)	508,033	384,490	396,113	+11,623	Stabilizing after historical contractions; registers strong sequential growth.
Primary (Lower Basic)	Not Mapped	533,655	559,091	+25,436	Largest single operational layer; drives the bulk of resource pressure.
Junior Secondary Education (JSE)	Not Mapped	195,502	199,665	+4,163	Moderate rebound matching infrastructure expansion gains.
Senior Secondary Education (SSE)	Not Mapped	144,260	144,852	+592	High school retention remains low relative to basic tracks.
Alternative Education (ALP/AE)	Not Mapped	1,704	155 (ALP Only)	-1,549	Compression due to strict filtering and data track decoupling.

Multi-Period Analytical Insights

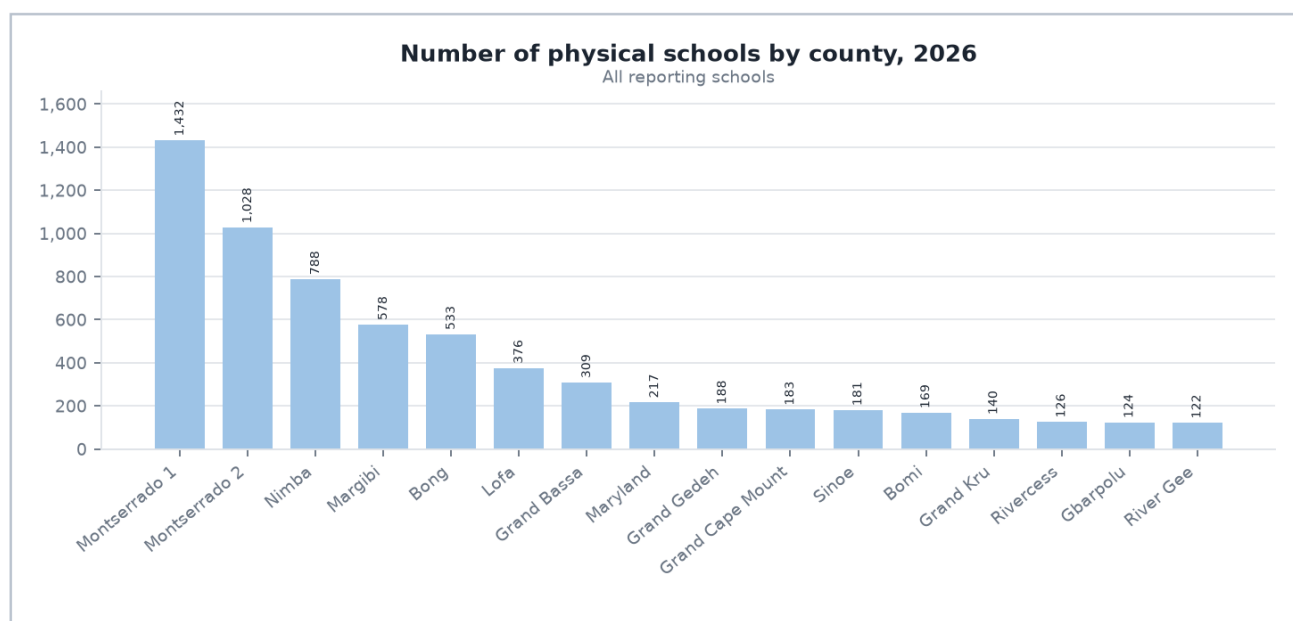
1. **Infrastructure Rebound Post-Pandemic:** Total school compounds fell from 6,311 down to 6,249 in 2021 due to lingering COVID-19 micro-shocks. The subsequent rise to **6,494 physical sites** in 2026 demonstrates clear systemic stabilization and successful implementation of expansion protocols under the Education Sector Plan.
2. **Pyramidal Bottleneck Continuity:** Historical metrics from the 2021/2022 census confirm that structural bottlenecks are not new. While ECE once commanded over half a million learners (508,033), retention continuously narrows as students progress up the grades. This reality underscores the importance of the Ministry's current focus on increasing public secondary offerings.

5.3 Schools data (2025/26)

Table 1. Number of physical schools by county and school levels offered, 2026

County	Total	ECE	Primary	JSS	SSS	ALP	Adult Literacy
Bomi	169	162	160	37	10	3	0
Bong	533	512	512	186	69	1	4
Gbarpolu	124	120	110	30	11	0	0
Grand Bassa	309	288	288	97	40	1	0
Grand Cape Mount	183	177	178	51	19	0	0
Grand Gedeh	188	160	164	57	22	1	1
Grand Kru	140	119	116	45	10	0	0
Lofa	376	346	367	121	45	0	0
Margibi	578	539	565	324	126	5	3

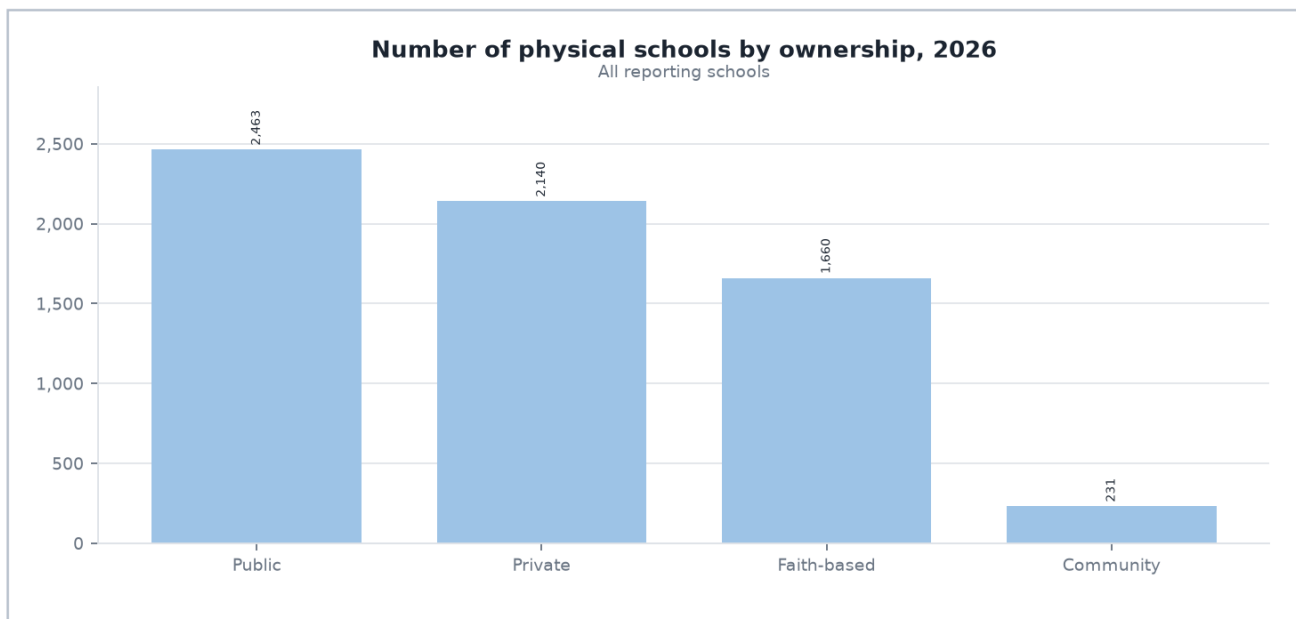
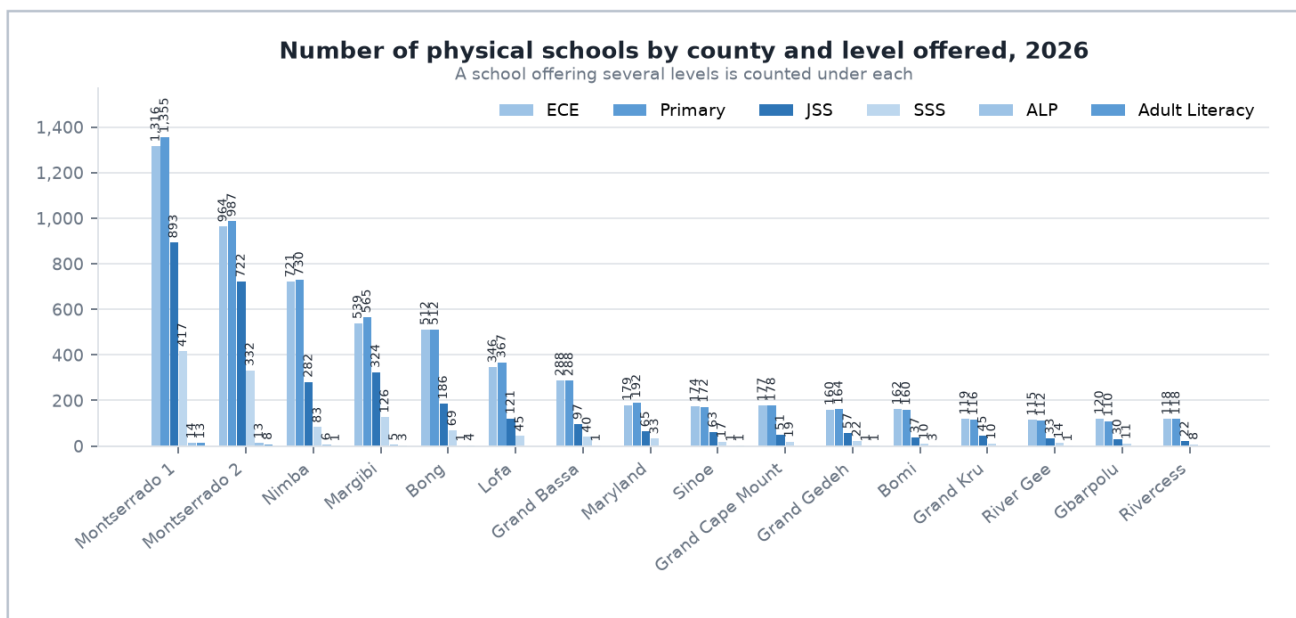
County	Total	ECE	Primary	JSS	SSS	ALP	Adult Literacy
Maryland	217	179	192	65	33	0	0
Montserrado 1	1,432	1,316	1,355	893	417	14	13
Montserrado 2	1,028	964	987	722	332	13	8
Nimba	788	721	730	282	83	6	1
River Gee	122	115	112	33	14	1	0
Rivercess	126	118	118	22	8	0	0
Sinoe	181	174	172	63	17	1	1
Total	6,494	6,010	6,126	3,028	1,256	46	31



- **Extreme Regional Imbalance:** Out of **6,494 physical schools** nationwide, **37.9% (2,460 schools)** are concentrated exclusively within Montserrado County (Montserrado 1 and 2 combined).
- **Severe Rural Scarcity:** Rural counties face severe structural deficits in institutional access, with **River Gee (122 schools)**, **Gbarpolu (124 schools)**, and **Rivercess (126 schools)** recording the lowest numbers of physical facilities in the country.
- **Pyramidal Level Attrition:** Educational options shrink drastically at higher levels; while **6,26 schools offer Primary education**, less than a fifth—just **1,256 schools—offer Senior Secondary School (SSS) options**.

Table 2. Number of physical schools by ownership and school levels offered, 2026

Ownership	Total	ECE	Primary	JSS	SSS	ALP	Adult Literacy
Public	2,463	2,195	2,240	633	239	20	13
Private	2,140	2,033	2,058	1,264	534	19	11
Faith-based	1,660	1,565	1,612	1,045	458	5	5
Community	231	217	216	86	25	2	2
Total	6,494	6,010	6,126	3,028	1,256	46	31

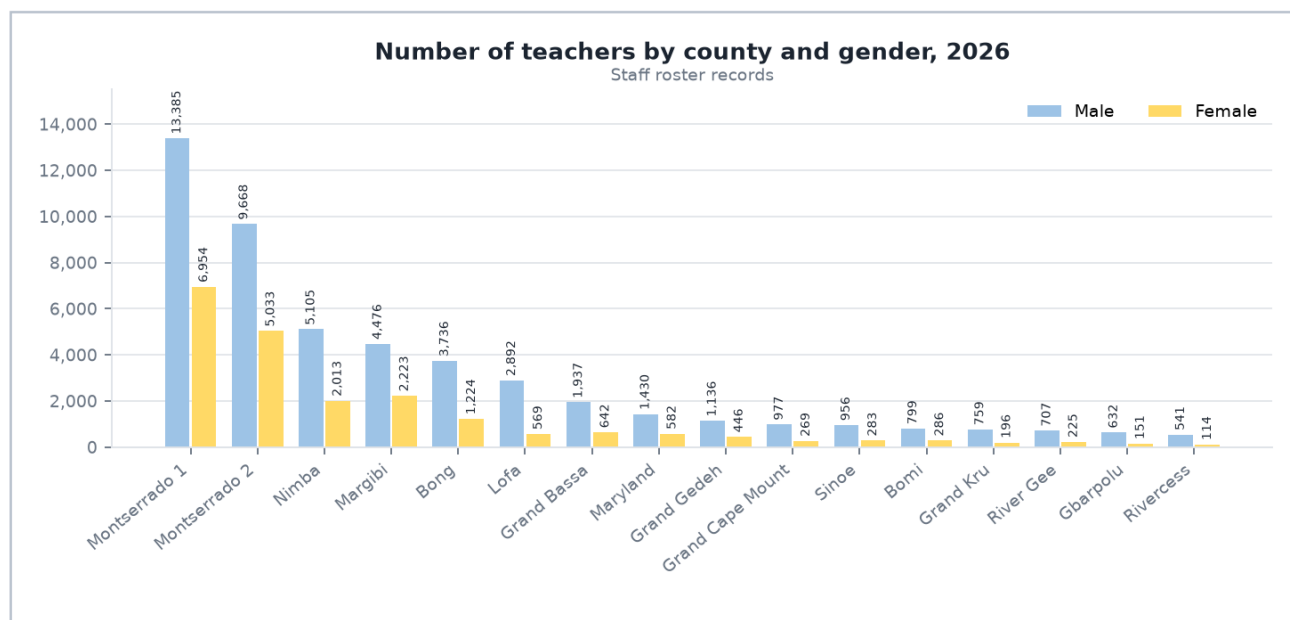


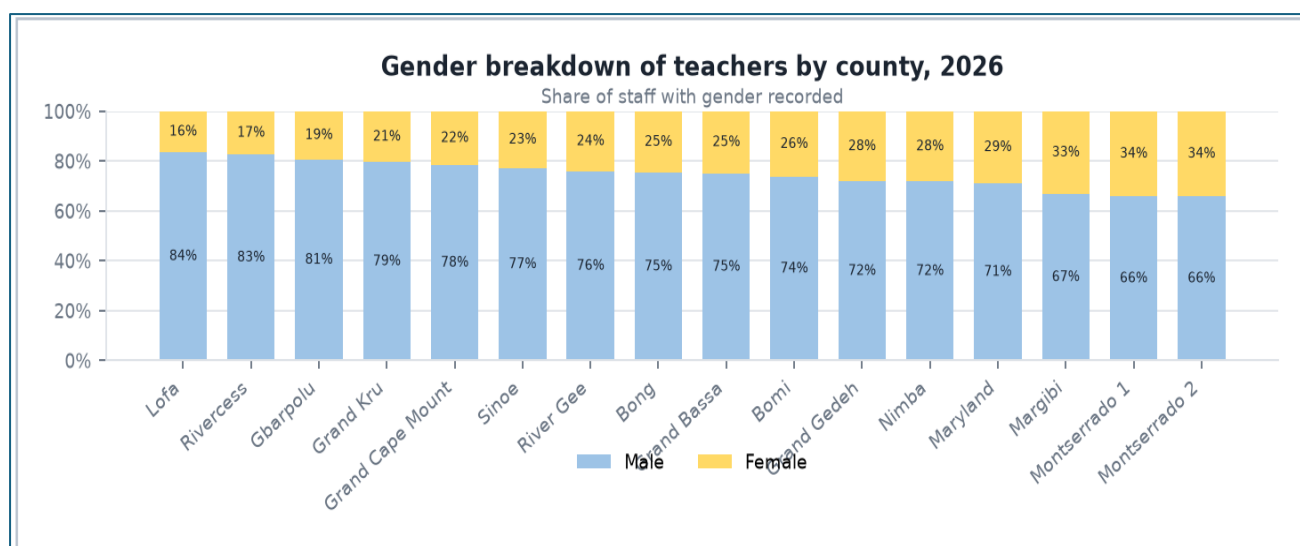
- **Public Ownership Dominance:** Public schools form the largest single provider network in Liberia, accounting for **37.9% (2,463)** of all physical school facilities.
- **High Non-State Reliance:** Non-state entities (Private and Faith-based providers) collectively manage the vast majority of infrastructure, overseeing **58.5% (3,800)** of all physical schools.
- **Secondary Level Privatization:** While public schools lead at the Primary level (2,240 public vs. 2,058 private), **Private and Faith-based schools dominate the Senior Secondary School sector**, controlling **79.0% (992 out of 1,256)** of all SSS offerings.

5.4 Teachers data (2025/26)

Table 3. Number and % of teachers by county and gender, 2026

County	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Bomi	1,110	799	72.0%	286	25.8%	25	2.3%
Bong	5,065	3,736	73.8%	1,224	24.2%	105	2.1%
Gbarpolu	821	632	77.0%	151	18.4%	38	4.6%
Grand Bassa	2,654	1,937	73.0%	642	24.2%	75	2.8%
Grand Cape Mount	1,338	977	73.0%	269	20.1%	92	6.9%
Grand Gedeh	1,628	1,136	69.8%	446	27.4%	46	2.8%
Grand Kru	975	759	77.8%	196	20.1%	20	2.1%
Lofa	3,536	2,892	81.8%	569	16.1%	75	2.1%
Margibi	6,797	4,476	65.9%	2,223	32.7%	98	1.4%
Maryland	2,119	1,430	67.5%	582	27.5%	107	5.0%
Montserrado 1	20,695	13,385	64.7%	6,954	33.6%	356	1.7%
Montserrado 2	14,978	9,668	64.5%	5,033	33.6%	277	1.8%
Nimba	7,267	5,105	70.2%	2,013	27.7%	149	2.1%
River Gee	970	707	72.9%	225	23.2%	38	3.9%
Rivercess	682	541	79.3%	114	16.7%	27	4.0%
Sinoe	1,324	956	72.2%	283	21.4%	85	6.4%
Total	71,959	49,136	68.3%	21,210	29.5%	1,613	2.2%





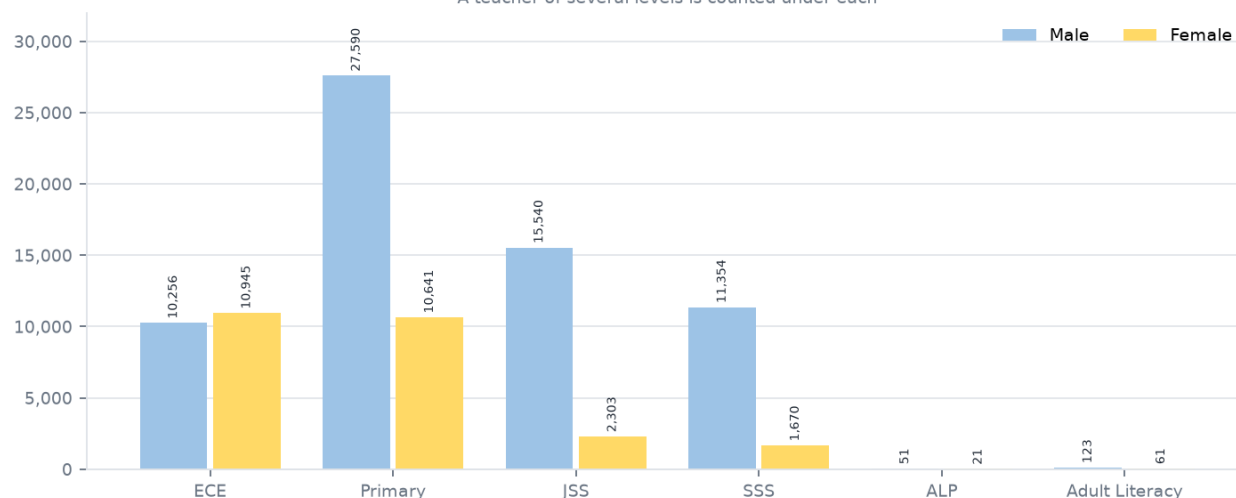
- **Critical Teacher Gender Gap:** Of the **71,959 total teachers** in the national workforce, **68.3% (49,136) are male**, while female educators represent just **29.5% (21,210)**.
- **Urban Concentration of Females:** Female teacher placement is highly concentrated in urban areas, peaking at **33.6% in both Montserrado 1 and 2**, and **32.7% in Margibi**.
- **Rural Female Deprivation:** Rural schools suffer from a severe lack of female educators, with representation hitting critical lows in **Lofa (15.1%)**, **Rivercess (16.7%)**, and **Gbarpolu (18.4%)**.

Table 4. Number of teachers by county and levels taught, 2026

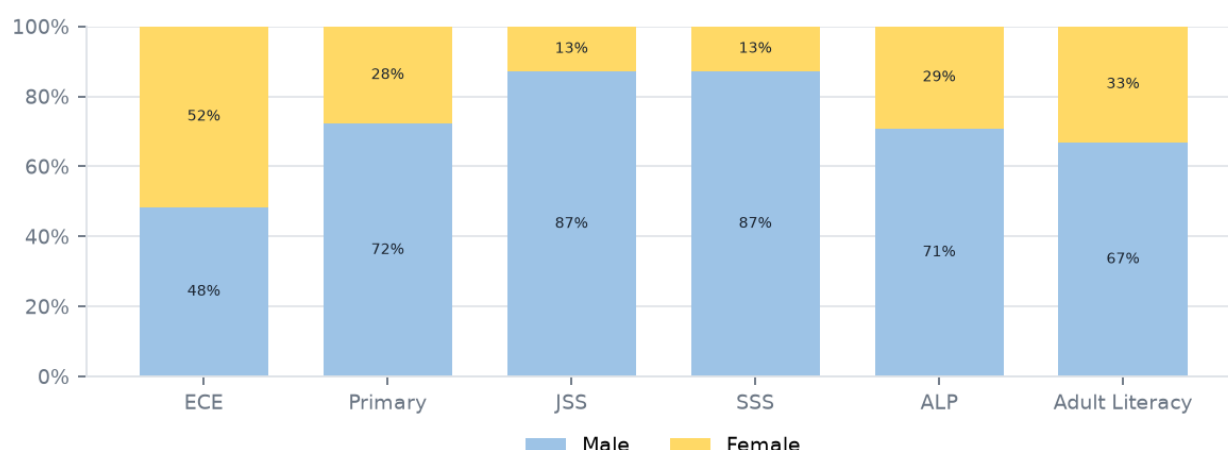
County	Total	ECE	Primary	JSS	SSS	ALP	Adult Literacy
Bomi	1,110	363	559	213	82	2	3
Bong	5,065	1,672	3,150	1,165	841	3	11
Gbarpolu	821	293	500	168	97	0	0
Grand Bassa	2,654	965	1,590	625	435	7	9
Grand Cape Mount	1,338	510	791	333	204	0	0
Grand Gedeh	1,628	487	921	317	268	3	0
Grand Kru	975	273	483	210	85	1	1
Lofa	3,536	1,091	2,287	798	534	3	0
Margibi	6,797	1,551	3,011	1,858	986	14	7
Maryland	2,119	674	1,168	486	420	0	3
Montserrado 1	20,695	5,601	10,320	5,572	4,439	16	91
Montserrado 2	14,978	4,059	7,428	3,934	3,241	11	46
Nimba	7,267	2,628	4,413	1,632	1,077	7	10
River Gee	970	387	616	198	144	0	2
Rivercess	682	243	445	118	51	1	1
Sinoe	1,324	538	753	286	188	4	1
Total	71,959	21,335	38,435	17,913	13,092	72	185

Number of teachers by level taught and gender, 2026

A teacher of several levels is counted under each



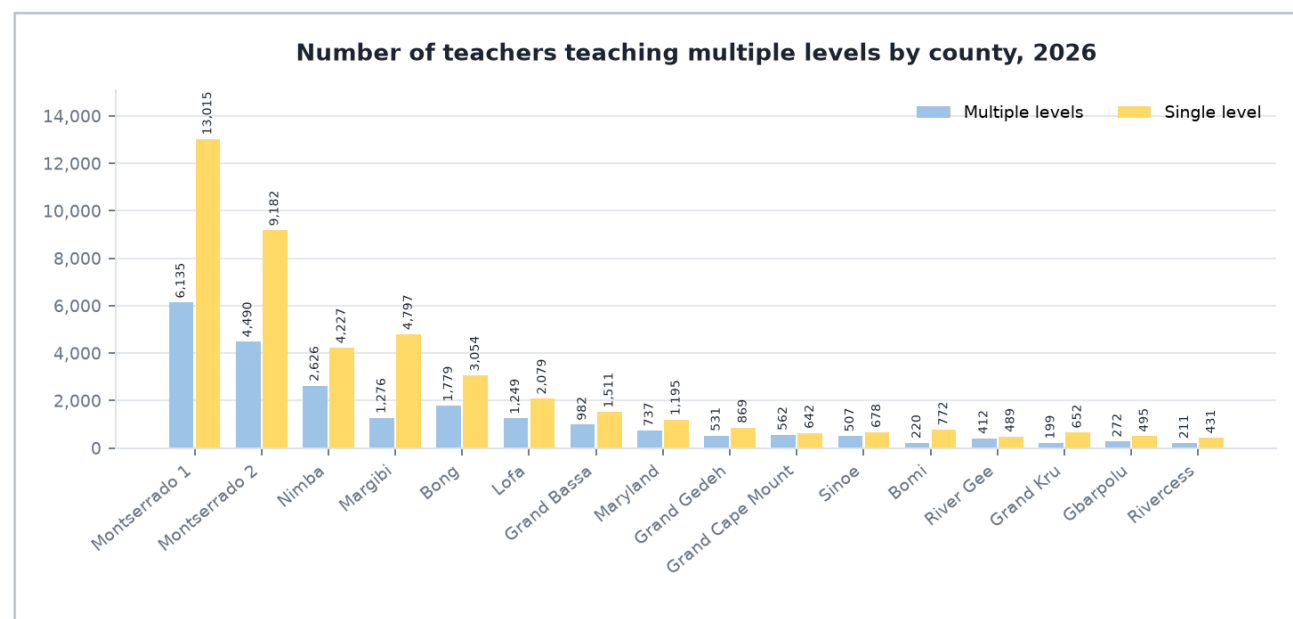
Gender breakdown of teachers by level taught, 2026

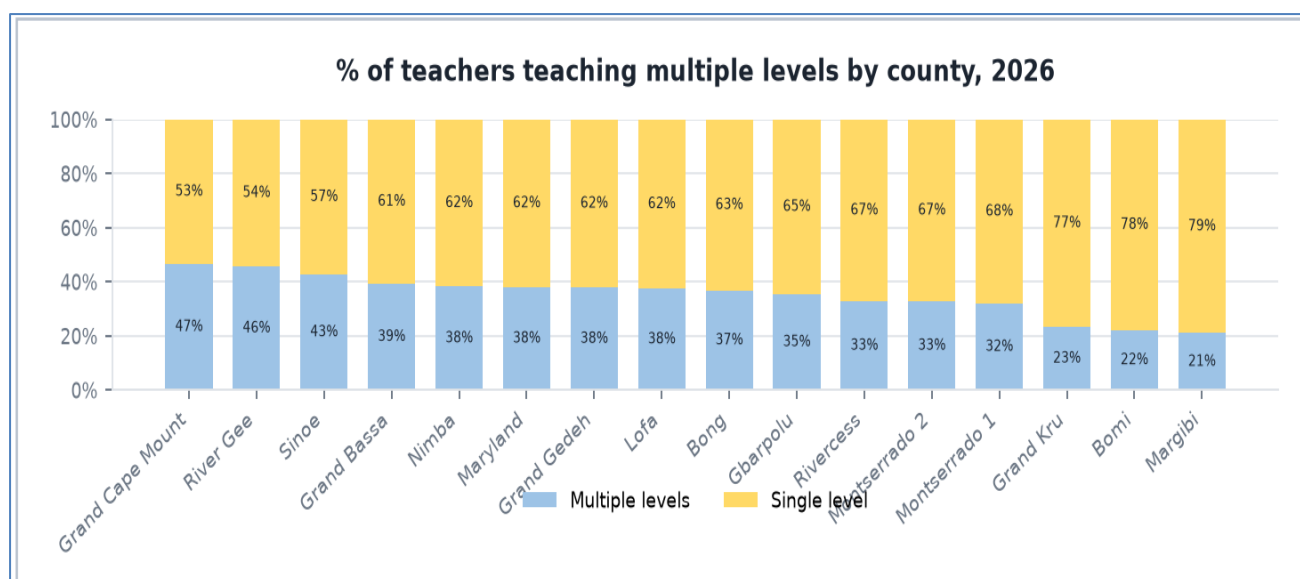


- **Foundational Staffing Concentration:** The national teacher workforce is heavily concentrated at the bottom of the education pipeline, with **53.4% (38,435)** of all teachers assigned to Primary education and **29.6% (21,335)** to Early Childhood Education (ECE).
- **Senior High Staffing Deficit:** Only **18.2% (13,092)** of the total teacher workforce is deployed at the Senior Secondary School (SSS) level nationwide.
- **Extreme Personnel Centralization:** Out of 71,959 educators in Liberia, **49.6% (35,673 teachers)** are stationed exclusively within **Montserrado 1 and Montserrado 2**.

Table 5. Number and % of teachers teaching multiple levels by county, 2026

County	Total	Multiple levels		Single level		Not reported	
		Count	% total	Count	% total	Count	% total
Bomi	1,110	220	19.8%	772	69.5%	118	10.6%
Bong	5,065	1,779	35.1%	3,054	60.3%	232	4.6%
Gbarpolu	821	272	33.1%	495	60.3%	54	6.6%
Grand Bassa	2,654	982	37.0%	1,511	56.9%	161	6.1%
Grand Cape Mount	1,338	562	42.0%	642	48.0%	134	10.0%
Grand Gedeh	1,628	531	32.6%	869	53.4%	228	14.0%
Grand Kru	975	199	20.4%	652	66.9%	124	12.7%
Lofa	3,536	1,249	35.3%	2,079	58.8%	208	5.9%
Margibi	6,797	1,276	18.8%	4,797	70.6%	724	10.7%
Maryland	2,119	737	34.8%	1,195	56.4%	187	8.8%
Montserrado 1	20,695	6,135	29.6%	13,015	62.9%	1,545	7.5%
Montserrado 2	14,978	4,490	30.0%	9,182	61.3%	1,306	8.7%
Nimba	7,267	2,626	36.1%	4,227	58.2%	414	5.7%
River Gee	970	412	42.5%	489	50.4%	69	7.1%
Rivercess	682	211	30.9%	431	63.2%	40	5.9%
Sinoe	1,324	507	38.3%	678	51.2%	139	10.5%
Total	71,959	22,188	30.8%	44,088	61.3%	5,683	7.9%





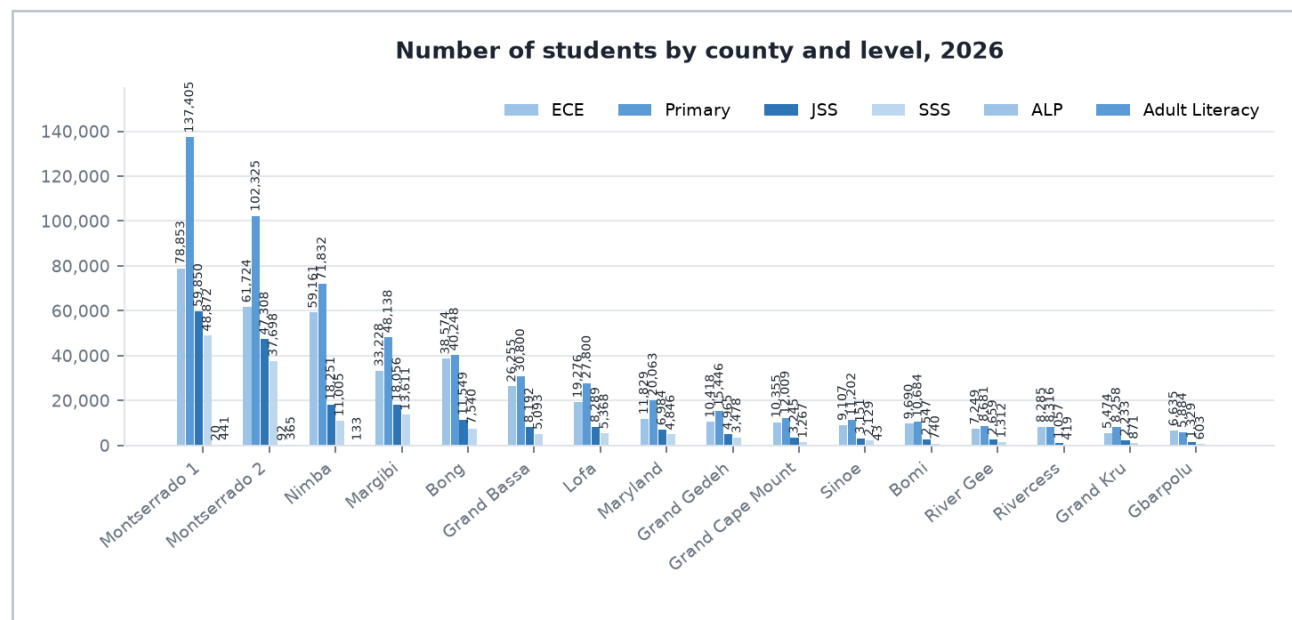
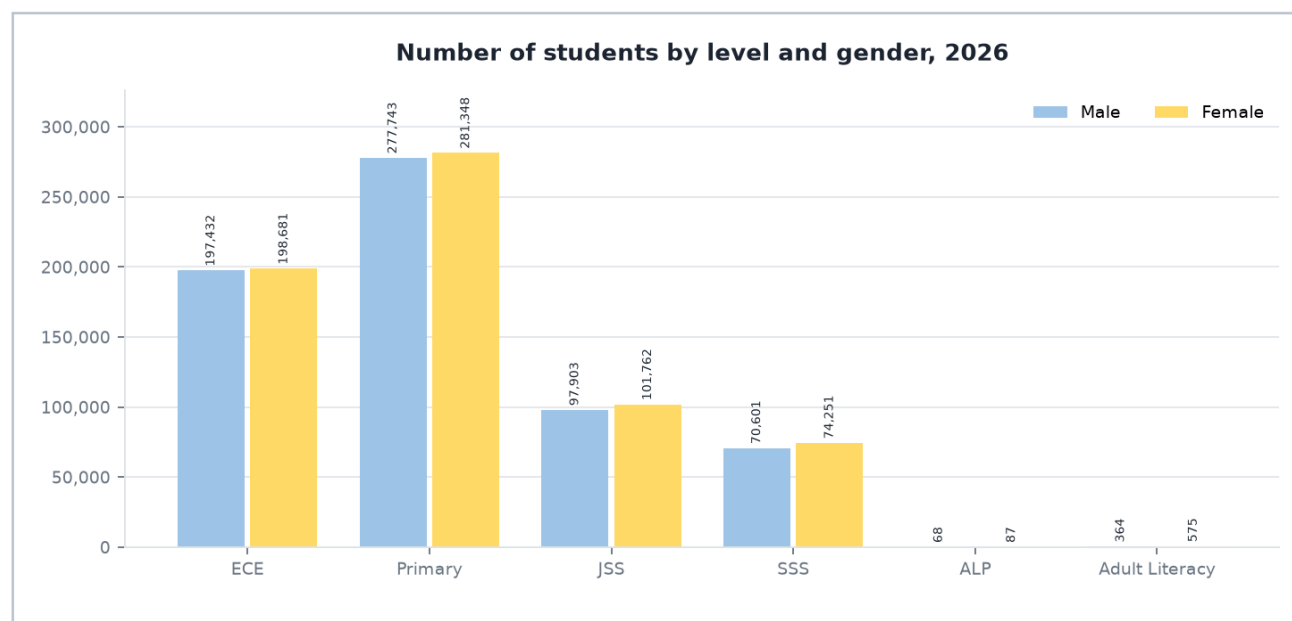
- **High Workforce Strain:** A significant **30.8% (22,188)** of all teachers nationwide are forced to teach multiple school levels simultaneously to cover staffing shortages.
- **Severe Rural Multi-Level Pressures:** Staffing strain peaks heavily in rural counties, where **42.5% of teachers in River Gee, 42.0% in Grand Cape Mount, and 38.3% in Sinoe** must teach across multiple levels.
- **Lower Pressures in Urban Belts:** Urbanized infrastructure offers better staff isolation, with multi-level teaching dropping to its lowest levels in **Margibi (18.8%)** and **Bomi (19.8%)**.

5.5 Students data (2025/26)

Table 6. Number of students by county, level and gender, 2026

County	Total	ECE		Primary		JSS		SSS		ALP		Adult Literacy	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bomi	23,661	5,097	4,593	5,501	5,183	1,302	1,245	392	348	0	0	0	0
Bong	97,911	19,812	18,762	21,265	18,983	5,994	5,555	3,821	3,719	0	0	0	0
Gbarpolu	14,451	3,397	3,238	3,247	2,637	762	567	317	286	0	0	0	0
Grand Bassa	70,340	13,429	12,826	16,045	14,755	4,221	3,971	2,573	2,520	0	0	0	0
Grand Cape Mount	26,876	5,256	5,099	5,952	6,057	1,592	1,653	635	632	0	0	0	0
Grand Gedeh	34,307	5,297	5,121	7,883	7,563	2,434	2,531	1,727	1,751	0	0	0	0
Grand Kru	16,836	2,740	2,734	4,276	3,982	1,147	1,086	448	423	0	0	0	0
Lofa	60,733	9,818	9,458	14,749	13,051	4,521	3,768	2,961	2,407	0	0	0	0
Margibi	113,033	16,456	16,772	23,603	24,535	8,909	9,147	7,032	6,579	0	0	0	0
Maryland	43,722	5,996	5,833	10,008	10,055	3,266	3,718	2,328	2,518	0	0	0	0
Montserrado 1	325,441	37,834	41,019	64,908	72,497	28,576	31,274	22,877	25,995	9	11	190	251
Montserrado 2	249,512	29,531	32,193	49,017	53,308	22,552	24,756	18,229	19,469	48	44	146	219
Nimba	160,382	30,155	29,006	36,573	35,259	9,164	9,087	5,308	5,697	0	0	28	105

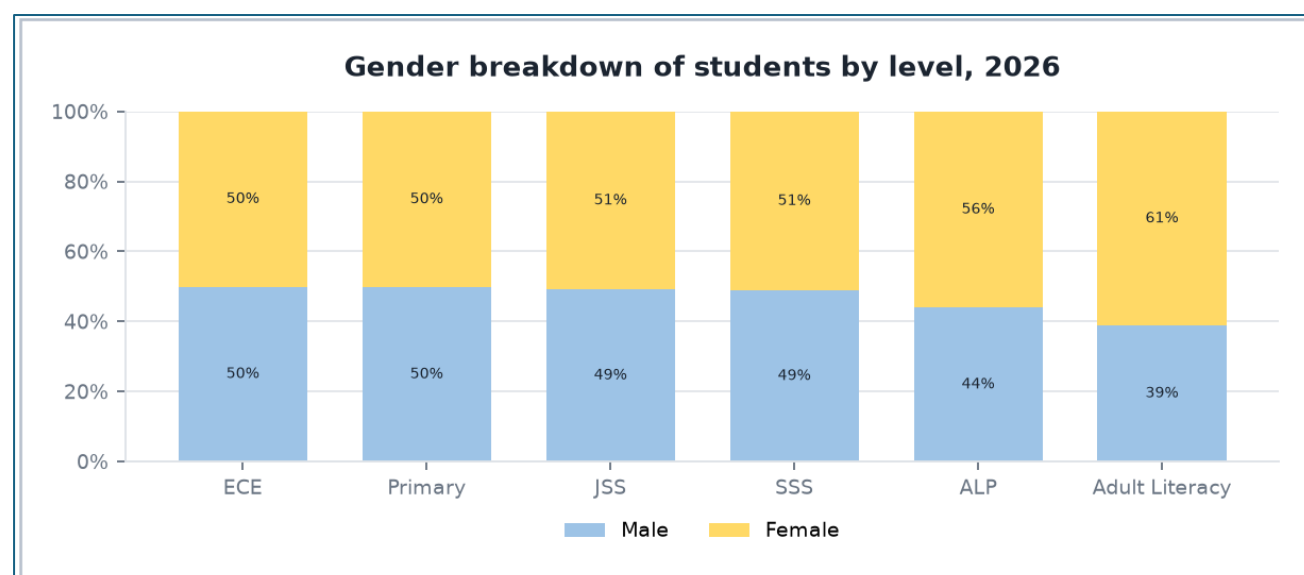
County	Total	ECE		Primary		JSS		SSS		ALP		Adult Literacy	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
River Gee	19,901	3,609	3,640	4,418	4,263	1,254	1,405	670	642	0	0	0	0
Rivercess	18,077	4,321	3,964	4,482	3,834	600	457	224	195	0	0	0	0
Sinoe	25,632	4,684	4,423	5,816	5,386	1,609	1,542	1,059	1,070	11	32	0	0
Total	1,300,815	197,432	198,681	277,743	281,348	97,903	101,762	70,601	74,251	68	87	364	575

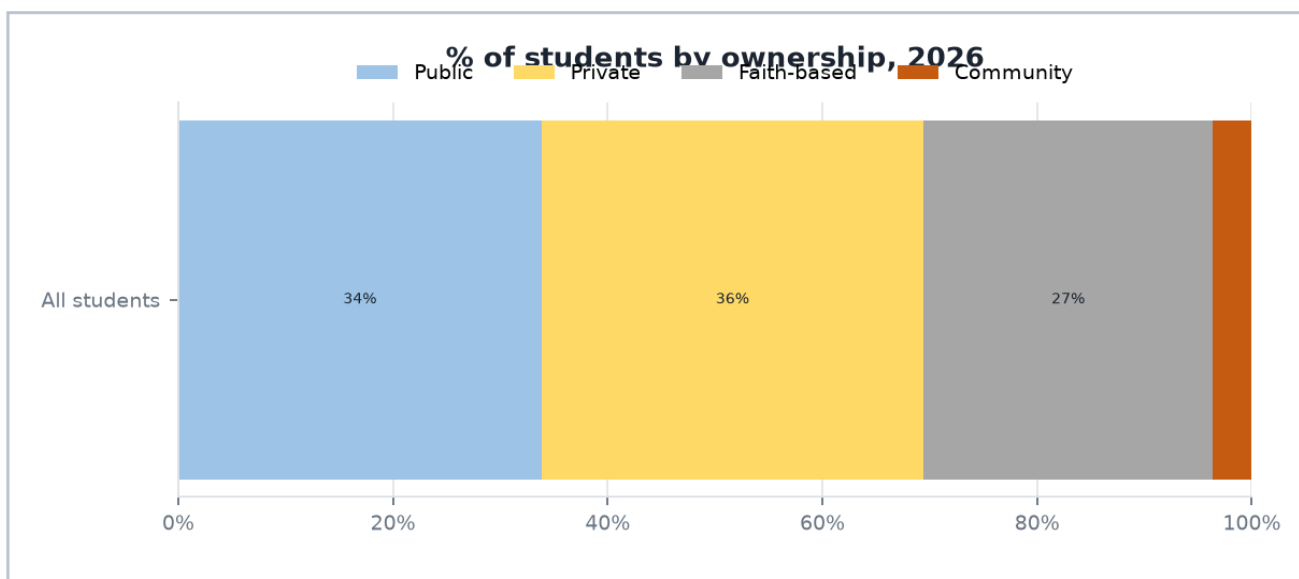


- **Extreme Student Centralization:** Out of **1,300,815 total students** enrolled nationwide, **44.2% (574,953 learners)** are concentrated exclusively within Montserrado County (Montserrado 1 and 2 combined).
- **Massive Gender Drop-Off in Higher Tiers:** While girls outnumber boys at the ECE and Primary levels, the pattern flips sharply at the Senior Secondary School (SSS) level, where male students outnumber females by **3,650 learners** nationwide.
- **Severe Interior Enrolment Deprivation:** Remote counties show critically low student populations, with Gbarpolu (**14,451**), Grand Kru (**16,836**), and Rivercess (**18,077**) reflecting minimal access to schooling across all levels.

Table 7. Number of students by ownership, level and gender, 2026

Ownership	Total	ECE		Primary		JSS		SSS		ALP		Adult Literacy	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Public	440,034	72,414	65,505	102,549	92,451	32,734	31,420	21,279	21,139	20	43	192	288
Private	462,811	68,837	73,636	94,783	102,929	34,163	36,968	24,692	26,385	48	44	144	182
Faith-based	350,702	47,438	50,623	69,943	75,132	28,358	30,737	23,212	25,259	0	0	0	0
Community	47,268	8,743	8,917	10,468	10,836	2,648	2,637	1,418	1,468	0	0	28	105
Not reported	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1,300,815	197,432	198,681	277,743	281,348	97,903	101,762	70,601	74,251	68	87	364	575





- **Non-State Education Monopoly:** Private, Faith-based, and Community schools absorb the vast majority of learners in Liberia, accounting for **66.2% (860,781)** of total student enrollment.
- **Public System Inversion:** Public schools provide the highest enrollment at the ECE level (**137,919**), but heavily lose market share to private operators by the SSS level, where private institutions teach **41.4% more students** than public ones.
- **Gender Disparity by Sector:** Private and Faith-based schools successfully enroll more female than male students at the secondary level, whereas public and community schools continuously favor male enrollment in higher grades.

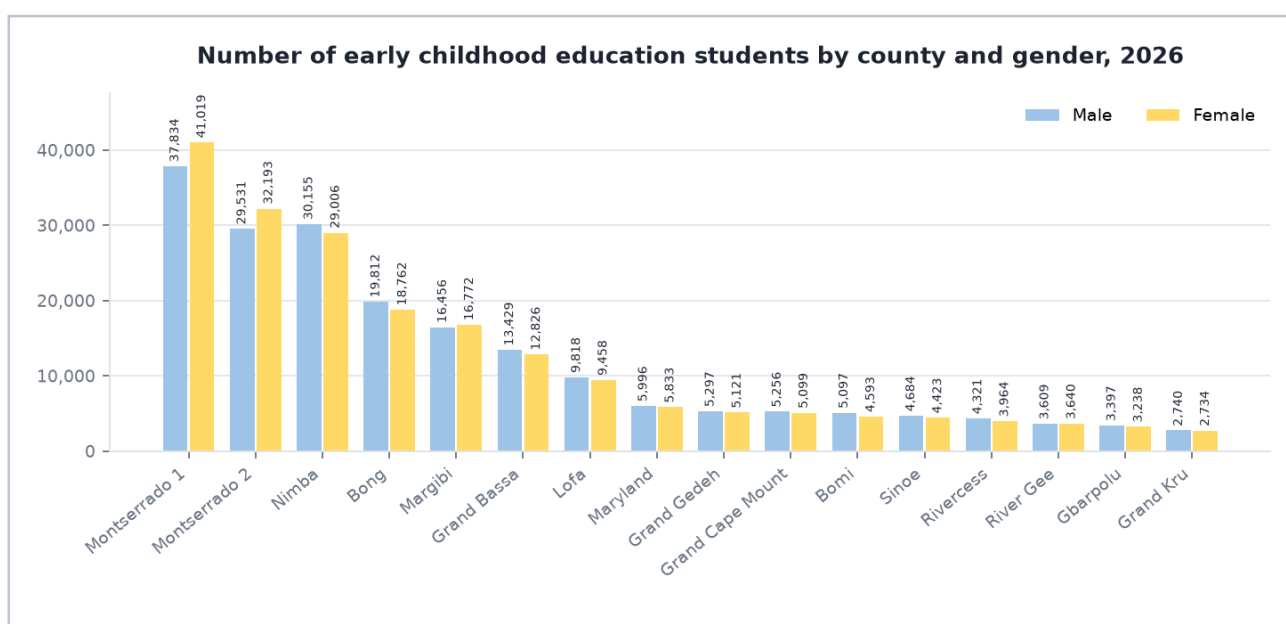
6.0 Early Childhood Education

6.1 Access

6.1.1 Enrollment

Table 8. Number of early childhood education students by county, grade and gender, 2026

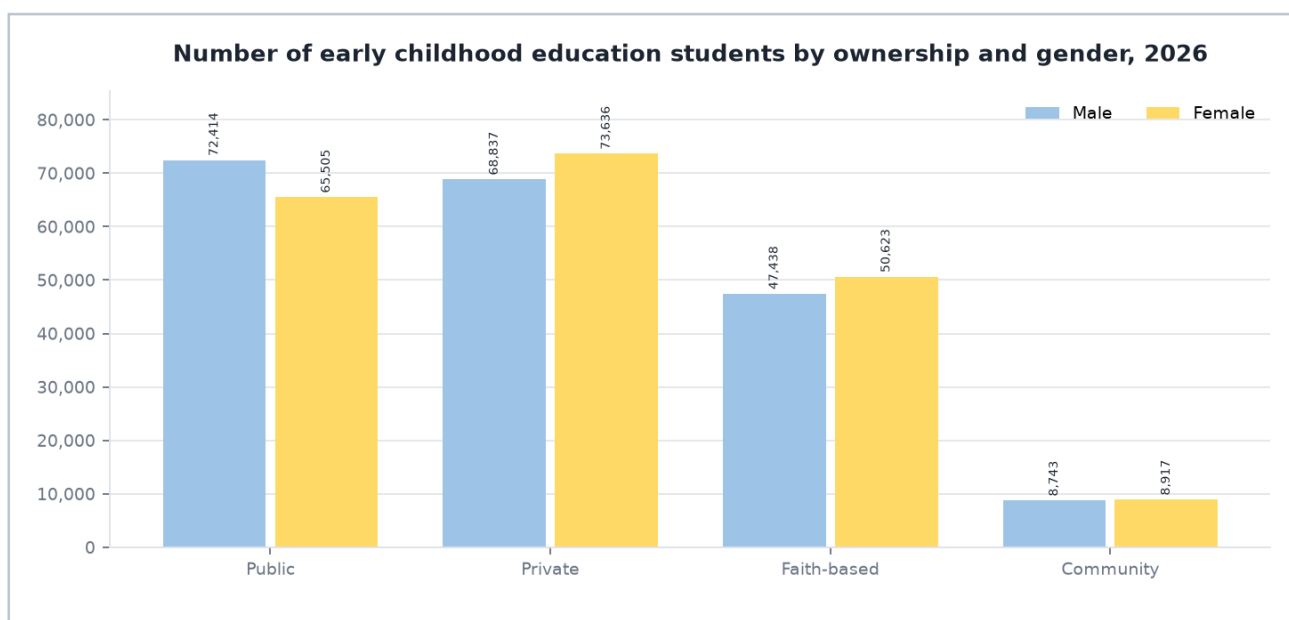
County	Total	Nursery		KG1		KG2	
		Male	Female	Male	Female	Male	Female
Bomi	9,690	2,621	2,388	1,332	1,170	1,144	1,035
Bong	38,574	10,422	9,922	4,931	4,614	4,459	4,226
Gbarpolu	6,635	1,764	1,718	909	805	724	715
Grand Bassa	26,255	5,710	5,404	4,002	3,970	3,717	3,452
Grand Cape Mount	10,355	2,868	2,753	1,325	1,258	1,063	1,088
Grand Gedeh	10,418	2,240	2,141	1,597	1,560	1,460	1,420
Grand Kru	5,474	1,095	1,132	826	822	819	780
Lofa	19,276	4,452	4,418	2,519	2,513	2,847	2,527
Margibi	33,228	7,559	7,737	4,578	4,581	4,319	4,454
Maryland	11,829	2,154	2,149	1,927	1,912	1,915	1,772
Montserrado 1	78,853	17,081	18,274	10,483	11,369	10,270	11,376
Montserrado 2	61,724	13,501	14,661	7,961	8,503	8,069	9,029
Nimba	59,161	14,607	14,105	7,928	7,865	7,620	7,036
River Gee	7,249	1,619	1,790	989	952	1,001	898
Rivercess	8,285	2,105	1,896	1,136	1,077	1,080	991
Sinoe	9,107	2,121	2,018	1,306	1,207	1,257	1,198
Total	396,113	91,919	92,506	53,749	54,178	51,764	51,997

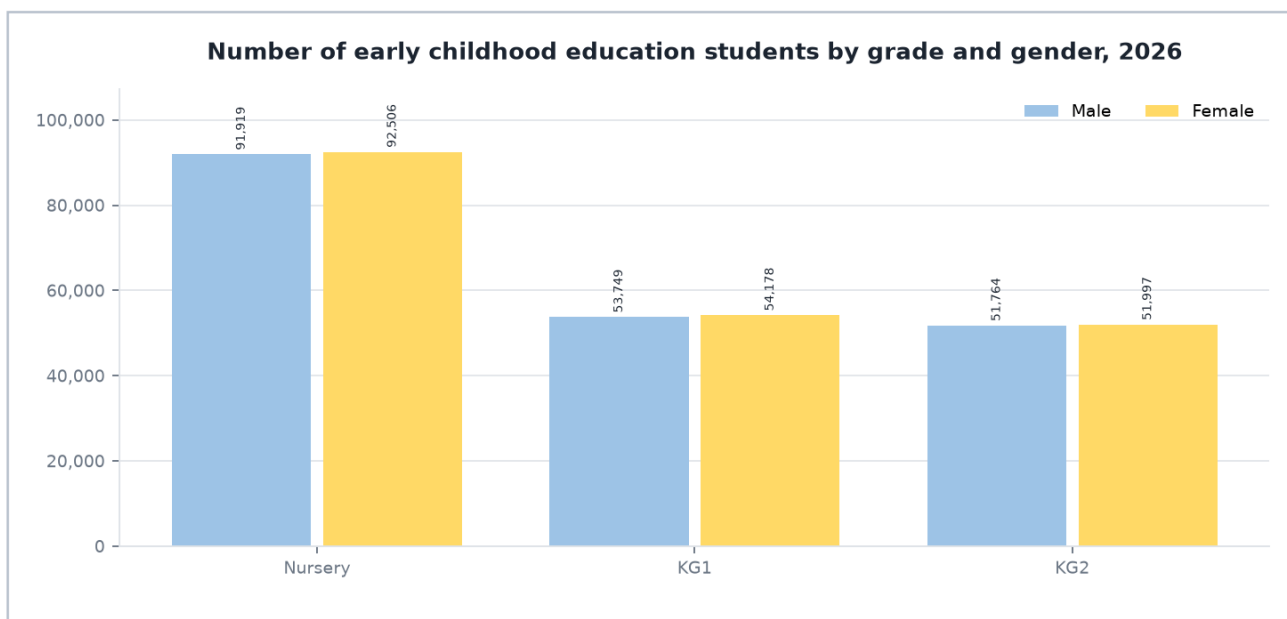


- **Precipitous Early Grade Drop-Off:** Foundational tiers host **396,113 total ECE students**, but enrollment collapses by **43.7%** between the introductory Nursery phase (**184,425**) and the final KG2 grade (**103,761**).
- **Montserrado Dominance in Early Years:** Montserrado County (Montserrado 1 and 2) accounts for **35.5% (140,577)** of the country's total ECE cohort, leaving rural areas with significantly thinner early childhood student bodies.
- **Balanced Gender Baseline:** Unlike the secondary tiers, the ECE sub-sector reflects strict gender parity, maintaining an almost identical enrollment split of **197,432 boys and 198,681 girls**.

Table 9. Number of early childhood education students by ownership, grade and gender, 2026

Ownership	Total	Nursery		KG1		KG2	
		Male	Female	Male	Female	Male	Female
Public	137,919	34,138	31,462	19,688	17,790	18,588	16,253
Private	142,473	31,473	33,470	19,022	20,199	18,342	19,967
Faith-based	98,061	22,187	23,350	12,718	13,846	12,533	13,427
Community	17,660	4,121	4,224	2,321	2,343	2,301	2,350
Not reported	0	0	0	0	0	0	0
Total	396,113	91,919	92,506	53,749	54,178	51,764	51,997





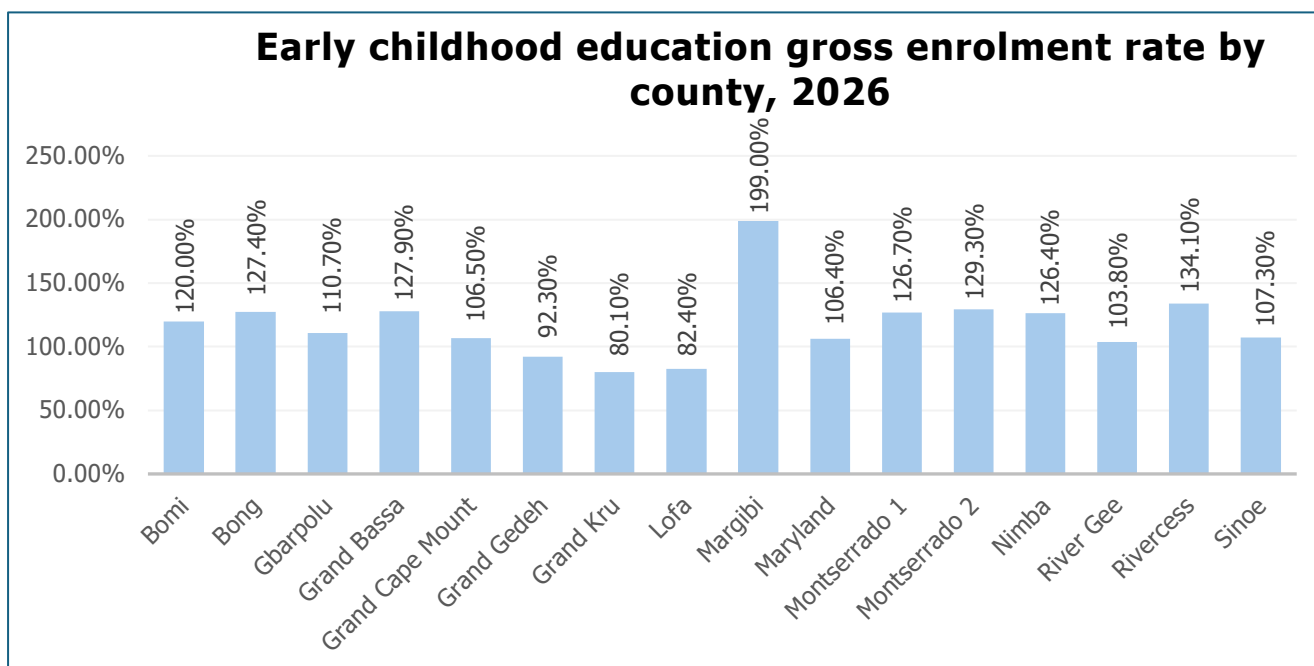
- **Private and Faith-Based Sector Dominance:** Private and Faith-based providers collectively absorb **60.7% (240,534)** of all ECE students nationwide, highlighting a heavy parental reliance on paid schooling for early years.
- **Public ECE Footprint:** Public institutions manage **34.8% (137,919)** of early learners, acting as a crucial safety net for families unable to access private options.
- **Consistent Multi-Sector Attrition:** The structural drop-off from Nursery to KG2 is visible across *all* ownership types, proving that early dropout or grade-skipping patterns are a systemic issue rather than a provider-specific fault.

Table 10. Early childhood education gross enrollment rate (GER) by county and gender, 2026

County	Total	Male	Female
Bomi	120.0%	124.7%	115.1%
Bong	127.4%	138.6%	117.3%
Gbarpolu	110.7%	113.2%	108.1%
Grand Bassa	127.9%	131.6%	124.2%
Grand Cape Mount	106.5%	106.4%	106.5%
Grand Gedeh	92.3%	94.6%	90.0%
Grand Kru	80.1%	81.6%	78.6%
Lofa	82.4%	84.9%	80.0%
Margibi	199.0%	209.1%	190.0%
Maryland	106.4%	110.4%	102.5%
Montserrado 1	126.7%	124.6%	128.6%
Montserrado 2	129.3%	126.8%	131.7%
Nimba	126.4%	129.5%	123.3%
River Gee	103.8%	106.7%	101.1%

County	Total	Male	Female
Rivercess	134.1%	134.9%	133.1%
Sinoe	107.3%	111.3%	103.2%

Note: Enrolment over LISGIS 2025 projected population aged 3-5. The projection is for 2025 while the census is 2026. Montserrat 1 and 2 have no separate LISGIS population projection; the combined Montserrat projection was apportioned between them in proportion to enrolment (Montserrat 1 = 56.6%). Their rates are therefore approximate



- **Massive Overage Inflation:** The national ECE GER is highly distorted due to older children occupying preschool seats, peaking at an extreme **199.0% in Margibi County** and exceeding 100% across 13 out of 16 administrative divisions.
- **Inflated Male Rates:** Male learners drive the highest GER distortions, reaching an peak of **209.1% in Margibi**, showing that boys are heavily delayed in entering primary school on time.
- **Southeastern Infrastructure Delays:** Grand Kru (**80.1%**) and Lofa (**82.4%**) register the lowest GER scores, demonstrating a profound lack of early learning access or delayed structural census tracking in those regions.

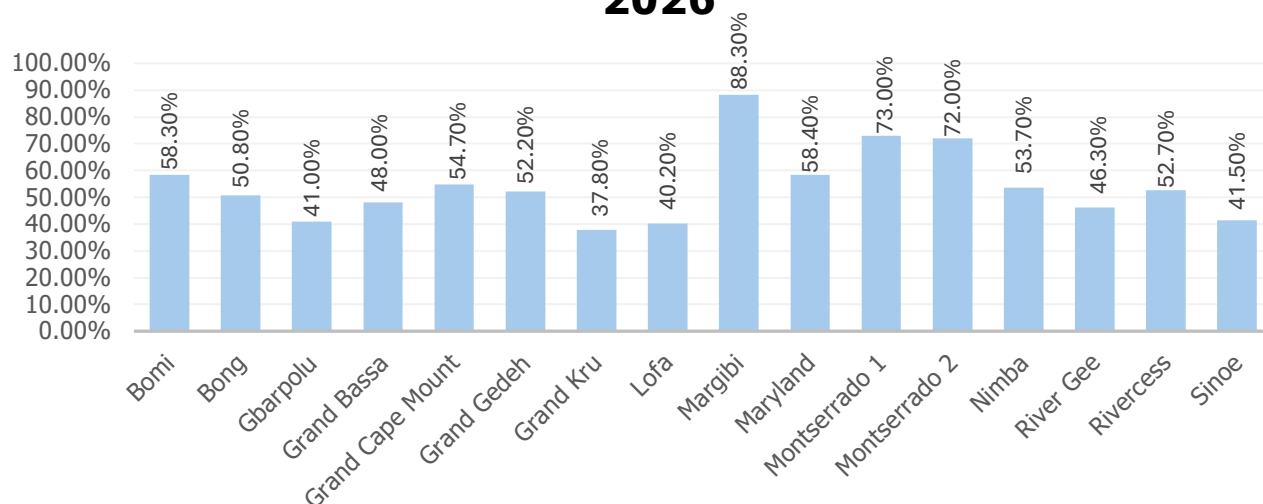
Table 11. Early childhood education net enrollment rate (NER) by county and gender, 2026

County	Total	Male	Female
Bomi	58.3%	60.1%	56.3%
Bong	50.8%	54.2%	47.7%
Gbarpolu	41.0%	41.0%	41.0%
Grand Bassa	48.0%	49.5%	46.6%
Grand Cape Mount	54.7%	55.7%	53.7%
Grand Gedeh	52.2%	53.5%	51.0%

County	Total	Male	Female
Grand Kru	37.8%	38.3%	37.4%
Lofa	40.2%	41.0%	39.4%
Margibi	88.3%	92.3%	84.8%
Maryland	58.4%	60.9%	56.1%
Montserrado 1	73.0%	72.0%	74.0%
Montserrado 2	72.0%	71.2%	72.7%
Nimba	53.7%	54.5%	53.0%
River Gee	46.3%	47.3%	45.4%
Rivercess	52.7%	50.5%	55.1%
Sinoe	41.5%	43.9%	39.2%

Note: Enrolment over LISGIS 2025 projected population aged 3-5. The projection is for 2025 while the census is 2026. Numerator = All_fields enrolment scaled by the age report's official-age share. Montserrado 1 and 2 have no separate LISGIS population projection; the combined Montserrado projection was apportioned between them in proportion to enrolment (Montserrado 1 = 56.6%). Their rates are therefore approximate.

Early childhood education net enrollment rate, 2026

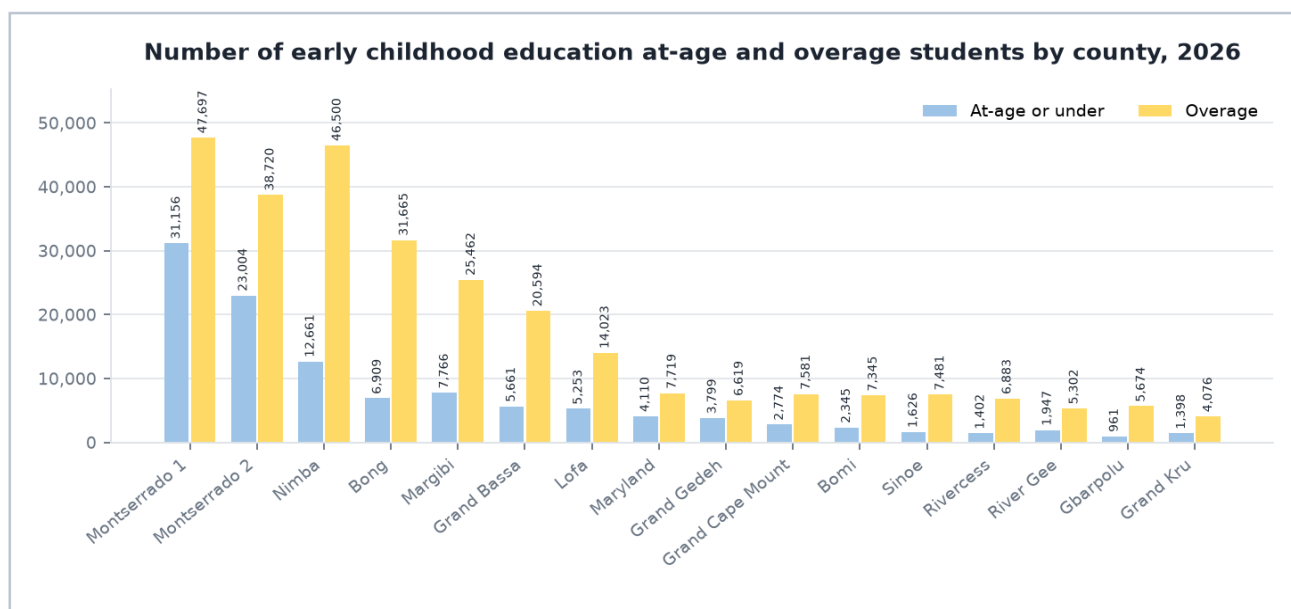


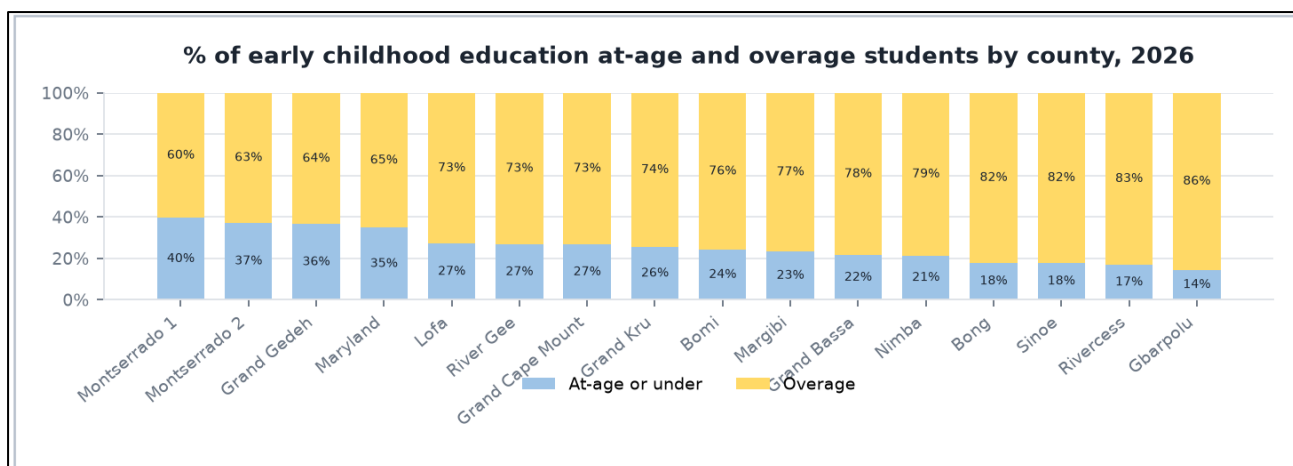
- **Severe Age-Grade Mismatch:** While Gross Enrollment Rates are highly inflated, the national ECE Net Enrollment Rate reveals that only a moderate proportion of children aged 3–5 are enrolled at the correct grade level, dropping to a critical low of **37.8% in Grand Kru** and **40.2% in Lofa**.
- **Urban Age-Grade Efficiency:** Urban areas display much higher grade-age alignment, with the highest NER concentrations recorded in **Montserrado 1 (73.0%)**, **Montserrado 2 (72.0%)**, and **Margibi (88.3%)**.
- **Marginal Male Advantage:** In 13 out of 16 reporting regions, male students maintain a higher net enrollment efficiency than females, peaking at a **7.5% gap in Margibi** (92.3% male vs. 84.8% female).

6.1.2 Overage Students

Table 12. Number and % of early childhood education at-age and overage students by county, 2026

County	Total	At-age or under		Overage	
		Count	% total	Count	% total
Bomi	9,690	2,345	24.2%	7,345	75.8%
Bong	38,574	6,909	17.9%	31,665	82.1%
Gbarpolu	6,635	961	14.5%	5,674	85.5%
Grand Bassa	26,255	5,661	21.6%	20,594	78.4%
Grand Cape Mount	10,355	2,774	26.8%	7,581	73.2%
Grand Gedeh	10,418	3,799	36.5%	6,619	63.5%
Grand Kru	5,474	1,398	25.5%	4,076	74.5%
Lofa	19,276	5,253	27.3%	14,023	72.7%
Margibi	33,228	7,766	23.4%	25,462	76.6%
Maryland	11,829	4,110	34.7%	7,719	65.3%
Montserrado 1	78,853	31,156	39.5%	47,697	60.5%
Montserrado 2	61,724	23,004	37.3%	38,720	62.7%
Nimba	59,161	12,661	21.4%	46,500	78.6%
River Gee	7,249	1,947	26.9%	5,302	73.1%
Rivercess	8,285	1,402	16.9%	6,883	83.1%
Sinoe	9,107	1,626	17.9%	7,481	82.1%
Total	396,113	112,772	28.5%	283,341	71.5%

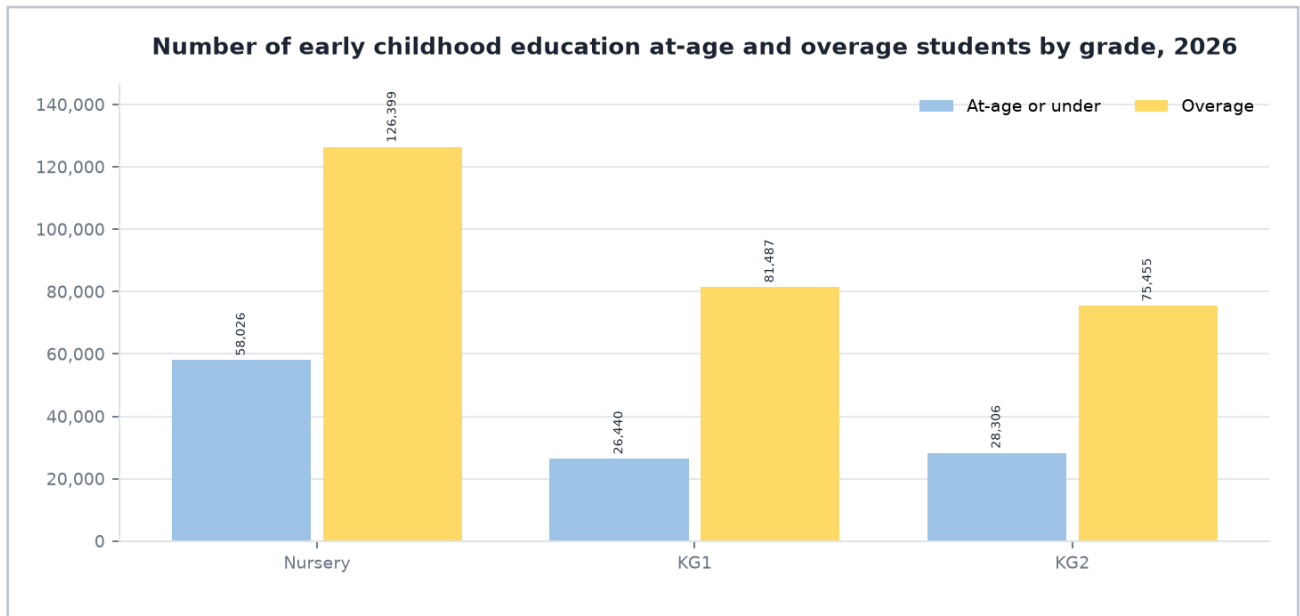
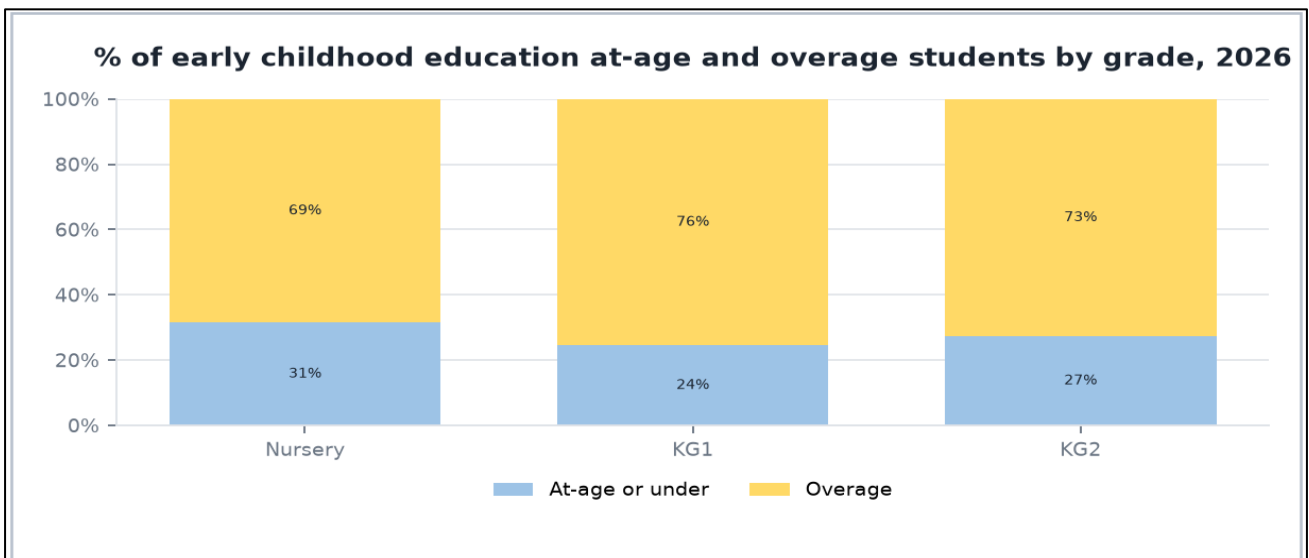




- **Overage Crisis in Gbarpolu:** Gbarpolu has the largest number of overage students at 85.5%, creating a crisis situation.
- **Nursery Peak Volume Crisis:** The overage cohort is largest at the absolute baseline of the system, with **126,399 overage children** sitting in Nursery classrooms, creating a massive developmental mix in early learning spaces.
- **Minimal Age Compliance:** Across all the counties, the proportion of on-time or under-age students never exceeds **39.5%**, showing that late entry is a standard country-wide norm.

Table 13. Number and % of early childhood education at-age and overage students by grade, 2026

Grade	Total	At-age or under		Overage	
		Count	% total	Count	% total
Nursery	184,425	58,026	31.5%	126,399	68.5%
KG1	107,927	26,440	24.5%	81,487	75.5%
KG2	103,761	28,306	27.3%	75,455	72.7%
Total	396,113	112,772	28.5%	283,341	71.5%



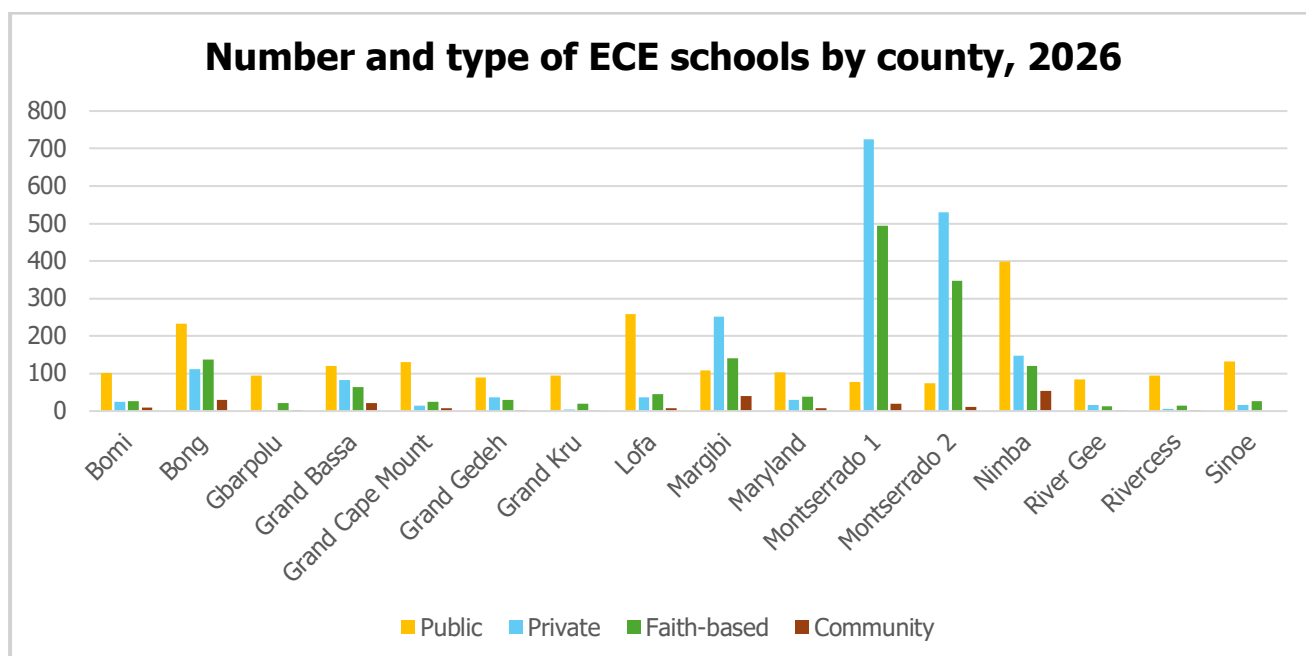
- **Compounding Overage Grade Progression:** As children advance through the ECE pipeline, the age-grade distortion worsens significantly, tracking from **68.5% overage in Nursery** up to **72.7% overage by KG2**.
- **Nursery Peak Volume Crisis:** The overage cohort is largest at the absolute baseline of the system, with **126,399 overage children** sitting in Nursery classrooms, creating a massive developmental mix in early learning spaces.
- **Minimal Age Compliance:** Across all early childhood grade levels, the proportion of on-time or under-age students never exceeds **31.5%**, showing that late entry is a standard system-wide norm.

6.2 Resources

6.2.1 Schools

Table 14. Number and % of early childhood education schools by county and ownership, 2026

County	Total	Public		Private		Faith-based		Community	
		Count	% total	Count	% total	Count	% total	Count	% total
Bomi	162	102	63.0%	24	14.8%	27	16.7%	9	5.6%
Bong	512	233	45.5%	111	21.7%	138	27.0%	30	5.9%
Gbarpolu	120	95	79.2%	2	1.7%	21	17.5%	2	1.7%
Grand Bassa	288	121	42.0%	82	28.5%	64	22.2%	21	7.3%
Grand Cape Mount	177	130	73.4%	15	8.5%	24	13.6%	8	4.5%
Grand Gedeh	160	90	56.2%	37	23.1%	30	18.8%	3	1.9%
Grand Kru	119	94	79.0%	4	3.4%	20	16.8%	1	0.8%
Lofa	346	258	74.6%	36	10.4%	45	13.0%	7	2.0%
Margibi	539	108	20.0%	251	46.6%	140	26.0%	40	7.4%
Maryland	179	104	58.1%	29	16.2%	38	21.2%	8	4.5%
Montserrado 1	1,316	77	5.9%	725	55.1%	495	37.6%	19	1.4%
Montserrado 2	964	75	7.8%	530	55.0%	348	36.1%	11	1.1%
Nimba	721	398	55.2%	148	20.5%	121	16.8%	54	7.5%
River Gee	115	84	73.0%	17	14.8%	13	11.3%	1	0.9%
Rivercess	118	94	79.7%	6	5.1%	15	12.7%	3	2.5%
Sinoe	174	132	75.9%	16	9.2%	26	14.9%	0	0.0%
Total	6,010	2,195	36.5%	2,033	33.8%	1,565	26.0%	217	3.6%



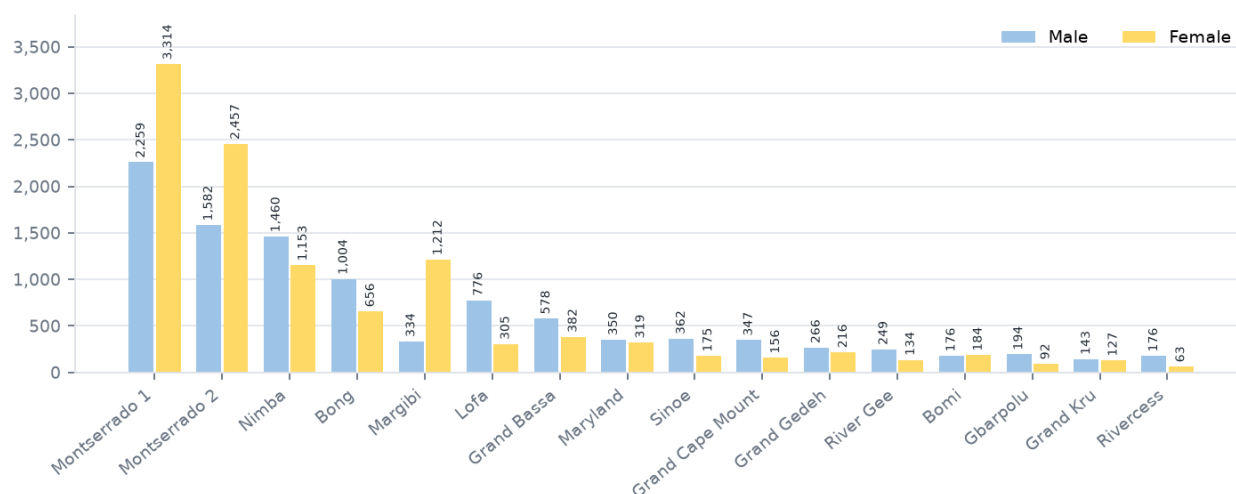
- **Highly Segmented Provider Landscapes:** Out of **6,010 ECE-offering schools** nationally, ownership is closely split between Public (**36.5%**), Private (**33.8%**), and Faith-based (**26.0%**) operators.
- **Extreme Urban Privatization:** In urban centers, non-state actors almost entirely replace the state; private and faith-based schools control **92.7% of the ECE market in Montserrado 1** and **91.1% in Montserrado 2**.
- **Rural Public Reliance:** Rural counties depend heavily on government provision for early years, with the public sector operating **79.7% of ECE facilities in Rivercess, 79.2% in Gbarpolu, and 79.0% in Grand Kru**.

6.2.2 Teachers

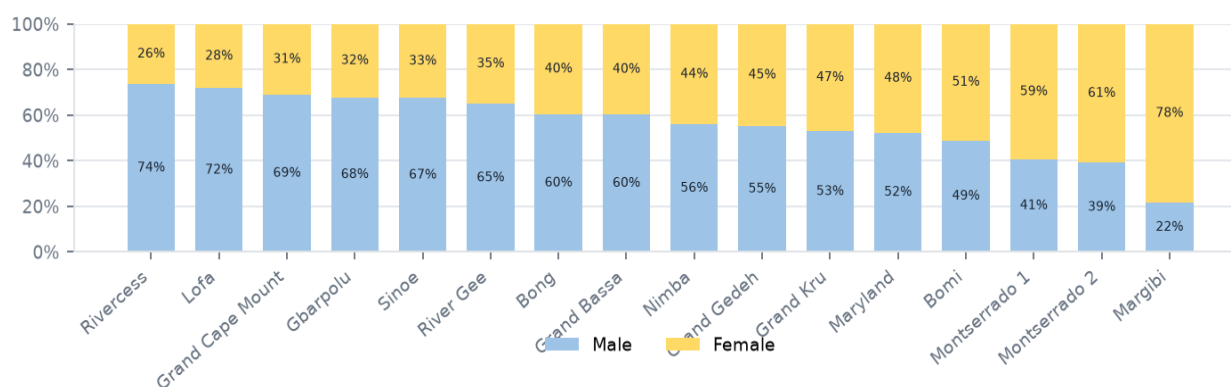
Table 15. Number and % of early childhood education teachers by county and gender, 2026

County	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Bomi	363	176	48.5%	184	50.7%	3	0.8%
Bong	1,672	1,004	60.0%	656	39.2%	12	0.7%
Gbarpolu	293	194	66.2%	92	31.4%	7	2.4%
Grand Bassa	965	578	59.9%	382	39.6%	5	0.5%
Grand Cape Mount	510	347	68.0%	156	30.6%	7	1.4%
Grand Gedeh	487	266	54.6%	216	44.4%	5	1.0%
Grand Kru	273	143	52.4%	127	46.5%	3	1.1%
Lofa	1,091	776	71.1%	305	28.0%	10	0.9%
Margibi	1,551	334	21.5%	1,212	78.1%	5	0.3%
Maryland	674	350	51.9%	319	47.3%	5	0.7%
Montserrado 1	5,601	2,259	40.3%	3,314	59.2%	28	0.5%
Montserrado 2	4,059	1,582	39.0%	2,457	60.5%	20	0.5%
Nimba	2,628	1,460	55.6%	1,153	43.9%	15	0.6%
River Gee	387	249	64.3%	134	34.6%	4	1.0%
Rivercess	243	176	72.4%	63	25.9%	4	1.6%
Sinoe	538	362	67.3%	175	32.5%	1	0.2%
Total	21,335	10,256	48.1%	10,945	51.3%	134	0.6%

Number of early childhood education teachers by county and gender, 2026



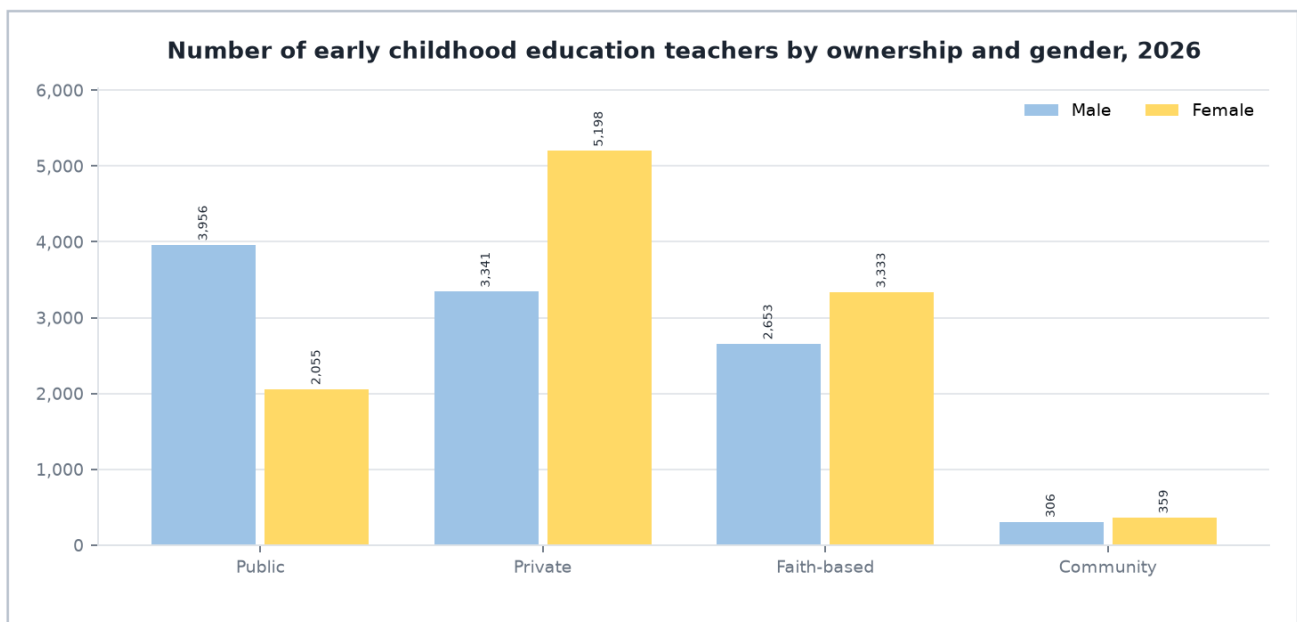
% of early childhood education teachers by county and gender, 2026



- **Balanced National Gender Baseline:** Unlike higher educational tiers, the **21,335 ECE educators** exhibit an almost even gender split, with females comprising **51.3% (10,945)** and males **48.1% (10,256)**.
- **Profound Geographical Gender Polarization:** Female teacher presence is heavily dominant in urban systems—reaching **78.1% in Margibi** and **60.5% in Montserrat 2**—but collapses completely in rural regions like **Rivercess (25.9%)** and **Lofa (28.0%)**.
- **Male Dominance in Rural Early Years:** In stark contrast to global early education norms, male teachers make up the clear majority of preschool educators across 10 out of 16 counties, peaking at **72.4% male in Rivercess**.

Table 16. Number and % of early childhood education teachers by ownership and gender, 2026

Ownership	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Public	6,066	3,956	65.2%	2,055	33.9%	55	0.9%
Private	8,569	3,341	39.0%	5,198	60.7%	30	0.4%
Faith-based	6,028	2,653	44.0%	3,333	55.3%	42	0.7%
Community	672	306	45.5%	359	53.4%	7	1.0%
Total	21,335	10,256	48.1%	10,945	51.3%	134	0.6%



- **Private Sector Work Absorption:** Private schools stand as the largest employer of early childhood educators, absorbing **40.2% (8,569 out of 21,335)** of the total ECE teaching workforce.
- **Non-State Female Specialization:** Female teachers are highly concentrated within non-state operations, comprising **60.7% of Private** and **55.3% of Faith-based** ECE staff numbers.
- **Public Sector Gender Inversion:** The public sector flips standard early-childhood norms, relying heavily on male staff who occupy a massive **65.2% (3,956 out of 6,066)** of all public government ECE teaching positions.

Table 17. Number and % of ECE teachers by professional qualification and county, 2026

County	Total	A Certificate		B Certificate		C Certificate		Other prof. qual.		Academic only		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	363	0	0.0%	16	4.4%	196	54.0%	9	2.5%	123	33.9%	19	5.2%
Bong	1,672	13	0.8%	173	10.3%	659	39.4%	113	6.8%	683	40.8%	31	1.9%
Gbarpolu	293	3	1.0%	47	16.0%	123	42.0%	15	5.1%	102	34.8%	3	1.0%
Grand Bassa	965	3	0.3%	146	15.1%	261	27.0%	45	4.7%	485	50.3%	25	2.6%
Grand Cape Mount	510	7	1.4%	108	21.2%	181	35.5%	29	5.7%	171	33.5%	14	2.7%
Grand Gedeh	487	2	0.4%	36	7.4%	298	61.2%	18	3.7%	127	26.1%	6	1.2%
Grand Kru	273	0	0.0%	2	0.7%	191	70.0%	16	5.9%	61	22.3%	3	1.1%
Lofa	1,091	6	0.5%	134	12.3%	471	43.2%	40	3.7%	418	38.3%	22	2.0%
Margibi	1,551	0	0.0%	42	2.7%	718	46.3%	136	8.8%	608	39.2%	47	3.0%
Maryland	674	0	0.0%	90	13.4%	317	47.0%	29	4.3%	222	32.9%	16	2.4%
Montserrado 1	5,601	12	0.2%	600	10.7%	1,891	33.8%	323	5.8%	2,691	48.0%	84	1.5%
Montserrado 2	4,059	9	0.2%	464	11.4%	1,551	38.2%	301	7.4%	1,677	41.3%	57	1.4%
Nimba	2,628	16	0.6%	313	11.9%	1,243	47.3%	110	4.2%	910	34.6%	36	1.4%
River Gee	387	2	0.5%	33	8.5%	226	58.4%	14	3.6%	103	26.6%	9	2.3%
Rivercess	243	0	0.0%	12	4.9%	119	49.0%	38	15.6%	70	28.8%	4	1.6%
Sinoe	538	4	0.7%	68	12.6%	305	56.7%	21	3.9%	128	23.8%	12	2.2%
Total	21,335	77	0.4%	2,284	10.7%	8,750	41.0%	1,257	5.9%	8,579	40.2%	388	1.8%

- **Widespread Professional Underqualification:** Out of **21,335 total ECE teachers**, a significant **40.2% (8,579 educators)** possess strictly academic credentials with zero formal professional teacher training.
- **Heavy Reliance on the C-Certificate:** The standard "C-Certificate" serves as the primary professional benchmark, held by **41.0% (8,750)** of all personnel nationwide.
- **Severe Rural Training Deprivation:** Professional deficits peak severely inside specific rural areas; in Grand Bassa, **50.3%** of preschool teachers have academic credentials only, while **54.0% of Bomi educators** are restricted strictly to lower-tier C-Certificates.

Table 18. Number and % of early childhood education teachers by academic qualification and county, 2026

County	Total	Diploma		AA Degree		Bachelors		Masters		PhD		Professional only		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	363	89	24.5%	29	8.0%	5	1.4%	0	0.0%	0	0.0%	221	60.9%	19	5.2%
Bong	1,672	321	19.2%	188	11.2%	168	10.0%	2	0.1%	6	0.4%	956	57.2%	31	1.9%
Gbarpolu	293	39	13.3%	41	14.0%	21	7.2%	1	0.3%	0	0.0%	188	64.2%	3	1.0%
Grand Bassa	965	205	21.2%	183	19.0%	90	9.3%	4	0.4%	3	0.3%	455	47.2%	25	2.6%
Grand Cape Mount	510	75	14.7%	63	12.4%	34	6.7%	0	0.0%	0	0.0%	324	63.5%	14	2.7%

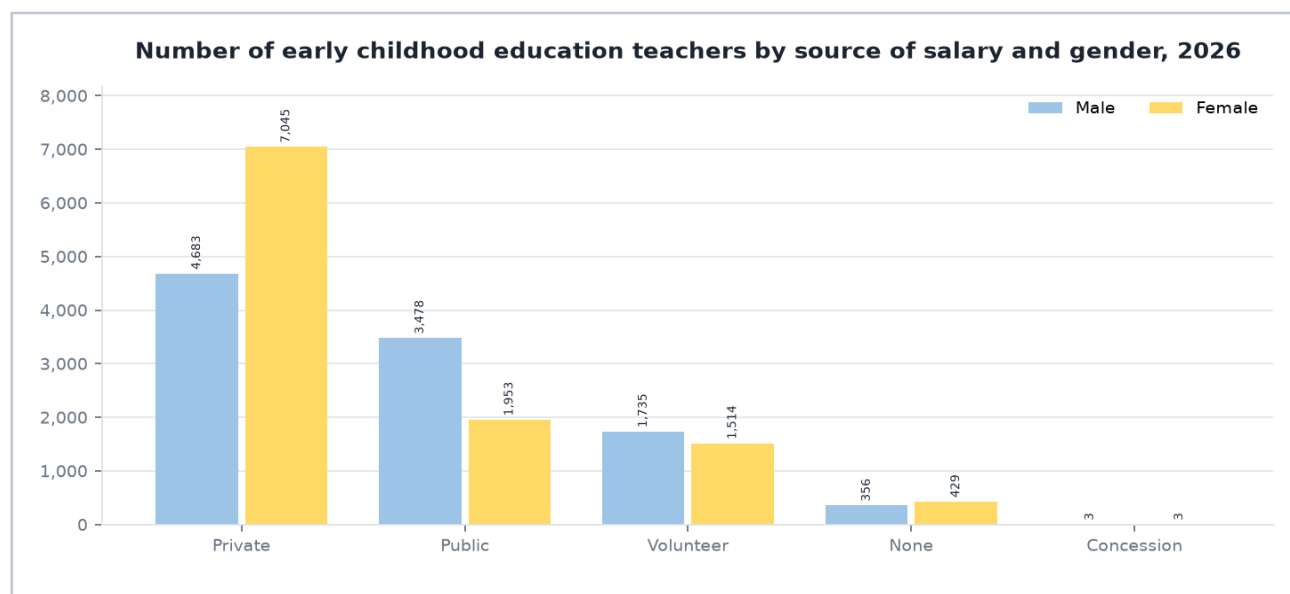
County	Total	Diploma		AA Degree		Bachelors		Masters		PhD		Professional only		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Grand Gedeh	487	37	7.6%	64	13.1%	24	4.9%	2	0.4%	0	0.0%	354	72.7%	6	1.2%
Grand Kru	273	56	20.5%	4	1.5%	1	0.4%	0	0.0%	0	0.0%	209	76.6%	3	1.1%
Lofa	1,091	201	18.4%	172	15.8%	42	3.8%	0	0.0%	3	0.3%	651	59.7%	22	2.0%
Margibi	1,551	409	26.4%	112	7.2%	79	5.1%	8	0.5%	0	0.0%	896	57.8%	47	3.0%
Maryland	674	76	11.3%	44	6.5%	101	15.0%	0	0.0%	2	0.3%	435	64.5%	16	2.4%
Montserrado 1	5,601	783	14.0%	788	14.1%	1,074	19.2%	35	0.6%	12	0.2%	2,825	50.4%	84	1.5%
Montserrado 2	4,059	555	13.7%	528	13.0%	566	13.9%	22	0.5%	10	0.2%	2,321	57.2%	57	1.4%
Nimba	2,628	408	15.5%	325	12.4%	171	6.5%	3	0.1%	3	0.1%	1,682	64.0%	36	1.4%
River Gee	387	68	17.6%	13	3.4%	19	4.9%	2	0.5%	1	0.3%	275	71.1%	9	2.3%
Rivercess	243	38	15.6%	22	9.1%	8	3.3%	0	0.0%	2	0.8%	169	69.5%	4	1.6%
Sinoe	538	67	12.5%	38	7.1%	24	4.5%	0	0.0%	0	0.0%	397	73.8%	12	2.2%
Total	21,335	3,427	16.1%	2,614	12.3%	2,427	11.4%	79	0.4%	42	0.2%	12,358	57.9%	388	1.8%

- **Dominance of Non-Academic Career Streams:** A dominant **57.9% (12,358)** of all national ECE teachers have no formal university degree, falling into the "Professional only" category.
- **Low Tertiary Degree Penetration:** True university specialization is very low; across Liberia, only **11.4% (2,427)** of active preschool teachers hold a Bachelor's degree, and just **0.4% (79)** have a Master's degree.
- **Urban Higher Degree Concentration:** Higher academic training is heavily centralized within **Montserrado 1**, which alone houses **44.2% (1,074 out of 2,427)** of all Bachelor's degree holders in the national preschool sector.

Table 19. Number and % of early childhood education teachers by source of salary and county, 2026

County	Total	Private		Public		Volunteer		None		Concession		Other / Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	363	160	44.1%	125	34.4%	67	18.5%	11	3.0%	0	0.0%	0	0.0%
Bong	1,672	818	48.9%	500	29.9%	317	19.0%	37	2.2%	0	0.0%	0	0.0%
Gbarpolu	293	55	18.8%	156	53.2%	75	25.6%	6	2.0%	0	0.0%	1	0.3%
Grand Bassa	965	518	53.7%	255	26.4%	160	16.6%	32	3.3%	0	0.0%	0	0.0%
Grand Cape Mount	510	157	30.8%	227	44.5%	116	22.7%	10	2.0%	0	0.0%	0	0.0%
Grand Gedeh	487	176	36.1%	221	45.4%	66	13.6%	24	4.9%	0	0.0%	0	0.0%
Grand Kru	273	63	23.1%	163	59.7%	42	15.4%	5	1.8%	0	0.0%	0	0.0%
Lofa	1,091	311	28.5%	407	37.3%	361	33.1%	12	1.1%	0	0.0%	0	0.0%
Margibi	1,551	1,201	77.4%	195	12.6%	80	5.2%	69	4.4%	6	0.4%	0	0.0%
Maryland	674	292	43.3%	256	38.0%	99	14.7%	27	4.0%	0	0.0%	0	0.0%

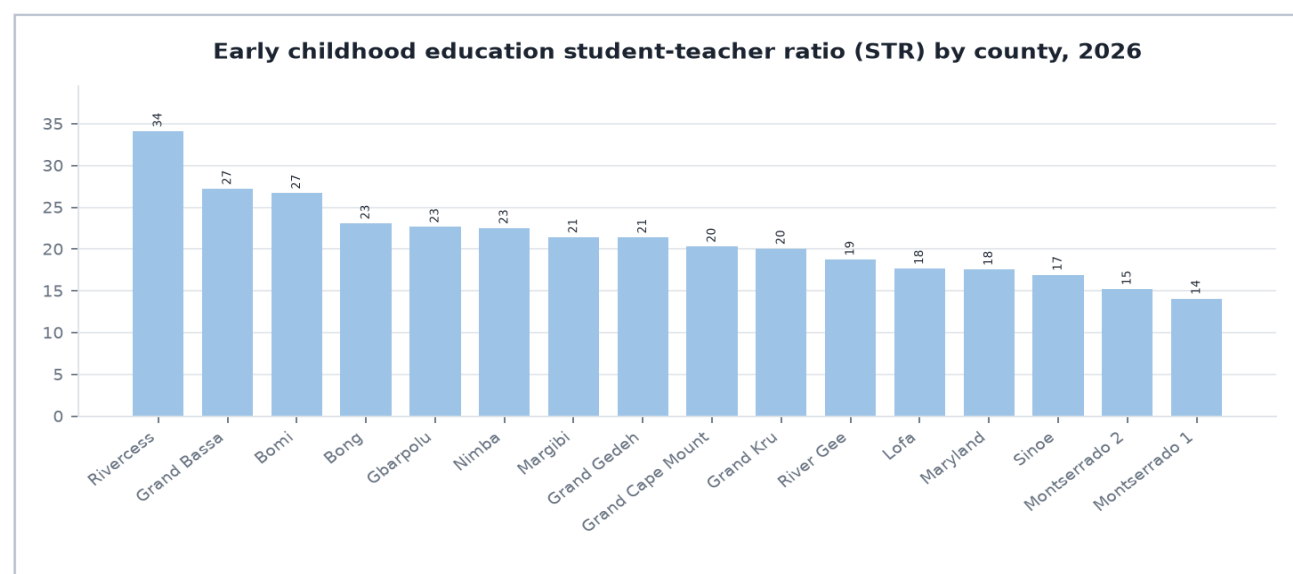
County	Total	Private		Public		Volunteer		None		Concession		Other / Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Montserrado 1	5,601	3,821	68.2%	878	15.7%	668	11.9%	234	4.2%	0	0.0%	0	0.0%
Montserrado 2	4,059	2,888	71.2%	548	13.5%	375	9.2%	247	6.1%	0	0.0%	1	0.0%
Nimba	2,628	1,022	38.9%	985	37.5%	574	21.8%	47	1.8%	0	0.0%	0	0.0%
River Gee	387	101	26.1%	167	43.2%	108	27.9%	11	2.8%	0	0.0%	0	0.0%
Rivercess	243	55	22.6%	112	46.1%	69	28.4%	7	2.9%	0	0.0%	0	0.0%
Sinoe	538	142	26.4%	263	48.9%	101	18.8%	32	5.9%	0	0.0%	0	0.0%
Total	21,335	11,780	55.2%	5,458	25.6%	3,278	15.4%	811	3.8%	6	0.0%	2	0.0%



- Extreme Dependency on Non-State Payrolls:** The national preschool system depends heavily on private financing, with **55.2% (11,780)** of all ECE teachers paid directly by Private school operators.
- Critical Volunteer Workforce Vulnerability:** A sizable **15.4% (3,278 teachers)** across Liberia receive no formal salary at all, working purely as volunteers to keep rural classrooms functional.
- High Rural Volunteer Volatility:** Reliance on unpaid staff reaches critical proportions in interior rural zones, with volunteers making up **33.1% of the ECE workforce in Lofa, 28.4% in Rivercess, and 27.9% in River Gee.**

Table 20. Early childhood education student-teacher ratio (STR) by county, 2026

County	Students	Teachers	STR
Bomi	9,690	363	26.7
Bong	38,574	1,672	23.1
Gbarpolu	6,635	293	22.6
Grand Bassa	26,255	965	27.2
Grand Cape Mount	10,355	510	20.3
Grand Gedeh	10,418	487	21.4
Grand Kru	5,474	273	20.1
Lofa	19,276	1,091	17.7
Margibi	33,228	1,551	21.4
Maryland	11,829	674	17.6
Montserrado 1	78,853	5,601	14.1
Montserrado 2	61,724	4,059	15.2
Nimba	59,161	2,628	22.5
River Gee	7,249	387	18.7
Rivercess	8,285	243	34.1
Sinoe	9,107	538	16.9
Total	396,113	21,335	18.6

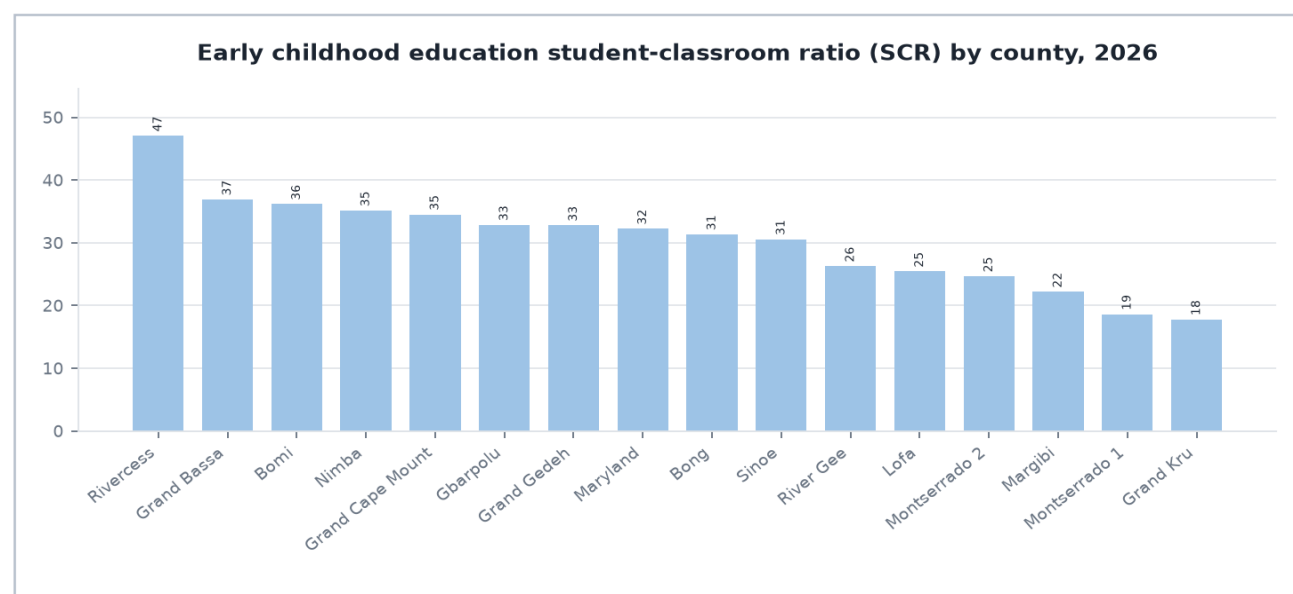


- **Acceptable National Averages:** The overall national preschool Student-Teacher Ratio tracks at a manageable **18.6 students per teacher**, showing a strong baseline balance of staff to learners.
- **Severe Regional Class Overcrowding:** The macro average hides severe regional disparities, with **Rivercess recording an extreme STR of 34.1**, followed by Grand Bassa at 27.2 and Bomi at 26.7.
- **Urban Resource Saturation:** Urban core systems enjoy highly saturated staffing ratios, with teacher density peaking at **14.1 students per teacher in Montserrado 1** and 15.2 in Montserrado 2.

6.2.3 Classrooms

Table 21. Number of early childhood education classrooms and student-classroom ratio (SCR) by county and type, 2026

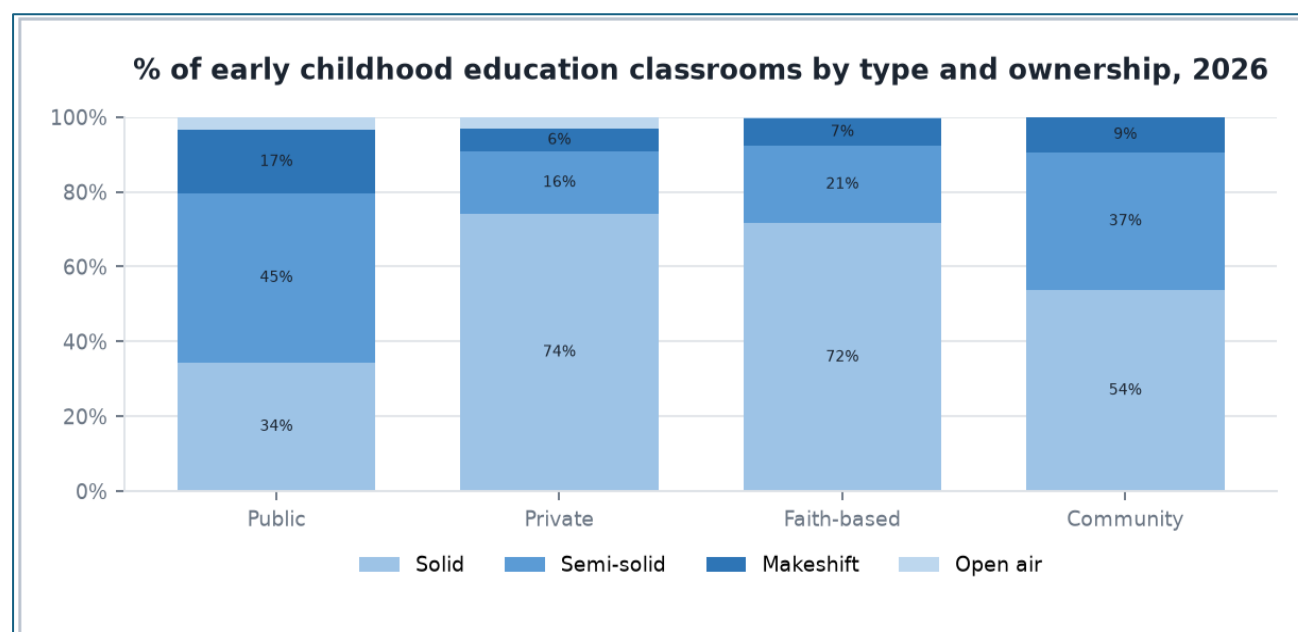
County	Total	Solid	Semi-solid	Makeshift	Open air	SCR
Bomi	268	142	110	16	0	36.2
Bong	1,231	533	619	78	1	31.3
Gbarpolu	202	62	106	34	0	32.8
Grand Bassa	712	440	195	68	9	36.9
Grand Cape Mount	300	155	116	18	11	34.5
Grand Gedeh	318	153	132	33	0	32.8
Grand Kru	308	85	87	118	18	17.8
Lofa	758	251	478	28	1	25.4
Margibi	1,498	1,115	270	94	19	22.2
Maryland	367	169	110	87	1	32.2
Montserrado 1	4,234	3,167	415	390	262	18.6
Montserrado 2	2,503	2,237	194	64	8	24.7
Nimba	1,684	432	1,066	164	22	35.1
River Gee	276	60	78	132	6	26.3
Rivercess	176	61	45	61	9	47.1
Sinoe	298	113	83	102	0	30.6
Total	15,133	9,175	4,104	1,487	367	26.2

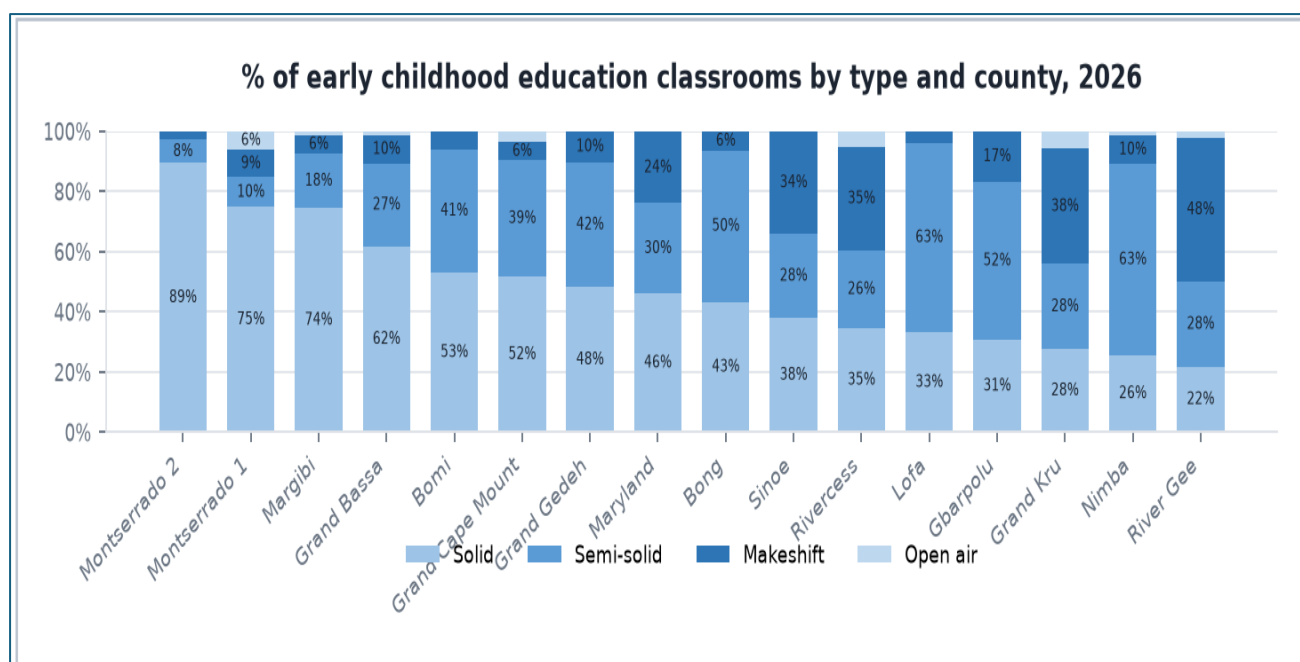


- **Severe Infrastructure Deficits:** Out of **15,133 total ECE classrooms** nationwide, **39.4% are structurally deficient**, consisting of semi-solid (4,104), makeshift (1,487), or open-air environments (367).
- **Extreme Regional Overcrowding:** Classroom density hits full crisis levels in **Rivercess County with an SCR of 47.1**, followed closely by Grand Bassa (36.9) and Bomi (36.2), causing severe crowding in early learning spaces.
- **Southeastern Structural Vulnerability:** Grand Kru County presents the most unstable physical infrastructure, where a combined **44.2% of its classrooms** operate inside makeshift tents (118) or completely open-air settings (18).

Table 22. Number and % of early childhood education classrooms by ownership, 2026

Ownership	Total	Solid		Semi-solid		Makeshift		Open air	
		Count	% total	Count	% total	Count	% total	Count	% total
Public	4,614	1,587	34.4%	2,085	45.2%	778	16.9%	164	3.6%
Private	6,032	4,475	74.2%	995	16.5%	378	6.3%	184	3.1%
Faith-based	3,949	2,824	71.5%	826	20.9%	280	7.1%	19	0.5%
Community	538	289	53.7%	198	36.8%	51	9.5%	0	0.0%
Total	15,133	9,175	60.6%	4,104	27.1%	1,487	9.8%	367	2.4%





- **Substandard Public Facilities:** The government sector faces the worst physical deficits, with a shocking **74.2% of all private** and **71.5% of faith-based** classrooms built as solid permanent structures, compared to a low **34.4% in public schools**.
- **High Reliance on Private Infrastructure:** Private providers supply the largest share of permanent spaces, operating **4,475 solid permanent classrooms** nationwide—nearly triple the public school supply (1,587).
- **Makeshift Concentration in State Schools:** Public schools rely heavily on temporary setups, housing **52.3% (778 out of 1,487)** of all makeshift classrooms across the entire national preschool system.

6.2.4 Student Flow

6.2.4.1 Promotion

Table 23. Early childhood education promotion rate by county and grade, 2026

County	Nursery	KG1	KG2
Bomi	47.9%	85.4%	89.1%
Bong	45.7%	93.5%	99.1%
Gbarpolu	43.2%	86.5%	90.0%
Grand Bassa	72.9%	92.3%	95.8%
Grand Cape Mount	37.3%	69.1%	76.1%
Grand Gedeh	62.6%	86.2%	86.7%
Grand Kru	62.6%	83.3%	82.3%
Lofa	46.7%	93.7%	103.7%

County	Nursery	KG1	KG2
Margibi	60.0%	104.1%	108.2%
Maryland	76.7%	86.3%	85.3%
Montserrado 1	63.6%	104.5%	106.8%
Montserrado 2	55.8%	99.2%	98.7%
Nimba	48.8%	89.1%	94.0%
River Gee	56.6%	84.2%	79.2%
Rivercess	44.6%	68.7%	73.3%
Sinoe	45.9%	71.3%	66.5%

Note: Promotion rate = pupils advancing to the next grade in 2025/26 (next-grade enrolment minus its repeaters) over this grade's 2024/25 enrolment (reconstructed cohort). KG2, Grade 6 and Grade 9 promote into the next level. 2024/25 enrolment is from the raw prior-year census.

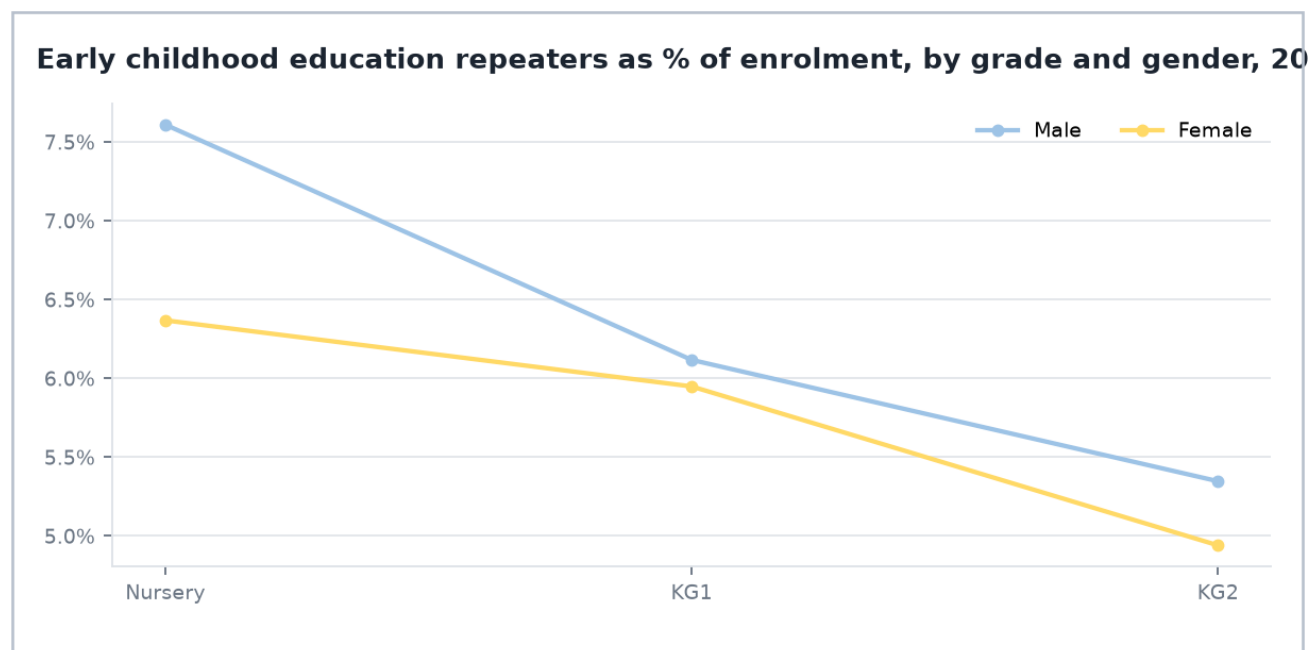
- **Severe Baseline Drop-Off:** Reconstructed cohort data shows that internal student progression is highly inefficient at the baseline tier, with Nursery promotion rates sinking to an absolute low of **37.3% in Grand Cape Mount** and **43.2% in Gbarpolu**.
- **Artificially Inflated Upper Tiers:** Several advanced urban and interior counties register statistically impossible promotion rates exceeding 100% (e.g., **104.1% in Margibi for KG1** and **103.7% in Lofa for KG2**), exposing structural data overlaps from prior-year records or late-entry student spikes.
- **Southeastern System Stagnation:** Southeastern regions experience weak student progression, with Sinoe County recording exceptionally low promotion rates of **71.3% in KG1** and **66.5% in KG2**.

6.2.4.2 Repeaters

Table 24. Early childhood education repetition rate by county and grade, 2026

County	Nursery	KG1	KG2
Bomi	9.9%	7.6%	6.6%
Bong	8.6%	8.1%	6.6%
Gbarpolu	11.9%	9.1%	6.1%
Grand Bassa	7.2%	9.7%	5.9%
Grand Cape Mount	13.1%	10.1%	7.9%
Grand Gedeh	4.5%	5.4%	4.5%
Grand Kru	4.6%	5.3%	5.4%
Lofa	12.0%	7.2%	8.4%
Margibi	8.3%	8.1%	6.6%
Maryland	7.5%	8.3%	8.1%
Montserrado 1	5.4%	2.9%	2.4%
Montserrado 2	3.4%	2.3%	2.5%
Nimba	6.7%	6.8%	6.5%
River Gee	5.0%	5.3%	4.3%
Rivercess	13.9%	16.4%	15.2%

County	Nursery	KG1	KG2
Sinoe	5.0%	5.1%	4.1%



- **High Baseline Retention Stagnation:** National preschool progression is slow, with internal grade repetition peaking heavily across rural belts, led by **Rivercess at 13.9% in Nursery, 16.4% in KG1, and 15.2% in KG2.**
- **Elevated Northwest Repetition:** Outside of the southeast, northwestern interior counties show notable internal stagnation, with Grand Cape Mount recording repetition rates of **13.1% in Nursery** and 10.1% in KG1.
- **Urban Internal Efficiency:** Urban centers demonstrate smooth student progression, with repetition dropping to its lowest levels in **Montserrado 2 (2.3% in KG1)** and Montserrado 1 (2.4% in KG2).

Table 25. Early childhood education repetition rate for female by county and grade, 2026

County	Nursery	KG1	KG2
Bomi	10.2%	7.4%	6.2%
Bong	8.0%	7.9%	6.6%
Gbarpolu	9.3%	9.8%	6.2%
Grand Bassa	7.4%	9.6%	5.5%
Grand Cape Mount	13.5%	11.0%	7.0%
Grand Gedeh	4.3%	5.1%	4.2%
Grand Kru	4.0%	5.5%	4.5%
Lofa	9.8%	7.3%	9.1%
Margibi	8.6%	8.4%	6.4%
Maryland	6.2%	8.2%	8.9%

County	Nursery	KG1	KG2
Montserrado 1	4.2%	2.8%	1.8%
Montserrado 2	2.9%	2.1%	2.3%
Nimba	6.6%	6.9%	6.9%
River Gee	4.7%	5.6%	4.9%
Rivercess	14.9%	16.0%	16.6%
Sinoe	3.9%	4.5%	3.6%

- **Pronounced Early Gender Stagnation:** Preschool girls face significant early blocks, with female repetition rates peaking at **14.9% in Nursery and 16.0% in KG1 inside Rivercess County.**
- **Cape Mount Stagnation Peaks:** Grand Cape Mount County logs heavy internal blockages for young girls, showing a notable **13.5% female repetition rate** at the Nursery level.
- **Strong Female Flow in Urban Belts:** Urban environments facilitate excellent upward flow for girls, with female repetition sinking to an absolute low of **1.8% by KG2 in Montserrado 1.**

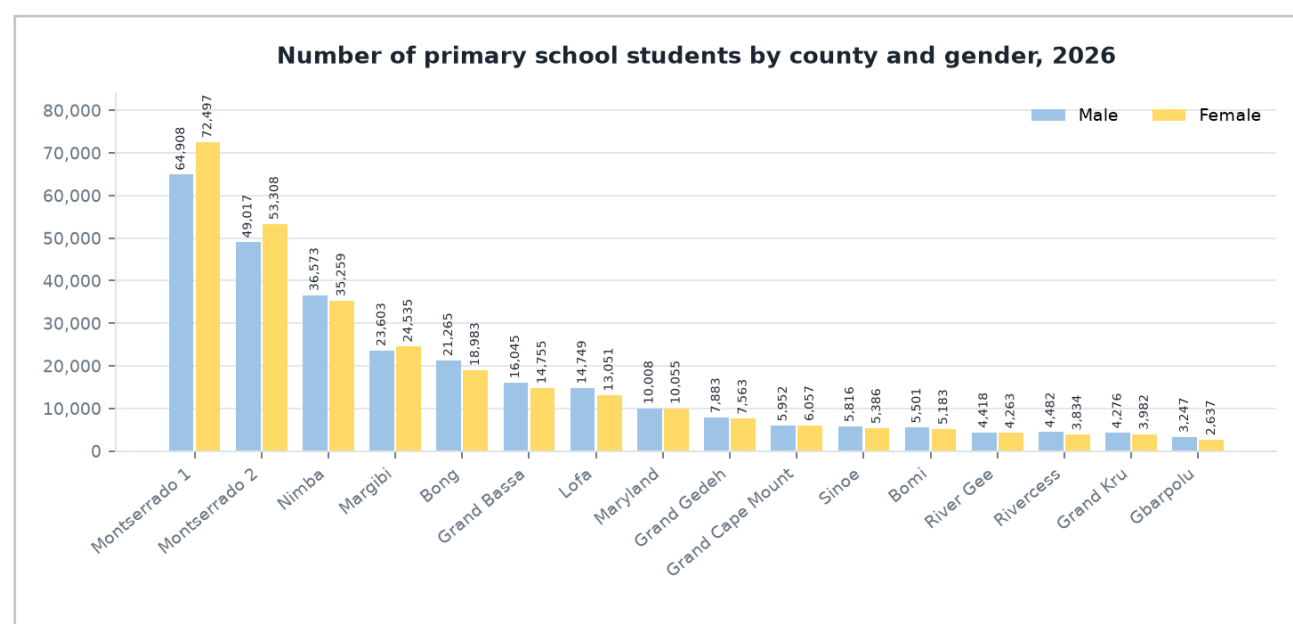
7.0 Primary Schools

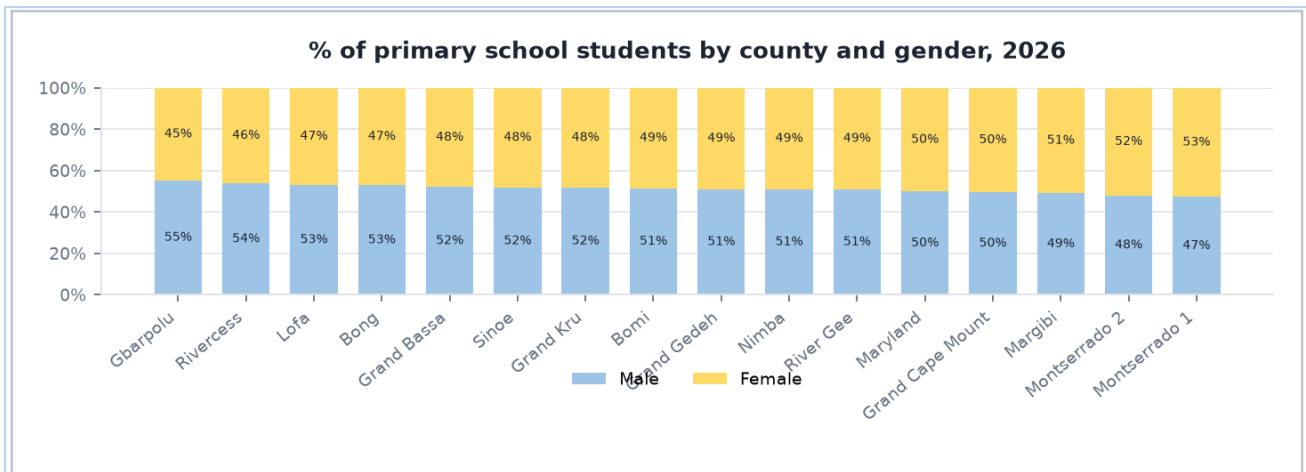
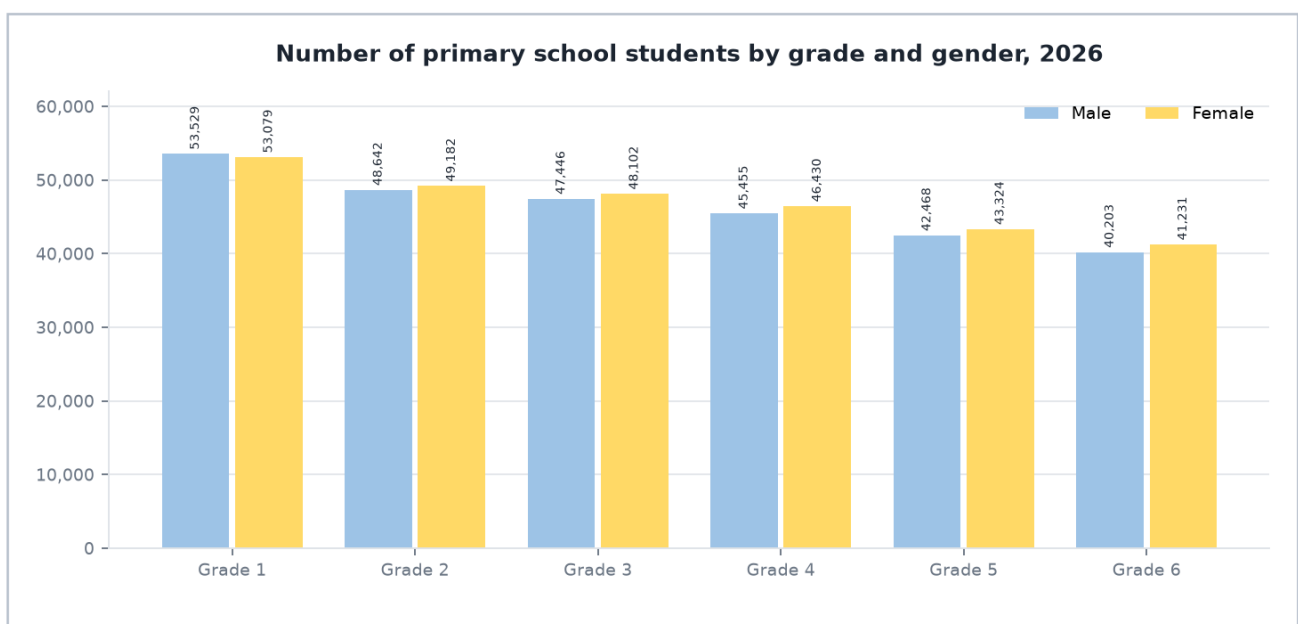
7.1 Access

7.1.1 Enrollment

Table 26. Number of primary school students by county, grade and gender, 2026

County	Total	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bomi	10,684	1,157	1,028	975	937	990	917	831	841	839	784	709	676
Bong	40,248	4,648	4,125	4,034	3,547	3,708	3,324	3,321	2,963	2,992	2,697	2,562	2,327
Gbarpolu	5,884	691	589	613	482	632	449	490	428	422	343	399	346
Grand Bassa	30,800	3,596	3,269	3,024	2,795	2,896	2,588	2,538	2,335	2,133	2,042	1,858	1,726
Grand Cape Mount	12,009	1,107	1,177	1,020	1,005	1,052	1,075	1,028	1,045	897	953	848	802
Grand Gedeh	15,446	1,493	1,470	1,456	1,323	1,384	1,310	1,322	1,227	1,211	1,154	1,017	1,079
Grand Kru	8,258	909	824	789	754	728	715	723	604	612	566	515	519
Lofa	27,800	3,230	2,718	2,613	2,542	2,547	2,320	2,364	2,130	2,086	1,765	1,909	1,576
Margibi	48,138	4,349	4,487	4,011	4,167	4,013	4,217	3,940	4,112	3,687	3,839	3,603	3,713
Maryland	20,063	1,907	1,914	1,786	1,766	1,723	1,700	1,574	1,653	1,663	1,549	1,355	1,473
Montserrado 1	137,405	11,297	12,134	10,605	12,034	10,856	12,243	11,017	12,389	10,546	11,890	10,587	11,807
Montserrado 2	102,325	8,332	9,015	8,011	8,679	8,182	8,820	8,116	8,957	8,137	8,832	8,239	9,005
Nimba	71,832	7,660	7,476	6,913	6,630	6,215	6,076	5,683	5,585	5,215	4,931	4,887	4,561
River Gee	8,681	923	882	845	787	796	764	769	702	594	618	491	510
Rivercess	8,316	1,072	938	883	768	756	666	726	579	584	499	461	384
Sinoe	11,202	1,158	1,033	1,064	966	968	918	1,013	880	850	862	763	727
Total	559,091	53,529	53,079	48,642	49,182	47,446	48,102	45,455	46,430	42,468	43,324	40,203	41,231



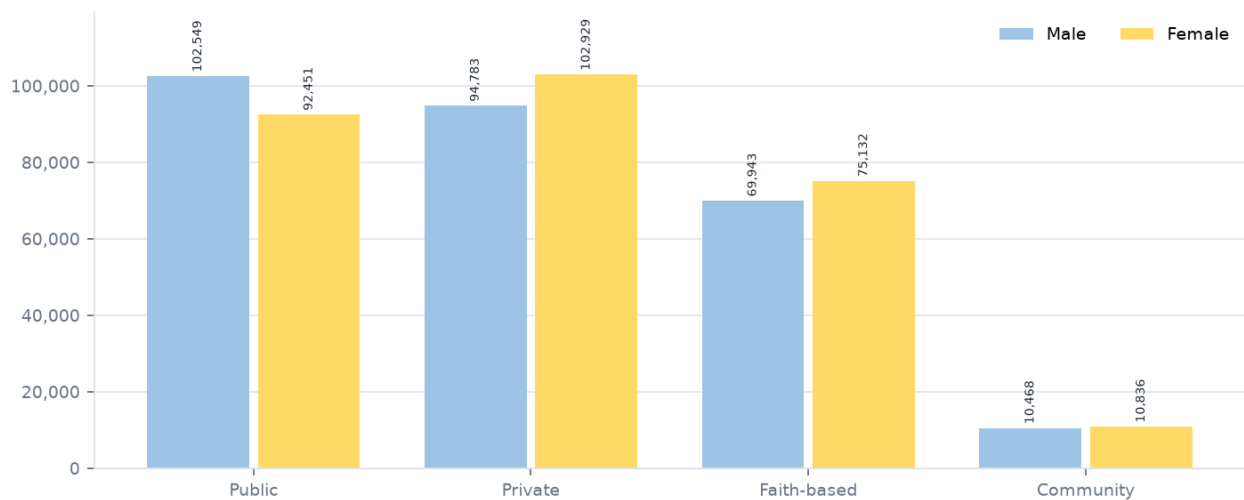


- **Largest National Enrollment Size:** Liberia's primary education tier accommodates **559,091 total students**, establishing it as the largest sub-sector by volume in the entire national education pipeline.
- **Heavy Urban Density:** Primary enrollment is heavily centralized in urban core regions, with **Montserrado 1 (137,405)** and **Montserrado 2 (102,325)** collectively containing **42.9% of all primary school learners** nationwide.
- **Consistent Grade-to-Grade Attrition:** National enrollment drops steadily as grade levels rise, contracting by **23.6%** between Grade 1 (**106,608 students**) and Grade 6 (**81,434 students**).

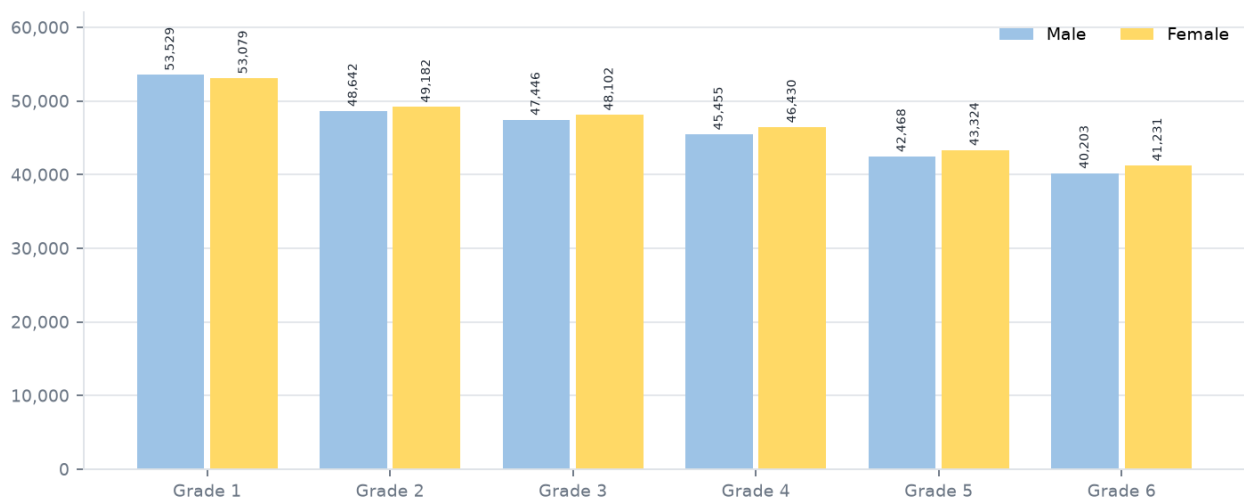
Table 27. Number and % of primary school students by ownership, grade, and gender 2026

Ownership	Total	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Public	195,000	20,952	18,493	18,282	16,546	17,864	15,939	16,723	15,169	15,300	13,953	13,428	12,351
Private	197,712	17,601	18,787	16,450	17,706	16,112	17,529	15,508	17,093	14,596	16,006	14,516	15,808
Faith-based	145,075	12,802	13,667	12,023	12,935	11,758	12,717	11,532	12,343	10,994	11,825	10,834	11,645
Community	21,304	2,174	2,132	1,887	1,995	1,712	1,917	1,692	1,825	1,578	1,540	1,425	1,427
Not reported	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	559,091	53,529	53,079	48,642	49,182	47,446	48,102	45,455	46,430	42,468	43,324	40,203	41,231

Number of primary school students by ownership and gender, 2026



Number of primary school students by grade and gender, 2026



- **Balanced Sector Market Split:** The primary student population is split almost evenly between public and private operators, with private schools teaching **197,712 students (35.4%)** and public schools hosting **195,000 students (34.9%)**.
- **Public System Retention Inversion:** Public schools maintain the single largest share of Grade 1 enrollment (**39,445 students**), but lose market leadership to private institutions by Grade 6 due to high student transfer or drop-out rates.
- **Faith-Based Institutional Scalability:** Faith-based providers maintain a stable institutional footprint across the country, absorbing a significant **145,075 primary school learners (25.9%)**.

Table 28. Primary school gross enrollment rate (GER) by county and gender, 2026

County	Total	Male	Female
Bomi	61.0%	58.0%	64.5%
Bong	66.1%	67.3%	64.9%
Gbarpolu	49.2%	52.3%	46.0%
Grand Bassa	80.7%	81.1%	80.3%
Grand Cape Mount	56.3%	52.4%	60.7%
Grand Gedeh	64.9%	68.2%	61.7%
Grand Kru	55.5%	56.5%	54.5%
Lofa	52.3%	54.4%	50.1%
Margibi	118.0%	117.1%	118.9%
Maryland	81.6%	81.9%	81.2%
Montserrado 1	97.6%	96.6%	98.4%
Montserrado 2	94.8%	95.2%	94.4%
Nimba	77.1%	77.2%	77.1%
River Gee	54.2%	53.4%	55.0%
Rivercess	65.6%	66.0%	65.2%
Sinoe	59.2%	60.4%	58.0%

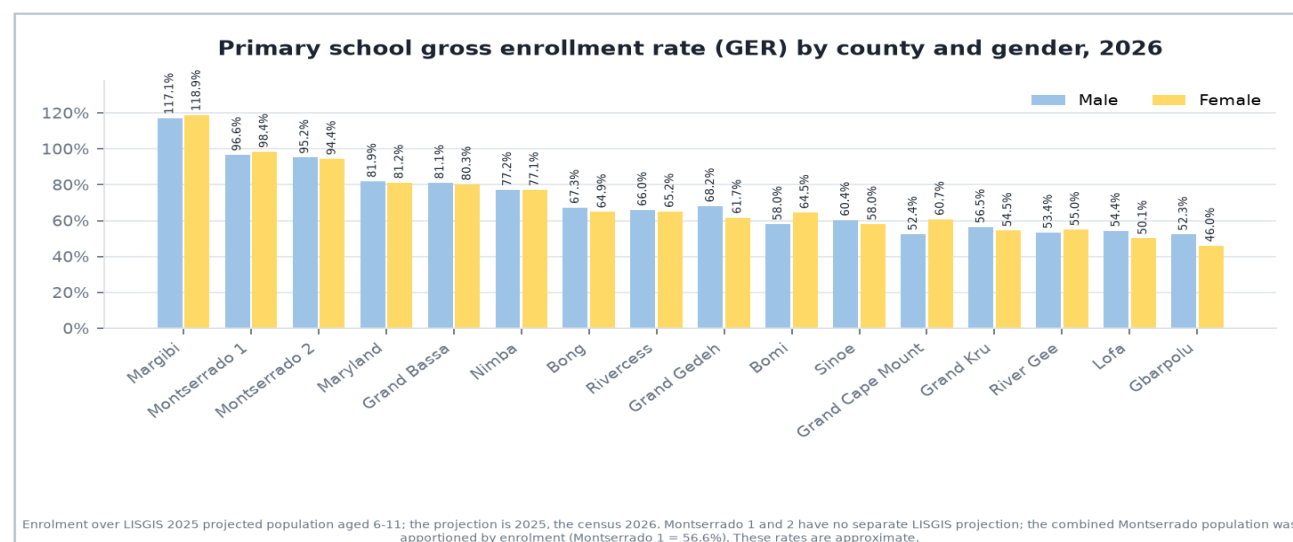
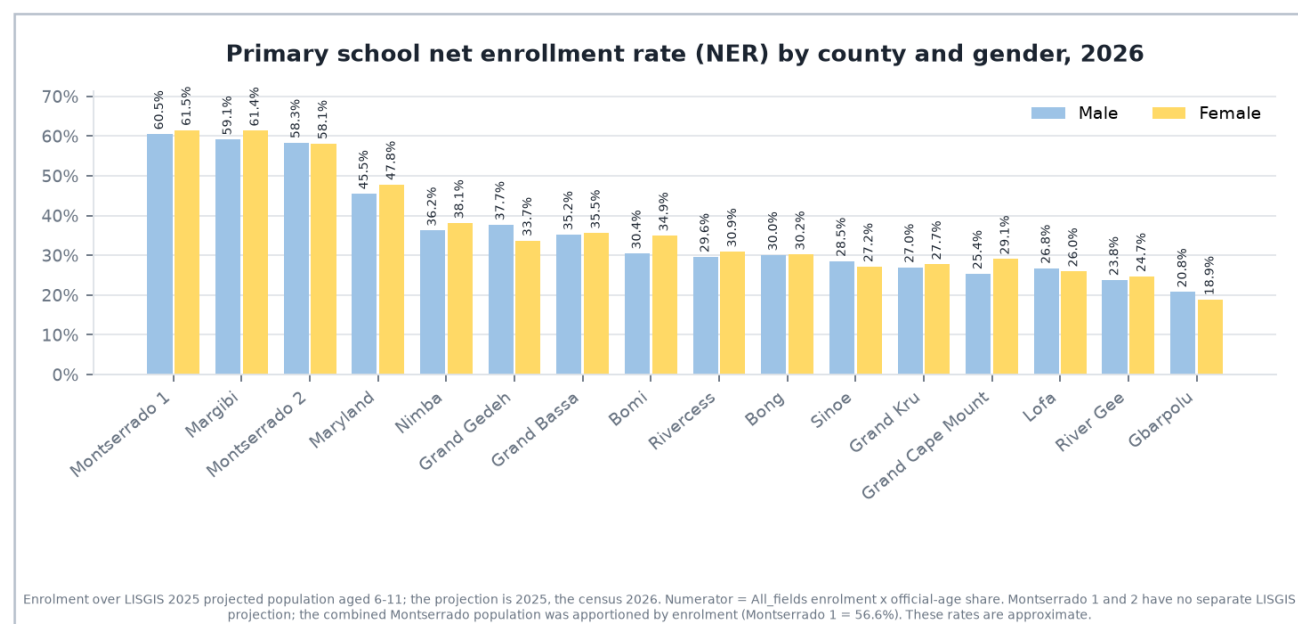


Table 29. Primary school net enrollment rate (NER) by county and gender, 2026

County	Total	Male	Female
Bomi	32.5%	30.4%	34.9%
Bong	30.1%	30.0%	30.2%
Gbarpolu	19.9%	20.8%	18.9%
Grand Bassa	35.4%	35.2%	35.5%
Grand Cape Mount	27.1%	25.4%	29.1%
Grand Gedeh	35.6%	37.7%	33.7%
Grand Kru	27.3%	27.0%	27.7%
Lofa	26.4%	26.8%	26.0%
Margibi	60.3%	59.1%	61.4%
Maryland	46.7%	45.5%	47.8%
Montserrado 1	61.0%	60.5%	61.5%
Montserrado 2	58.2%	58.3%	58.1%
Nimba	37.1%	36.2%	38.1%
River Gee	24.2%	23.8%	24.7%
Rivercess	30.2%	29.6%	30.9%
Sinoe	27.9%	28.5%	27.2%



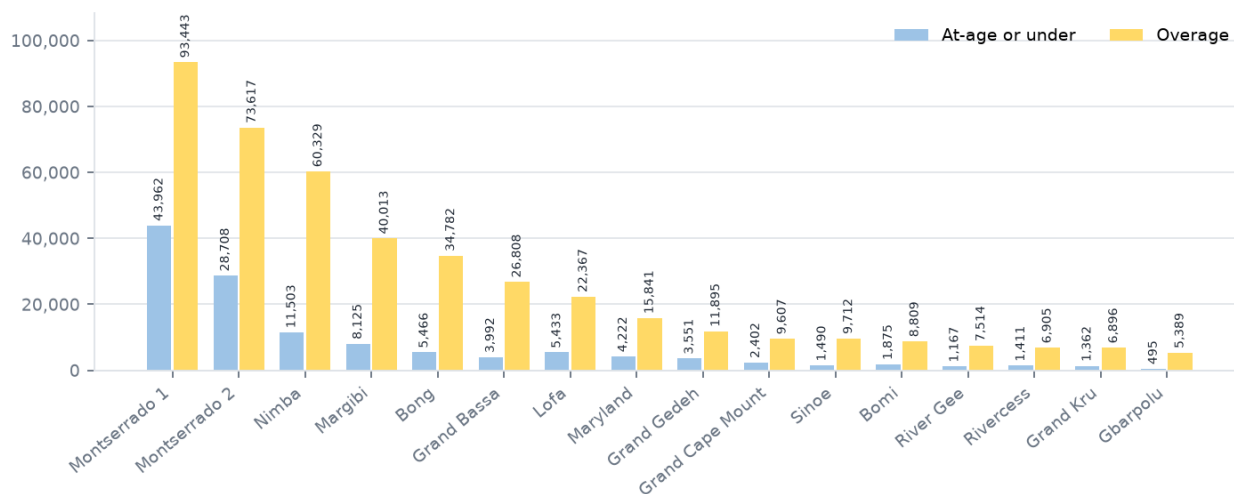
- **Severe Grade-Age Compression:** The national primary Net Enrollment Rate reveals a severe age-grade mismatch, with a critical national average showing that only a small fraction of children are enrolled in the correct grade for their age, falling to a low of **19.9% in Gbarpolu**.
- **Urban System Efficiency:** On-time age-grade enrollment is highest in developed urban corridors, led by **Montserrado 1 (61.0%)**, **Margibi (60.3%)**, and **Montserrado 2 (58.2%)**.
- **Regional Female On-Time Superiority:** Female learners enter primary school closer to the correct age than their male peers in specific coastal counties, showing a notable gap in **Bomi (34.9% female vs. 30.4% male)**.

7.1.2 Overage Students

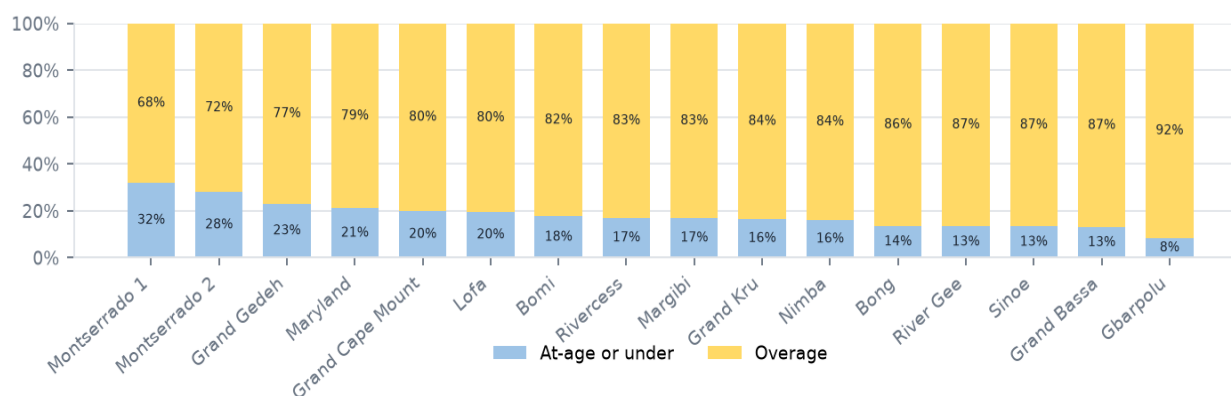
Table 30. Number and % of primary school at-age and overage students by county, 2026

County	Total	At-age or under		Overage	
		Count	% total	Count	% total
Bomi	10,684	1,875	17.5%	8,809	82.5%
Bong	40,248	5,466	13.6%	34,782	86.4%
Gbarpolu	5,884	495	8.4%	5,389	91.6%
Grand Bassa	30,800	3,992	13.0%	26,808	87.0%
Grand Cape Mount	12,009	2,402	20.0%	9,607	80.0%
Grand Gedeh	15,446	3,551	23.0%	11,895	77.0%
Grand Kru	8,258	1,362	16.5%	6,896	83.5%
Lofa	27,800	5,433	19.5%	22,367	80.5%
Margibi	48,138	8,125	16.9%	40,013	83.1%
Maryland	20,063	4,222	21.0%	15,841	79.0%
Montserrado 1	137,405	43,962	32.0%	93,443	68.0%
Montserrado 2	102,325	28,708	28.1%	73,617	71.9%
Nimba	71,832	11,503	16.0%	60,329	84.0%
River Gee	8,681	1,167	13.4%	7,514	86.6%
Rivercess	8,316	1,411	17.0%	6,905	83.0%
Sinoe	11,202	1,490	13.3%	9,712	86.7%
Total	559,091	125,164	22.4%	433,927	77.6%

Number of primary school at-age and overage students by county, 2026



% of primary school at-age and overage students by county, 2026

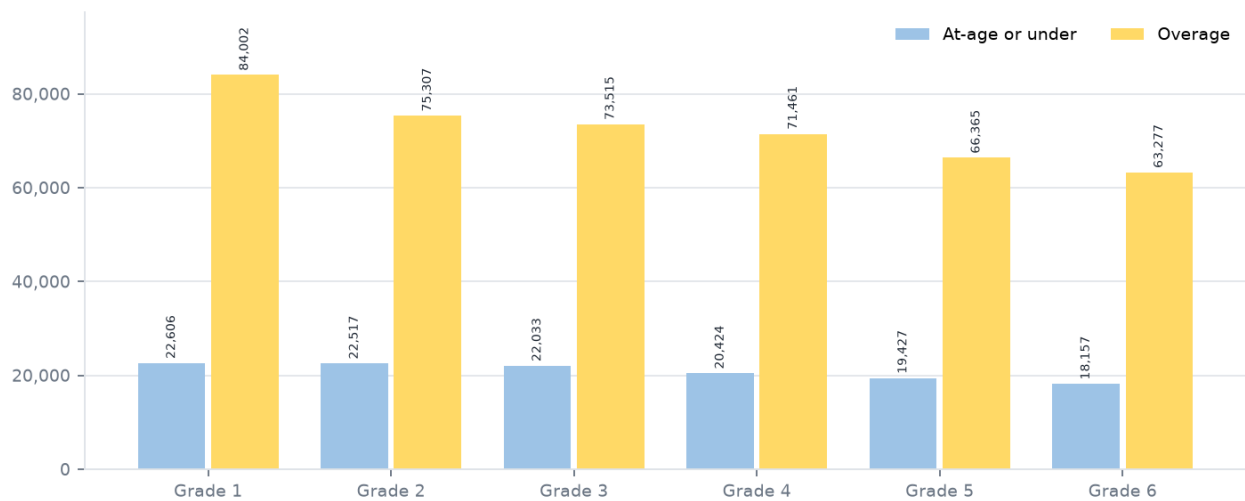


- Pervasive Overage Student Stagnation:** Out of 559,091 total primary students across Liberia, a staggering **77.6% (433,927 learners)** are classified as overage for their respective grade levels.
- Extreme Age Distortion in Interior Counties:** The overage crisis peaks severely within rural interior counties, reaching a critical height of **91.6% in Gbarpolu, 87.0% in Grand Bassa, and 86.7% in Sinoe.**
- Urban Baseline Age-Compliance Leadership:** Montserrado 1 tracks the highest proportion of age-appropriate students nationwide, though overage learners still constitute a dominant **68.0% majority in its primary classrooms.**

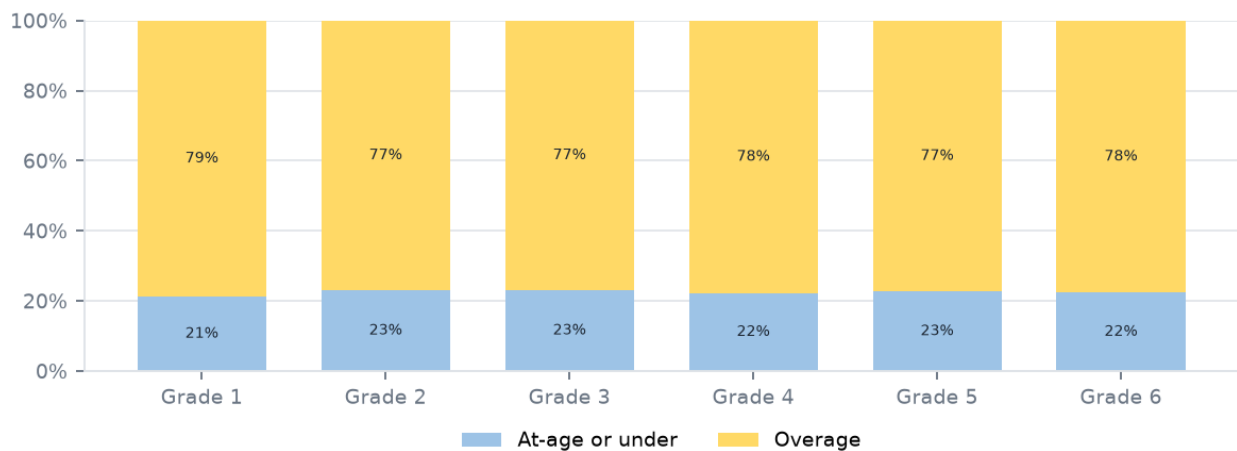
Table 31. Number and % of primary school at-age and overage students by grade, 2026

Grade	Total	At-age or under		Overage	
		Count	% total	Count	% total
Grade 1	106,608	22,606	21.2%	84,002	78.8%
Grade 2	97,824	22,517	23.0%	75,307	77.0%
Grade 3	95,548	22,033	23.1%	73,515	76.9%
Grade 4	91,885	20,424	22.2%	71,461	77.8%
Grade 5	85,792	19,427	22.6%	66,365	77.4%
Grade 6	81,434	18,157	22.3%	63,277	77.7%
Total	559,091	125,164	22.4%	433,927	77.6%

Number of primary school at-age and overage students by grade, 2026



% of primary school at-age and overage students by grade, 2026



- **Stagnant Overage Backlog:** The proportion of overage learners remains completely stagnant at an unacceptably high level across the entire primary pipeline, tracking at **78.8% in Grade 1** and maintaining **77.7% by Grade 6**.
- **Massive Overage Volume Concentration:** Grade 1 classrooms face a severe space crunch, housing an overwhelming backlog of **84,002 overage students** entry-level.
- **Minimal National On-Time Attendance:** Across all six primary grades, the proportion of age-appropriate or underage students never exceeds the low **23.1% threshold**, demonstrating that late entry is a system-wide reality.

7.1.3 New entrants

Table 32. Primary school gross intake rate (GIR) by county and gender, 2026

County	Total	Male	Female
Bomi	83.5%	87.4%	79.5%
Bong	87.1%	91.1%	82.9%
Gbarpolu	69.2%	72.8%	65.4%
Grand Bassa	112.9%	118.7%	107.2%
Grand Cape Mount	67.5%	63.9%	71.3%
Grand Gedeh	82.5%	86.8%	78.5%
Grand Kru	76.2%	79.6%	72.7%
Lofa	73.7%	80.7%	66.8%
Margibi	146.8%	145.5%	148.1%
Maryland	98.1%	101.8%	94.8%
Montserrado 1	114.1%	114.1%	114.1%
Montserrado 2	110.2%	109.8%	110.6%
Nimba	102.6%	104.0%	101.3%
River Gee	76.6%	76.9%	76.2%
Rivercess	103.4%	104.6%	102.0%
Sinoe	75.5%	78.8%	72.1%

- **Massive Grade 1 Enrolment Over-Saturation:** Late entry and high repetition severely inflate Gross Intake Rates, peaking at an extreme **146.8% in Margibi County** and passing 110% in both Grand Bassa and Montserrado 1.
- **Severe Intake Suppression in the Interior:** Rural interior counties face severe barriers to school entry, with the lowest initial intake volumes recorded in **Grand Cape Mount (67.5%)** and **Gbarpolu (69.2%)**.
- **Inflated Male Entry Pressures:** Male learners drive the highest entry-level inflation across the country, climbing to a peak GIR of **145.5% in Margibi** and **118.7% in Grand Bassa**.

Table 33. Primary school net intake rate (NIR) by county and gender, 2026

County	Total	Male	Female
Bomi	8.5%	8.6%	8.4%
Bong	6.8%	6.5%	7.0%
Gbarpolu	4.7%	5.2%	4.2%
Grand Bassa	9.9%	9.3%	10.5%
Grand Cape Mount	7.8%	7.5%	8.2%
Grand Gedeh	14.1%	14.1%	14.2%
Grand Kru	9.3%	9.7%	9.0%
Lofa	10.0%	10.8%	9.2%
Margibi	16.5%	15.4%	17.6%
Maryland	15.2%	15.4%	15.1%
Montserrado 1	27.1%	27.2%	27.1%
Montserrado 2	21.3%	21.9%	20.8%
Nimba	9.3%	9.1%	9.6%
River Gee	7.0%	6.3%	7.6%
Rivercess	15.5%	15.3%	15.8%
Sinoe	5.8%	6.1%	5.5%

- **Critical Late-Entry Crisis:** The primary school Net Intake Rate exposes a massive deficit in on-time enrollment, revealing that only a minute fraction of 6-year-olds enter Grade 1 on time, hitting an absolute low of **4.7% in Gbarpolu**.
- **Urban On-Time Entry Capitalization:** Urbanized infrastructure significantly boosts timely enrollment, with 6-year-old intake peaking at **27.1% in Montserrado 1** and **21.3% in Montserrado 2**.
- **Sustained Single-Digit Entry Deprivation:** Across 9 out of 16 reporting regions, on-time entry for 6-year-olds remains stuck in the single digits, proving that late entry is a standard national norm.

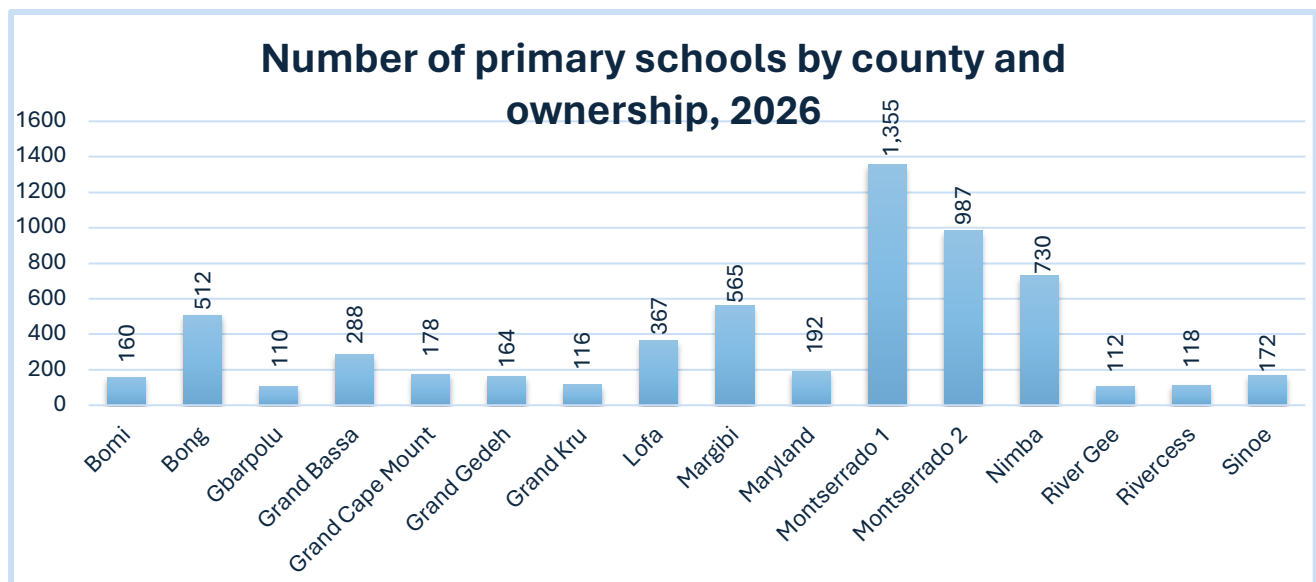
7.2 Resources

7.2.1 Primary Schools

Table 34. Number and % of primary schools by county and ownership, 2026

County	Total	Public		Private		Faith-based		Community	
		Count	% total	Count	% total	Count	% total	Count	% total
Bomi	160	101	63.1%	23	14.4%	27	16.9%	9	5.6%
Bong	512	232	45.3%	113	22.1%	140	27.3%	27	5.3%
Gbarpolu	110	85	77.3%	2	1.8%	21	19.1%	2	1.8%
Grand Bassa	288	120	41.7%	81	28.1%	68	23.6%	19	6.6%
Grand Cape Mount	178	128	71.9%	17	9.6%	25	14.0%	8	4.5%

County	Total	Public		Private		Faith-based		Community	
		Count	% total	Count	% total	Count	% total	Count	% total
Grand Gedeh	164	92	56.1%	40	24.4%	29	17.7%	3	1.8%
Grand Kru	116	89	76.7%	5	4.3%	21	18.1%	1	0.9%
Lofa	367	276	75.2%	36	9.8%	46	12.5%	9	2.5%
Margibi	565	117	20.7%	256	45.3%	149	26.4%	43	7.6%
Maryland	192	117	60.9%	30	15.6%	37	19.3%	8	4.2%
Montserrado 1	1,355	92	6.8%	729	53.8%	515	38.0%	19	1.4%
Montserrado 2	987	81	8.2%	538	54.5%	355	36.0%	13	1.3%
Nimba	730	403	55.2%	150	20.5%	126	17.3%	51	7.0%
River Gee	112	82	73.2%	16	14.3%	13	11.6%	1	0.9%
Rivercess	118	94	79.7%	6	5.1%	15	12.7%	3	2.5%
Sinoe	172	131	76.2%	16	9.3%	25	14.5%	0	0.0%
Total	6,126	2,240	36.6%	2,058	33.6%	1,612	26.3%	216	3.5%

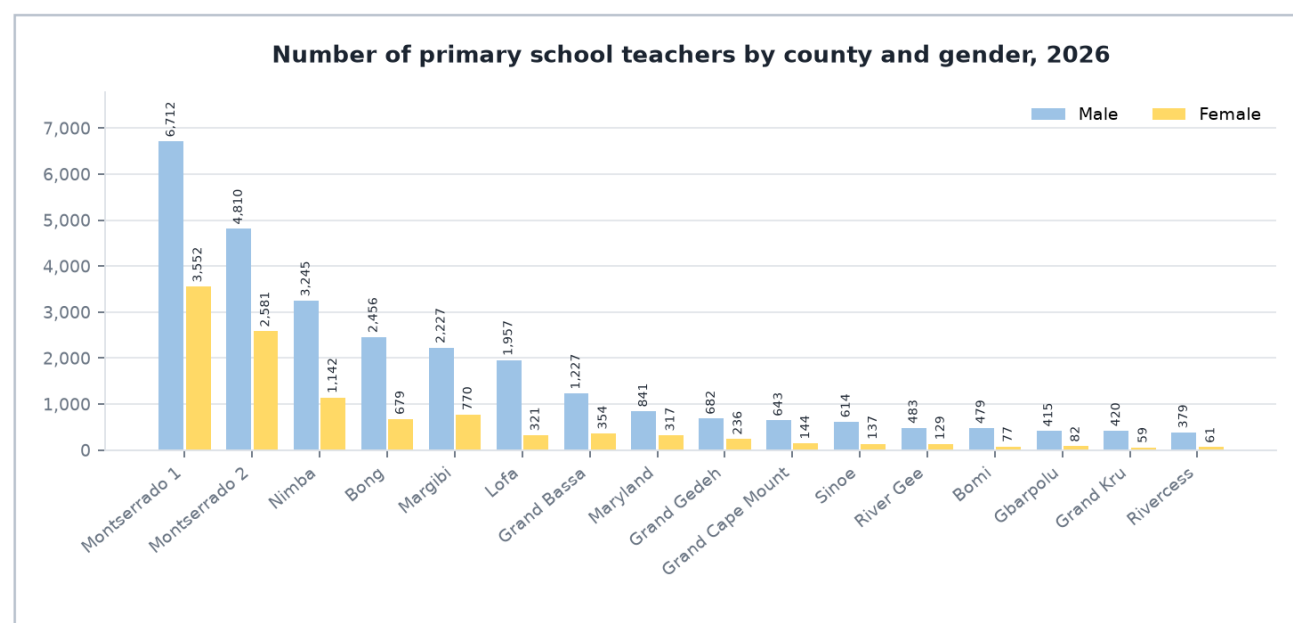
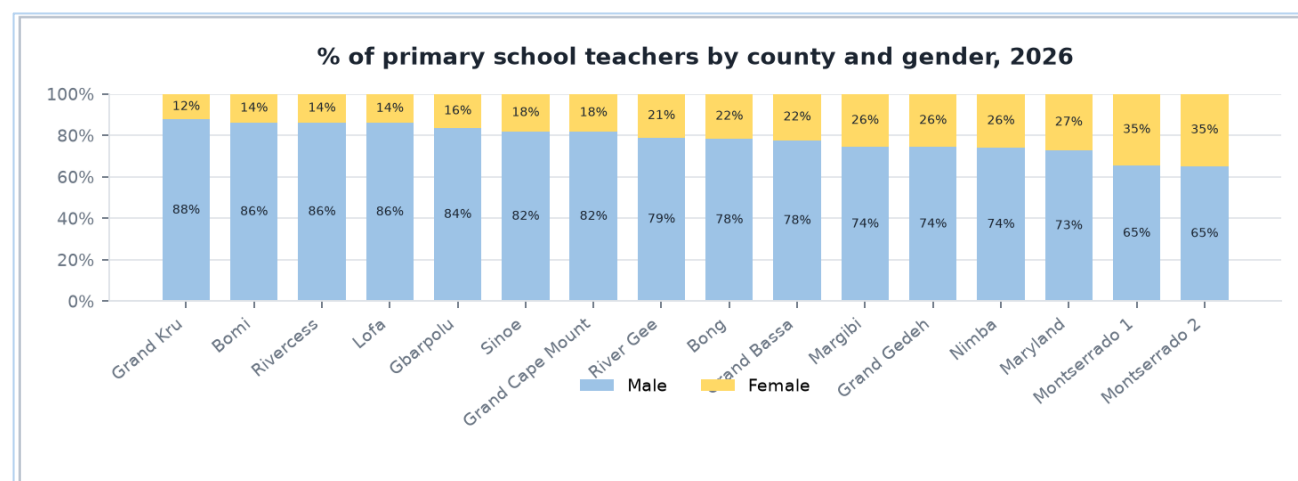


- **Dominance of Non-State Facilities:** Out of **6,126 primary schools** tracked nationwide, non-state providers (Private, Faith-based, and Community) operate **63.4% (3,886 facilities)** of the network.
- **Extreme Urban Privatization:** The government footprint shrinks drastically in urban centers, with private and faith-based schools controlling **91.8% of facilities in Montserrado 1** and **90.5% in Montserrado 2**.
- **Rural Public Infrastructure Reliance:** Rural regions remain deeply dependent on state funding, with the public sector operating **79.7% of all primary schools in Rivercess** and **77.3% in Gbarpolu**.

7.2.2 Teachers

Table 35. Number and % of primary school teachers by county and gender, 2026

Ownership	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Public	10,998	8,785	79.9%	2,164	19.7%	49	0.4%
Private	14,718	9,772	66.4%	4,880	33.2%	66	0.4%
Faith-based	11,464	8,113	70.8%	3,278	28.6%	73	0.6%
Community	1,255	920	73.3%	319	25.4%	16	1.3%
Total	38,435	27,590	71.8%	10,641	27.7%	204	0.5%



- **Private Sector Employment Engine:** Private schools serve as the largest single employer of primary educators, absorbing **38.3% (14,718 out of 38,435)** of the workforce.
- **Non-State Female Specialization:** Female educators are heavily concentrated outside the public sector, making up **33.2% of Private** and **28.6% of Faith-based** primary staff.
- **Public Sector Gender Imbalance:** The government primary teaching corps is overwhelmingly male, with men filling **79.9% (8,785 out of 10,998)** of all public school positions.

Table 36. Number and % of primary school teachers by professional qualification and county, 2026

County	Total	A Certificate		B Certificate		C Certificate		Other prof. qual.		Academic only		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	559	1	0.2%	33	5.9%	281	50.3%	13	2.3%	219	39.2%	12	2.1%
Bong	3,150	29	0.9%	343	10.9%	1,211	38.4%	207	6.6%	1,321	41.9%	39	1.2%
Gbarpolu	500	8	1.6%	76	15.2%	217	43.4%	33	6.6%	165	33.0%	1	0.2%
Grand Bassa	1,590	4	0.3%	215	13.5%	451	28.4%	78	4.9%	818	51.4%	24	1.5%
Grand Cape Mount	791	6	0.8%	165	20.9%	279	35.3%	38	4.8%	286	36.2%	17	2.1%
Grand Gedeh	921	3	0.3%	91	9.9%	483	52.4%	49	5.3%	280	30.4%	15	1.6%
Grand Kru	483	0	0.0%	28	5.8%	303	62.7%	28	5.8%	112	23.2%	12	2.5%
Lofa	2,287	8	0.3%	303	13.2%	1,013	44.3%	70	3.1%	863	37.7%	30	1.3%
Margibi	3,011	0	0.0%	152	5.0%	1,338	44.4%	211	7.0%	1,237	41.1%	73	2.4%
Maryland	1,168	2	0.2%	130	11.1%	502	43.0%	44	3.8%	475	40.7%	15	1.3%
Montserrado 1	10,320	28	0.3%	1,142	11.1%	2,749	26.6%	595	5.8%	5,679	55.0%	127	1.2%
Montserrado 2	7,428	12	0.2%	893	12.0%	2,362	31.8%	473	6.4%	3,602	48.5%	86	1.2%
Nimba	4,413	32	0.7%	545	12.3%	1,981	44.9%	171	3.9%	1,628	36.9%	56	1.3%
River Gee	616	2	0.3%	52	8.4%	381	61.9%	17	2.8%	154	25.0%	10	1.6%
Rivercess	445	0	0.0%	28	6.3%	217	48.8%	50	11.2%	146	32.8%	4	0.9%
Sinoe	753	12	1.6%	107	14.2%	388	51.5%	22	2.9%	215	28.6%	9	1.2%
Total	38,435	147	0.4%	4,303	11.2%	14,156	36.8%	2,099	5.5%	17,200	44.8%	530	1.4%

- **High Professional Deficits:** Across Liberia, a notable **44.8% (17,200 primary teachers)** possess only academic credentials with absolutely no formal professional teacher training.
- **Prevalence of Lower-Tier Certification:** The standard "C-Certificate" remains the primary professional baseline, held by **36.8% (14,156 educators)** nationwide.
- **Extreme Qualification Gaps in Urban Belts:** Despite higher school density, **55.0% of teachers in Montserrado 1** have only academic credentials and lack formal training.

Table 37. Number and % of primary school teachers by academic qualification and county, 2026

County	Total	Diploma		AA Degree		Bachelors		Masters		PhD		Professional only		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	559	98	17.5%	88	15.7%	33	5.9%	0	0.0%	0	0.0%	328	58.7%	12	2.1%
Bong	3,150	494	15.7%	418	13.3%	396	12.6%	7	0.2%	11	0.3%	1,785	56.7%	39	1.2%
Gbarpolu	500	72	14.4%	58	11.6%	34	6.8%	1	0.2%	0	0.0%	334	66.8%	1	0.2%
Grand Bassa	1,590	241	15.2%	362	22.8%	207	13.0%	7	0.4%	3	0.2%	746	46.9%	24	1.5%
Grand Cape Mount	791	89	11.3%	127	16.1%	69	8.7%	2	0.3%	0	0.0%	487	61.6%	17	2.1%
Grand Gedeh	921	65	7.1%	142	15.4%	62	6.7%	8	0.9%	3	0.3%	626	68.0%	15	1.6%
Grand Kru	483	78	16.1%	13	2.7%	20	4.1%	1	0.2%	0	0.0%	359	74.3%	12	2.5%
Lofa	2,287	286	12.5%	433	18.9%	139	6.1%	3	0.1%	2	0.1%	1,394	61.0%	30	1.3%
Margibi	3,011	557	18.5%	403	13.4%	269	8.9%	8	0.3%	0	0.0%	1,701	56.5%	73	2.4%
Maryland	1,168	119	10.2%	71	6.1%	281	24.1%	3	0.3%	2	0.2%	677	58.0%	15	1.3%
Montserrado 1	10,320	1,179	11.4%	1,791	17.4%	2,585	25.0%	109	1.1%	21	0.2%	4,508	43.7%	127	1.2%
Montserrado 2	7,428	853	11.5%	1,156	15.6%	1,537	20.7%	58	0.8%	13	0.2%	3,725	50.1%	86	1.2%
Nimba	4,413	488	11.1%	689	15.6%	433	9.8%	16	0.4%	3	0.1%	2,728	61.8%	56	1.3%
River Gee	616	85	13.8%	27	4.4%	41	6.7%	1	0.2%	0	0.0%	452	73.4%	10	1.6%
Rivercess	445	61	13.7%	45	10.1%	35	7.9%	2	0.4%	3	0.7%	295	66.3%	4	0.9%
Sinoe	753	97	12.9%	73	9.7%	47	6.2%	0	0.0%	0	0.0%	527	70.0%	9	1.2%
Total	38,435	4,862	12.6%	5,896	15.3%	6,188	16.1%	226	0.6%	61	0.2%	20,672	53.8%	530	1.4%

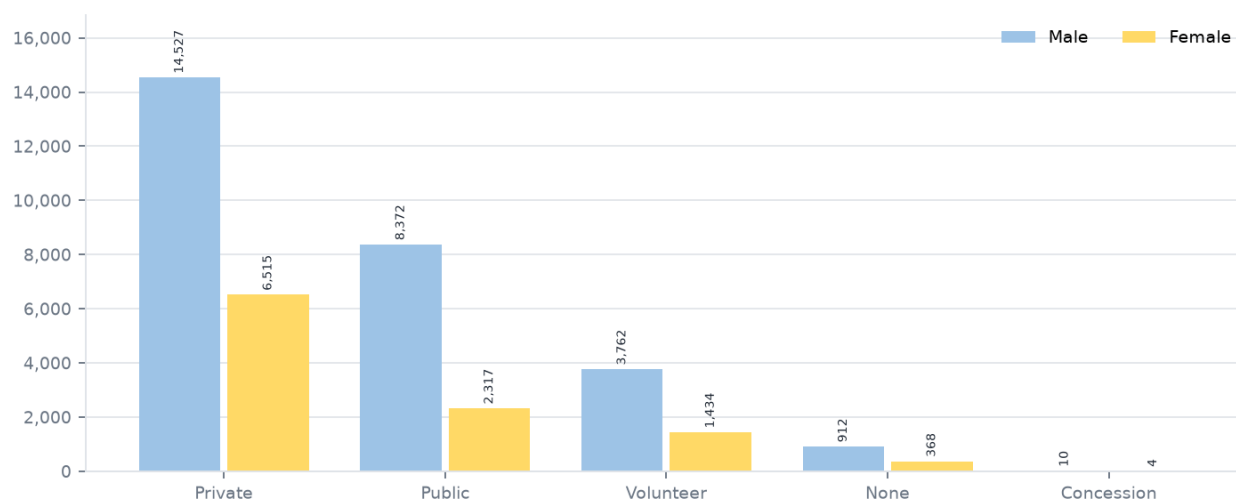
- **Prevalence of Non-Degree Holders:** A dominant **53.8% (20,672 primary educators)** fall into the "Professional only" category, meaning they lack an academic university degree.
- **Low Tertiary Degree Penetration:** Only **16.1% (6,188)** of primary teachers hold a Bachelor's degree, while a minor **0.6% (226)** hold a Master's degree nationwide.
- **Urban Concentration of Degrees:** Advanced academic degrees are heavily concentrated in urban centers; **Montserrado 1 alone houses 41.8% (2,585)** of all primary Bachelor's degree holders in Liberia.

Table 38. Number and % of primary school teachers by source of salary and county, 2026

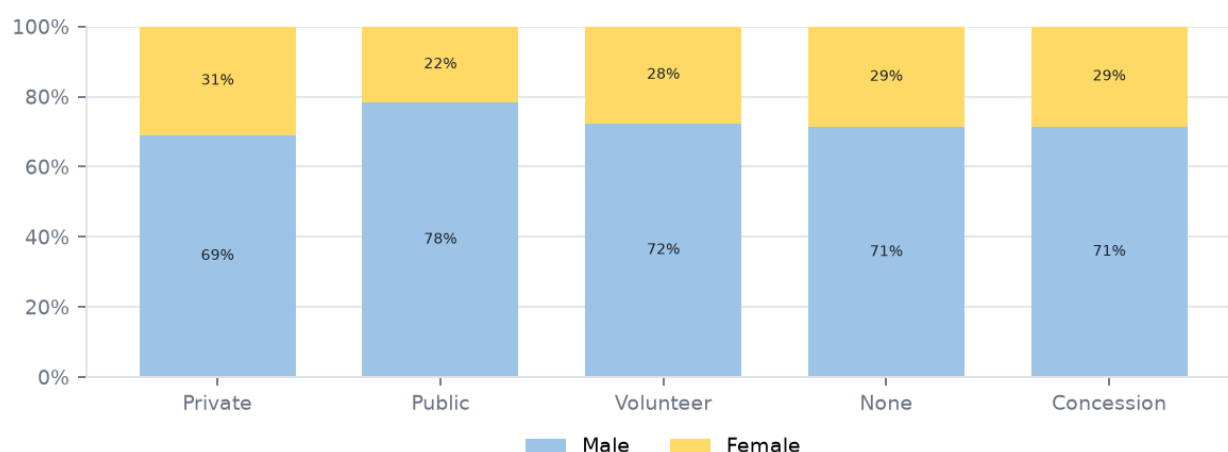
County	Total	Private		Public		Volunteer		None		Concession		Other / Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	559	242	43.3%	208	37.2%	94	16.8%	15	2.7%	0	0.0%	0	0.0%
Bong	3,150	1,528	48.5%	1,038	33.0%	505	16.0%	79	2.5%	0	0.0%	0	0.0%
Gbarpolu	500	102	20.4%	268	53.6%	122	24.4%	7	1.4%	0	0.0%	1	0.2%
Grand Bassa	1,590	815	51.3%	502	31.6%	243	15.3%	30	1.9%	0	0.0%	0	0.0%

County	Total	Private		Public		Volunteer		None		Concession		Other / Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Grand Cape Mount	791	255	32.2%	360	45.5%	160	20.2%	16	2.0%	0	0.0%	0	0.0%
Grand Gedeh	921	388	42.1%	418	45.4%	91	9.9%	24	2.6%	0	0.0%	0	0.0%
Grand Kru	483	118	24.4%	290	60.0%	64	13.3%	11	2.3%	0	0.0%	0	0.0%
Lofa	2,287	593	25.9%	1,073	46.9%	600	26.2%	21	0.9%	0	0.0%	0	0.0%
Margibi	3,011	2,219	73.7%	490	16.3%	154	5.1%	133	4.4%	14	0.5%	1	0.0%
Maryland	1,168	513	43.9%	459	39.3%	161	13.8%	35	3.0%	0	0.0%	0	0.0%
Montserrado 1	10,320	7,014	68.0%	1,722	16.7%	1,166	11.3%	412	4.0%	0	0.0%	6	0.1%
Montserrado 2	7,428	5,169	69.6%	1,185	16.0%	677	9.1%	396	5.3%	0	0.0%	1	0.0%
Nimba	4,413	1,680	38.1%	1,816	41.2%	841	19.1%	75	1.7%	0	0.0%	1	0.0%
River Gee	616	181	29.4%	274	44.5%	147	23.9%	14	2.3%	0	0.0%	0	0.0%
Rivercess	445	104	23.4%	245	55.1%	87	19.6%	9	2.0%	0	0.0%	0	0.0%
Sinoe	753	216	28.7%	371	49.3%	127	16.9%	39	5.2%	0	0.0%	0	0.0%
Total	38,435	21,137	55.0%	10,719	27.9%	5,239	13.6%	1,316	3.4%	14	0.0%	10	0.0%

Number of primary school teachers by source of salary and gender, 2026



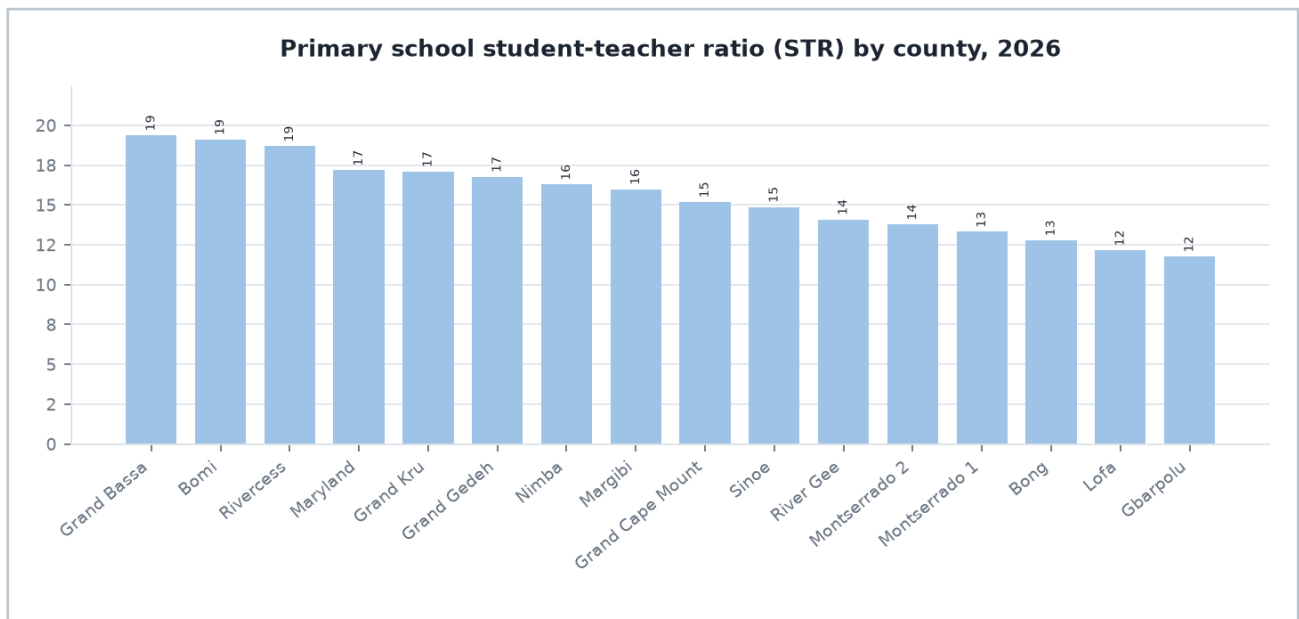
% of primary school teachers by source of salary and gender, 2026



- **Heavy Reliance on Private Funding:** Private payroll networks finance the majority of primary educators, covering **55.0% (21,137)** of all active teachers.
- **Widespread Volunteer Vulnerability:** A significant **13.6% (5,239 primary teachers)** work entirely as uncompensated volunteers to keep schools open.
- **Extreme Volunteer Reliance in the Interior:** Rural interior counties face severe staffing vulnerabilities, with volunteers making up **26.2% of the primary workforce in Lofa** and **24.4% in Gbarpolu**.

Table 39. Primary school student-teacher ratio (STR) by county, 2026

County	Students	Teachers	STR
Bomi	10,684	559	19.1
Bong	40,248	3,150	12.8
Gbarpolu	5,884	500	11.8
Grand Bassa	30,800	1,590	19.4
Grand Cape Mount	12,009	791	15.2
Grand Gedeh	15,446	921	16.8
Grand Kru	8,258	483	17.1
Lofa	27,800	2,287	12.2
Margibi	48,138	3,011	16.0
Maryland	20,063	1,168	17.2
Montserrado 1	137,405	10,320	13.3
Montserrado 2	102,325	7,428	13.8
Nimba	71,832	4,413	16.3
River Gee	8,681	616	14.1
Rivercess	8,316	445	18.7
Sinoe	11,202	753	14.9
Total	559,091	38,435	14.5

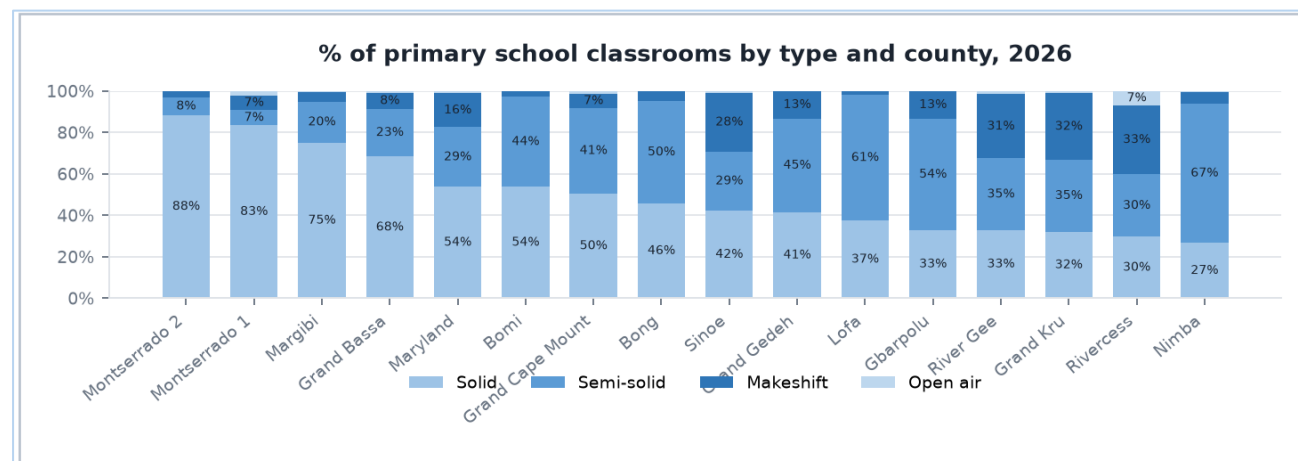


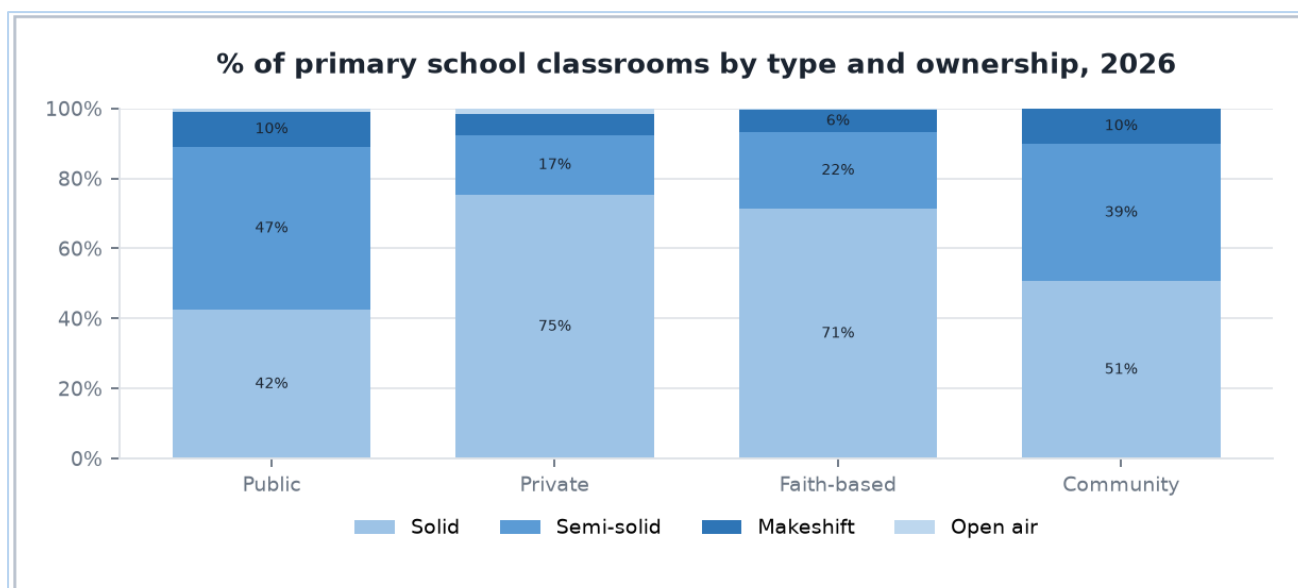
- **Favorable National Baseline Average:** The overall primary education system operates at a highly manageable macro average of **14.5 students per teacher**.
- **Manageable Regional Ratios:** Even the highest-ratio regions remain well within global standards, with primary staffing pressure peaking at **19.4 in Grand Bassa** and **19.1 in Bomi**.
- **Rural Resource Saturation:** Reflecting thin student populations in isolated areas, the lowest student-to-teacher densities are found in **Gbarpolu (11.8)** and **Lofa (12.2)**.

7.2.3 Classrooms

Table 40. Number and % of primary school classrooms by ownership, 2026

Ownership	Total	Solid		Semi-solid		Makeshift		Open air	
		Count	% total	Count	% total	Count	% total	Count	% total
Public	8,434	3,572	42.4%	3,931	46.6%	848	10.1%	83	1.0%
Private	9,939	7,471	75.2%	1,713	17.2%	586	5.9%	169	1.7%
Faith-based	7,495	5,339	71.2%	1,644	21.9%	476	6.4%	36	0.5%
Community	908	459	50.6%	356	39.2%	93	10.2%	0	0.0%
Total	26,776	16,841	62.9%	7,644	28.5%	2,003	7.5%	288	1.1%



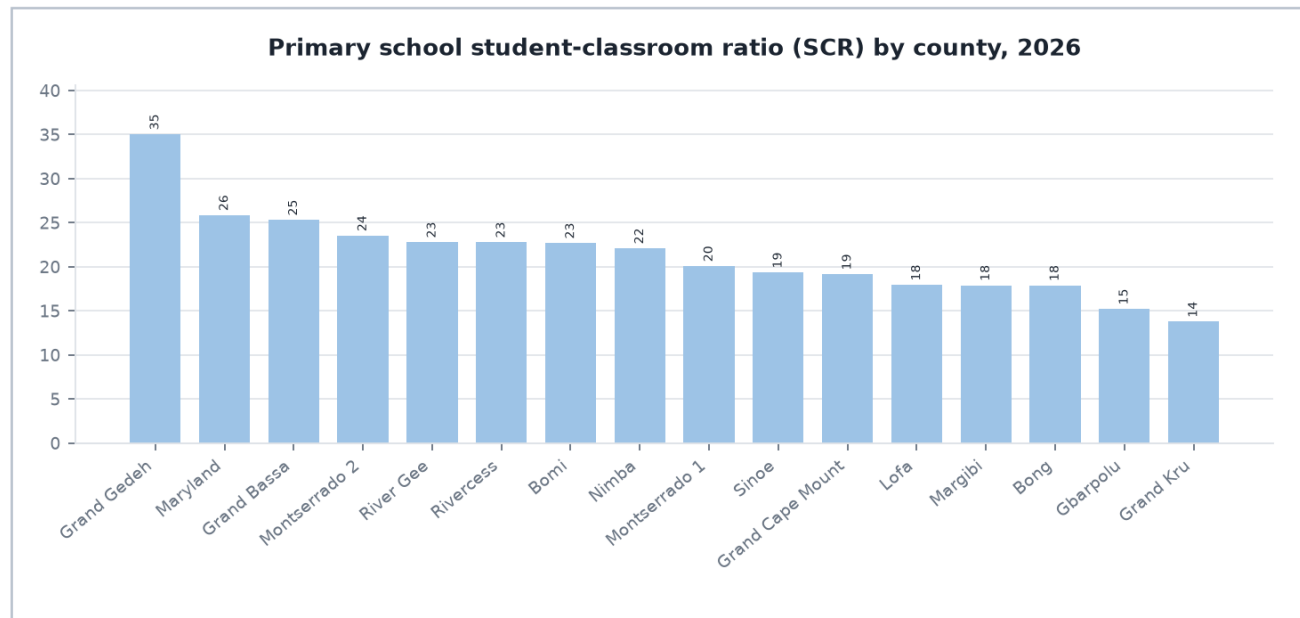


- **Substandard Public Learning Spaces:** Public primary schools face severe infrastructure deficits, with **46.6% of their classrooms restricted to semi-solid structures** and **10.1% built as makeshift setups**.
- **Private Sector Structural Quality:** Non-state actors provide significantly more stable learning spaces; **75.2% of private** and **71.2% of faith-based** primary classrooms are built as solid, permanent structures.
- **Private Solid Room Dominance:** Private providers supply the largest share of permanent spaces, operating **7,471 solid primary classrooms**—more than double the public school network (3,572).

Table 41. Number of primary school classrooms and student-classroom ratio (SCR) by county and type, 2026

County	Total	Solid	Semi-solid	Makeshift	Open air	SCR
Bomi	471	253	205	13	0	22.7
Bong	2,250	1,027	1,116	104	3	17.9
Gbarpolu	387	127	208	52	0	15.2
Grand Bassa	1,217	833	279	94	11	25.3
Grand Cape Mount	627	316	260	42	9	19.2
Grand Gedeh	441	183	199	59	0	35.0
Grand Kru	600	192	209	192	7	13.8
Lofa	1,550	580	942	25	3	17.9
Margibi	2,689	2,017	535	116	21	17.9
Maryland	776	417	223	128	8	25.9
Montserrado 1	6,843	5,710	504	477	152	20.1
Montserrado 2	4,348	3,844	365	125	14	23.5
Nimba	3,252	865	2,191	173	23	22.1
River Gee	381	125	132	118	6	22.8

County	Total	Solid	Semi-solid	Makeshift	Open air	SCR
Rivercess	365	108	110	122	25	22.8
Sinoe	579	244	166	163	6	19.3
Total	26,776	16,841	7,644	2,003	288	20.9



- **Severe Classroom Infrastructure Deficits:** Out of **26,776 total primary classrooms** nationwide, **37.1% are structurally deficient**, built only as semi-solid (7,644), makeshift (2,003), or open-air environments (288).
- **Critical Regional Classroom Crowding:** Physical classroom congestion reaches its highest concentrations in **Grand Gedeh County with an SCR of 35.0**, followed by Maryland at 25.9 and Grand Bassa at 25.3.
- **Makeshift Concentration in the Interior:** Interior counties exhibit high structural fragility; **Grand Kru operates 192 makeshift classrooms** (32.0% of its total infrastructure).

7.2.4 Curriculum and Textbook

Table 42. Primary school student-textbook ratio (STextR) by county and subject, 2026

County	Language arts	Mathematics	Science	Social studies
Bomi	7.1	7.5	7.8	8.0
Bong	6.6	6.5	7.0	7.3
Gbarpolu	3.0	3.0	3.1	4.3
Grand Bassa	9.5	9.6	10.2	11.4
Grand Cape Mount	7.5	9.0	9.0	10.6
Grand Gedeh	6.5	8.1	8.7	8.8
Grand Kru	7.4	8.1	9.1	9.8
Lofa	4.7	4.8	6.0	5.3
Margibi	3.2	3.4	3.3	3.4
Maryland	5.1	5.9	5.1	5.4
Montserrado 1	5.8	5.8	6.0	6.3
Montserrado 2	9.2	9.5	10.2	10.3
Nimba	8.2	8.1	9.0	8.5
River Gee	6.1	6.4	6.6	6.4
Rivercess	3.2	3.3	2.7	3.2
Sinoe	7.2	7.0	7.4	8.0

- **Acute Learning Resource Deficits:** Primary students face severe book scarcity, with resource strain peaking in **Grand Bassa County at an extreme 11.4 students per Social Studies textbook** and 10.2 per Science textbook.
- **Severe Urban Core Deprivation:** Despite high enrollment, urban networks suffer from major textbook deficits, showing a high ratio of **10.3 students per textbook in Montserrado 2** for Social Studies.
- **Favorable Interior Ratios:** Reflecting small, isolated student populations rather than abundant supplies, textbook availability looks best on paper in **Rivercess (2.7 for Science)** and **Gbarpolu (3.0 for Language Arts)**.

Table 43. Primary school student-textbook ratio (STextR) by grade and subject, 2026

Grade	Language arts	Mathematics	Science	Social studies
Grade 1	7.0	7.2	7.4	7.7
Grade 2	6.4	6.6	6.8	7.1
Grade 3	6.2	6.4	6.7	6.9
Grade 4	6.0	6.2	6.4	6.6
Grade 5	5.6	5.8	6.0	6.2
Grade 6	5.3	5.5	5.7	5.9

- **Worse Scarcity at Entry Tiers:** Textbook shortages are most severe at the introductory level, tracking at a high **7.7 students per Social Studies textbook in Grade 1**.
- **Gradual Resource Relief:** Book availability improves slightly but remains constrained as students advance through higher grades, dropping to **5.3 students per book for Language Arts by Grade 6**.
- **Consistent Multi-Subject Deficits:** Across all six primary grades, the student-to-textbook ratio **never drops below 5.3 for any core subject**, confirming system-wide resource deficits.

Table 44. Primary school student-textbook ratio (STextR) by ownership and subject, 2026

Ownership	Language arts	Mathematics	Science	Social studies
Public	6.3	6.6	7.0	7.1
Private	5.9	5.9	6.1	6.3
Faith-based	5.8	6.0	6.2	6.5
Community	8.5	9.8	9.9	9.8

- **Severe Scarcity in Community Infrastructure:** Community-owned primary schools experience the most severe textbook shortages in Liberia, with ratios hitting **9.9 students per Science book** and 9.8 for both Mathematics and Social Studies.
- **Public Sector Resource Strain:** Government-operated public primary schools face significant supply constraints, running a high ratio of **7.1 students per textbook for Social Studies** and 7.0 for Science.
- **Non-State Private Resource Lead:** Private and Faith-based primary schools maintain the best resource tracking, keeping textbook availability at a lower **5.8 to 6.5 students per book** across all core learning subjects.

Table 45. Number and % of primary schools using national curriculum by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	155	136	87.7%	19	12.3%
Bong	489	407	83.2%	82	16.8%
Gbarpolu	105	80	76.2%	25	23.8%
Grand Bassa	284	174	61.3%	110	38.7%
Grand Cape Mount	170	140	82.4%	30	17.6%
Grand Gedeh	140	109	77.9%	31	22.1%
Grand Kru	114	57	50.0%	57	50.0%
Lofa	355	262	73.8%	93	26.2%
Margibi	526	478	90.9%	48	9.1%
Maryland	187	173	92.5%	14	7.5%

County	Total	Yes		No	
		Count	% total	Count	% total
Montserrado 1	1,309	1,186	90.6%	123	9.4%
Montserrado 2	919	861	93.7%	58	6.3%
Nimba	633	441	69.7%	192	30.3%
River Gee	108	51	47.2%	57	52.8%
Rivercess	109	60	55.0%	49	45.0%
Sinoe	168	149	88.7%	19	11.3%
Total	5,771	4,764	82.6%	1,007	17.4%

- **Severe Curricular Non-Compliance:** A notable **17.4% of primary schools nationwide (1,007 institutions)** completely fail to use the national curriculum.
- **Critical Rule Deficits in Interior Counties:** Resistance to or exclusion from the national curriculum peaks at a staggering **52.8% non-compliance in River Gee** and **50.0% in Grand Kru**, leaving thousands of students outside standard national guidelines.
- **High Compliance in Urban Corridors:** Operational compliance with the standard framework is highest in developed networks, led by **Montserrado 2 (93.7%)**, **Maryland (92.5%)**, and **Margibi (90.9%)**.

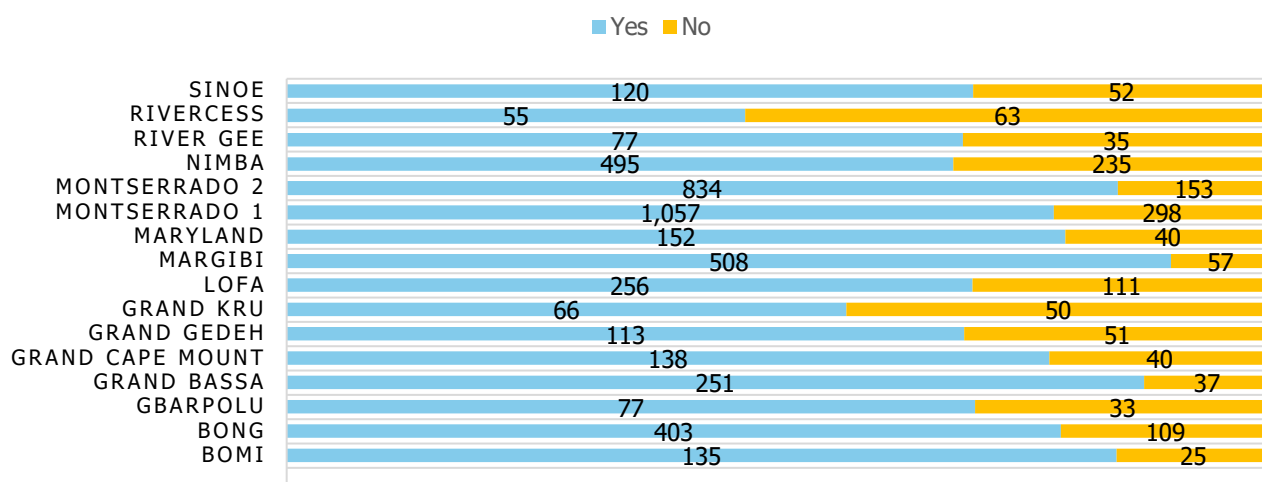
7.2.5 Facilities

Table 46. Number and % of primary schools with and without access to water by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	160	135	84.4%	25	15.6%
Bong	512	403	78.7%	109	21.3%
Gbarpolu	110	77	70.0%	33	30.0%
Grand Bassa	288	251	87.2%	37	12.8%
Grand Cape Mount	178	138	77.5%	40	22.5%
Grand Gedeh	164	113	68.9%	51	31.1%
Grand Kru	116	66	56.9%	50	43.1%
Lofa	367	256	69.8%	111	30.2%
Margibi	565	508	89.9%	57	10.1%
Maryland	192	152	79.2%	40	20.8%
Montserrado 1	1,355	1,057	78.0%	298	22.0%
Montserrado 2	987	834	84.5%	153	15.5%
Nimba	730	495	67.8%	235	32.2%
River Gee	112	77	68.8%	35	31.2%
Rivercess	118	55	46.6%	63	53.4%

County	Total	Yes		No	
		Count	% total	Count	% total
Sinoe	172	120	69.8%	52	30.2%
Total	6,126	4,737	77.3%	1,389	22.7%

NUMBER OF PRIMARY SCHOOLS WITH AND WITHOUT ACCESS TO WATER BY COUNTY, 2026

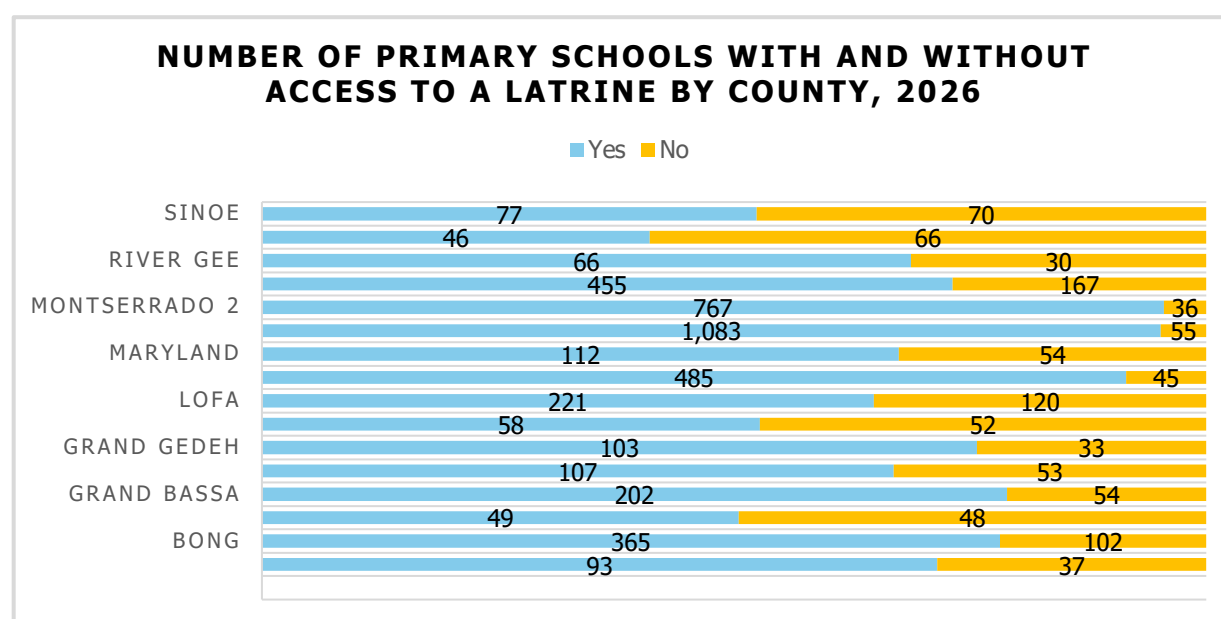


- **Widespread Exclusion from Clean Water:** A severe **22.7% of all primary schools across Liberia (1,389 facilities) operate with absolutely no access to water.**
- **Severe Water Scarcity in Rivercess:** The water access crisis reaches a critical peak in **Rivercess County**, where a dominant **53.4% of primary schools completely lack water supply.**
- **Strong Water Infrastructure Areas:** Basic water systems are most securely integrated into schools located within **Margibi (89.9% access)** and **Grand Bassa (87.2% access).**

Table 47. Number and % of primary schools with and without access to a latrine by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	130	93	71.5%	37	28.5%
Bong	467	365	78.2%	102	21.8%
Gbarpolu	97	49	50.5%	48	49.5%
Grand Bassa	256	202	78.9%	54	21.1%
Grand Cape Mount	160	107	66.9%	53	33.1%
Grand Gedeh	136	103	75.7%	33	24.3%
Grand Kru	110	58	52.7%	52	47.3%
Lofa	341	221	64.8%	120	35.2%
Margibi	530	485	91.5%	45	8.5%

County	Total	Yes		No	
		Count	% total	Count	% total
Maryland	166	112	67.5%	54	32.5%
Montserrado 1	1,138	1,083	95.2%	55	4.8%
Montserrado 2	803	767	95.5%	36	4.5%
Nimba	622	455	73.2%	167	26.8%
River Gee	96	66	68.8%	30	31.2%
Rivercess	112	46	41.1%	66	58.9%
Sinoe	147	77	52.4%	70	47.6%
Total	5,311	4,289	80.8%	1,022	19.2%



- **Critical Lack of School Sanitation:** Out of 5,311 tracked primary schools nationally, **19.2% (1,022 institutions) function with zero access to a latrine facility.**
- **Total Sanitation Crisis in Rivercess:** Safe bathroom access breaks down completely inside **Rivercess County, where a staggering 58.9% of primary schools have no toilets**, followed closely by Gbarpolu at 49.5% and Grand Kru at 47.3%.
- **Excellent Sanitation Coverage in Urban Hubs:** Near-universal toilet access is maintained inside developed school districts, led by **Montserrado 2 (95.5% access)** and **Montserrado 1 (95.2% access).**

Table 48. Number and % of primary schools with latrines by type and county, 2026

County	Total	Pit latrine		Slab pit		Ventilated improved pit		Flush/pour flush	
		Count	% total	Count	% total	Count	% total	Count	% total
Bomi	359	110	30.6%	29	8.1%	56	15.6%	164	45.7%
Bong	1,458	290	19.9%	191	13.1%	189	13.0%	788	54.0%

County	Total	Pit latrine		Slab pit		Ventilated improved pit		Flush/pour flush	
		Count	% total	Count	% total	Count	% total	Count	% total
Gbarpolu	213	90	42.3%	4	1.9%	19	8.9%	100	46.9%
Grand Bassa	988	116	11.7%	157	15.9%	140	14.2%	575	58.2%
Grand Cape Mount	474	159	33.5%	66	13.9%	72	15.2%	177	37.3%
Grand Gedeh	445	191	42.9%	69	15.5%	41	9.2%	144	32.4%
Grand Kru	185	70	37.8%	36	19.5%	25	13.5%	54	29.2%
Lofa	918	311	33.9%	147	16.0%	152	16.6%	308	33.6%
Margibi	2,162	187	8.6%	188	8.7%	276	12.8%	1,511	69.9%
Maryland	510	201	39.4%	79	15.5%	68	13.3%	162	31.8%
Montserrado 1	5,658	300	5.3%	268	4.7%	409	7.2%	4,681	82.7%
Montserrado 2	4,057	180	4.4%	204	5.0%	371	9.1%	3,302	81.4%
Nimba	2,411	428	17.8%	235	9.7%	708	29.4%	1,040	43.1%
River Gee	279	154	55.2%	52	18.6%	4	1.4%	69	24.7%
Rivercess	183	80	43.7%	6	3.3%	6	3.3%	91	49.7%
Sinoe	363	111	30.6%	52	14.3%	71	19.6%	129	35.5%
Total	20,663	2,978	14.4%	1,783	8.6%	2,607	12.6%	13,295	64.3%

- **Dominance of Flush Sanitation Options:** Flush or pour-flush toilets serve as the primary sanitation type nationwide, making up **64.3% (13,295 facilities)** of the total primary school toilet supply.
- **High Flush Concentration in Urban Core Areas:** Modern flush facilities are highly centralized in wealthy school systems, accounting for **82.7% of the toilets in Montserrado 1** and 81.4% in Montserrado 2.
- **Heavy Reliance on Pit Latrines in Rural Systems:** Remote interior schools remain deeply dependent on basic pit models, with unimproved pit toilets making up a dominant **55.2% of the facility layout in River Gee**.

Table 49. Number and % of primary schools with a library by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	151	9	6.0%	142	94.0%
Bong	494	76	15.4%	418	84.6%
Gbarpolu	102	5	4.9%	97	95.1%
Grand Bassa	282	37	13.1%	245	86.9%
Grand Cape Mount	175	22	12.6%	153	87.4%
Grand Gedeh	139	9	6.5%	130	93.5%
Grand Kru	115	5	4.3%	110	95.7%
Lofa	345	46	13.3%	299	86.7%
Margibi	544	145	26.7%	399	73.3%

County	Total	Yes		No	
		Count	% total	Count	% total
Maryland	182	11	6.0%	171	94.0%
Montserrado 1	1,209	320	26.5%	889	73.5%
Montserrado 2	835	240	28.7%	595	71.3%
Nimba	657	50	7.6%	607	92.4%
River Gee	98	3	3.1%	95	96.9%
Rivercess	105	6	5.7%	99	94.3%
Sinoe	153	7	4.6%	146	95.4%
Total	5,586	991	17.7%	4,595	82.3%

- **Severe Nationwide Library Deficit:** A staggering **82.3% of primary schools in Liberia (4,595 schools)** completely lack a school library.
- **Near-Total Book Deprivation in River Gee:** The lack of reading facilities is most severe in **River Gee County, where 96.9% of primary schools operate with no library**, closely followed by Grand Kru at 95.7% and Sinoe at 95.4%.
- **Urban Areas Lead in Library Supply:** Library availability is highest in developed urban centers, though coverage remains low at **28.7% in Montserrado 2** and **26.7% in Margibi**.

Table 50. Number and % of primary schools with access to facilities by county, 2026

County	Total	Science lab		Computer lab		Girls changing room		Student computers		Internet	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	21	1	4.8%	6	28.6%	2	9.5%	6	28.6%	6	28.6%
Bong	136	18	13.2%	47	34.6%	20	14.7%	32	23.5%	19	14.0%
Gbarpolu	5	1	20.0%	2	40.0%	0	0.0%	1	20.0%	1	20.0%
Grand Bassa	66	13	19.7%	21	31.8%	13	19.7%	15	22.7%	4	6.1%
Grand Cape Mount	46	4	8.7%	11	23.9%	9	19.6%	11	23.9%	11	23.9%
Grand Gedeh	21	0	0.0%	6	28.6%	3	14.3%	6	28.6%	6	28.6%
Grand Kru	7	0	0.0%	3	42.9%	0	0.0%	3	42.9%	1	14.3%
Lofa	50	2	4.0%	19	38.0%	7	14.0%	17	34.0%	5	10.0%
Margibi	284	40	14.1%	95	33.5%	36	12.7%	80	28.2%	33	11.6%
Maryland	20	1	5.0%	7	35.0%	6	30.0%	4	20.0%	2	10.0%
Montserrado 1	908	122	13.4%	315	34.7%	155	17.1%	212	23.3%	104	11.5%
Montserrado 2	694	84	12.1%	282	40.6%	99	14.3%	151	21.8%	78	11.2%
Nimba	165	11	6.7%	60	36.4%	23	13.9%	39	23.6%	32	19.4%
River Gee	11	1	9.1%	2	18.2%	6	54.5%	1	9.1%	1	9.1%
Rivercess	14	0	0.0%	4	28.6%	4	28.6%	4	28.6%	2	14.3%
Sinoe	20	2	10.0%	8	40.0%	1	5.0%	7	35.0%	2	10.0%
Total	2,468	300	12.2%	888	36.0%	384	15.6%	589	23.9%	307	12.4%

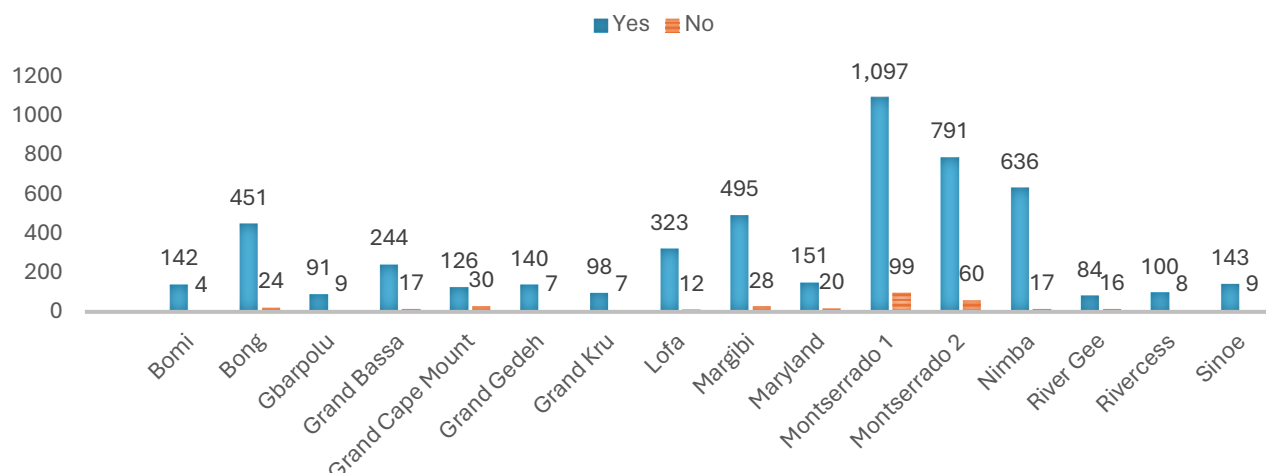
- **Extreme Science and Digital Scarcity:** Specialized learning labs are nearly non-existent across Liberia's **2,468 tracked primary schools**, with only **12.2% holding a science lab** and a minor **12.4% possessing internet access**.
- **High Computer Lab Centralization:** While **36.0% (888 schools)** claim to have a **computer lab**, this infrastructure is heavily concentrated in **Montserrado 1 (315 labs)** and **Montserrado 2 (282 labs)**, leaving rural areas disconnected.
- **Severe Digital Gaps in Grand Bassa:** Despite high school density, digital access is critically low in **Grand Bassa**, where only **6.1% of primary schools have internet connectivity**.

7.2.6 Management

Table 51. Number and % of primary schools with a functioning parent teacher association (PTA) by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	146	142	97.3%	4	2.7%
Bong	475	451	94.9%	24	5.1%
Gbarpolu	100	91	91.0%	9	9.0%
Grand Bassa	261	244	93.5%	17	6.5%
Grand Cape Mount	156	126	80.8%	30	19.2%
Grand Gedeh	147	140	95.2%	7	4.8%
Grand Kru	105	98	93.3%	7	6.7%
Lofa	335	323	96.4%	12	3.6%
Margibi	523	495	94.6%	28	5.4%
Maryland	171	151	88.3%	20	11.7%
Montserrado 1	1,196	1,097	91.7%	99	8.3%
Montserrado 2	851	791	92.9%	60	7.1%
Nimba	653	636	97.4%	17	2.6%
River Gee	100	84	84.0%	16	16.0%
Rivercess	108	100	92.6%	8	7.4%
Sinoe	152	143	94.1%	9	5.9%
Total	5,479	5,112	93.3%	367	6.7%

NUMBER OF PRIMARY SCHOOLS WITH AND WITHOUT FUNCTIONAL PTA, 2026

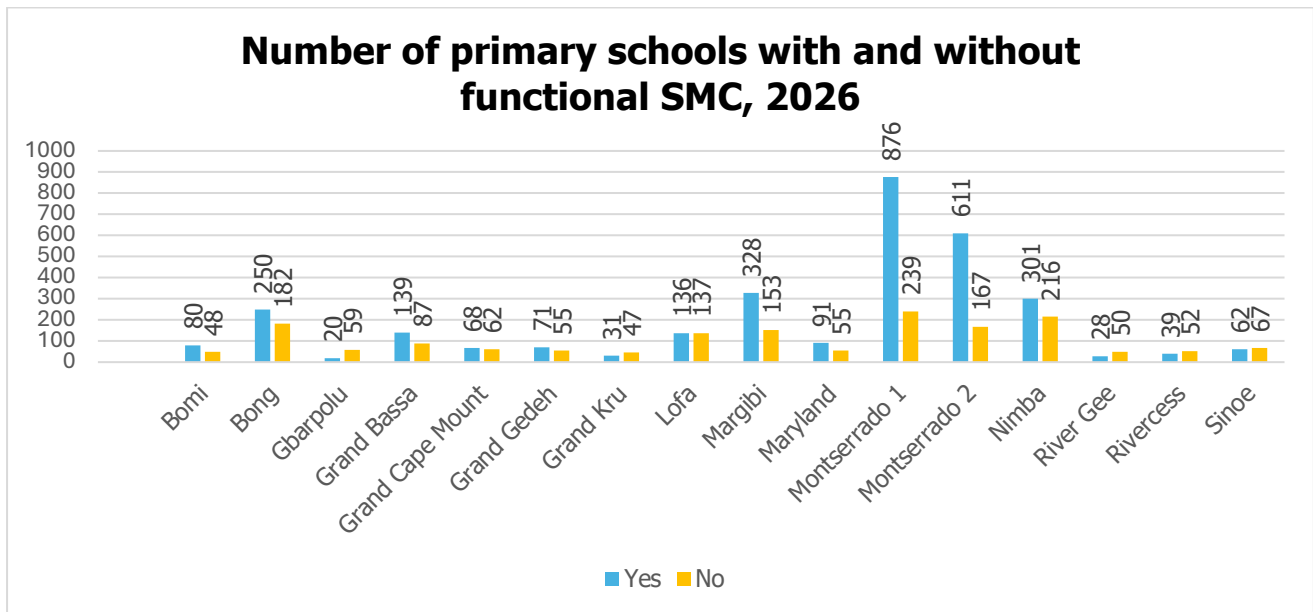


- **Universal PTA Group Penetration:** Parent-Teacher Associations are highly successful and widely established across Liberia, with a stellar **93.3% of all primary schools (5,112 schools)** operating a functional PTA.
- **Near-Perfect Community Ties in Nimba:** Community engagement hits its highest levels in **Nimba (97.4% activation)** and **Bomi (97.3% activation)**, where almost all schools maintain active parent groups.
- **Lowest Community Ties in Cape Mount:** Parent engagement drops to its lowest national level in **Grand Cape Mount County**, though participation remains high at **80.8%**.

Table 52. Number and % of primary schools with a functioning school management committee by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	128	80	62.5%	48	37.5%
Bong	432	250	57.9%	182	42.1%
Gbarpolu	79	20	25.3%	59	74.7%
Grand Bassa	226	139	61.5%	87	38.5%
Grand Cape Mount	130	68	52.3%	62	47.7%
Grand Gedeh	126	71	56.3%	55	43.7%
Grand Kru	78	31	39.7%	47	60.3%
Lofa	273	136	49.8%	137	50.2%
Margibi	481	328	68.2%	153	31.8%
Maryland	146	91	62.3%	55	37.7%
Montserrado 1	1,115	876	78.6%	239	21.4%

County	Total	Yes		No	
		Count	% total	Count	% total
Montserrado 2	778	611	78.5%	167	21.5%
Nimba	517	301	58.2%	216	41.8%
River Gee	78	28	35.9%	50	64.1%
Rivercess	91	39	42.9%	52	57.1%
Sinoe	129	62	48.1%	67	51.9%
Total	4,807	3,131	65.1%	1,676	34.9%



- **Moderate Management Committee Coverage:** School Management Committees (SMCs) are moderately established across Liberia, with **65.1% of primary schools (3,131 schools)** maintaining an active committee.
- **Strong Institutional Management in Urban Districts:** Functional management oversight is strongest in urban systems, led by **Montserrado 1 (78.6%)** and **Montserrado 2 (78.5%)**.
- **Severe Oversight Breakdown in Gbarpolu:** Institutional governance faces a severe breakdown in **Gbarpolu County**, where a **staggering 74.7% of primary schools lack a functioning management committee**.

7.3 Student Flow

7.3.1 Promotion rate

Table 53. Primary school promotion rate by county and grade, 2026

County	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Bomi	73.1%	86.5%	84.5%	82.4%	89.9%	68.5%
Bong	86.8%	96.8%	91.3%	92.8%	92.1%	82.6%
Gbarpolu	76.3%	87.2%	77.7%	80.5%	86.4%	74.6%
Grand Bassa	102.1%	110.5%	103.4%	99.8%	101.4%	94.6%
Grand Cape Mount	68.5%	88.8%	82.1%	76.0%	82.4%	73.5%
Grand Gedeh	83.8%	90.1%	90.5%	88.7%	83.6%	77.4%
Grand Kru	83.6%	86.7%	84.2%	85.9%	83.2%	78.4%
Lofa	82.1%	87.8%	86.8%	82.8%	83.3%	86.0%
Margibi	99.7%	111.7%	111.4%	105.1%	109.2%	102.7%
Maryland	76.8%	80.8%	79.3%	84.1%	83.2%	72.3%
Montserrado 1	101.5%	109.3%	112.6%	106.3%	106.9%	95.8%
Montserrado 2	93.6%	98.0%	100.8%	100.1%	104.1%	96.7%
Nimba	84.9%	89.3%	90.1%	88.2%	93.8%	73.2%
River Gee	79.2%	81.4%	82.2%	74.5%	76.4%	84.7%
Rivercess	65.3%	70.4%	68.4%	60.8%	57.4%	50.2%
Sinoe	64.1%	66.1%	68.4%	67.6%	71.2%	59.8%

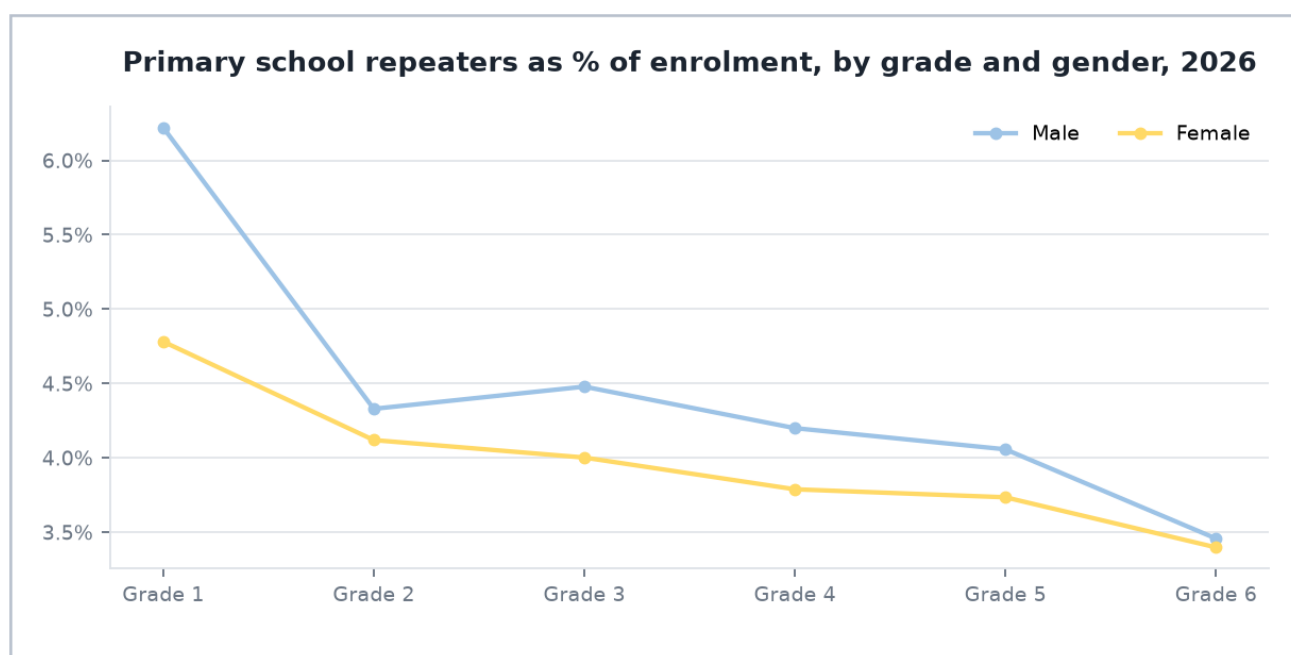
Note: Promotion rate = pupils advancing to the next grade in 2025/26 (next-grade enrolment minus its repeaters) over this grade's 2024/25 enrolment (reconstructed cohort). KG2, Grade 6 and Grade 9 promote into the next level. 2024/25 enrolment is from the raw prior-year census.

- **Statistical Overlap Distortions:** Reconstructed student cohorts reveal impossible promotion rates exceeding 100%—including **112.6% in Grade 3 inside Montserrado 1** and **111.7% in Grade 2 inside Margibi**—reflecting high cross-county migrations or late re-entry student spikes.
- **Extreme Internal Promotion Collapse:** Real academic progression drops to critical lows in the southeast, with **Rivercess County recording an alarming promotion collapse down to 50.2% by Grade 6.**
- **Weak Interior Performance Dynamics:** Rural interior areas face low progression efficiencies, with Sinoe County tracking weak promotion rates ranging from **64.1% in Grade 1** down to 59.8% in Grade 6.

7.3.2 Repetition rate

Table 54. Primary school repetition rate by county and grade, 2026

County	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Bomi	9.4%	7.6%	7.9%	6.5%	5.7%	5.7%
Bong	5.0%	4.0%	3.7%	3.8%	3.3%	2.5%
Gbarpolu	7.9%	5.2%	6.8%	3.6%	4.2%	4.4%
Grand Bassa	6.0%	5.9%	6.2%	6.9%	5.8%	4.6%
Grand Cape Mount	10.6%	8.8%	7.8%	6.7%	7.9%	6.2%
Grand Gedeh	4.8%	3.9%	2.8%	2.7%	2.3%	2.2%
Grand Kru	5.7%	4.9%	5.2%	4.3%	4.6%	3.6%
Lofa	8.0%	6.5%	5.1%	6.2%	5.2%	4.4%
Margibi	9.0%	8.4%	8.6%	8.2%	8.6%	8.6%
Maryland	5.6%	3.9%	4.5%	3.4%	3.1%	3.0%
Montserrado 1	3.4%	1.8%	1.8%	1.7%	2.1%	1.7%
Montserrado 2	3.2%	1.7%	2.2%	2.3%	2.2%	1.9%
Nimba	5.7%	4.6%	4.6%	3.9%	3.4%	3.1%
River Gee	6.7%	5.5%	6.1%	4.1%	6.2%	4.4%
Rivercess	13.1%	16.1%	17.7%	20.2%	21.9%	27.6%
Sinoe	6.6%	5.3%	5.0%	4.8%	5.1%	4.0%



- **Extreme Grade Retention Crisis in Rivercess:** Grade repetition is a severe issue in **Rivercess County**, climbing from **13.1% in Grade 1 to a massive 27.6% by Grade 6**, indicating severe academic stagnation.
- **Elevated Grade 1 Roadblocks:** Outside the southeast, early-grade bottlenecks are prominent in **Grand Cape Mount**, which registers a **high 10.6% repetition rate** for Grade 1.
- **Strong Student Flow in Urban Centers:** Urban schools facilitate excellent student flow, with repetition dropping to its lowest levels in **Montserrado 2 (1.7% in Grade 2)** and **Montserrado 1 (1.7% in Grade 4)**.

Table 55. Primary school repetition rate for female by county and grade, 2026

County	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Bomi	8.9%	6.9%	8.7%	5.5%	3.7%	5.5%
Bong	5.0%	3.9%	3.5%	3.7%	3.4%	2.8%
Gbarpolu	6.5%	4.4%	7.8%	3.0%	4.7%	4.9%
Grand Bassa	5.8%	6.2%	6.2%	6.5%	5.8%	4.6%
Grand Cape Mount	10.3%	9.3%	7.6%	6.9%	7.7%	5.1%
Grand Gedeh	4.7%	3.2%	2.7%	2.6%	2.3%	2.2%
Grand Kru	4.7%	4.0%	5.5%	4.3%	4.1%	1.9%
Lofa	7.7%	7.1%	4.8%	6.2%	5.6%	4.7%
Margibi	8.3%	8.5%	8.3%	7.9%	8.5%	8.6%
Maryland	5.7%	3.8%	4.0%	2.9%	2.9%	3.0%
Montserrado 1	2.0%	1.7%	1.7%	1.6%	1.8%	1.7%
Montserrado 2	2.5%	1.7%	2.0%	2.2%	2.0%	1.9%
Nimba	5.4%	4.6%	4.2%	3.9%	3.5%	3.0%
River Gee	5.7%	4.8%	5.1%	2.8%	7.0%	4.3%
Rivercess	13.3%	15.8%	18.2%	20.9%	23.2%	31.8%
Sinoe	5.6%	5.2%	4.7%	5.6%	4.8%	5.0%

- **High Female Grade Repetition:** Young girls inside **Rivercess County** face severe grade stagnation, with female repetition rates climbing from **13.3% in Grade 1 to a massive 31.8% by Grade 6**.
- **Northwestern Female Bottlenecks:** Primary-tier girls face high early-grade retention barriers across the northwest, with **Grand Cape Mount logging a 10.3% female repetition rate** at the Grade 1 entry level.
- **Strong Female Flow in Urban Belts:** Advanced urban centers ensure smooth academic progression for female students, with repetition dropping to an absolute low of **1.6% by Grade 4 in Montserrado 1**.

Table 56. Primary school repetition rate for male by county and grade, 2026

County	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Bomi	9.9%	8.2%	7.1%	7.6%	7.5%	5.9%
Bong	5.1%	4.0%	3.9%	3.9%	3.2%	2.3%
Gbarpolu	9.1%	5.9%	6.2%	4.1%	3.8%	4.0%
Grand Bassa	6.2%	5.7%	6.2%	7.3%	5.8%	4.5%
Grand Cape Mount	10.8%	8.3%	7.9%	6.5%	8.1%	7.3%
Grand Gedeh	4.9%	4.5%	2.8%	2.9%	2.3%	2.2%
Grand Kru	6.5%	5.8%	4.9%	4.3%	5.1%	5.2%
Lofa	8.2%	6.0%	5.4%	6.1%	4.9%	4.2%
Margibi	9.7%	8.3%	8.9%	8.5%	8.6%	8.5%
Maryland	5.6%	4.0%	5.0%	3.9%	3.2%	3.0%
Montserrado 1	4.9%	1.8%	1.9%	1.8%	2.5%	1.7%
Montserrado 2	4.0%	1.7%	2.4%	2.4%	2.3%	2.0%
Nimba	6.0%	4.6%	5.0%	3.8%	3.2%	3.1%
River Gee	7.7%	6.2%	7.0%	5.2%	5.4%	4.5%
Rivercess	12.9%	16.3%	17.3%	19.6%	20.7%	24.1%
Sinoe	7.4%	5.4%	5.4%	4.0%	5.4%	3.0%

- **Severe Grade 1 Roadblocks for Boys:** Entry-level boys face severe early academic retention across the northwest, with **Grand Cape Mount tracking a 10.8% male repetition rate** in Grade 1.
- **Compounding Repetition in Rivercess:** Male grade stagnation remains high throughout the system in Rivercess County, peaking heavily at a **24.1% male repetition rate** at the Grade 6 tier.
- **Lower Male Stagnation in Urban Centers:** Grade retention for young boys is almost non-existent inside developed urban core districts, dropping down to **1.7% in Grade 2 inside both Montserrado 1 and Montserrado 2.**

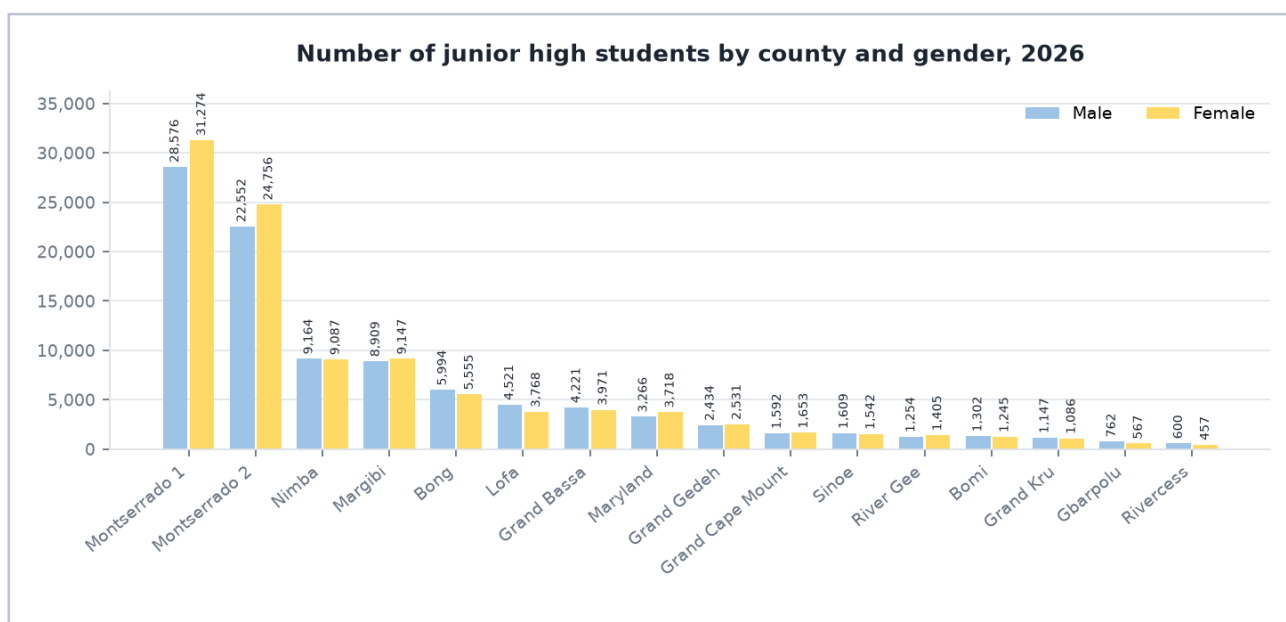
8.0 Junior Secondary

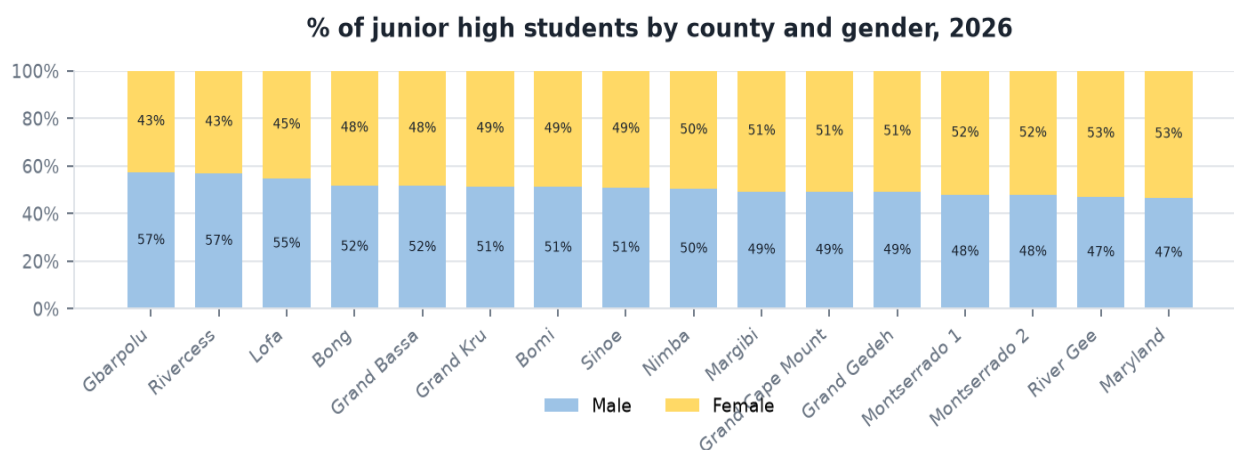
8.1 Access

8.1.1 Enrollment

Table 57. Number of junior high school students by county, grade and gender, 2026

County	Total	Grade 7		Grade 8		Grade 9	
		Male	Female	Male	Female	Male	Female
Bomi	2,547	507	447	413	400	382	398
Bong	11,549	2,185	2,054	2,006	1,818	1,803	1,683
Gbarpolu	1,329	309	247	250	153	203	167
Grand Bassa	8,192	1,473	1,496	1,454	1,334	1,294	1,141
Grand Cape Mount	3,245	620	634	526	541	446	478
Grand Gedeh	4,965	876	928	807	839	751	764
Grand Kru	2,233	477	444	379	342	291	300
Lofa	8,289	1,721	1,417	1,493	1,249	1,307	1,102
Margibi	18,056	3,177	3,310	2,901	3,047	2,831	2,790
Maryland	6,984	1,090	1,201	1,090	1,303	1,086	1,214
Montserrado 1	59,850	9,894	10,820	9,496	10,481	9,186	9,973
Montserrado 2	47,308	7,600	8,387	7,571	8,168	7,381	8,201
Nimba	18,251	3,495	3,303	2,991	3,157	2,678	2,627
River Gee	2,659	463	581	393	435	398	389
Rivercess	1,057	269	184	193	150	138	123
Sinoe	3,151	587	544	533	537	489	461
Total	199,665	34,743	35,997	32,496	33,954	30,664	31,811



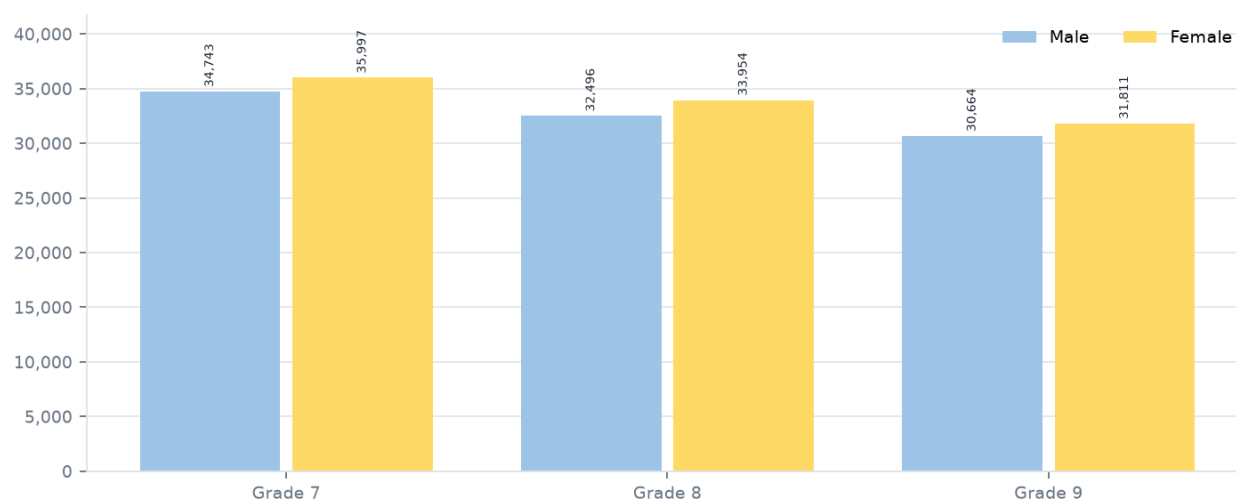


- **Severe Enrollment System Attrition:** The junior high school (JSS) tier accommodates **199,665 total students** nationwide, representing a staggering **64.3% collapse** from the primary school enrollment volume.
- **Massive Urban Student Density:** Junior high enrollment is overwhelmingly centralized in urban core regions, with **Montserrado 1 (59,850)** and **Montserrado 2 (47,308)** collectively holding **53.7% of all junior high learners** in Liberia.
- **Severe Interior Secondary Gaps:** Remote coastal and interior counties register minuscule student populations at this tier, led by an absolute low of just **1,057 junior high students in Rivercess**.

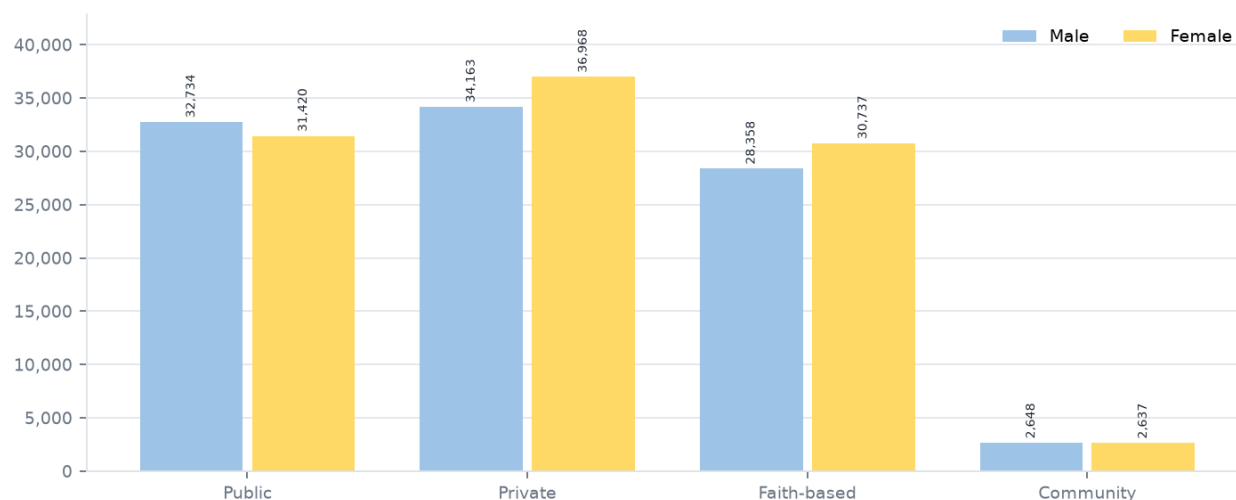
Table 58. Number of junior high school students by ownership, grade and gender, 2026

Ownership	Total	Grade 7		Grade 8		Grade 9	
		Male	Female	Male	Female	Male	Female
Public	64,154	11,916	11,072	10,772	10,465	10,046	9,883
Private	71,131	12,096	13,299	11,405	12,282	10,662	11,387
Faith-based	59,095	9,773	10,684	9,426	10,332	9,159	9,721
Community	5,285	958	942	893	875	797	820
Not reported	0	0	0	0	0	0	0
Total	199,665	34,743	35,997	32,496	33,954	30,664	31,811

Number of junior high students by grade and gender, 2026



Number of junior high students by ownership and gender, 2026

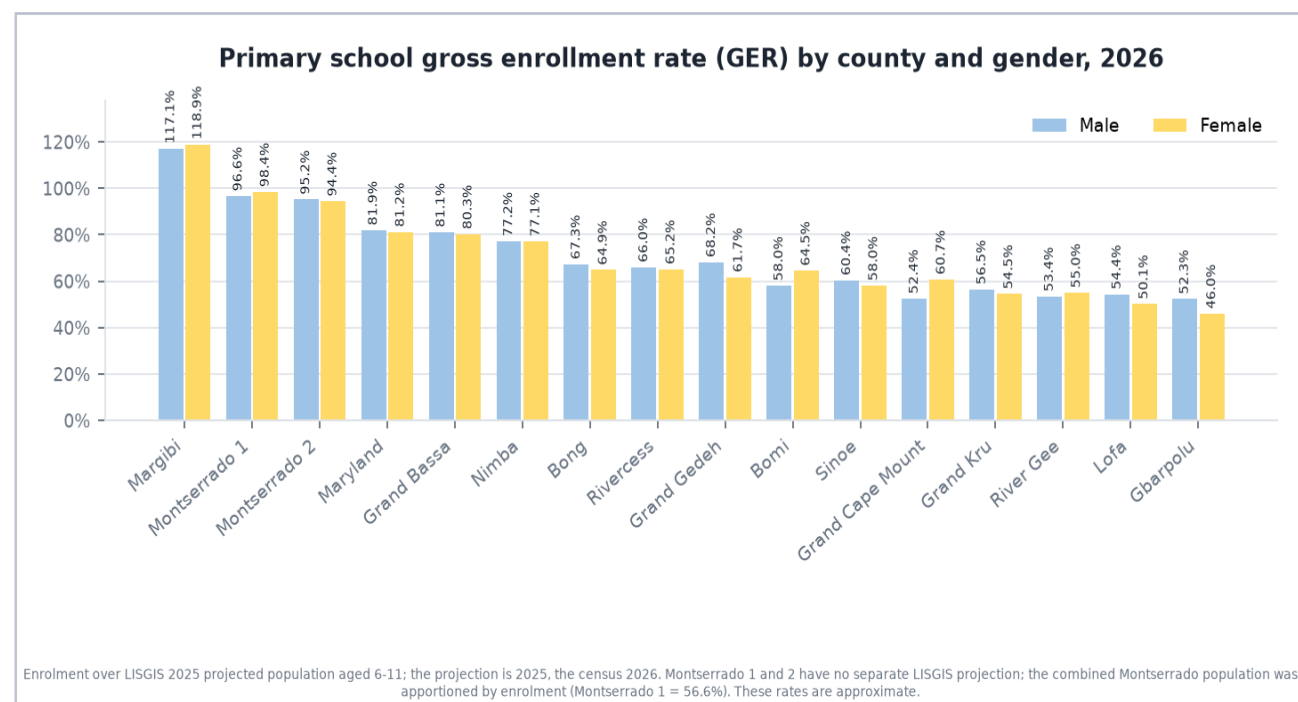


- **Dominance of Non-State Student Absorption:** Non-state providers (Private, Faith-based, and Community) completely dominate junior high enrollment, absorbing **67.9% (135,511 learners)** of the total student body.
- **Private Sector Market Leadership:** Private institutions serve as the single largest provider network at this level, hosting **71,131 junior high students (35.6%)**.
- **State Public Footprint Contraction:** The government primary network fails to retain leadership into secondary education, with public junior high schools enrolling only **32.1% (64,154)** of the nation's JSS students.

Table 59. Junior high school gross enrollment rate (GER) by county and gender, 2026

County	Total	Male	Female
Bomi	28.5%	27.3%	30.0%
Bong	37.3%	37.0%	37.7%
Gbarpolu	22.2%	24.6%	19.7%
Grand Bassa	41.1%	40.1%	42.3%
Grand Cape Mount	30.2%	27.3%	33.7%
Grand Gedeh	33.3%	32.6%	34.0%
Grand Kru	26.4%	25.8%	27.2%
Lofa	33.9%	35.6%	32.1%
Margibi	79.5%	79.0%	80.1%
Maryland	50.0%	46.2%	53.9%
Montserrado 1	76.0%	78.4%	73.9%
Montserrado 2	78.4%	80.7%	76.3%
Nimba	38.9%	37.4%	40.6%
River Gee	27.2%	24.7%	29.8%
Rivercess	17.0%	17.3%	16.6%
Sinoe	28.0%	27.3%	28.8%

Note: Enrolment over LISGIS 2025 projected population aged 12-14. The projection is for 2025 while the census is 2026. Montserrado 1 and 2 have no separate LISGIS population projection; the combined Montserrado projection was apportioned between them in proportion to enrolment (Montserrado 1 = 56.6%). Their rates are therefore approximate.

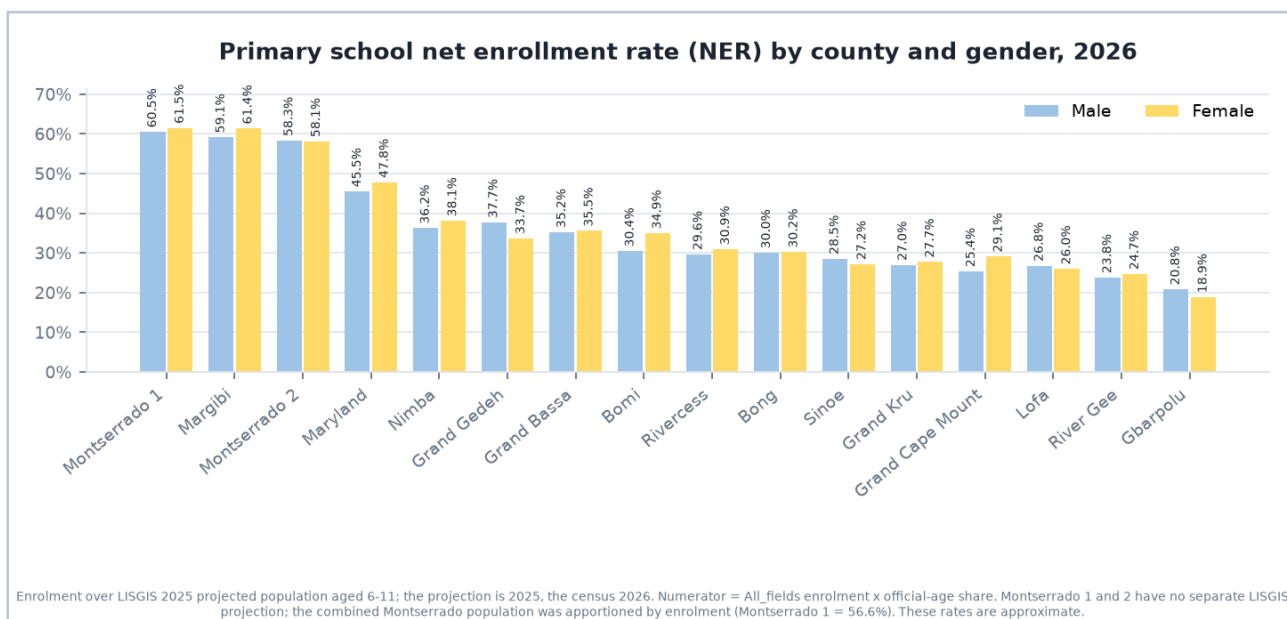


- **Severe Secondary Access Inequalities:** Junior high gross enrollment varies wildly across the country, from a high of **79.5% in Margibi County** down to a critical low of just **17.0% in Rivercess**.
- **Profound Secondary Deprivation in the Interior:** Rural infrastructure limitations suppress gross enrollment rates far below national averages, with **Rivercess (17.0%)**, **Gbarpolu (22.2%)**, and **Grand Kru (26.4%)** reflecting severe geographic gaps in secondary options.
- **Widespread Regional Female Access Lead:** Female gross enrollment outpaces male participation in specific urban and coastal school systems, peaking at a **7.7% gap in Maryland** (53.9% female vs. 46.2% male).

Table 60. Junior high school net enrollment rate (NER) by county and gender, 2026

County	Total	Male	Female
Bomi	6.3%	6.2%	6.5%
Bong	6.1%	5.6%	6.6%
Gbarpolu	2.7%	2.7%	2.6%
Grand Bassa	10.2%	9.7%	10.7%
Grand Cape Mount	6.0%	5.7%	6.2%
Grand Gedeh	8.2%	7.8%	8.6%
Grand Kru	3.2%	3.1%	3.3%
Lofa	6.7%	6.5%	7.0%
Margibi	23.8%	22.4%	25.2%
Maryland	11.5%	10.7%	12.3%
Montserrado 1	29.9%	30.3%	29.7%
Montserrado 2	29.6%	29.7%	29.5%
Nimba	9.7%	9.1%	10.4%
River Gee	8.6%	7.9%	9.3%
Rivercess	2.5%	2.9%	2.0%
Sinoe	4.2%	4.0%	4.4%

Note: Enrolment over LISGIS 2025 projected population aged 12-14. The projection is for 2025 while the census is 2026. Numerator = All fields enrolment scaled by the age report's official-age share. Montserrado 1 and 2 have no separate LISGIS population projection; the combined Montserrado projection was apportioned between them in proportion to enrolment (Montserrado 1 = 56.6%). Their rates are therefore approximate.



- **Severe Grade-Age Compression:** The national junior high Net Enrollment Rate highlights a massive deficit in on-time schooling, showing a critical average where only a minute fraction of children are enrolled in JSS at the correct age, dropping to a low of **2.5% in Rivercess** and **2.7% in Gbarpolu**.
- **Urban System Efficiency Lead:** On-time age-grade enrollment is highest in developed urban corridors, led by **Montserrado 1 (29.9%)**, **Montserrado 2 (29.6%)**, and **Margibi (23.8%)**.
- **Consistent Single-Digit Age Compliance:** Across 11 out of 16 reporting regions, on-time enrollment for junior high students remains stuck in the single digits, proving that late entry is a standard system-wide reality.

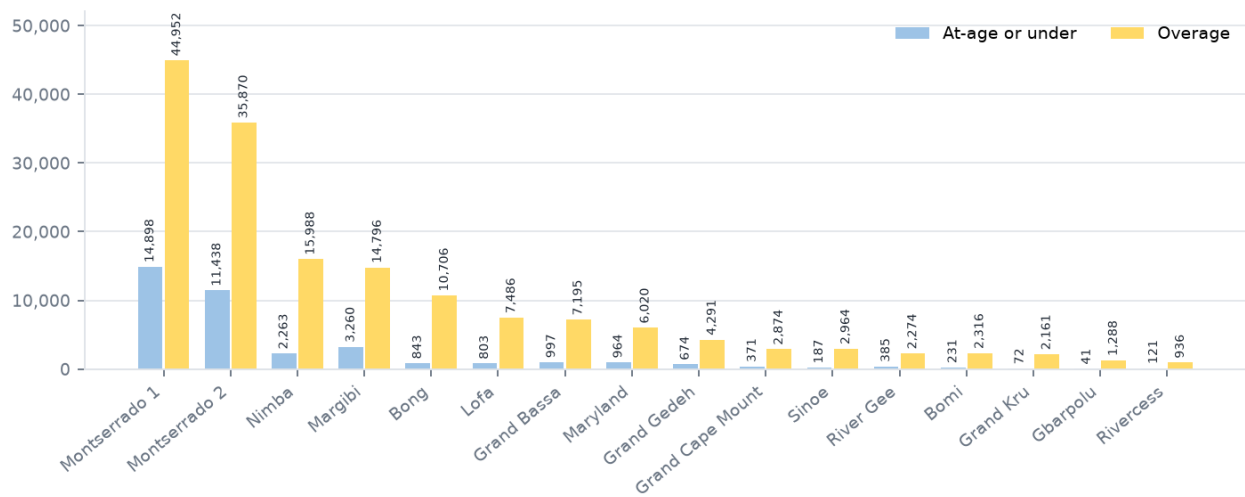
8.1.2 Overage Students

Table 61. Number and % of junior high school at-age and overage students by county, 2026

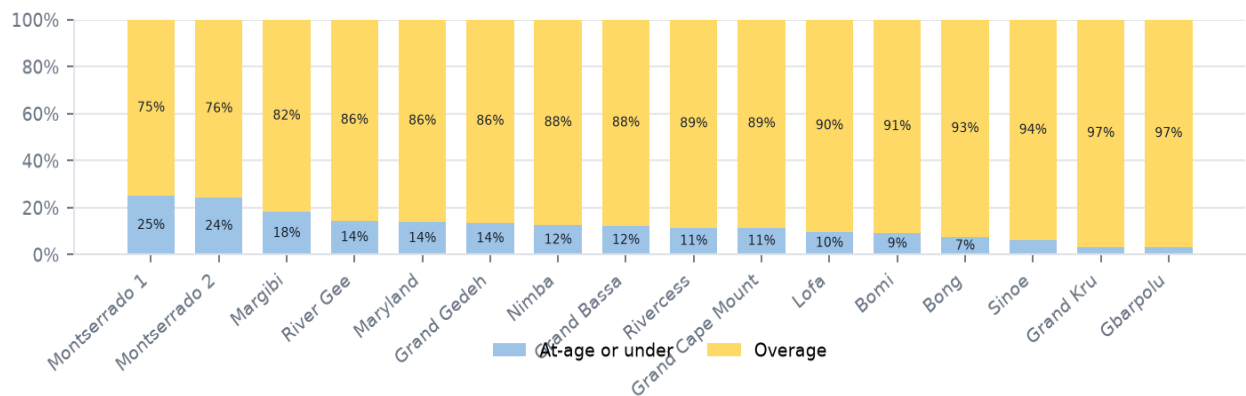
County	Total	At-age or under		Overage	
		Count	% total	Count	% total
Bomi	2,547	231	9.1%	2,316	90.9%
Bong	11,549	843	7.3%	10,706	92.7%
Gbarpolu	1,329	41	3.1%	1,288	96.9%
Grand Bassa	8,192	997	12.2%	7,195	87.8%
Grand Cape Mount	3,245	371	11.4%	2,874	88.6%
Grand Gedeh	4,965	674	13.6%	4,291	86.4%
Grand Kru	2,233	72	3.2%	2,161	96.8%
Lofa	8,289	803	9.7%	7,486	90.3%
Margibi	18,056	3,260	18.1%	14,796	81.9%

County	Total	At-age or under		Overage	
		Count	% total	Count	% total
Maryland	6,984	964	13.8%	6,020	86.2%
Montserrado 1	59,850	14,898	24.9%	44,952	75.1%
Montserrado 2	47,308	11,438	24.2%	35,870	75.8%
Nimba	18,251	2,263	12.4%	15,988	87.6%
River Gee	2,659	385	14.5%	2,274	85.5%
Rivercess	1,057	121	11.4%	936	88.6%
Sinoe	3,151	187	5.9%	2,964	94.1%
Total	199,665	37,548	18.8%	162,117	81.2%

Number of junior high at-age and overage students by county, 2026



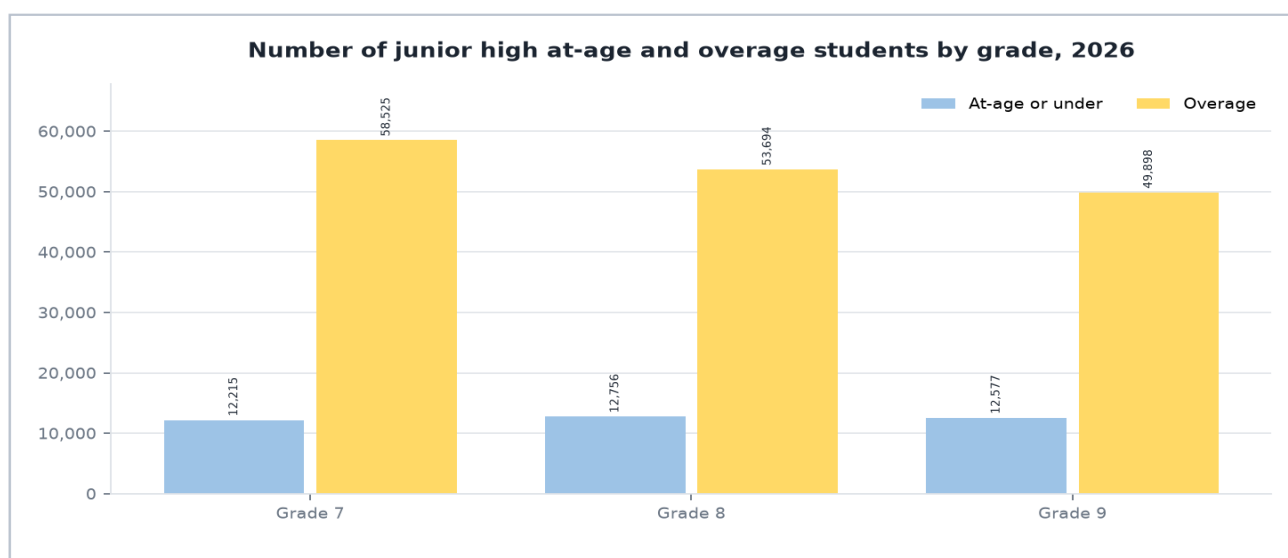
% of junior high at-age and overage students by county, 2026

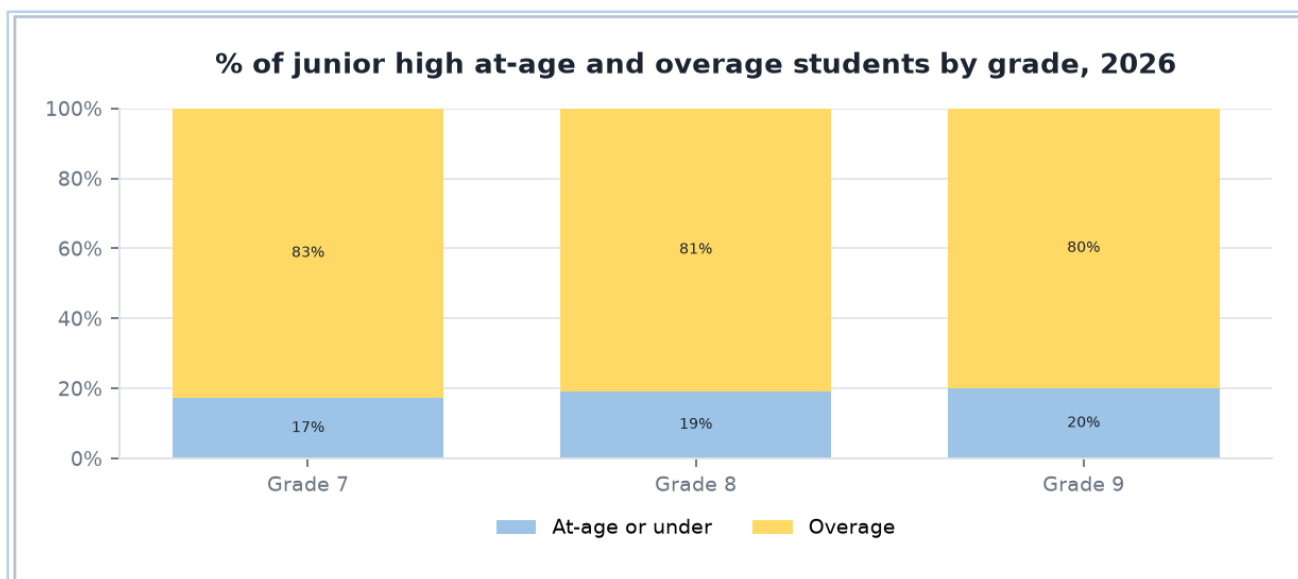


- **Overwhelming Overage Backlog:** A massive **81.2% (162,117 out of 199,665)** of all junior high school students in Liberia are officially classified as overage for their grade level.
- **Extreme Age Distortion in Interior Counties:** The overage student crisis peaks drastically in rural interior counties, reaching a staggering **96.9% in Gbarpolu, 96.8% in Grand Kru, and 94.1% in Sinoe.**
- **Urban Baseline Age-Compliance Leadership:** Montserrado 1 tracks the highest proportion of age-appropriate students nationwide, though overage learners still constitute a dominant **75.1% majority in its JSS classrooms.**

Table 62. Number and % of junior high school at-age and overage students by grade, 2026

Grade	Total	At-age or under		Overage	
		Count	% total	Count	% total
Grade 7	70,740	12,215	17.3%	58,525	82.7%
Grade 8	66,450	12,756	19.2%	53,694	80.8%
Grade 9	62,475	12,577	20.1%	49,898	79.9%
Total	199,665	37,548	18.8%	162,117	81.2%





- **High Stagnant Overage Progression:** The proportion of overage learners remains completely stagnant at an unacceptably high level across the entire junior high pipeline, tracking at **82.7% in Grade 7** and maintaining **79.9% by Grade 9**.
- **Massive Overage Volume Concentration:** Grade 7 classrooms face a severe space crunch, housing an overwhelming backlog of **58,525 overage students** at entry-level.
- **Minimal National On-Time Attendance:** Across all three junior high grade levels, the proportion of age-appropriate or underage students never exceeds a low **20.1% threshold**, proving that late entry is a standard system-wide norm.

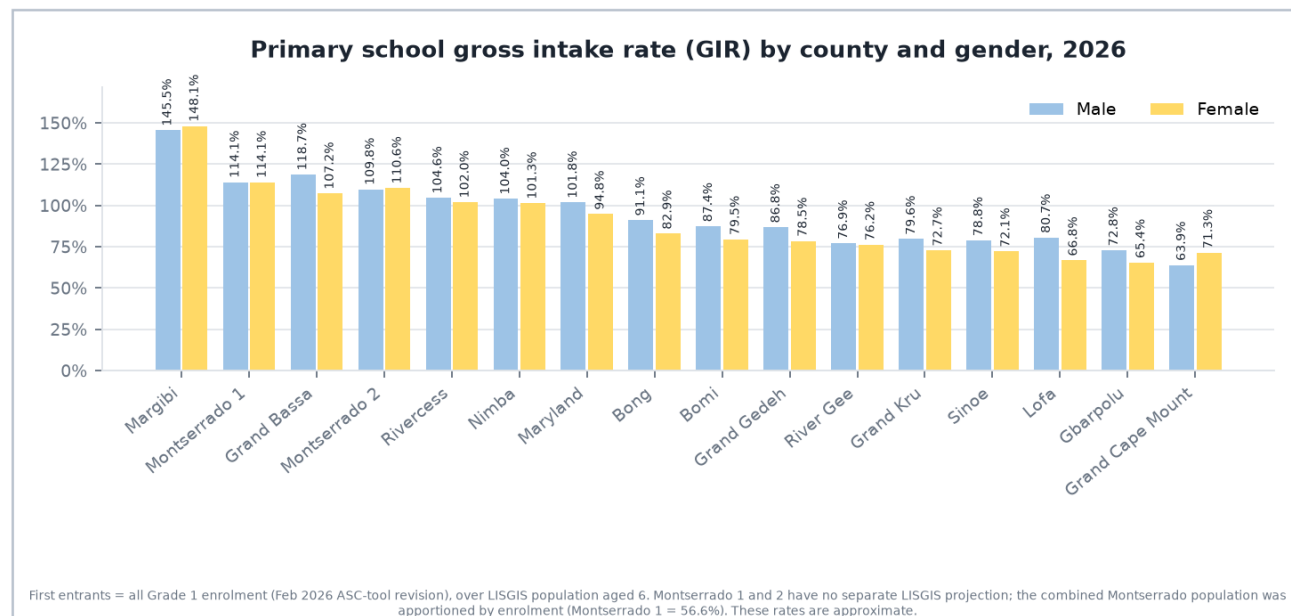
8.1.3 Intake

Table 63. Junior high school gross intake rate (GIR) by county and gender, 2026

County	Total	Male	Female
Bomi	31.3%	30.8%	31.9%
Bong	40.0%	39.6%	40.4%
Gbarpolu	27.1%	29.5%	24.5%
Grand Bassa	43.5%	40.2%	47.3%
Grand Cape Mount	33.2%	30.1%	37.0%
Grand Gedeh	37.6%	36.1%	39.2%
Grand Kru	34.1%	33.6%	34.6%
Lofa	37.6%	39.1%	36.0%
Margibi	86.8%	84.9%	88.6%
Maryland	50.4%	48.6%	52.1%
Montserrado 1	80.5%	81.2%	79.9%
Montserrado 2	81.1%	81.4%	80.8%
Nimba	43.0%	42.5%	43.6%
River Gee	33.9%	29.0%	39.2%

County	Total	Male	Female
Rivercess	21.3%	23.6%	18.6%
Sinoe	29.9%	29.7%	30.1%

Note: First entrants = all Grade 7 enrolment (per the Feb 2026 ASC-tool revision, which agreed to treat Grade 7 enrolment as first entrants into JSS), over LISGIS population aged 12. Montserrado 1 and 2 have no separate LISGIS population projection; the combined Montserrado projection was apportioned between them in proportion to enrolment (Montserrado 1 = 56.6%). Their rates are therefore approximate.



- **High Grade 7 Enrolment Over-Saturation:** Late entry and high repetition severely inflate Gross Intake Rates, peaking at **86.8% in Margibi County**, followed by **81.1% in Montserrado 2** and **80.5% in Montserrado 1**.
- **Severe Intake Suppression in the Interior:** Rural interior counties face severe barriers to school entry at the junior high level, with the lowest initial intake volumes recorded in **Rivercess (21.3%)** and **Gbarpolu (27.1%)**.
- **Regional Female Entry Pressures:** Female learners drive the highest entry-level inflation across the northwest, climbing to a peak GIR of **88.6% in Margibi** and **47.3% in Grand Bassa**.

Table 64. Junior high school net intake rate (NIR) by county and gender, 2026

County	Total	Male	Female
Bomi	1.5%	1.7%	1.3%
Bong	1.7%	1.6%	1.7%
Gbarpolu	0.3%	0.6%	0.1%
Grand Bassa	3.3%	3.1%	3.6%
Grand Cape Mount	2.2%	2.4%	2.1%
Grand Gedeh	3.2%	3.0%	3.4%
Grand Kru	0.5%	0.5%	0.4%
Lofa	2.7%	2.4%	2.9%
Margibi	10.3%	9.7%	10.8%

County	Total	Male	Female
Maryland	5.1%	4.3%	5.9%
Montserrado 1	13.4%	13.3%	13.6%
Montserrado 2	11.3%	11.2%	11.4%
Nimba	3.2%	3.0%	3.3%
River Gee	3.2%	3.3%	3.0%
Rivercess	1.4%	1.7%	1.0%
Sinoe	1.0%	1.2%	0.7%

Note: First entrants = all Grade 7 enrolment (Feb 2026 ASC-tool revision). Net intake applies the age report's at-age-12 share to All_fields Grade 7 enrolment, over LISGIS population aged 12. Montserrado 1 and 2 have no separate LISGIS population projection; the combined Montserrado projection was apportioned between them in proportion to enrolment (Montserrado 1 = 56.6%). Their rates are therefore approximate.

- **Critical Late-Entry Entry Crisis:** The junior high school Net Intake Rate exposes a massive deficit in on-time entry, revealing that only a minute fraction of 12-year-olds enter Grade 7 on time, hitting an absolute low of **0.3% in Gbarpolu**.
- **Urban On-Time Entry Capitalization:** Urbanized infrastructure significantly boosts timely entry, with 12-year-old intake peaking at **13.4% in Montserrado 1** and **10.3% in Margibi**.
- **Widespread Multi-County Entry Deprivation:** Across 11 out of 16 reporting regions, on-time entry into junior high remains stuck below 4%, proving that late entry is a standard national norm.

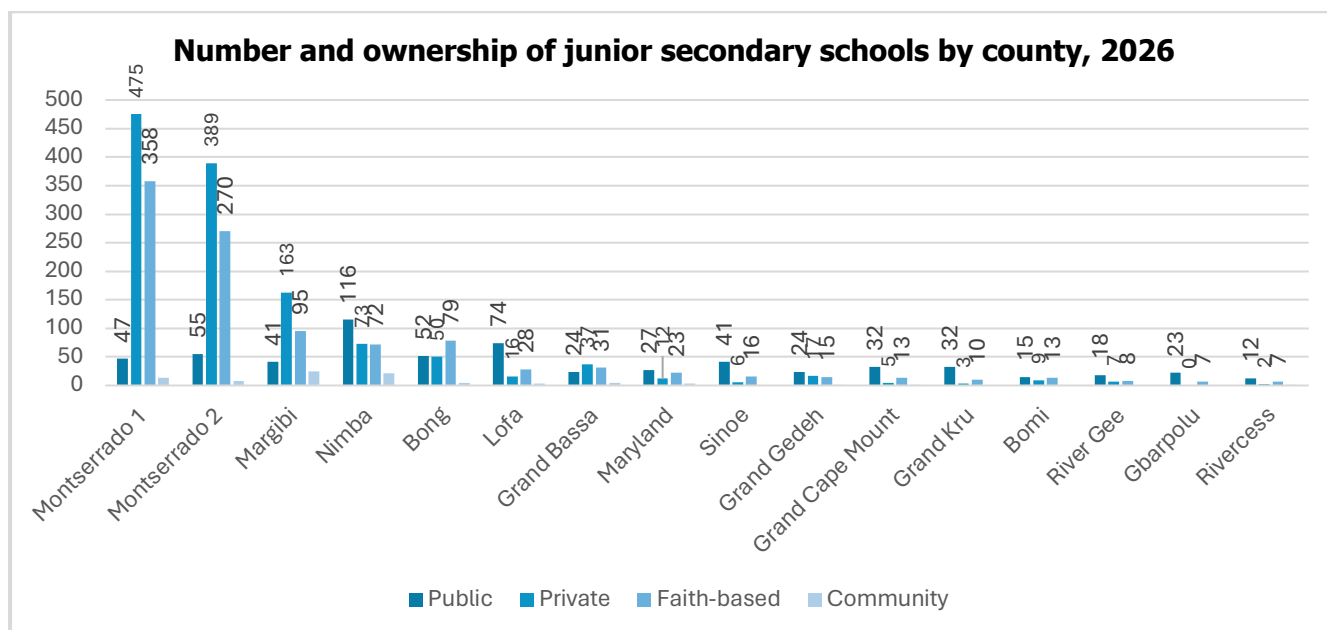
8.2 Resources

8.2.1 Junior Secondary School

Table 65. Number and % of junior high schools by county and ownership, 2026

County	Total	Public		Private		Faith-based		Community	
		Count	% total	Count	% total	Count	% total	Count	% total
Bomi	37	15	40.5%	9	24.3%	13	35.1%	0	0.0%
Bong	186	52	28.0%	50	26.9%	79	42.5%	5	2.7%
Gbarpolu	30	23	76.7%	0	0.0%	7	23.3%	0	0.0%
Grand Bassa	97	24	24.7%	37	38.1%	31	32.0%	5	5.2%
Grand Cape Mount	51	32	62.7%	5	9.8%	13	25.5%	1	2.0%
Grand Gedeh	57	24	42.1%	17	29.8%	15	26.3%	1	1.8%
Grand Kru	45	32	71.1%	3	6.7%	10	22.2%	0	0.0%
Lofa	121	74	61.2%	16	13.2%	28	23.1%	3	2.5%
Margibi	324	41	12.7%	163	50.3%	95	29.3%	25	7.7%
Maryland	65	27	41.5%	12	18.5%	23	35.4%	3	4.6%
Montserrado 1	893	47	5.3%	475	53.2%	358	40.1%	13	1.5%
Montserrado 2	722	55	7.6%	389	53.9%	270	37.4%	8	1.1%
Nimba	282	116	41.1%	73	25.9%	72	25.5%	21	7.4%

County	Total	Public		Private		Faith-based		Community	
		Count	% total	Count	% total	Count	% total	Count	% total
River Gee	33	18	54.5%	7	21.2%	8	24.2%	0	0.0%
Rivercess	22	12	54.5%	2	9.1%	7	31.8%	1	4.5%
Sinoe	63	41	65.1%	6	9.5%	16	25.4%	0	0.0%
Total	3,028	633	20.9%	1,264	41.7%	1,045	34.5%	86	2.8%

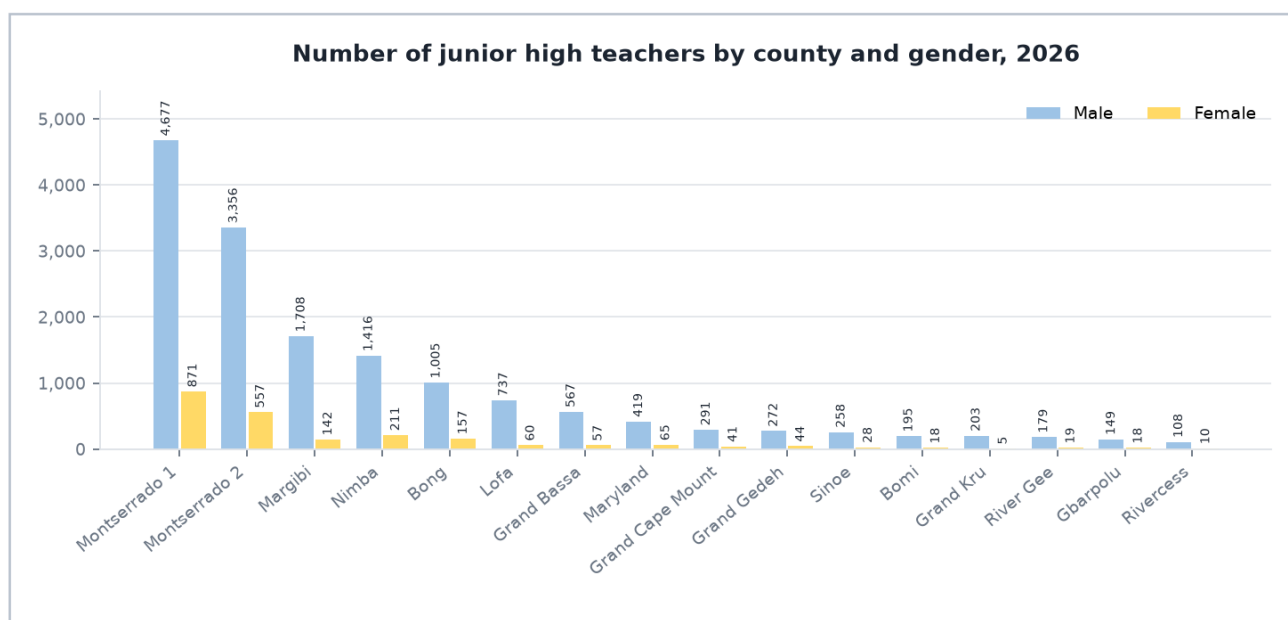


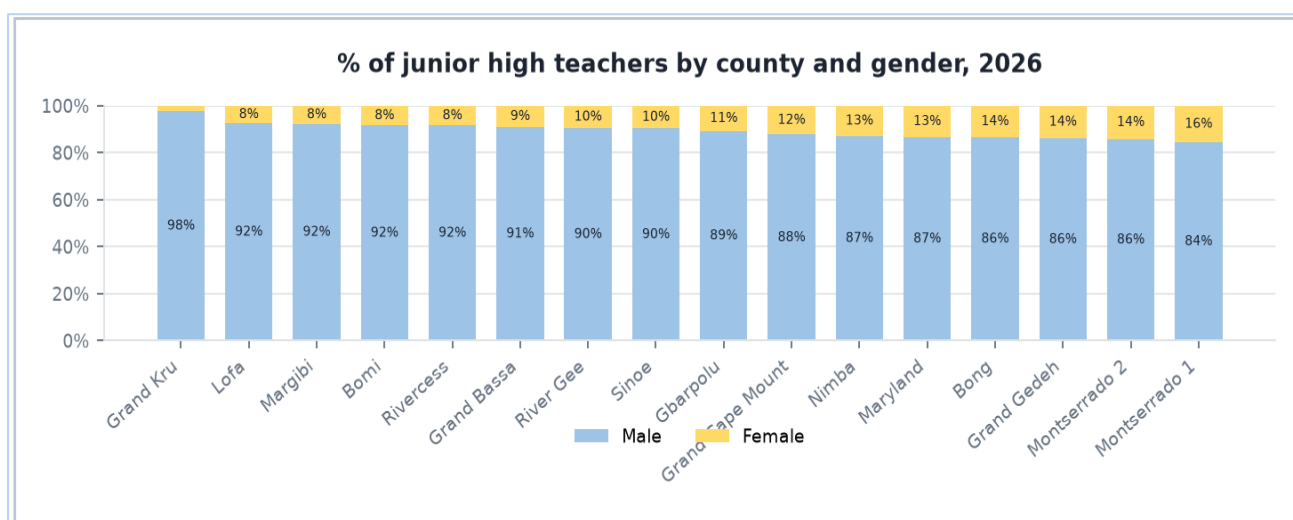
- **Dominance of Non-State Facilities [45]:** Out of **3,028 junior high schools** tracked nationwide, non-state actors (Private, Faith-based, and Community) operate a massive **79.1% (2,395 facilities)** of the secondary layout.
- **Extreme Urban Privatization [45]:** Public junior high infrastructure nearly vanishes in urban centers, with private and faith-based schools controlling **93.3% of JSS facilities in Montserrado 1** and **91.3% in Montserrado 2**.
- **Rural Public Infrastructure Safety Net [45]:** Isolation forces deep dependency on state funding in remote areas, leaving the public sector to operate **76.7% of all junior high options in Gbarpolu** and **71.1% in Grand Kru**.

8.2.2 Teachers

Table 66. Number and % of junior high school teachers by county and gender, 2026

County	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Bomi	213	195	91.5%	18	8.5%	0	0.0%
Bong	1,165	1,005	86.3%	157	13.5%	3	0.3%
Gbarpolu	168	149	88.7%	18	10.7%	1	0.6%
Grand Bassa	625	567	90.7%	57	9.1%	1	0.2%
Grand Cape Mount	333	291	87.4%	41	12.3%	1	0.3%
Grand Gedeh	317	272	85.8%	44	13.9%	1	0.3%
Grand Kru	210	203	96.7%	5	2.4%	2	1.0%
Lofa	798	737	92.4%	60	7.5%	1	0.1%
Margibi	1,858	1,708	91.9%	142	7.6%	8	0.4%
Maryland	486	419	86.2%	65	13.4%	2	0.4%
Montserrado 1	5,572	4,677	83.9%	871	15.6%	24	0.4%
Montserrado 2	3,934	3,356	85.3%	557	14.2%	21	0.5%
Nimba	1,632	1,416	86.8%	211	12.9%	5	0.3%
River Gee	198	179	90.4%	19	9.6%	0	0.0%
Rivercess	118	108	91.5%	10	8.5%	0	0.0%
Sinoe	286	258	90.2%	28	9.8%	0	0.0%
Total	17,913	15,540	86.8%	2,303	12.9%	70	0.4%



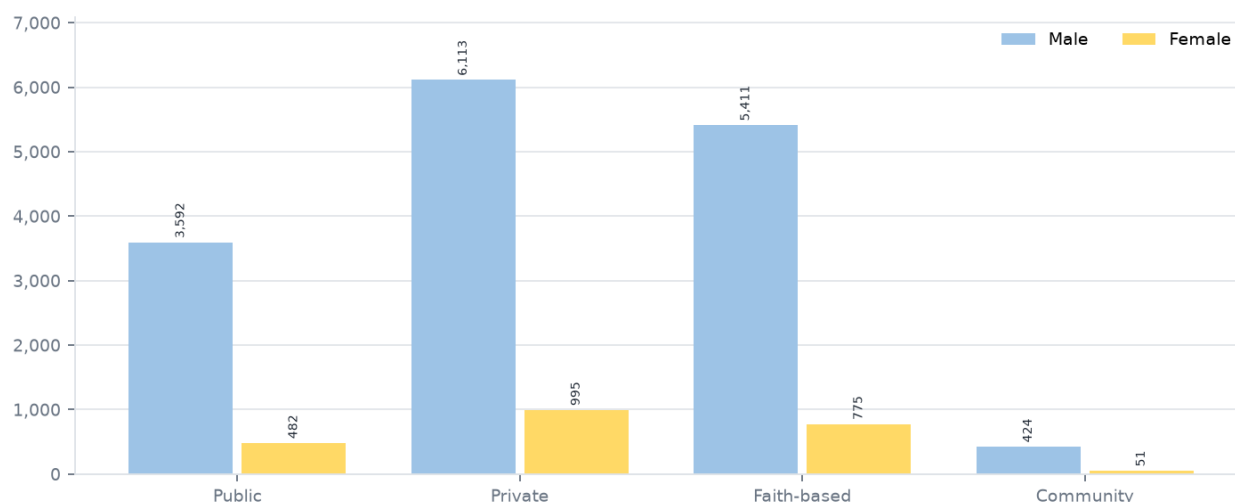


- **Profound Secondary Teacher Gender Gap [46]:** Of the **17,913 total junior high teachers** in Liberia, a staggering **86.8% (15,540) are male**, while female educators comprise just **12.9% (2,303)**.
- **Urban Female Teacher Concentration [46]:** Female junior high teacher placement is heavily skewed toward developed areas, with women making up **15.6% of the staff in Montserrado 1** and **14.2% in Montserrado 2**.
- **Rural Female Teacher Deprivation [46]:** Adolescent girls in rural secondary schools face an absolute shortage of female mentors, with women accounting for a minor **2.4% of JSS teachers in Grand Kru** and **7.5% in Lofa**.

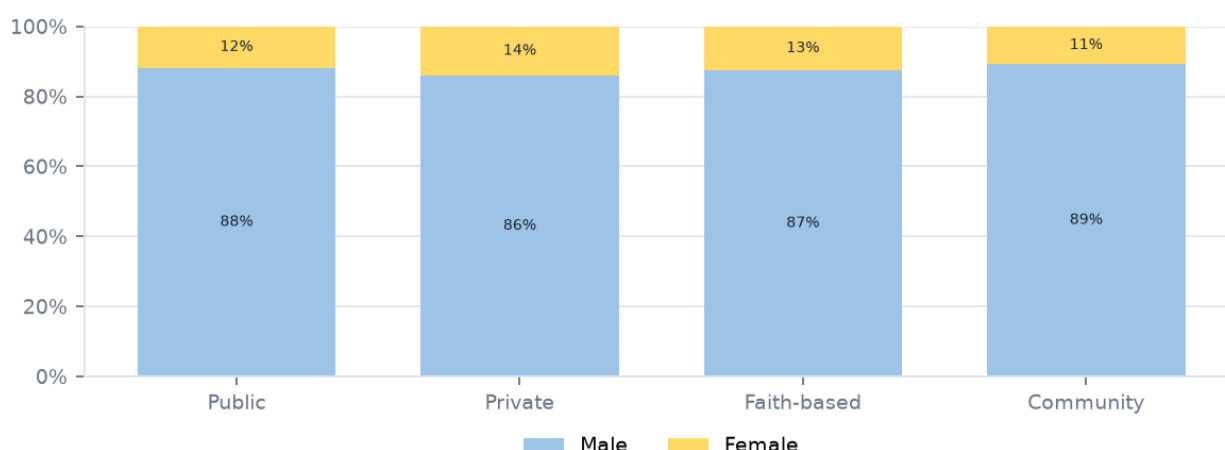
Table 67. Number and % of junior high school teachers by ownership and gender, 2026

Ownership	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Public	4,086	3,592	87.9%	482	11.8%	12	0.3%
Private	7,137	6,113	85.7%	995	13.9%	29	0.4%
Faith-based	6,211	5,411	87.1%	775	12.5%	25	0.4%
Community	479	424	88.5%	51	10.6%	4	0.8%
Total	17,913	15,540	86.8%	2,303	12.9%	70	0.4%

Number of junior high teachers by ownership and gender, 2026



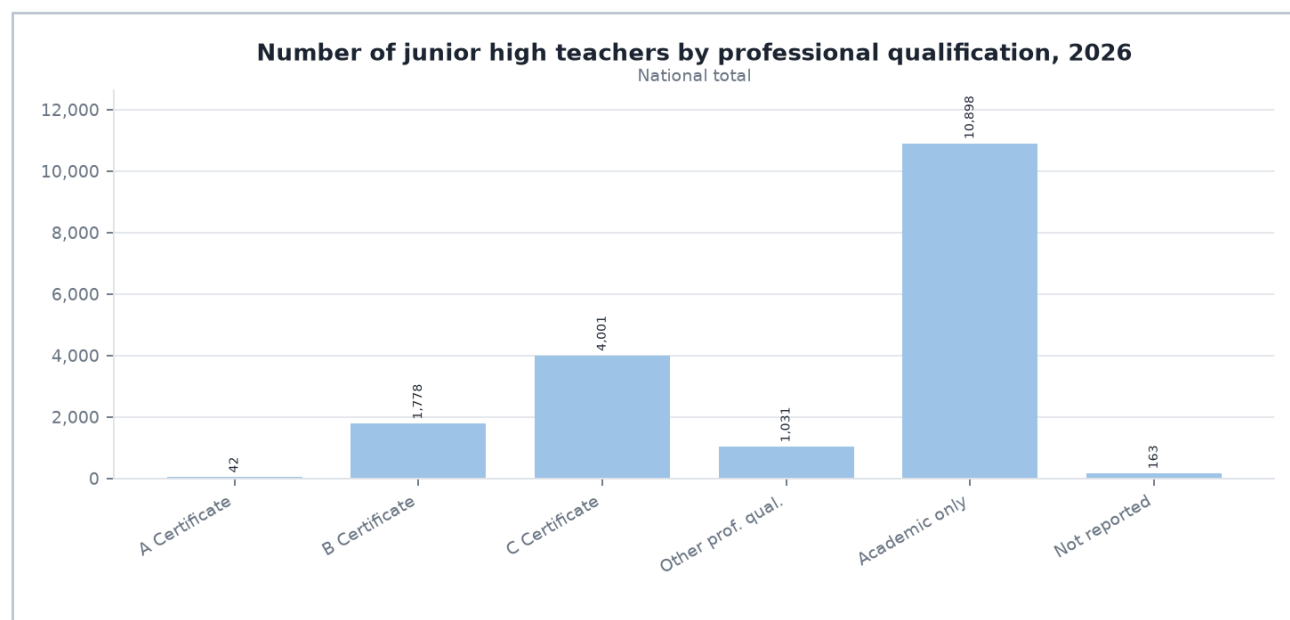
% of junior high teachers by ownership and gender, 2026



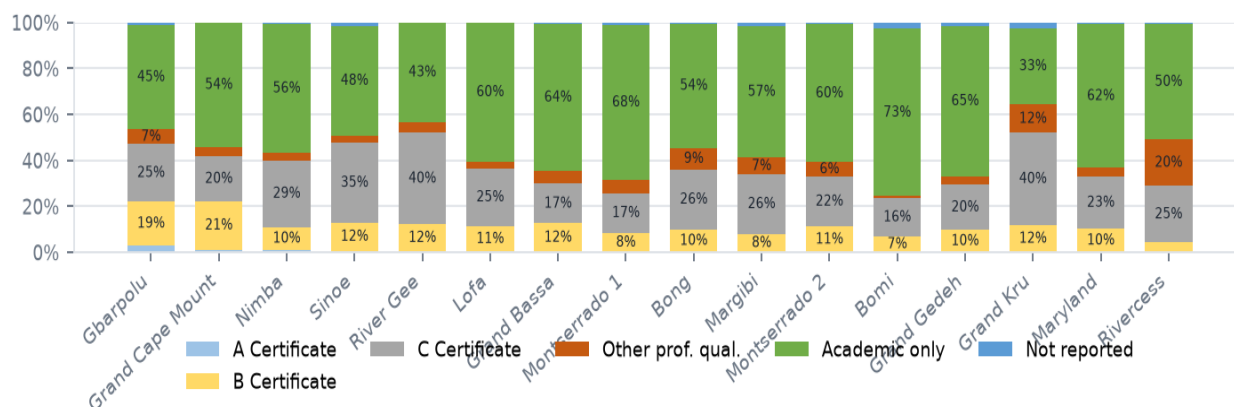
- **Private Sector Work Absorption [46]:** Private secondary schools function as the largest employer of junior high educators, absorbing **39.8% (7,137 out of 17,913)** of the total national workforce.
- **Uniform Multi-Sector Gender Gaps [46]:** The severe shortage of female educators remains uncorrected across *all* provider networks, with men filling **87.9% of Public, 87.1% of Faith-based, and 85.7% of Private JSS positions.**
- **Minimal Community Workforce Share [46]:** Community-managed secondary operations maintain the smallest workforce footprint, supporting only **479 junior high educators (2.7%)** nationwide.

Table 68. Number and % of junior high teachers by professional qualification and county, 2026

County	Total	A Certificate		B Certificate		C Certificate		Other prof. qual.		Academic only		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	213	0	0.0%	15	7.0%	35	16.4%	2	0.9%	155	72.8%	6	2.8%
Bong	1,165	1	0.1%	115	9.9%	303	26.0%	110	9.4%	630	54.1%	6	0.5%
Gbarpolu	168	5	3.0%	32	19.0%	42	25.0%	11	6.5%	76	45.2%	2	1.2%
Grand Bassa	625	1	0.2%	78	12.5%	107	17.1%	34	5.4%	402	64.3%	3	0.5%
Grand Cape Mount	333	4	1.2%	70	21.0%	65	19.5%	14	4.2%	179	53.8%	1	0.3%
Grand Gedeh	317	0	0.0%	31	9.8%	62	19.6%	12	3.8%	207	65.3%	5	1.6%
Grand Kru	210	0	0.0%	25	11.9%	84	40.0%	26	12.4%	70	33.3%	5	2.4%
Lofa	798	2	0.3%	89	11.2%	200	25.1%	24	3.0%	482	60.4%	1	0.1%
Margibi	1,858	1	0.1%	149	8.0%	481	25.9%	133	7.2%	1,066	57.4%	28	1.5%
Maryland	486	0	0.0%	50	10.3%	110	22.6%	19	3.9%	303	62.3%	4	0.8%
Montserrado 1	5,572	8	0.1%	459	8.2%	971	17.4%	310	5.6%	3,770	67.7%	54	1.0%
Montserrado 2	3,934	1	0.0%	438	11.1%	861	21.9%	244	6.2%	2,355	59.9%	35	0.9%
Nimba	1,632	16	1.0%	164	10.0%	473	29.0%	50	3.1%	921	56.4%	8	0.5%
River Gee	198	1	0.5%	23	11.6%	79	39.9%	9	4.5%	86	43.4%	0	0.0%
Rivercess	118	0	0.0%	5	4.2%	29	24.6%	24	20.3%	59	50.0%	1	0.8%
Sinoe	286	2	0.7%	35	12.2%	99	34.6%	9	3.1%	137	47.9%	4	1.4%
Total	17,913	42	0.2%	1,778	9.9%	4,001	22.3%	1,031	5.8%	10,898	60.8%	163	0.9%



% of junior high teachers by professional qualification and county, 2026

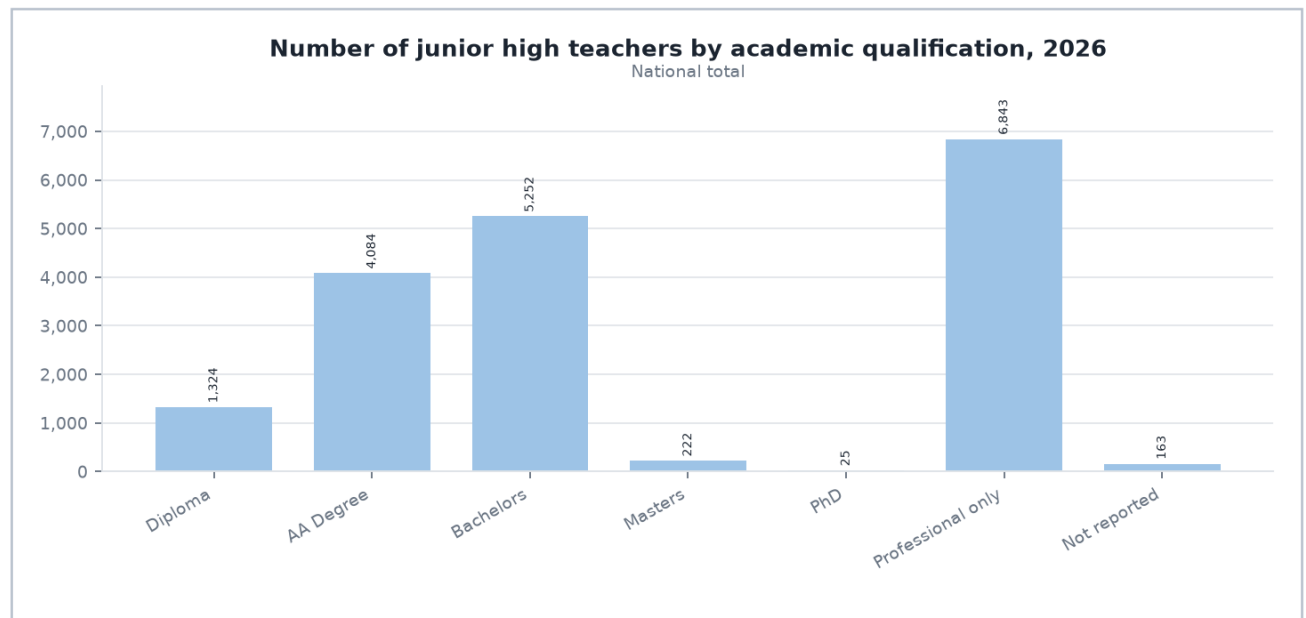
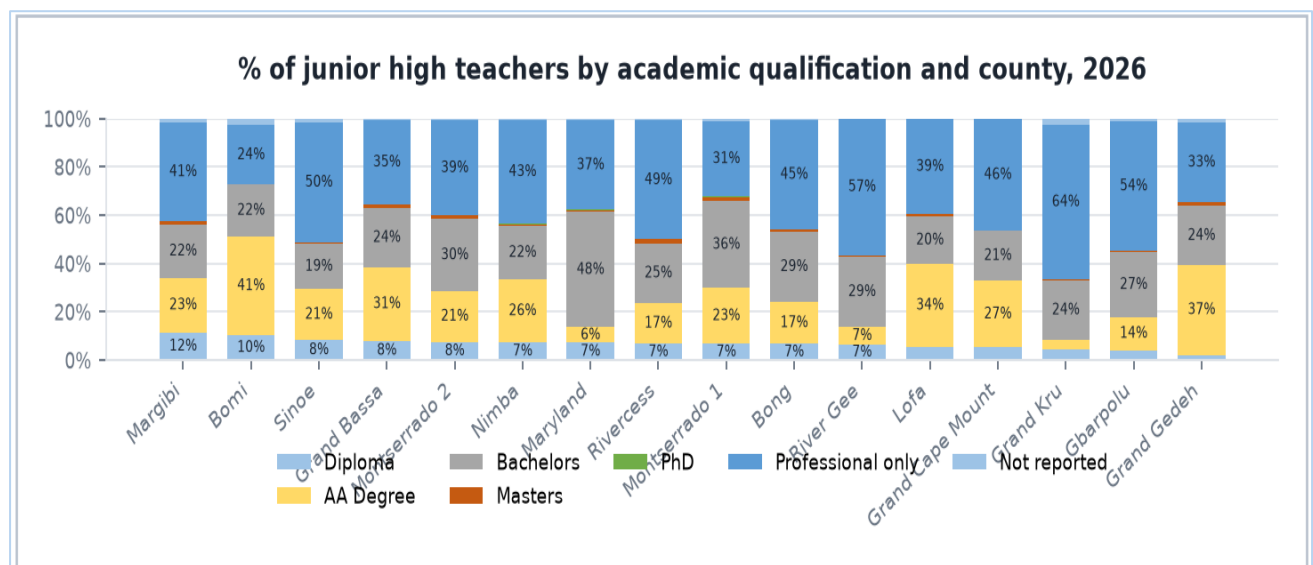


- **Dominant Professional Training Deficit [47]:** A massive **60.8% (10,898 junior high teachers)** possess strictly academic credentials with absolutely no formal professional teacher training.
- **Low Upper-Tier Certification [47]:** Advanced professional training is rare, with the elite "A-Certificate" held by a minor **0.2% (42)** of the entire national JSS teaching body.
- **Extreme Qualification Gaps in Urban Belts [47]:** Professional deficits peak sharply inside advanced urban networks, where **67.7% of teachers in Montserrado 1** hold academic credentials only and lack formal professional training.

Table 69. Number and % of junior high teachers by academic qualification and county, 2026

County	Total	Diploma		AA Degree		Bachelors		Masters		PhD		Professional only		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	213	22	10.3%	87	40.8%	46	21.6%	0	0.0%	0	0.0%	52	24.4%	6	2.8%
Bong	1,165	78	6.7%	203	17.4%	339	29.1%	9	0.8%	2	0.2%	528	45.3%	6	0.5%
Gbarpolu	168	7	4.2%	23	13.7%	45	26.8%	1	0.6%	0	0.0%	90	53.6%	2	1.2%
Grand Bassa	625	50	8.0%	191	30.6%	152	24.3%	9	1.4%	0	0.0%	220	35.2%	3	0.5%
Grand Cape Mount	333	18	5.4%	91	27.3%	70	21.0%	0	0.0%	0	0.0%	153	45.9%	1	0.3%
Grand Gedeh	317	7	2.2%	118	37.2%	77	24.3%	5	1.6%	0	0.0%	105	33.1%	5	1.6%
Grand Kru	210	9	4.3%	9	4.3%	51	24.3%	1	0.5%	0	0.0%	135	64.3%	5	2.4%
Lofa	798	45	5.6%	272	34.1%	159	19.9%	5	0.6%	1	0.1%	315	39.5%	1	0.1%
Margibi	1,858	214	11.5%	419	22.6%	411	22.1%	21	1.1%	1	0.1%	764	41.1%	28	1.5%
Maryland	486	35	7.2%	31	6.4%	232	47.7%	2	0.4%	3	0.6%	179	36.8%	4	0.8%
Montserrado 1	5,572	375	6.7%	1,291	23.2%	2,000	35.9%	96	1.7%	8	0.1%	1,748	31.4%	54	1.0%
Montserrado 2	3,934	299	7.6%	830	21.1%	1,166	29.6%	58	1.5%	8	0.2%	1,538	39.1%	35	0.9%
Nimba	1,632	120	7.4%	425	26.0%	363	22.2%	11	0.7%	2	0.1%	703	43.1%	8	0.5%
River Gee	198	13	6.6%	14	7.1%	58	29.3%	1	0.5%	0	0.0%	112	56.6%	0	0.0%

County	Total	Diploma		AA Degree		Bachelors		Masters		PhD		Professional only		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Rivercess	118	8	6.8%	20	16.9%	29	24.6%	2	1.7%	0	0.0%	58	49.2%	1	0.8%
Sinoe	286	24	8.4%	60	21.0%	54	18.9%	1	0.3%	0	0.0%	143	50.0%	4	1.4%
Total	17,913	1,324	7.4%	4,084	22.8%	5,252	29.3%	222	1.2%	25	0.1%	6,843	38.2%	163	0.9%

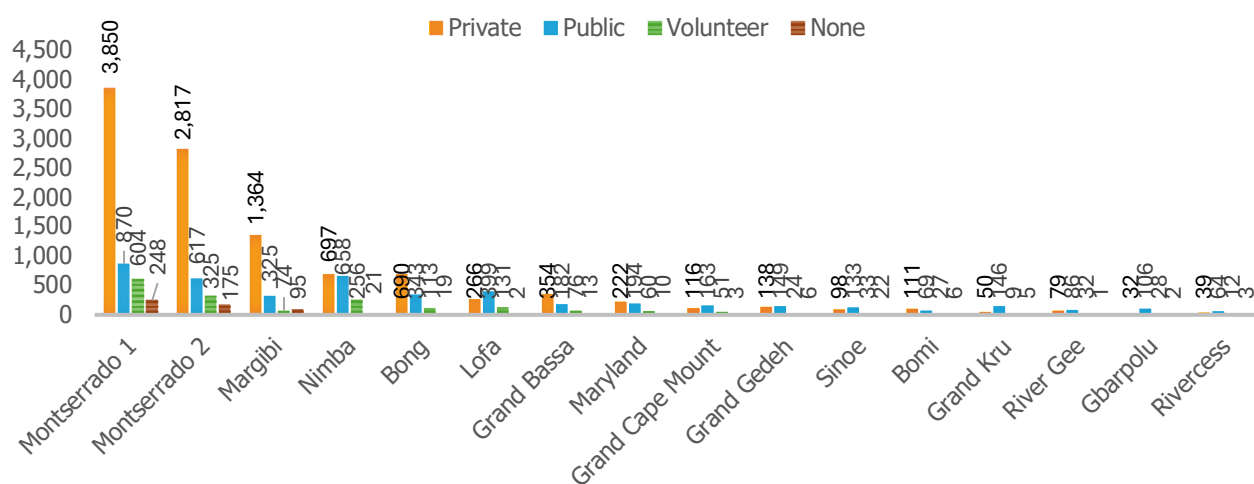


- **Low Academic Degree Penetration [47, 48]:** Less than a third—only **29.3% (5,252)**—of junior high teachers hold a formal Bachelor's degree, while a minor **1.2% (222)** possess a Master's degree nationwide.
- **Widespread Lower-Tier Credentials [47, 48]:** The sector relies heavily on sub-degree personnel, with **22.8% (4,084)** restricted to **Associate (AA) Degrees** and **38.2% (6,843)** falling under the "Professional only" category.
- **Urban Concentration of Higher Degrees [47, 48]:** Advanced university degrees are deeply centralized, with **Montserrado 1 housing 38.1% (2,000)** of all Bachelor's degree holders in the junior high workforce.

Table 70. Number and % of junior high school teachers by source of salary and county, 2026

County	Total	Private		Public		Volunteer		None		Other prof. qual.		Other / Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	213	111	52.1%	69	32.4%	27	12.7%	6	2.8%	0	0.0%	0	0.0%
Bong	1,165	690	59.2%	343	29.4%	113	9.7%	19	1.6%	0	0.0%	0	0.0%
Gbarpolu	168	32	19.0%	106	63.1%	28	16.7%	2	1.2%	0	0.0%	0	0.0%
Grand Bassa	625	354	56.6%	182	29.1%	76	12.2%	13	2.1%	0	0.0%	0	0.0%
Grand Cape Mount	333	116	34.8%	163	48.9%	51	15.3%	3	0.9%	0	0.0%	0	0.0%
Grand Gedeh	317	138	43.5%	149	47.0%	24	7.6%	6	1.9%	0	0.0%	0	0.0%
Grand Kru	210	50	23.8%	146	69.5%	9	4.3%	5	2.4%	0	0.0%	0	0.0%
Lofa	798	266	33.3%	399	50.0%	131	16.4%	2	0.3%	0	0.0%	0	0.0%
Margibi	1,858	1,364	73.4%	325	17.5%	74	4.0%	91	4.9%	0	0.0%	4	0.2%
Maryland	486	222	45.7%	194	39.9%	60	12.3%	10	2.1%	0	0.0%	0	0.0%
Montserrado 1	5,572	3,850	69.1%	870	15.6%	604	10.8%	243	4.4%	5	0.1%	0	0.0%
Montserrado 2	3,934	2,817	71.6%	617	15.7%	325	8.3%	174	4.4%	0	0.0%	1	0.0%
Nimba	1,632	697	42.7%	658	40.3%	256	15.7%	21	1.3%	0	0.0%	0	0.0%
River Gee	198	79	39.9%	86	43.4%	32	16.2%	1	0.5%	0	0.0%	0	0.0%
Rivercess	118	39	33.1%	64	54.2%	12	10.2%	3	2.5%	0	0.0%	0	0.0%
Sinoe	286	98	34.3%	133	46.5%	33	11.5%	22	7.7%	0	0.0%	0	0.0%
Total	17,913	10,923	61.0%	4,504	25.1%	1,855	10.4%	621	3.5%	5	0.0%	5	0.0%

NUMBER OF JUNIOR HIGH SCHOOL TEACHERS BY SOURCE OF SALARY AND COUNTY, 2026



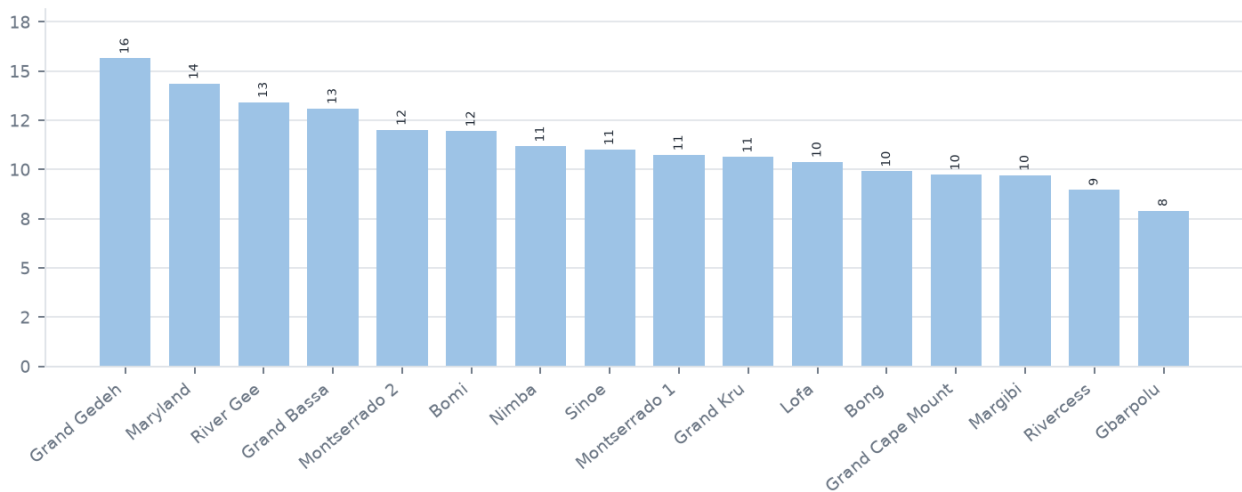
- **Extreme Dependency on Non-State Funding:** Private payroll networks finance the clear majority of junior high educators, covering **61.0% (10,923)** of all active JSS teachers.
- **High Public Sector Core in Gbarpolu:** In sharp contrast to urban patterns, the government directly finances **63.1% (106 teachers)** of the junior high workforce in Gbarpolu.
- **Sizable Secondary Volunteer Reliance:** A total of **1,855 teachers (10.4%)** function entirely as uncompensated volunteers to keep rural junior high schools open.

Table 71. Junior high school student-teacher ratio (STR) by county, 2026

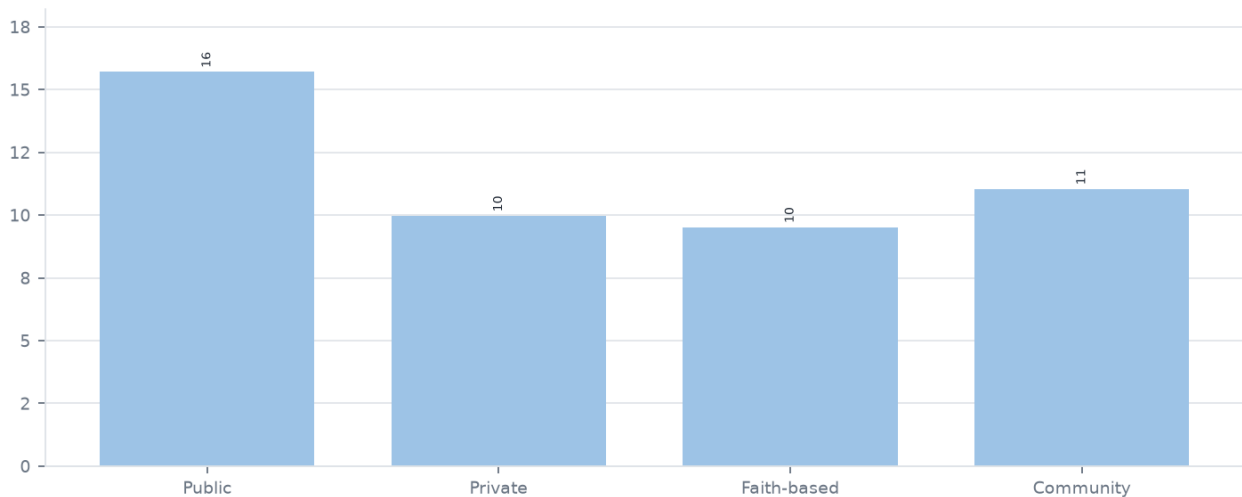
County	Students	Teachers	STR
Bomi	2,547	213	12.0
Bong	11,549	1,165	9.9
Gbarpolu	1,329	168	7.9
Grand Bassa	8,192	625	13.1
Grand Cape Mount	3,245	333	9.7
Grand Gedeh	4,965	317	15.7
Grand Kru	2,233	210	10.6
Lofa	8,289	798	10.4
Margibi	18,056	1,858	9.7
Maryland	6,984	486	14.4
Montserrado 1	59,850	5,572	10.7
Montserrado 2	47,308	3,934	12.0
Nimba	18,251	1,632	11.2
River Gee	2,659	198	13.4

County	Students	Teachers	STR
Rivercess	1,057	118	9.0
Sinoe	3,151	286	11.0
Total	199,665	17,913	11.1

Junior high student-teacher ratio (STR) by county, 2026



Junior high student-teacher ratio (STR) by ownership, 2026

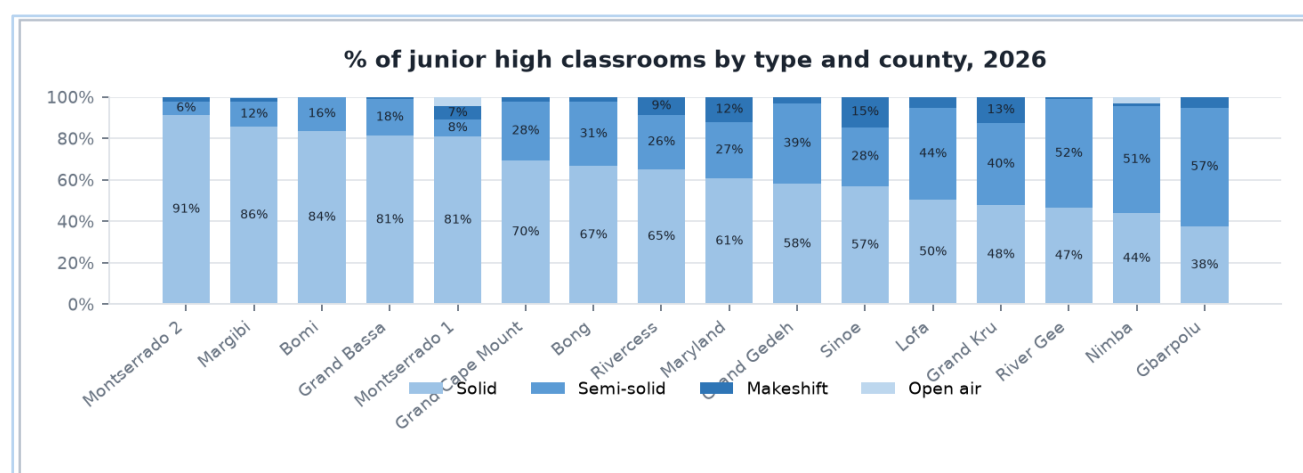
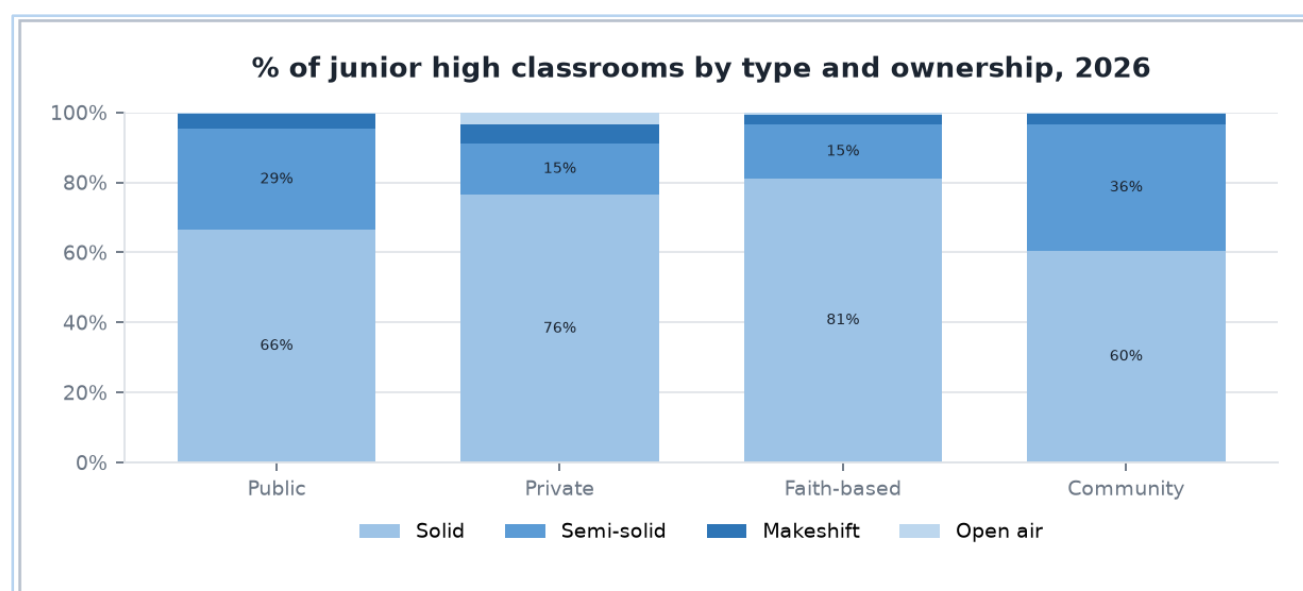


- **Highly Favorable Staffing Ratios:** The national junior high education system operates at an excellent macro average of **11.1 students per teacher**.
- **Low Regional Staffing Pressures:** Teacher density is well-maintained across all regions, peaking at just **15.7 students per teacher in Grand Gedeh**.
- **Extreme Resource Saturation in Gbarpolu:** Reflecting exceptionally thin student enrollment, Gbarpolu records a lowest-tier ratio of just **7.9 students per teacher**.

8.2.3 Classrooms

Table 72. Number and % of junior high school classrooms by ownership, 2026

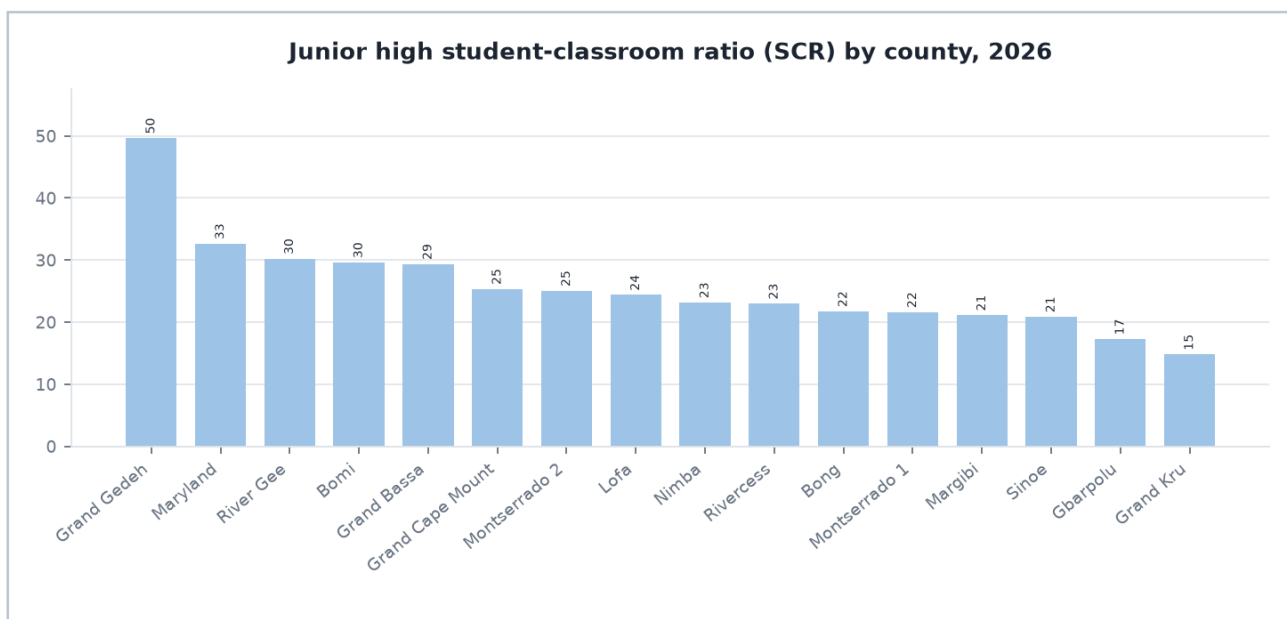
Ownership	Total	Solid		Semi-solid		Makeshift		Open air	
		Count	% total	Count	% total	Count	% total	Count	% total
Public	1,728	1,149	66.5%	496	28.7%	75	4.3%	8	0.5%
Private	3,716	2,839	76.4%	550	14.8%	198	5.3%	129	3.5%
Faith-based	2,814	2,283	81.1%	430	15.3%	83	2.9%	18	0.6%
Community	235	142	60.4%	85	36.2%	7	3.0%	1	0.4%
Total	8,493	6,413	75.5%	1,561	18.4%	363	4.3%	156	1.8%



- **Non-State Classroom Infrastructure Dominance:** Private and Faith-based networks control the vast majority of physical spaces, operating a combined **76.9% (6,530)** of all JSS classrooms.
- **High Infrastructure Quality in Faith-Based Schools:** Faith-based institutions maintain the sturdiest infrastructure, with **81.1% of their classrooms** built as solid permanent structures.
- **State Classroom Footprint Deficit:** Government-run public schools control only **20.3% (1,728)** of the country's junior high school classrooms.

Table 73. Number of junior high school classrooms and student-classroom ratio (SCR) by county and type, 2026

County	Total	Solid	Semi-solid	Makeshift	Open air	SCR
Bomi	86	72	14	0	0	29.6
Bong	531	354	164	13	0	21.7
Gbarpolu	77	29	44	4	0	17.3
Grand Bassa	279	227	49	3	0	29.4
Grand Cape Mount	128	89	36	3	0	25.4
Grand Gedeh	100	58	39	3	0	49.6
Grand Kru	151	72	60	19	0	14.8
Lofa	340	171	151	18	0	24.4
Margibi	855	734	100	17	4	21.1
Maryland	214	130	58	26	0	32.6
Montserrado 1	2,771	2,246	220	183	122	21.6
Montserrado 2	1,888	1,727	120	37	4	25.1
Nimba	788	347	405	10	26	23.2
River Gee	88	41	46	1	0	30.2
Rivercess	46	30	12	4	0	23.0
Sinoe	151	86	43	22	0	20.9
Total	8,493	6,413	1,561	363	156	23.5



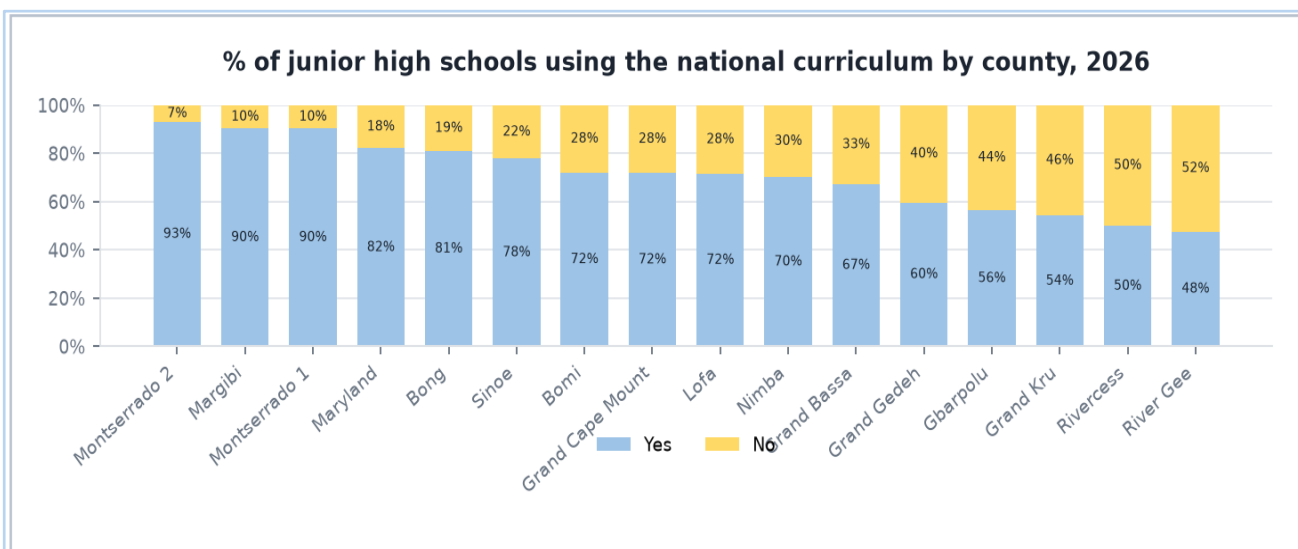
- **Dominance of Solid Classrooms:** Out of **8,493** total junior high classrooms nationwide, **75.5% (6,413)** are constructed as solid permanent facilities.
- **Critical Overcrowding in Grand Gedeh:** Classroom density hits full crisis levels in **Grand Gedeh County** with an **SCR of 49.6**, far exceeding the national average of 23.5.
- **Structural Vulnerability in Montserrado 1:** Despite urban development, Montserrado 1 holds the highest concentration of temporary spaces, operating **183 makeshift and 122 open-air classrooms**.

8.2.4 Curriculum and Textbook

Table 74. Number and % of junior high schools using national curriculum by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	43	31	72.1%	12	27.9%
Bong	215	174	80.9%	41	19.1%
Gbarpolu	39	22	56.4%	17	43.6%
Grand Bassa	113	76	67.3%	37	32.7%
Grand Cape Mount	64	46	71.9%	18	28.1%
Grand Gedeh	57	34	59.6%	23	40.4%
Grand Kru	48	26	54.2%	22	45.8%
Lofa	137	98	71.5%	39	28.5%
Margibi	319	288	90.3%	31	9.7%
Maryland	78	64	82.1%	14	17.9%
Montserrado 1	915	826	90.3%	89	9.7%

County	Total	Yes		No	
		Count	% total	Count	% total
Montserrado 2	689	641	93.0%	48	7.0%
Nimba	298	209	70.1%	89	29.9%
River Gee	42	20	47.6%	22	52.4%
Rivercess	34	17	50.0%	17	50.0%
Sinoe	72	56	77.8%	16	22.2%
Total	3,163	2,628	83.1%	535	16.9%

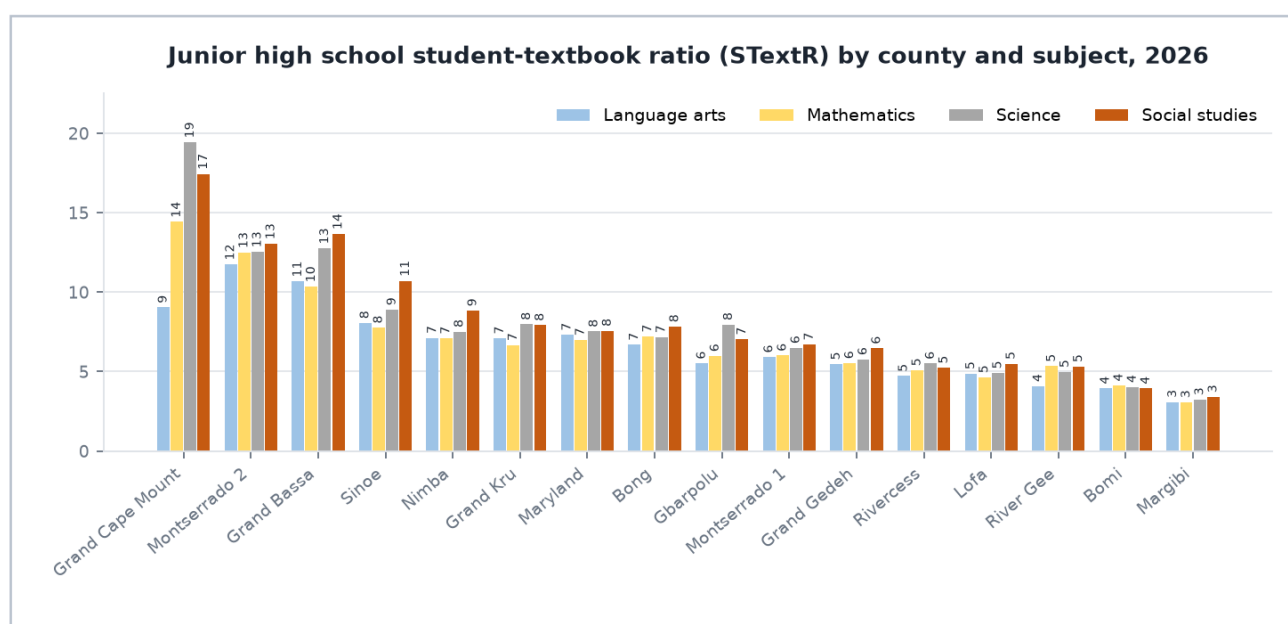


- **Widespread Curricular Non-Compliance:** A significant **16.9% of junior high schools nationwide (535 institutions)** fail to implement the national curriculum.
- **Critical Operational Deficits in River Gee:** Non-compliance peaks dramatically in the interior, with **52.8% of schools in River Gee** and **50.0% in Rivercess** operating entirely outside the standard national curriculum framework.
- **Strong Urban District Compliance:** Adherence to the national curriculum is highest in developed school systems, led by **Montserrado 2 (93.0%)** and **Margibi (90.3%)**.

Table 75. Junior high school student-textbook ratio (STextR) by county and subject, 2026

County	Language arts	Mathematics	Science	Social studies
Bomi	3.9	4.1	4.0	3.9
Bong	6.7	7.2	7.2	7.8
Gbarpolu	5.5	6.0	8.0	7.0
Grand Bassa	10.7	10.4	12.8	13.7
Grand Cape Mount	9.0	14.4	19.4	17.4
Grand Gedeh	5.5	5.5	5.8	6.5
Grand Kru	7.1	6.7	8.0	7.9

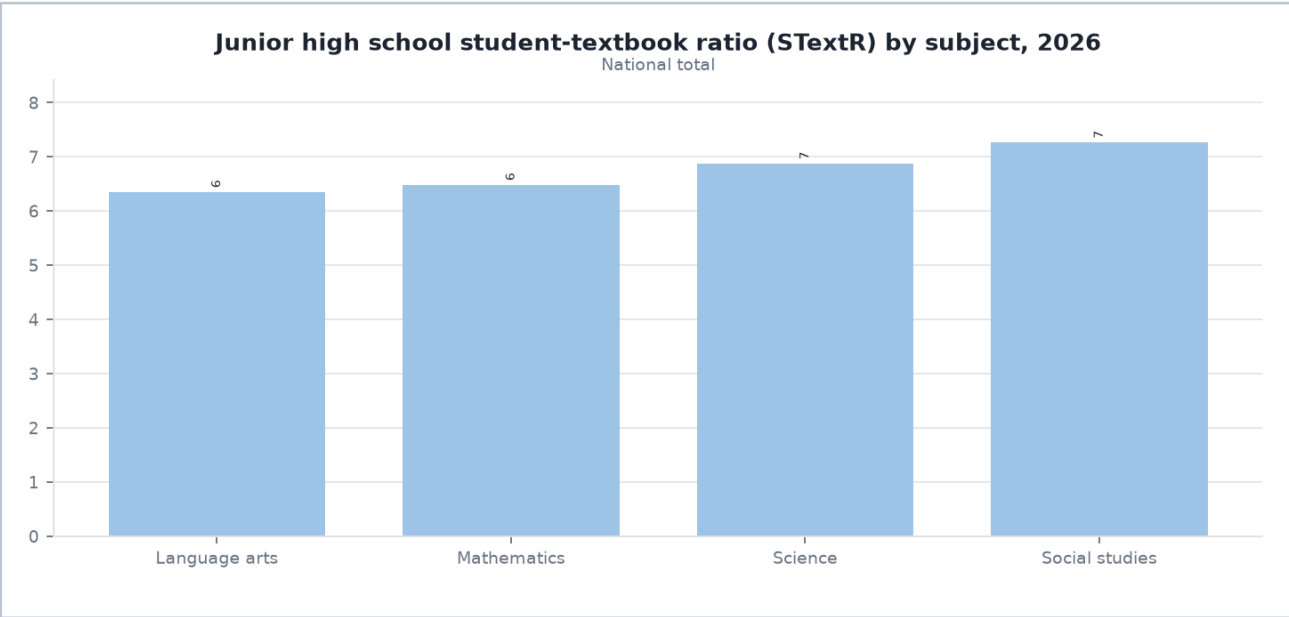
County	Language arts	Mathematics	Science	Social studies
Lofa	4.9	4.6	4.9	5.5
Margibi	3.1	3.1	3.2	3.4
Maryland	7.3	7.0	7.5	7.6
Montserrado 1	5.9	6.0	6.5	6.7
Montserrado 2	11.7	12.5	12.5	13.1
Nimba	7.1	7.1	7.5	8.8
River Gee	4.1	5.3	5.0	5.3
Rivercess	4.7	5.1	5.5	5.2
Sinoe	8.1	7.8	8.9	10.7



- **Acute Secondary Textbook Scarcity:** Learning resource deficits are severe across the southeast, peaking inside **Grand Cape Mount at a critical 19.4 students per Science book** and 17.4 per Social Studies book.
- **Deep Supply Gaps in Grand Bassa:** Textbook access is highly constrained in Grand Bassa, tracking at **13.7 students per book for Social Studies** and 12.8 for Science.
- **Urban Core Resource Constraints:** Major urban systems reflect strong textbook deficits, holding a high ratio of **13.1 students per book in Montserrado 2** for Social Studies.

Table 76. Junior high school student-textbook ratio (STextR) by grade and subject, 2026

Grade	Language arts	Mathematics	Science	Social studies
Grade 7	6.8	6.9	7.3	7.7
Grade 8	6.3	6.5	6.9	7.2
Grade 9	6.0	6.1	6.5	6.8



- **Severe Resource Gaps in Public Schools:** Government-run public junior high schools face severe textbook shortages, averaging a high **9.3 students per textbook for Social Studies** and 8.6 for Science.
- **Favorable Private and Faith-Based Supplies:** Faith-based and Private institutions maintain the best book tracking, keeping ratios lower at **5.6 to 6.2 students per book** across all core subjects.
- **Community Sector Strain:** Community-managed schools struggle with textbook availability, requiring **7.3 students to share a single Science textbook**.

Table 77. Junior high school student-textbook ratio (STextR) by ownership and subject, 2026

Ownership	Language arts	Mathematics	Science	Social studies
Public	7.6	7.9	8.6	9.3
Private	6.1	6.2	6.4	7.0
Faith-based	5.6	5.7	6.1	6.1
Community	6.3	6.4	7.3	7.2

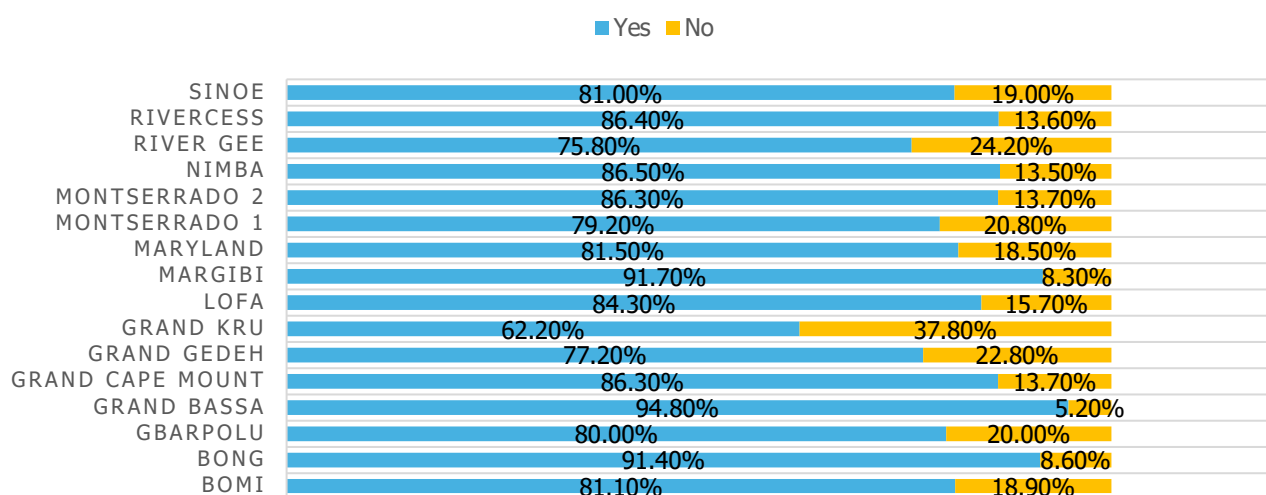
- **Severe Scarcity at Entry Level:** Textbook shortages are most acute for younger learners, starting at a high **7.7 students per textbook for Social Studies in Grade 7**.
- **Minor Grade-Level Improvement:** Book availability improves slightly as student numbers thin out in higher grades, down to **6.0 students per book for Language Arts by Grade 9**.
- **Systemic Resource Gaps:** Across all junior high grades, the student-to-textbook ratio **never falls below 6.0 for any subject**, confirming a major national supply gap.

8.2.5 Facilities

Table 78. Number and % of junior high schools with and without access to water by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	37	30	81.1%	7	18.9%
Bong	186	170	91.4%	16	8.6%
Gbarpolu	30	24	80.0%	6	20.0%
Grand Bassa	97	92	94.8%	5	5.2%
Grand Cape Mount	51	44	86.3%	7	13.7%
Grand Gedeh	57	44	77.2%	13	22.8%
Grand Kru	45	28	62.2%	17	37.8%
Lofa	121	102	84.3%	19	15.7%
Margibi	324	297	91.7%	27	8.3%
Maryland	65	53	81.5%	12	18.5%
Montserrado 1	893	707	79.2%	186	20.8%
Montserrado 2	722	623	86.3%	99	13.7%
Nimba	282	244	86.5%	38	13.5%
River Gee	33	25	75.8%	8	24.2%
Rivercess	22	19	86.4%	3	13.6%
Sinoe	63	51	81.0%	12	19.0%
Total	3,028	2,553	84.3%	475	15.7%

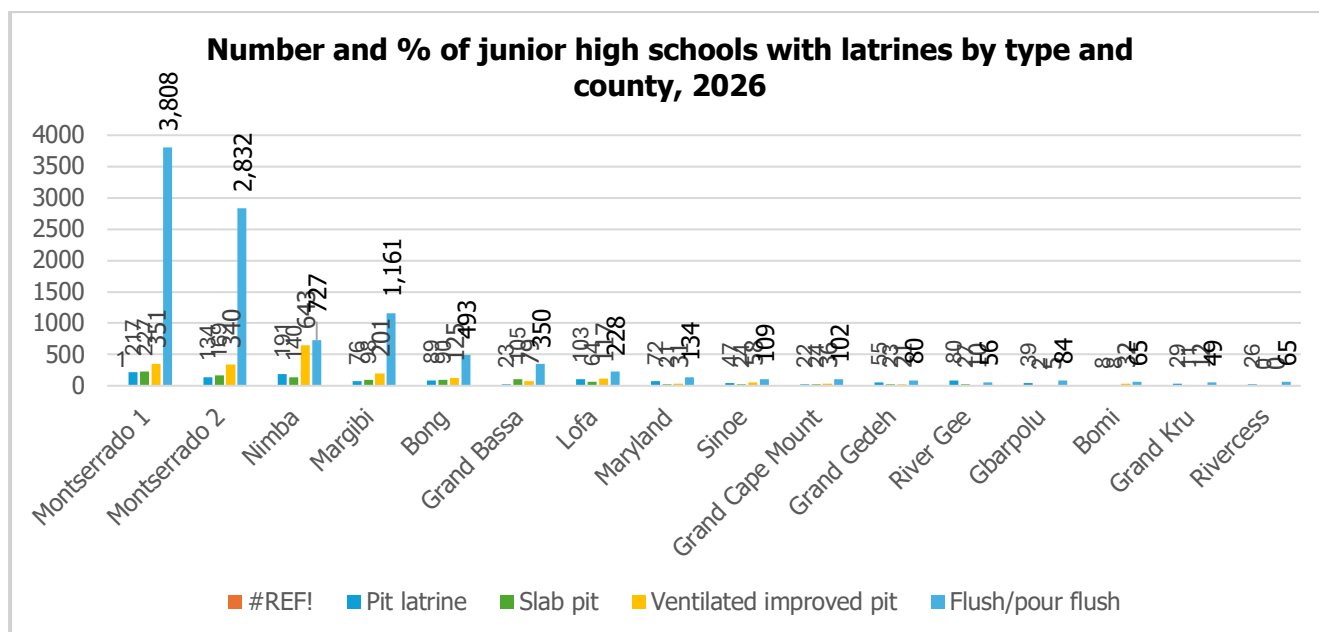
% OF JUNIOR HIGH SCHOOLS WITH AND WITHOUT ACCESS TO WATER BY COUNTY, 2026



- **Widespread Exclusion from Water Supply:** A severe **15.7% of all junior high schools in Liberia (475 facilities)** operate with zero access to water.
- **Critical Water Deficits in Grand Kru:** The water infrastructure crisis peaks sharply in **Grand Kru County, where 37.8% of secondary facilities completely lack access to water.**
- **High Water Integration in Urban Centers:** Basic water utilities are most reliably integrated into schools in **Grand Bassa (94.8% access)** and **Margibi (91.7% access).**

Table 79. Number and % of junior high schools with latrines by type and county, 2026

County	Total	Pit latrine		Slab pit		Ventilated improved pit		Flush/pour flush	
		Count	% total	Count	% total	Count	% total	Count	% total
Bomi	113	8	7.1%	8	7.1%	32	28.3%	65	57.5%
Bong	797	89	11.2%	90	11.3%	125	15.7%	493	61.9%
Gbarpolu	130	39	30.0%	2	1.5%	5	3.8%	84	64.6%
Grand Bassa	557	23	4.1%	105	18.9%	79	14.2%	350	62.8%
Grand Cape Mount	184	22	12.0%	24	13.0%	36	19.6%	102	55.4%
Grand Gedeh	179	55	30.7%	23	12.8%	21	11.7%	80	44.7%
Grand Kru	101	29	28.7%	11	10.9%	12	11.9%	49	48.5%
Lofa	512	103	20.1%	64	12.5%	117	22.9%	228	44.5%
Margibi	1,536	76	4.9%	98	6.4%	201	13.1%	1,161	75.6%
Maryland	258	72	27.9%	21	8.1%	31	12.0%	134	51.9%
Montserrado 1	4,603	217	4.7%	227	4.9%	351	7.6%	3,808	82.7%
Montserrado 2	3,475	134	3.9%	169	4.9%	340	9.8%	2,832	81.5%
Nimba	1,701	191	11.2%	140	8.2%	643	37.8%	727	42.7%
River Gee	173	80	46.2%	27	15.6%	10	5.8%	56	32.4%
Rivercess	91	26	28.6%	0	0.0%	0	0.0%	65	71.4%
Sinoe	238	47	19.7%	24	10.1%	58	24.4%	109	45.8%
Total	14,648	1,211	8.3%	1,033	7.1%	2,061	14.1%	10,343	70.6%



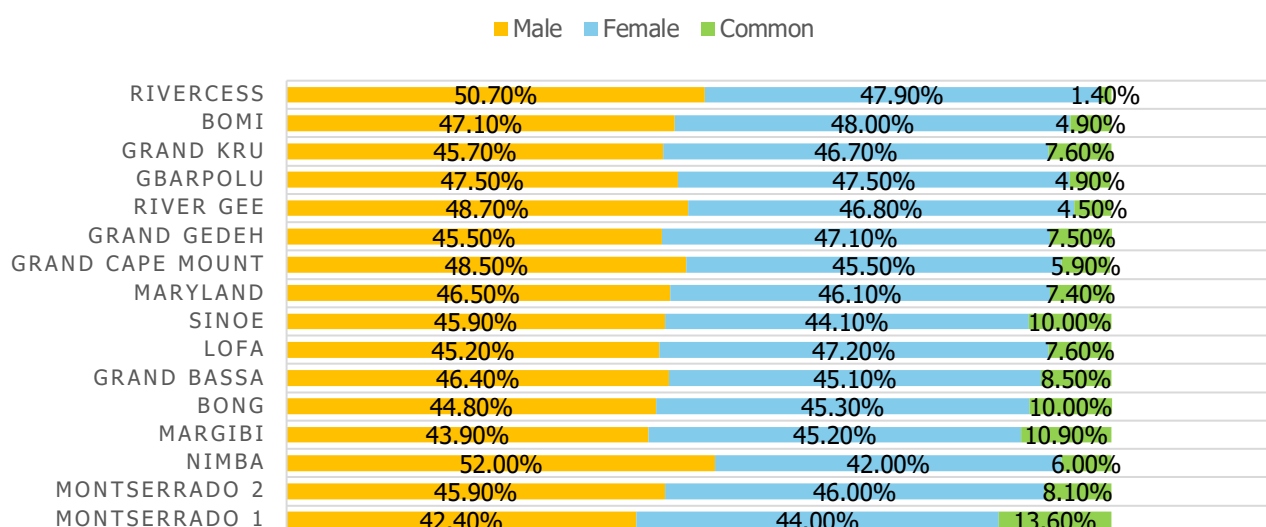
- **Dominance of Flush Sanitation Options:** Modern flush or pour-flush toilets make up the vast majority of secondary sanitation infrastructure, representing **70.6% (10,343 facilities) of the total JSS toilet supply**.
- **High Flush Concentration in Urban Core Areas:** Modern plumbing is deeply centralized in wealthy urban networks, filling **82.7% of the toilet layouts in Montserrado 1** and 81.5% in Montserrado 2.
- **Heavy Rural Pit Latrine Reliance:** Remote interior secondary schools remain dependent on basic setups, with unimproved pit toilets making up **46.2% of the sanitation facilities in River Gee**.

Table 80. Number of junior high schools with latrines by gender and county, 2026

County	Total	Male		Female		Common	
		Count	% total	Count	% total	Count	% total
Bomi	102	48	47.1%	49	48.0%	5	4.9%
Bong	804	360	44.8%	364	45.3%	80	10.0%
Gbarpolu	122	58	47.5%	58	47.5%	6	4.9%
Grand Bassa	519	241	46.4%	234	45.1%	44	8.5%
Grand Cape Mount	202	98	48.5%	92	45.5%	12	5.9%
Grand Gedeh	187	85	45.5%	88	47.1%	14	7.5%
Grand Kru	105	48	45.7%	49	46.7%	8	7.6%
Lofa	449	203	45.2%	212	47.2%	34	7.6%
Margibi	1,537	674	43.9%	695	45.2%	168	10.9%
Maryland	217	101	46.5%	100	46.1%	16	7.4%
Montserrado 1	4,009	1,700	42.4%	1,763	44.0%	546	13.6%
Montserrado 2	3,178	1,459	45.9%	1,463	46.0%	256	8.1%

County	Total	Male		Female		Common	
		Count	% total	Count	% total	Count	% total
Nimba	1,645	856	52.0%	691	42.0%	98	6.0%
River Gee	156	76	48.7%	73	46.8%	7	4.5%
Rivercess	73	37	50.7%	35	47.9%	1	1.4%
Sinoe	229	105	45.9%	101	44.1%	23	10.0%
Total	13,534	6,149	45.4%	6,067	44.8%	1,318	9.7%

PERCENTAGE OF JUNIOR HIGH SCHOOLS WITH LATRINES BY GENDER AND COUNTY, 2026

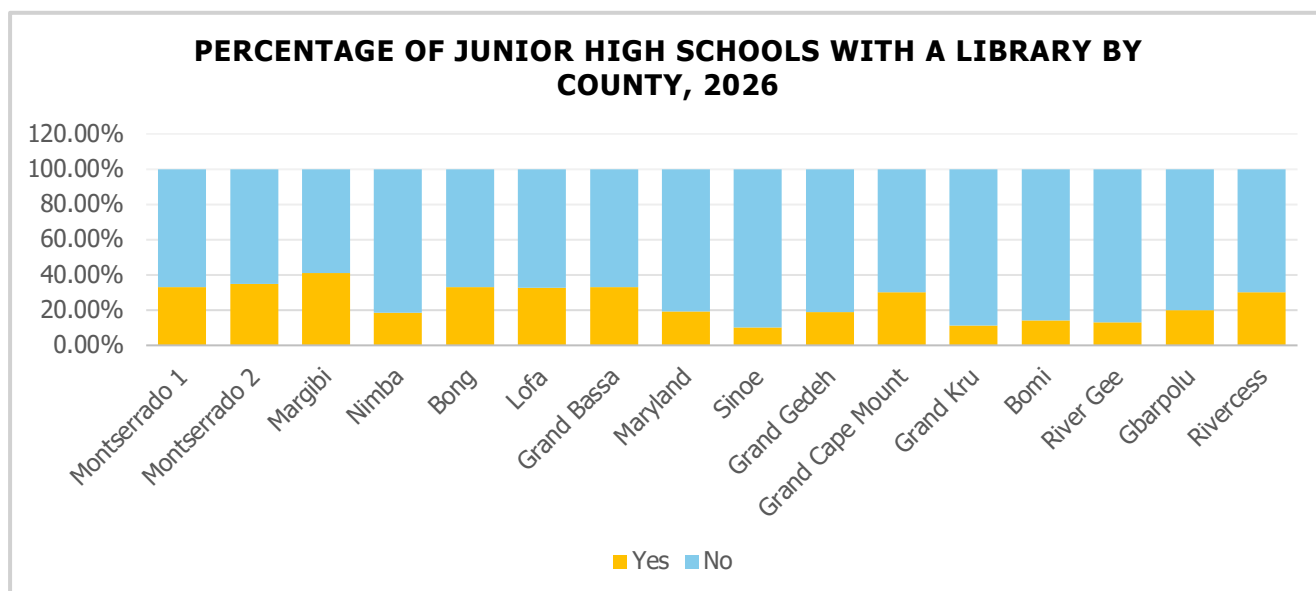


- **Strong Female-Segregated Latrine Layouts:** Gender-segregated infrastructure is highly prioritized at the junior high level, with female-specific toilets making up **44.8% (6,067 facilities)** of the total layout.
- **High Common Toilet Sharing in Urban Hubs:** Shared, non-gender-segregated facilities are heavily concentrated within large school districts, comprising **13.6% (546 facilities)** of the toilet layout in Montserrado 1.
- **Excellent Segregation Balance in Nimba:** Nimba County maintains a highly balanced layout, assigning **52.0% of its secondary toilets exclusively for male students** and 42.0% for female students.

Table 81. Number and % of junior high schools with a library by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	35	5	14.3%	30	85.7%
Bong	179	59	33.0%	120	67.0%
Gbarpolu	30	6	20.0%	24	80.0%
Grand Bassa	94	31	33.0%	63	67.0%

County	Total	Yes		No	
		Count	% total	Count	% total
Grand Cape Mount	50	15	30.0%	35	70.0%
Grand Gedeh	53	10	18.9%	43	81.1%
Grand Kru	45	5	11.1%	40	88.9%
Lofa	114	37	32.5%	77	67.5%
Margibi	308	126	40.9%	182	59.1%
Maryland	62	12	19.4%	50	80.6%
Montserrado 1	795	263	33.1%	532	66.9%
Montserrado 2	623	218	35.0%	405	65.0%
Nimba	261	48	18.4%	213	81.6%
River Gee	31	4	12.9%	27	87.1%
Rivercess	20	6	30.0%	14	70.0%
Sinoe	58	6	10.3%	52	89.7%
Total	2,758	851	30.9%	1,907	69.1%



- **Severe Nationwide Secondary Library Gap:** A staggering **69.1% of junior high schools in Liberia (1,907 schools)** operate with completely non-existent library spaces.
- **Near-Total Book Deprivation in Sinoe:** The lack of reading facilities is most severe in **Sinoe County, where 89.7% of junior high options completely lack a library**, closely followed by Grand Kru at 88.9%.
- **Urban Center Library Supply Lead:** Library availability is highest inside **Margibi County (40.9% access)**, though more than half of its junior high schools still lack a library.

Table 82. Number and % of junior high schools with access to facilities by county, 2026

County	Total	Science lab		Computer lab		Girls changing room		Student computers		Internet	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	18	1	5.6%	8	44.4%	1	5.6%	4	22.2%	4	22.2%
Bong	120	19	15.8%	47	39.2%	12	10.0%	28	23.3%	14	11.7%
Gbarpolu	15	2	13.3%	5	33.3%	1	6.7%	4	26.7%	3	20.0%
Grand Bassa	54	16	29.6%	17	31.5%	7	13.0%	11	20.4%	3	5.6%
Grand Cape Mount	38	4	10.5%	12	31.6%	4	10.5%	11	28.9%	7	18.4%
Grand Gedeh	34	1	2.9%	12	35.3%	5	14.7%	8	23.5%	8	23.5%
Grand Kru	14	0	0.0%	6	42.9%	0	0.0%	6	42.9%	2	14.3%
Lofa	63	3	4.8%	27	42.9%	7	11.1%	21	33.3%	5	7.9%
Margibi	255	39	15.3%	86	33.7%	32	12.5%	70	27.5%	28	11.0%
Maryland	34	5	14.7%	12	35.3%	6	17.6%	6	17.6%	5	14.7%
Montserrado 1	772	121	15.7%	283	36.7%	114	14.8%	172	22.3%	82	10.6%
Montserrado 2	635	81	12.8%	264	41.6%	79	12.4%	141	22.2%	70	11.0%
Nimba	168	13	7.7%	67	39.9%	21	12.5%	38	22.6%	29	17.3%
River Gee	15	1	6.7%	5	33.3%	5	33.3%	3	20.0%	1	6.7%
Rivercess	16	1	6.2%	6	37.5%	3	18.8%	5	31.2%	1	6.2%
Sinoe	22	3	13.6%	10	45.5%	1	4.5%	7	31.8%	1	4.5%
Total	2,273	310	13.6%	867	38.1%	298	13.1%	535	23.5%	263	11.6%

- **Severe Science and Digital Gaps:** Specialized academic infrastructure is rare across the country's **2,273 tracked junior high schools**, with a minor **13.6% holding a science lab** and only **11.6% possessing internet access**.
- **High Science Lab Saturation in Grand Bassa:** In a notable exception to national trends, **Grand Bassa County leads in science facility integration**, with 29.6% of its junior high schools operating a science laboratory.
- **Critical Lack of Science Labs in Grand Kru:** STEM tracking faces an absolute breakdown in the southeast, where **0.0% of Grand Kru's 14 junior high schools hold a functional science laboratory**.

8.2.6 Management

Table 83. Number and % of junior high schools with a functioning parent teacher association (PTA) by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	33	33	100.0%	0	0.0%

County	Total	Yes		No	
		Count	% total	Count	% total
Bong	173	169	97.7%	4	2.3%
Gbarpolu	27	25	92.6%	2	7.4%
Grand Bassa	88	84	95.5%	4	4.5%
Grand Cape Mount	42	39	92.9%	3	7.1%
Grand Gedeh	51	49	96.1%	2	3.9%
Grand Kru	42	41	97.6%	1	2.4%
Lofa	112	109	97.3%	3	2.7%
Margibi	299	285	95.3%	14	4.7%
Maryland	62	60	96.8%	2	3.2%
Montserrado 1	784	733	93.5%	51	6.5%
Montserrado 2	638	603	94.5%	35	5.5%
Nimba	262	257	98.1%	5	1.9%
River Gee	32	30	93.8%	2	6.2%
Rivercess	22	22	100.0%	0	0.0%
Sinoe	57	56	98.2%	1	1.8%
Total	2,724	2,595	95.3%	129	4.7%

- **Universal PTA Group Penetration:** Parent-Teacher Associations are universally established and active at the JSS level, with an exceptional **95.3% of all schools (2,595 schools)** maintaining a functioning PTA.
- **Flawless Community Ties in Rivercess and Bomi:** Active parent networks achieve perfect institutional engagement inside **Rivercess and Bomi counties, registering a flawless 100.0% PTA activation rate.**
- **Lowest Community Ties in Gbarpolu:** Parent involvement drops to its lowest national level within **Gbarpolu County**, though activation remains high at **92.6%.**

Table 84. Number and % of junior high schools with a functioning school management committee by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	33	23	69.7%	10	30.3%
Bong	161	122	75.8%	39	24.2%
Gbarpolu	19	5	26.3%	14	73.7%
Grand Bassa	76	63	82.9%	13	17.1%
Grand Cape Mount	37	24	64.9%	13	35.1%
Grand Gedeh	44	28	63.6%	16	36.4%
Grand Kru	30	14	46.7%	16	53.3%
Lofa	91	60	65.9%	31	34.1%

County	Total	Yes		No	
		Count	% total	Count	% total
Margibi	282	213	75.5%	69	24.5%
Maryland	55	38	69.1%	17	30.9%
Montserrado 1	740	623	84.2%	117	15.8%
Montserrado 2	591	493	83.4%	98	16.6%
Nimba	214	143	66.8%	71	33.2%
River Gee	29	17	58.6%	12	41.4%
Rivercess	19	14	73.7%	5	26.3%
Sinoe	48	25	52.1%	23	47.9%
Total	2,469	1,905	77.2%	564	22.8%

- **Strong Management Committee Oversight:** School Management Committees (SMCs) are securely established at the junior high tier, with **77.2% of facilities (1,905 schools)** maintaining an active committee.
- **Stellar Institutional Governance in Urban Centers:** Effective administrative oversight is strongest in developed urban networks, led by **Montserrado 1 (84.2%)** and **Montserrado 2 (83.4%)**.
- **Severe Management Committee Breakdown in Gbarpolu:** Systemic governance faces a massive breakdown in **Gbarpolu County, where a staggering 73.7% of junior high schools function without a management committee.**

8.3 Student Flow

8.3.1 Promotion rate

Table 85. Junior high school promotion rate by county and grade, 2026

County	Grade 7	Grade 8	Grade 9
Bomi	62.1%	63.2%	29.1%
Bong	92.2%	96.4%	84.8%
Gbarpolu	64.9%	82.9%	69.8%
Grand Bassa	94.4%	94.6%	85.8%
Grand Cape Mount	70.6%	74.4%	50.5%
Grand Gedeh	92.5%	92.4%	82.4%
Grand Kru	73.6%	69.4%	63.4%
Lofa	85.5%	84.6%	82.5%
Margibi	95.7%	98.7%	94.9%
Maryland	81.0%	83.2%	75.6%
Montserrado 1	96.2%	95.0%	83.4%
Montserrado 2	99.4%	102.1%	86.9%
Nimba	82.9%	83.6%	73.7%

County	Grade 7	Grade 8	Grade 9
River Gee	74.7%	79.5%	72.1%
Rivercess	62.4%	63.4%	52.4%
Sinoe	71.7%	75.5%	79.4%

Note: Promotion rate = pupils advancing to the next grade in 2025/26 (next-grade enrolment minus its repeaters) over this grade's 2024/25 enrolment (reconstructed cohort). KG2, Grade 6 and Grade 9 promote into the next level. 2024/25 enrolment is from the raw prior-year census.

- **Data Overlap Distortions:** Reconstructed student tracks show an impossible promotion rate exceeding 100%—specifically **102.1% in Grade 8 inside Montserrado 2**—indicating significant inner-city school switching or late re-entry.
- **Severe Grade 9 Graduation Deficit:** Real academic graduation plummets to critical lows in western coastal belts, with **Bomi County recording a catastrophic promotion rate of just 29.1% in Grade 9.**
- **Weak Southeastern Performance Flows:** Southeastern junior high networks struggle to progress students out of the system, with **Rivercess recording weak promotion rates of 62.4% in Grade 7** and 52.4% in Grade 9.

8.3.2 Repetition rate

Table 86. Junior high school repetition rate by county and grade, 2026

County	Grade 7	Grade 8	Grade 9
Bomi	5.7%	8.9%	8.2%
Bong	7.4%	2.6%	2.1%
Gbarpolu	3.1%	3.2%	2.7%
Grand Bassa	5.0%	4.3%	3.1%
Grand Cape Mount	8.3%	8.0%	6.8%
Grand Gedeh	2.4%	5.3%	1.4%
Grand Kru	5.4%	4.3%	4.4%
Lofa	5.2%	5.0%	3.8%
Margibi	5.8%	5.6%	5.4%
Maryland	4.1%	4.2%	5.2%
Montserrado 1	3.3%	2.1%	2.0%
Montserrado 2	2.8%	2.1%	1.9%
Nimba	3.4%	2.9%	2.7%
River Gee	4.3%	5.1%	4.2%
Rivercess	3.5%	4.1%	1.1%
Sinoe	4.4%	5.2%	2.4%

- **Elevated Baseline Retention in Bomi:** Junior high school (JSS) grade blockages are most prominent in Bomi County, with repetition tracking at **5.7% in Grade 7 and rising to 8.9% by Grade 8.**
- **Elevated Grade 7 Retention in Bong:** Entry-level junior high students face initial academic stagnation inside **Bong County, which registers a 7.4% repetition rate in Grade 7.**
- **Strong Secondary Flow in Rivercess:** Outside of Bomi and Bong, grade progression is exceptionally smooth in Rivercess, where the Grade 9 repetition rate drops to an absolute low of **1.1%.**

Table 87. Junior high school repetition rate for female by county and grade, 2026

County	Grade 7	Grade 8	Grade 9
Bomi	5.8%	8.8%	9.8%
Bong	7.4%	2.6%	1.9%
Gbarpolu	3.2%	2.0%	3.6%
Grand Bassa	4.6%	3.4%	2.6%
Grand Cape Mount	7.7%	8.5%	6.3%
Grand Gedeh	2.5%	5.1%	1.3%
Grand Kru	3.8%	4.4%	6.0%
Lofa	5.4%	6.7%	3.4%
Margibi	5.0%	5.4%	5.3%
Maryland	3.2%	3.1%	4.9%
Montserrado 1	2.2%	2.1%	1.9%
Montserrado 2	2.1%	2.0%	1.9%
Nimba	3.4%	2.8%	2.1%
River Gee	3.4%	4.8%	3.1%
Rivercess	3.8%	4.7%	1.6%
Sinoe	4.0%	6.3%	1.7%

- **Elevated Female Drop-Out Blockages:** Junior high school girls face considerable grade retention across Bomi County, with female repetition tracking at **8.8% in Grade 8 and rising to a high 9.8% by Grade 9.**
- **Cape Mount Secondary Stagnation:** Grand Cape Mount County logs noticeable grade retention for adolescent girls, registering a **8.5% female repetition rate** at the Grade 8 tier.
- **Strong Female Secondary Flow in Urban Systems:** Urban environments facilitate smooth upward movement for girls, with female repetition dropping to an absolute low of **1.9% across Grade 9 in Montserrado 1, Montserrado 2, and Bong.**

Table 88. Junior high school repetition rate for male by county and grade, 2026

County	Grade 7	Grade 8	Grade 9
Bomi	5.5%	9.0%	6.5%
Bong	7.3%	2.6%	2.2%
Gbarpolu	2.9%	4.0%	2.0%
Grand Bassa	5.4%	5.2%	3.5%
Grand Cape Mount	8.9%	7.4%	7.4%
Grand Gedeh	2.4%	5.6%	1.5%
Grand Kru	6.9%	4.2%	2.7%
Lofa	5.1%	3.6%	4.1%
Margibi	6.7%	5.8%	5.6%
Maryland	5.1%	5.4%	5.6%
Montserrado 1	4.5%	2.2%	2.0%
Montserrado 2	3.6%	2.2%	2.0%
Nimba	3.5%	3.1%	3.2%
River Gee	5.4%	5.3%	5.3%
Rivercess	3.3%	3.6%	0.7%
Sinoe	4.8%	4.1%	3.1%

- **Elevated Female Drop-Out Blockages:** Junior high school girls face considerable grade retention across Bomi County, with female repetition tracking at **8.8% in Grade 8 and rising to a high 9.8% by Grade 9.**
- **Cape Mount Secondary Stagnation:** Grand Cape Mount County logs noticeable grade retention for adolescent girls, registering a **8.5% female repetition rate** at the Grade 8 tier.
- **Strong Female Secondary Flow in Urban Systems:** Urban environments facilitate smooth upward movement for girls, with female repetition dropping to an absolute low of **1.9% across Grade 9 in Montserrado 1, Montserrado 2, and Bong.**

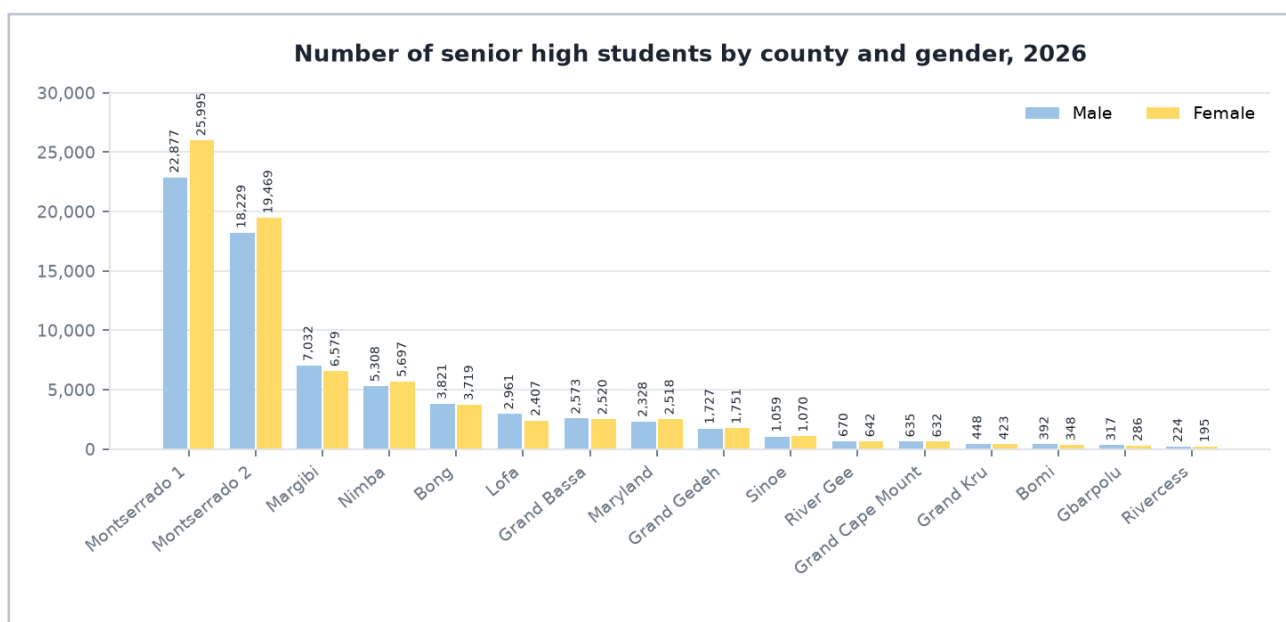
9.0 Senior High Schools (SSS)

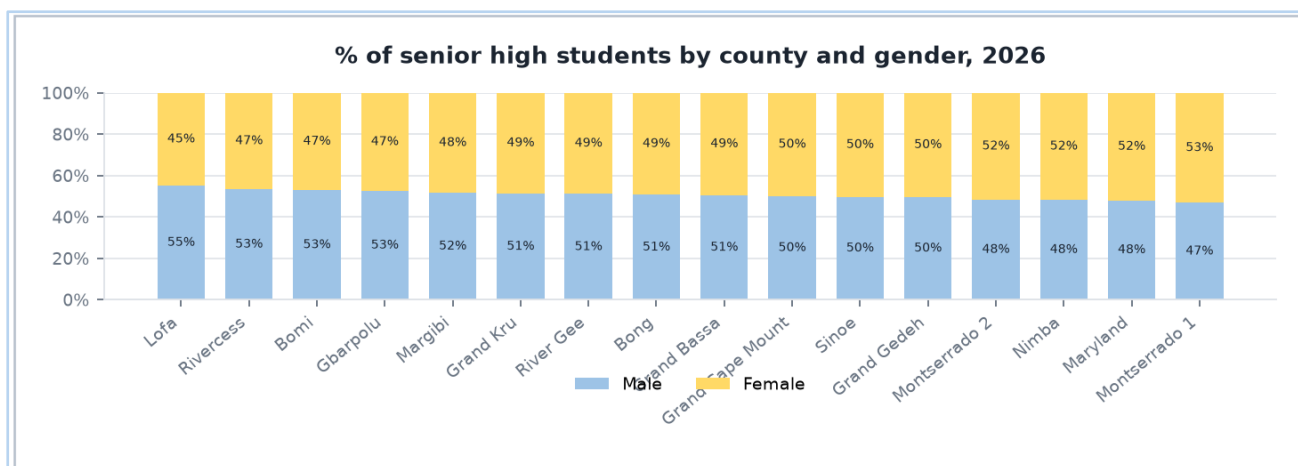
9.1 Access

9.1.1 Enrollment

Table 89. Number of senior high school students by county, grade and gender, 2026

County	Total	Grade 10		Grade 11		Grade 12	
		Male	Female	Male	Female	Male	Female
Bomi	740	176	158	105	84	111	106
Bong	7,540	1,449	1,415	1,242	1,179	1,130	1,125
Gbarpolu	603	130	112	87	88	100	86
Grand Bassa	5,093	950	922	858	803	765	795
Grand Cape Mount	1,267	260	272	196	181	179	179
Grand Gedeh	3,478	626	663	525	539	576	549
Grand Kru	871	210	186	133	116	105	121
Lofa	5,368	1,173	983	984	766	804	658
Margibi	13,611	2,521	2,366	2,227	2,295	2,284	1,918
Maryland	4,846	834	955	794	873	700	690
Montserrado 1	48,872	7,941	8,972	7,548	8,558	7,388	8,465
Montserrado 2	37,698	6,288	6,708	5,985	6,359	5,956	6,402
Nimba	11,005	2,059	2,158	1,643	1,723	1,606	1,816
River Gee	1,312	290	275	229	224	151	143
Rivercess	419	89	80	74	71	61	44
Sinoe	2,129	443	442	260	384	356	244
Total	144,852	25,439	26,667	22,890	24,243	22,272	23,341

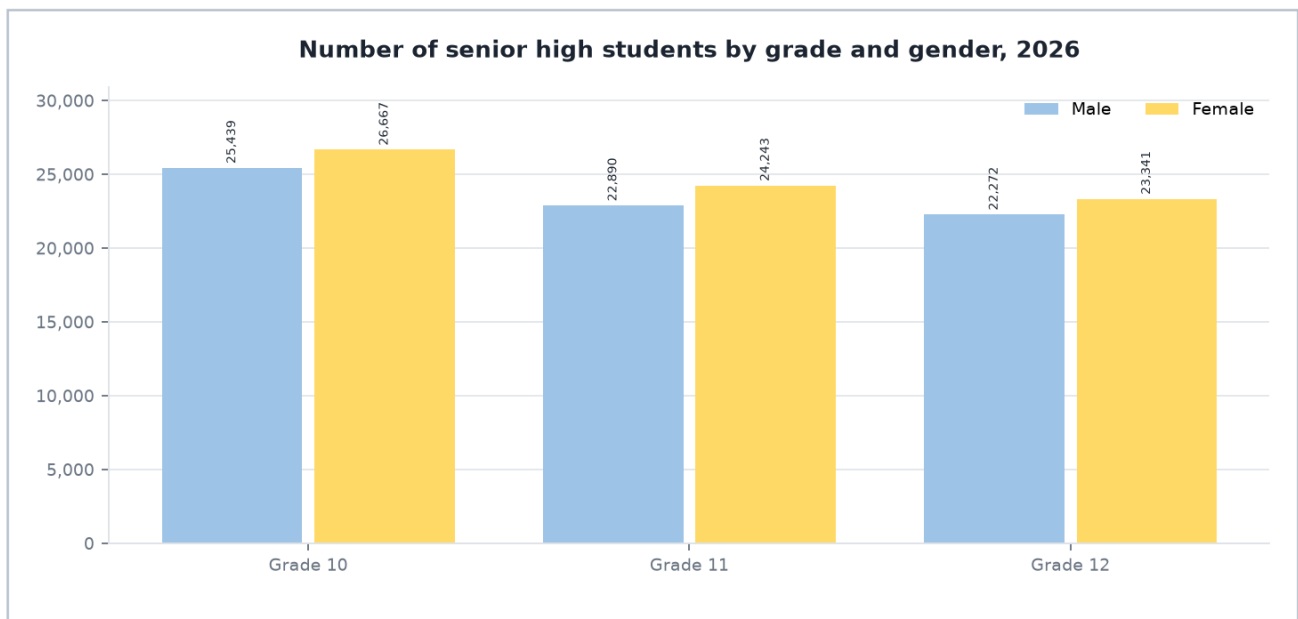
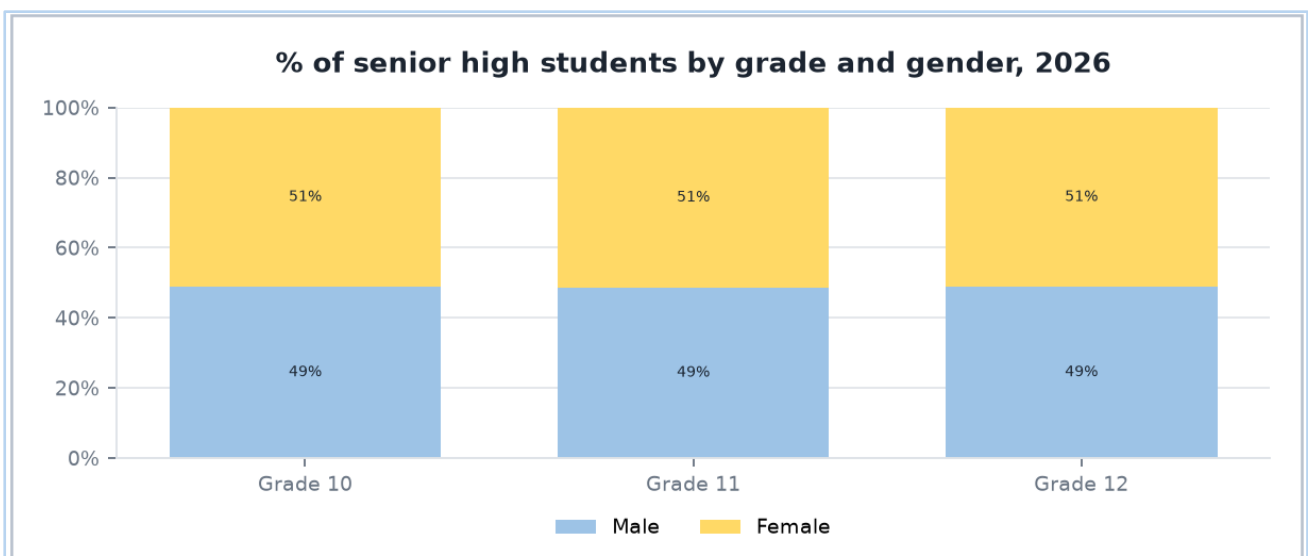




- **Massive Drop in Enrollment:** The senior high school (SSS) tier accommodates **144,852 total students** nationwide, representing a staggering **74.1% collapse** from the primary school volume.
- **Extreme Student Centralization:** Senior high enrollment is overwhelmingly concentrated within developed urban systems, with **Montserrado 1 (48,872)** and **Montserrado 2 (37,698)** collectively holding a massive **59.8% of all SSS learners** in Liberia.
- **Extreme Senior Secondary Deprivation:** Remote coastal and interior counties register tiny student populations at this tier, led by an absolute low of just **419 senior high students across the entirety of Rivercess County**.

Table 90. Number of senior high school students by ownership, grade and gender, 2026

Ownership	Total	Grade 10		Grade 11		Grade 12	
		Male	Female	Male	Female	Male	Female
Public	42,418	7,916	7,978	6,658	6,647	6,705	6,514
Private	51,077	8,778	9,317	8,187	8,757	7,727	8,311
Faith-based	48,471	8,197	8,820	7,566	8,358	7,449	8,081
Community	2,886	548	552	479	481	391	435
Not reported	0	0	0	0	0	0	0
Total	144,852	25,439	26,667	22,890	24,243	22,272	23,341

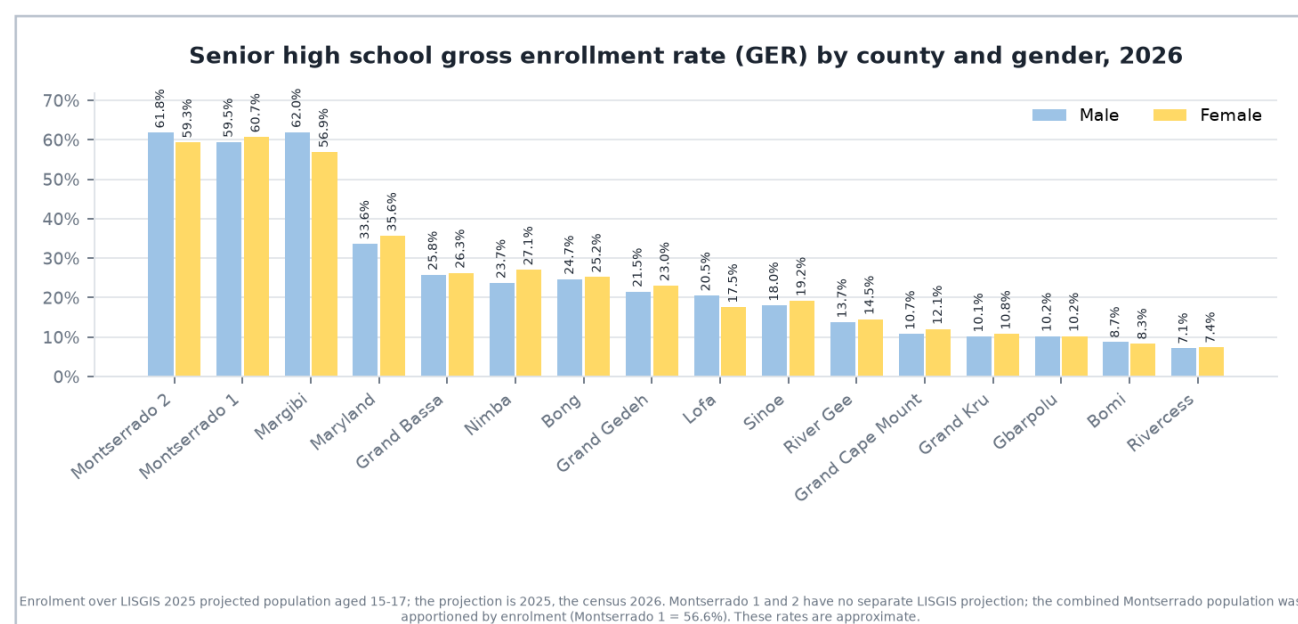


- **Dominance of Non-State Student Absorption:** Non-state providers (Private, Faith-based, and Community) completely dominate senior high enrollment, absorbing **70.7% (102,434 learners)** of the total student body.
- **Private Sector Market Leadership:** Private institutions serve as the single largest provider network at this level, hosting **51,077 senior high students (35.3%)**.
- **State Public Footprint Contraction:** The government primary network fails to retain leadership into upper-secondary education, with public senior high schools enrolling only **29.3% (42,418)** of the nation's SSS students.

Table 91. Senior high school gross enrollment rate (GER) by county and gender, 2026

County	Total	Male	Female
Bomi	8.5%	8.7%	8.3%
Bong	25.0%	24.7%	25.2%
Gbarpolu	10.2%	10.2%	10.2%
Grand Bassa	26.1%	25.8%	26.3%
Grand Cape Mount	11.4%	10.7%	12.1%
Grand Gedeh	22.3%	21.5%	23.0%
Grand Kru	10.4%	10.1%	10.8%
Lofa	19.1%	20.5%	17.5%
Margibi	59.4%	62.0%	56.9%
Maryland	34.6%	33.6%	35.6%
Montserrado 1	60.1%	59.5%	60.7%
Montserrado 2	60.5%	61.8%	59.3%
Nimba	25.4%	23.7%	27.1%
River Gee	14.1%	13.7%	14.5%
Rivercess	7.2%	7.1%	7.4%
Sinoe	18.6%	18.0%	19.2%

Note: Enrolment over LISGIS 2025 projected population aged 15-17. The projection is for 2025 while the census is 2026. Montserrado 1 and 2 have no separate LISGIS population projection; the combined Montserrado projection was apportioned between them in proportion to enrolment (Montserrado 1 = 56.6%). Their rates are therefore approximate.

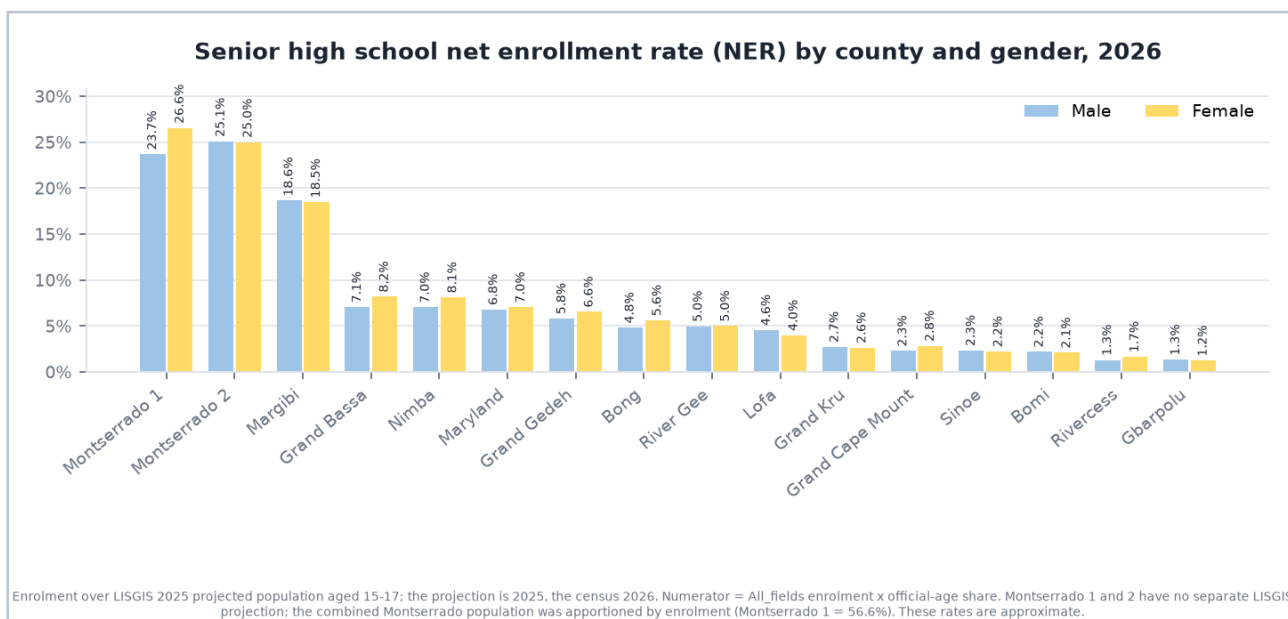


- **Extreme Secondary Access Inequalities:** Senior high gross enrollment varies wildly across the country, from a high of **60.5% in Montserrado 2** and **60.1% in Montserrado 1** down to a critical low of just **7.2% in Rivercess**.
- **Profound Secondary Deprivation in the Interior:** Rural infrastructure limitations suppress gross enrollment rates far below national averages, with **Rivercess (7.2%)**, **Bomi (8.5%)**, and **Gbarpolu (10.2%)** reflecting severe geographic gaps in secondary options.
- **Widespread Regional Female Access Lead:** Female gross enrollment outpaces male participation in specific urban and coastal school systems, peaking at a **3.4% gap in Nimba** (27.1% female vs. 23.7% male).

Table 92. Senior high school net enrollment rate (NER) by county and gender, 2026

County	Total	Male	Female
Bomi	2.1%	2.2%	2.1%
Bong	5.2%	4.8%	5.6%
Gbarpolu	1.3%	1.3%	1.2%
Grand Bassa	7.6%	7.1%	8.2%
Grand Cape Mount	2.6%	2.3%	2.8%
Grand Gedeh	6.2%	5.8%	6.6%
Grand Kru	2.7%	2.7%	2.6%
Lofa	4.3%	4.6%	4.0%
Margibi	18.6%	18.6%	18.5%
Maryland	6.9%	6.8%	7.0%
Montserrado 1	25.2%	23.7%	26.6%
Montserrado 2	25.1%	25.1%	25.0%
Nimba	7.6%	7.0%	8.1%
River Gee	5.0%	5.0%	5.0%
Rivercess	1.5%	1.3%	1.7%
Sinoe	2.3%	2.3%	2.2%

Note: Enrolment over LISGIS 2025 projected population aged 15-17. The projection is for 2025 while the census is 2026. Numerator = All fields enrolment scaled by the age report's official-age share. Montserrado 1 and 2 have no separate LISGIS population projection; the combined Montserrado projection was apportioned between them in proportion to enrolment (Montserrado 1 = 56.6%). Their rates are therefore approximate.



- **Severe Grade-Age Compression:** The national senior high Net Enrollment Rate highlights a massive deficit in on-time schooling, showing a critical average where only a minute fraction of children are enrolled in SSS at the correct age, dropping to a low of **1.3% in Gbarpolu** and **1.5% in Rivercess**.
- **Urban System Efficiency Lead:** On-time age-grade enrollment is highest in developed urban corridors, led by **Montserrado 1 (25.2%)**, **Montserrado 2 (25.1%)**, and **Margibi (18.6%)**.
- **Consistent Single-Digit Age Compliance:** Across 13 out of 16 reporting regions, on-time enrollment for senior high students remains stuck in the single digits, proving that late entry is a standard system-wide reality.

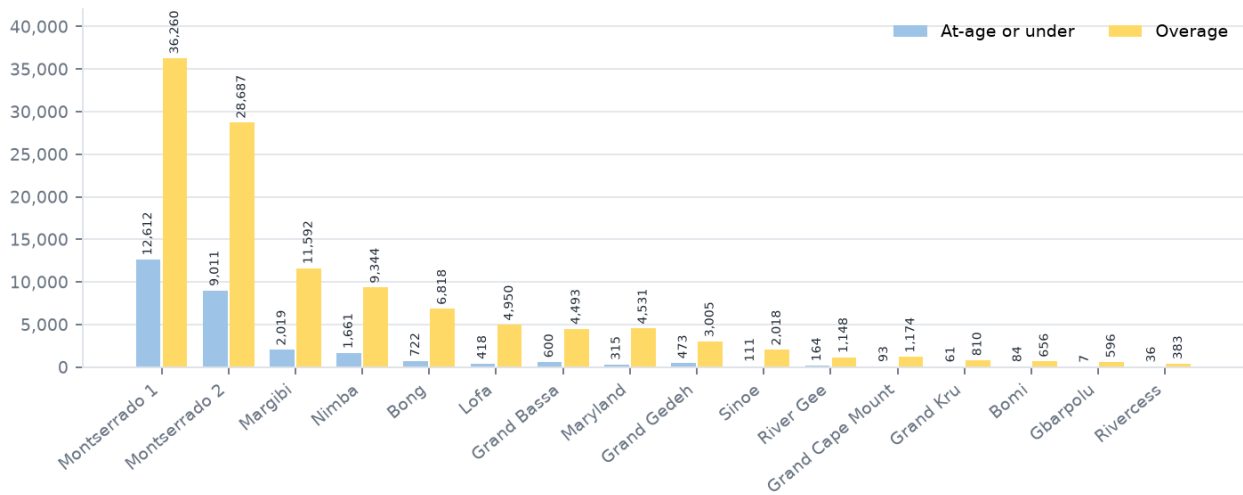
9.1.2 Overage Students

Table 93. Number and % of senior high school at-age and overage students by county, 2026

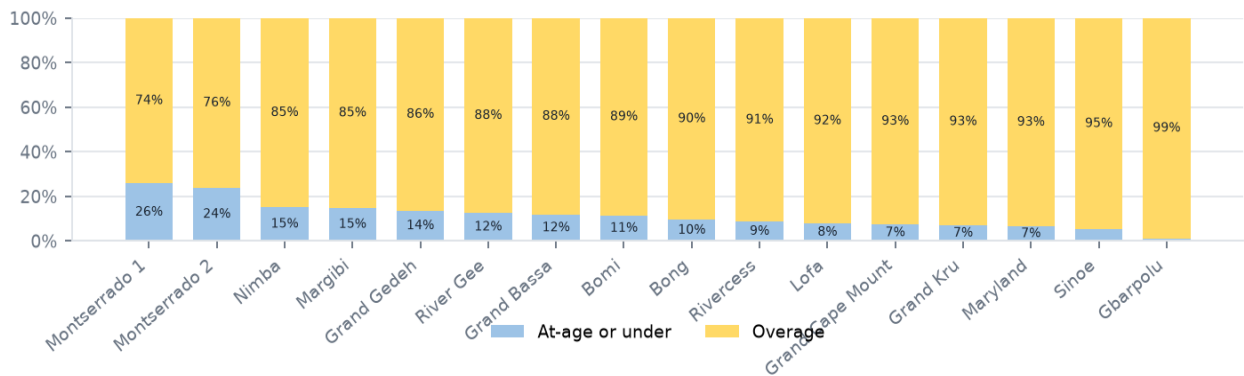
County	Total	At-age or under		Overage	
		Count	% total	Count	% total
Bomi	740	84	11.4%	656	88.6%
Bong	7,540	722	9.6%	6,818	90.4%
Gbarpolu	603	7	1.2%	596	98.8%
Grand Bassa	5,093	600	11.8%	4,493	88.2%
Grand Cape Mount	1,267	93	7.3%	1,174	92.7%
Grand Gedeh	3,478	473	13.6%	3,005	86.4%
Grand Kru	871	61	7.0%	810	93.0%
Lofa	5,368	418	7.8%	4,950	92.2%
Margibi	13,611	2,019	14.8%	11,592	85.2%

County	Total	At-age or under		Overage	
		Count	% total	Count	% total
Maryland	4,846	315	6.5%	4,531	93.5%
Montserrado 1	48,872	12,612	25.8%	36,260	74.2%
Montserrado 2	37,698	9,011	23.9%	28,687	76.1%
Nimba	11,005	1,661	15.1%	9,344	84.9%
River Gee	1,312	164	12.5%	1,148	87.5%
Rivercess	419	36	8.6%	383	91.4%
Sinoe	2,129	111	5.2%	2,018	94.8%
Total	144,852	28,387	19.6%	116,465	80.4%

Number of senior high at-age and overage students by county, 2026



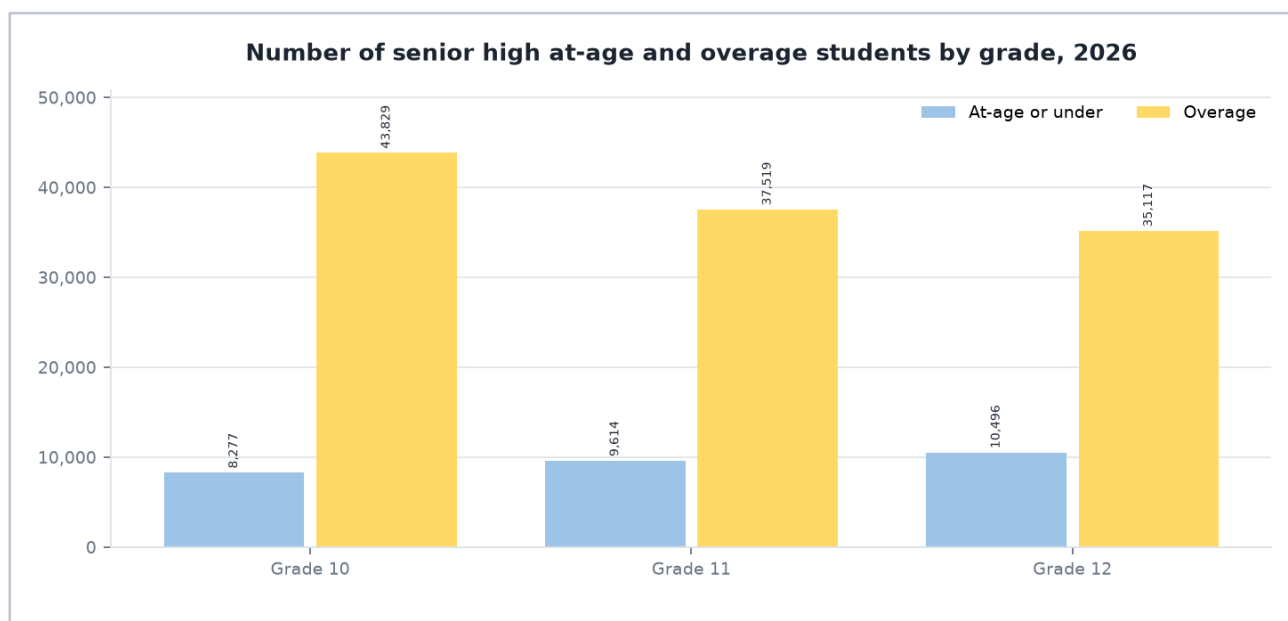
% of senior high at-age and overage students by county, 2026

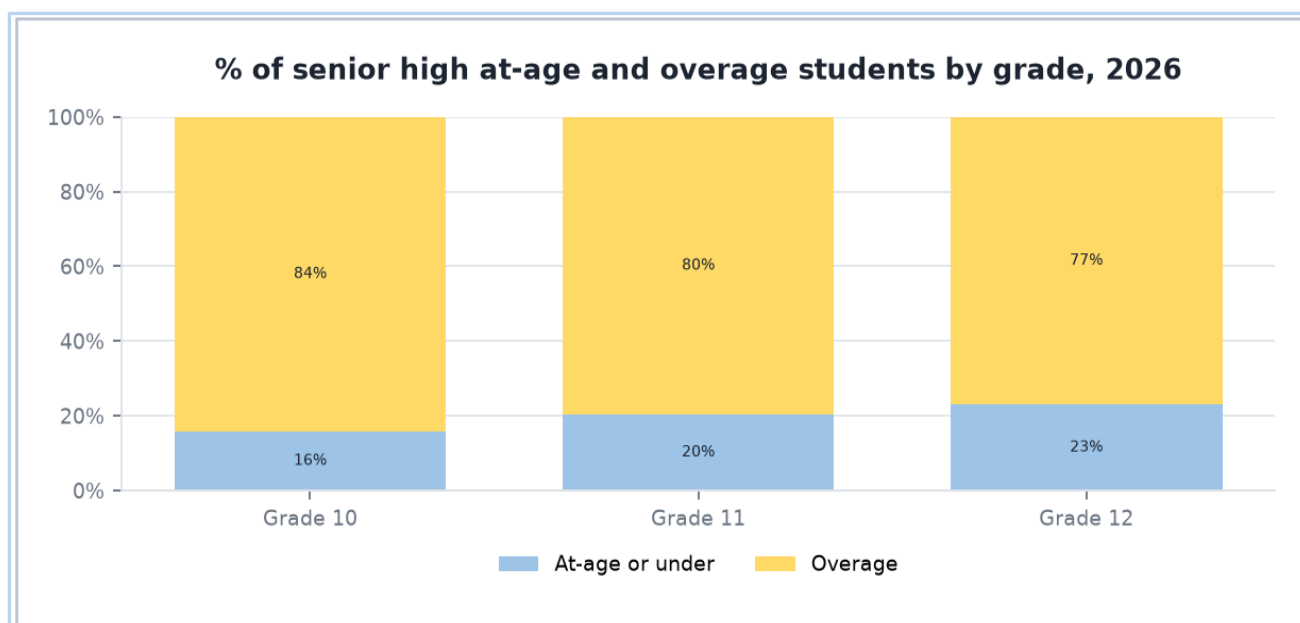


- **Overwhelming Overage Backlog:** A massive **80.4% (116,465 out of 144,852)** of all senior high school students in Liberia are officially classified as overage for their grade level.
- **Extreme Age Distortion in Interior Counties:** The overage student crisis peaks drastically in rural interior counties, reaching a staggering **98.8% in Gbarpolu, 94.8% in Sinoe, and 93.5% in Maryland.**
- **Urban Baseline Age-Compliance Leadership:** Montserrado 1 tracks the highest proportion of age-appropriate students nationwide, though overage learners still constitute a dominant **74.2% majority in its SSS classrooms.**

Table 94. Number and % of senior high school at-age and overage students by grade, 2026

Grade	Total	At-age or under		Overage	
		Count	% total	Count	% total
Grade 10	52,106	8,277	15.9%	43,829	84.1%
Grade 11	47,133	9,614	20.4%	37,519	79.6%
Grade 12	45,613	10,496	23.0%	35,117	77.0%
Total	144,852	28,387	19.6%	116,465	80.4%





- **High Stagnant Overage Progression:** The proportion of overage learners remains completely stagnant at an unacceptably high level across the entire senior high pipeline, tracking at **84.1% in Grade 10** and maintaining **77.0% by Grade 12**.
- **Massive Overage Volume Concentration:** Grade 10 classrooms face a severe space crunch, housing an overwhelming backlog of **43,829 overage students** at entry-level.
- **Minimal National On-Time Attendance:** Across all three senior high grade levels, the proportion of age-appropriate or underage students never exceeds a low **23.0% threshold**, proving that late entry is a standard system-wide norm.

9.2 Resource

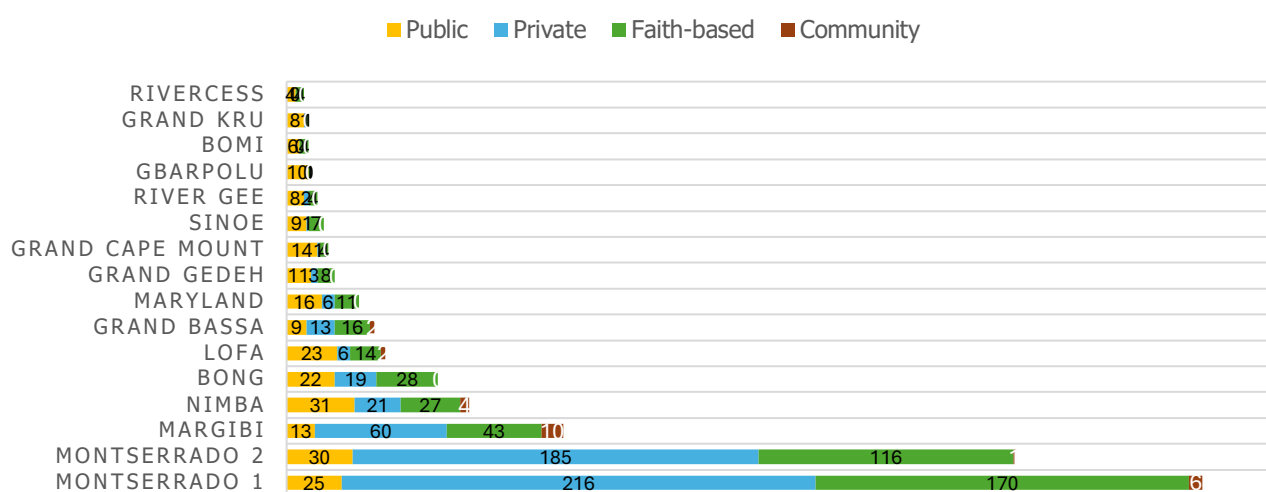
9.2.1 Senior Secondary Schools

Table 95. Number and % of senior high schools by county and ownership, 2026

County	Total	Public		Private		Faith-based		Community	
		Count	% total	Count	% total	Count	% total	Count	% total
Bomi	10	6	60.0%	0	0.0%	4	40.0%	0	0.0%
Bong	69	22	31.9%	19	27.5%	28	40.6%	0	0.0%
Gbarpolu	11	10	90.9%	0	0.0%	1	9.1%	0	0.0%
Grand Bassa	40	9	22.5%	13	32.5%	16	40.0%	2	5.0%
Grand Cape Mount	19	14	73.7%	1	5.3%	4	21.1%	0	0.0%
Grand Gedeh	22	11	50.0%	3	13.6%	8	36.4%	0	0.0%
Grand Kru	10	8	80.0%	1	10.0%	1	10.0%	0	0.0%
Lofa	45	23	51.1%	6	13.3%	14	31.1%	2	4.4%
Margibi	126	13	10.3%	60	47.6%	43	34.1%	10	7.9%
Maryland	33	16	48.5%	6	18.2%	11	33.3%	0	0.0%

County	Total	Public		Private		Faith-based		Community	
		Count	% total	Count	% total	Count	% total	Count	% total
Montserrado 1	417	25	6.0%	216	51.8%	170	40.8%	6	1.4%
Montserrado 2	332	30	9.0%	185	55.7%	116	34.9%	1	0.3%
Nimba	83	31	37.3%	21	25.3%	27	32.5%	4	4.8%
River Gee	14	8	57.1%	2	14.3%	4	28.6%	0	0.0%
Rivercess	8	4	50.0%	0	0.0%	4	50.0%	0	0.0%
Sinoe	17	9	52.9%	1	5.9%	7	41.2%	0	0.0%
Total	1,256	239	19.0%	534	42.5%	458	36.5%	25	2.0%

NUMBER OF SENIOR HIGH SCHOOLS BY COUNTY AND OWNERSHIP, 2026

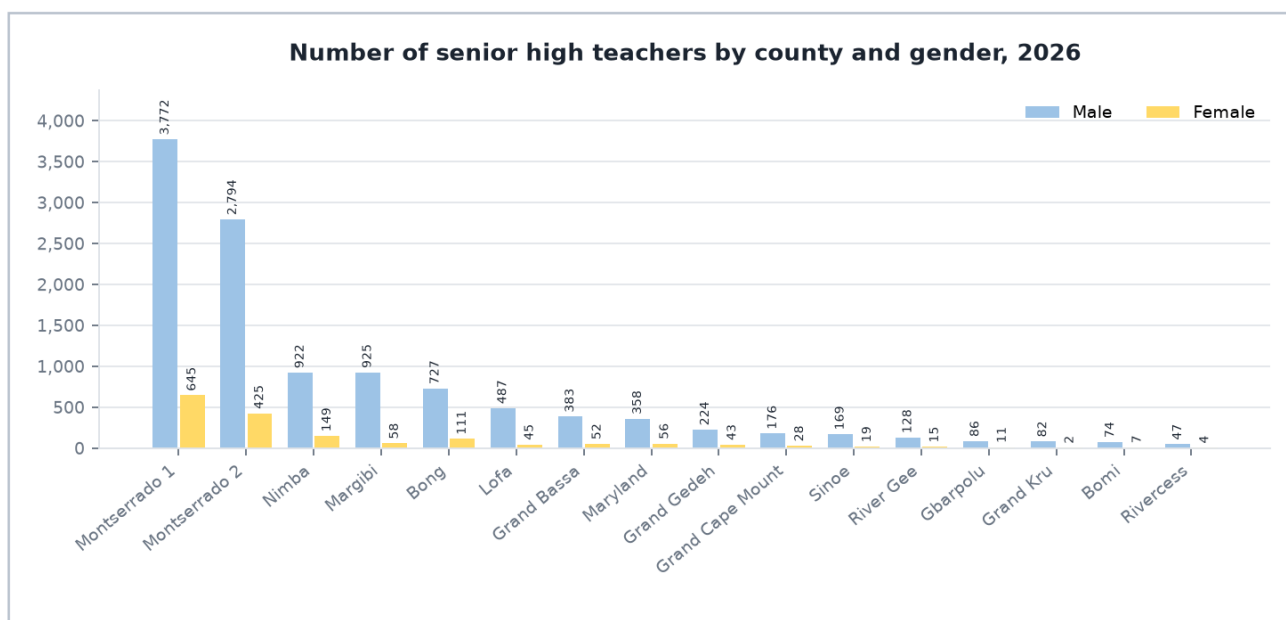


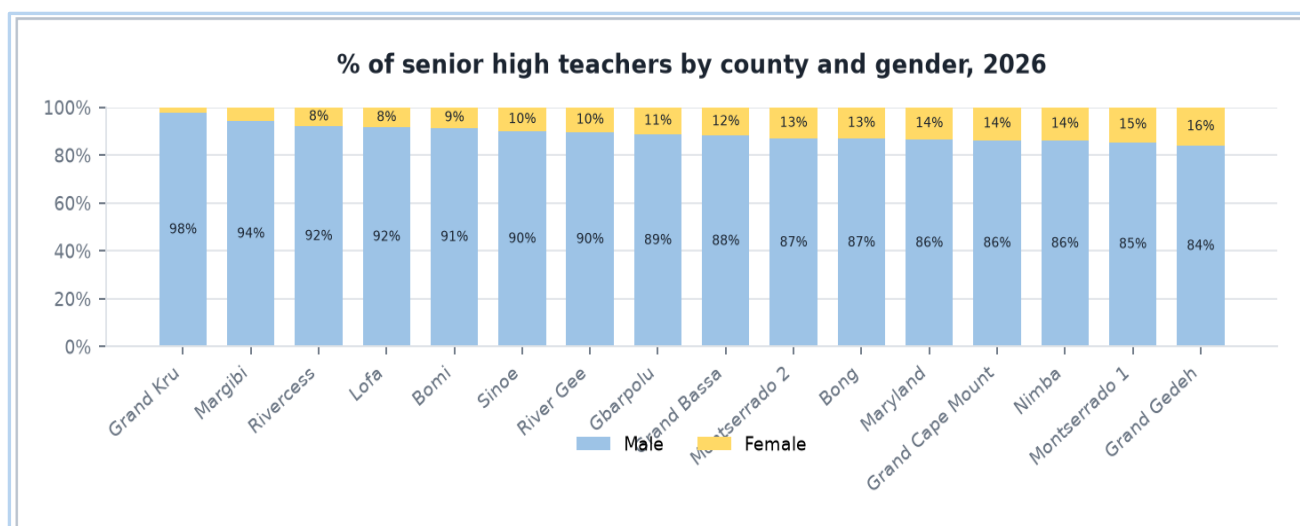
- **Dominance of Non-State Facilities:** Out of **1,256 senior high schools** tracked nationwide, non-state actors (Private, Faith-based, and Community) operate a massive **81.0% (897 facilities)** of the secondary layout.
- **Extreme Urban Privatization:** Public senior high infrastructure nearly vanishes in urban centers, with private and faith-based schools controlling **92.6% of SSS facilities in Montserrado 1** and **90.6% in Montserrado 2**.
- **Rural Public Infrastructure Safety Net:** Isolation forces deep dependency on state funding in remote areas, leaving the public sector to operate **90.9% of all senior high options in Gbarpolu** and **80.0% in Grand Kru**.

9.2.2 Teachers

Table 96. Number and % of senior high school teachers by county and gender, 2026

County	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Bomi	82	74	90.2%	7	8.5%	1	1.2%
Bong	841	727	86.4%	111	13.2%	3	0.4%
Gbarpolu	97	86	88.7%	11	11.3%	0	0.0%
Grand Bassa	435	383	88.0%	52	12.0%	0	0.0%
Grand Cape Mount	204	176	86.3%	28	13.7%	0	0.0%
Grand Gedeh	268	224	83.6%	43	16.0%	1	0.4%
Grand Kru	85	82	96.5%	2	2.4%	1	1.2%
Lofa	534	487	91.2%	45	8.4%	2	0.4%
Margibi	986	925	93.8%	58	5.9%	3	0.3%
Maryland	420	358	85.2%	56	13.3%	6	1.4%
Montserrado 1	4,439	3,772	85.0%	645	14.5%	22	0.5%
Montserrado 2	3,241	2,794	86.2%	425	13.1%	22	0.7%
Nimba	1,077	922	85.6%	149	13.8%	6	0.6%
River Gee	144	128	88.9%	15	10.4%	1	0.7%
Rivercess	51	47	92.2%	4	7.8%	0	0.0%
Sinoe	188	169	89.9%	19	10.1%	0	0.0%
Total	13,092	11,354	86.7%	1,670	12.8%	68	0.5%

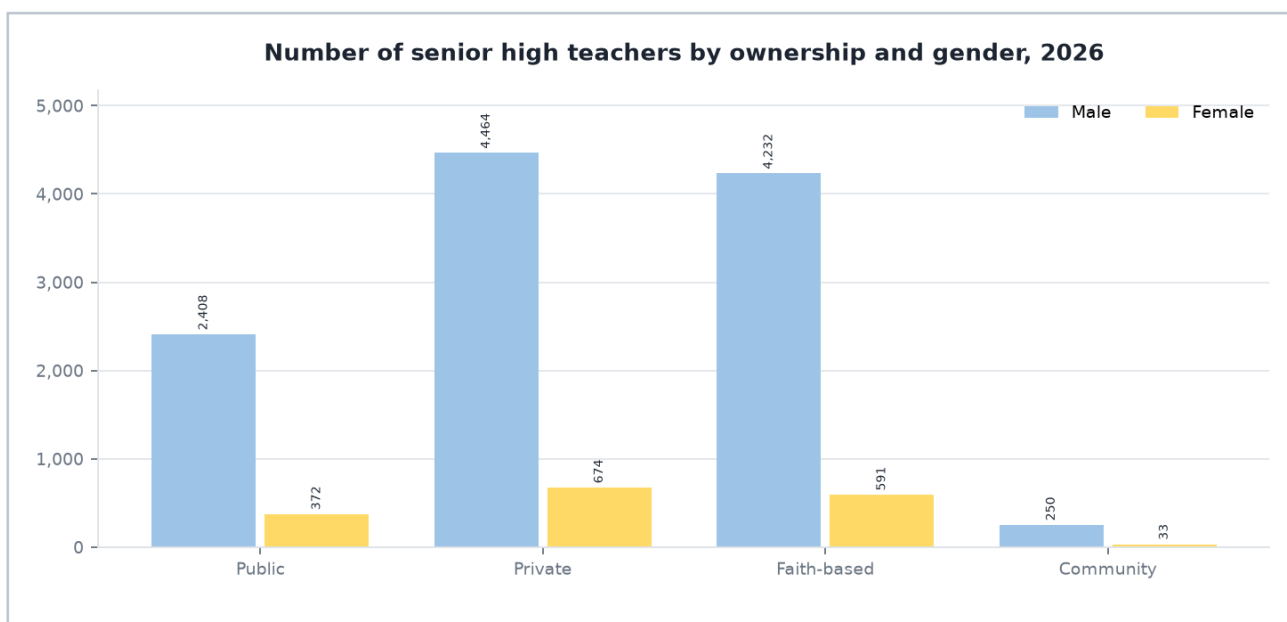
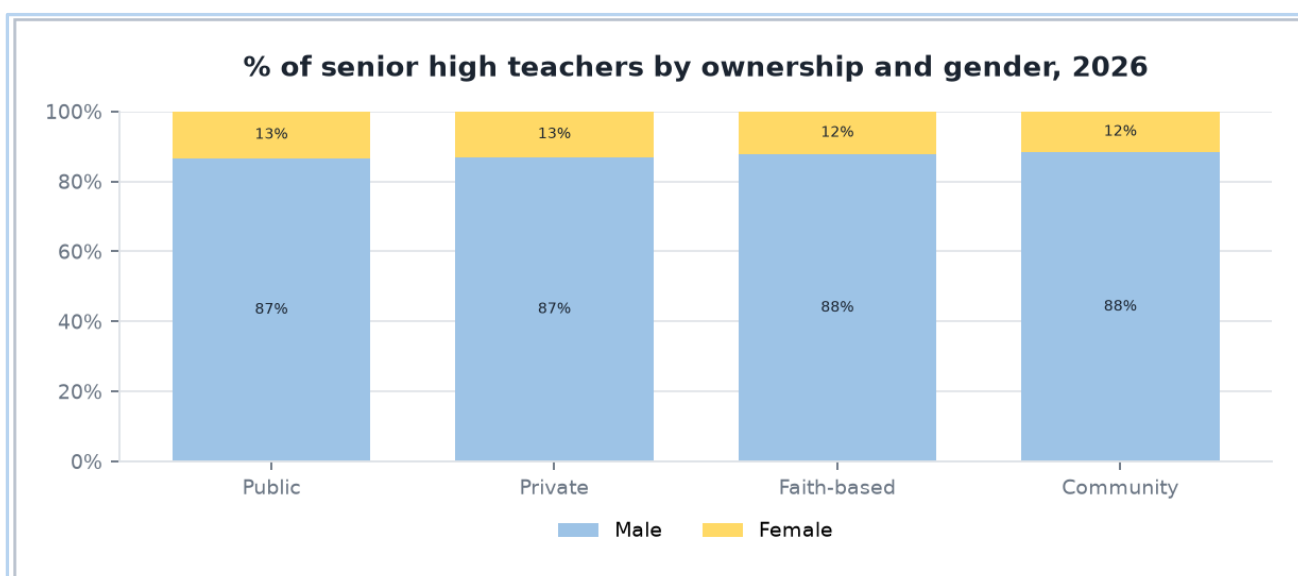




- **Profound Secondary Teacher Gender Gap:** Of the **13,092 total senior high teachers** in Liberia, a staggering **86.7% (11,354)** are male, while female educators comprise just **12.8% (1,670)**.
- **Urban Female Teacher Concentration:** Female senior high teacher placement is heavily skewed toward developed areas, with women making up **14.5% of the staff in Montserrado 1** and **13.1% in Montserrado 2**.
- **Rural Female Teacher Deprivation:** Adolescent girls in rural secondary schools face an absolute shortage of female mentors, with women accounting for a minor **2.4% of SSS teachers in Grand Kru** and **5.9% in Margibi**.

Table 97. Number and % of senior high school teachers by ownership and gender, 2026

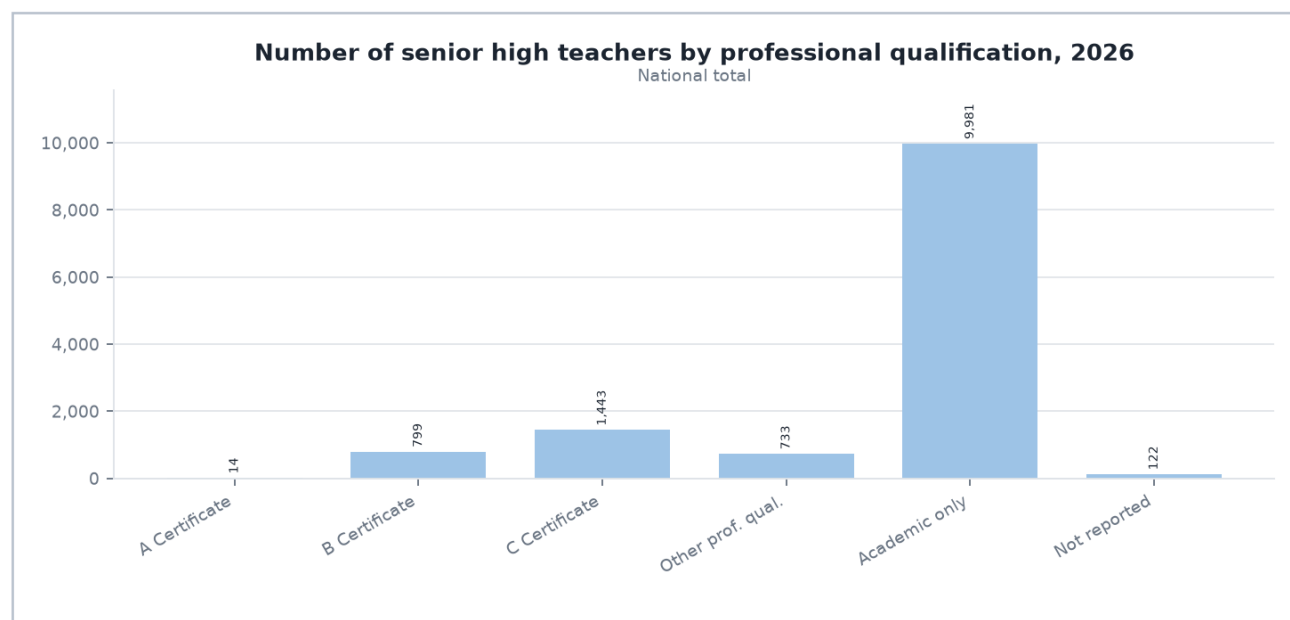
Ownership	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Public	2,787	2,408	86.4%	372	13.3%	7	0.3%
Private	5,173	4,464	86.3%	674	13.0%	35	0.7%
Faith-based	4,842	4,232	87.4%	591	12.2%	19	0.4%
Community	290	250	86.2%	33	11.4%	7	2.4%
Total	13,092	11,354	86.7%	1,670	12.8%	68	0.5%

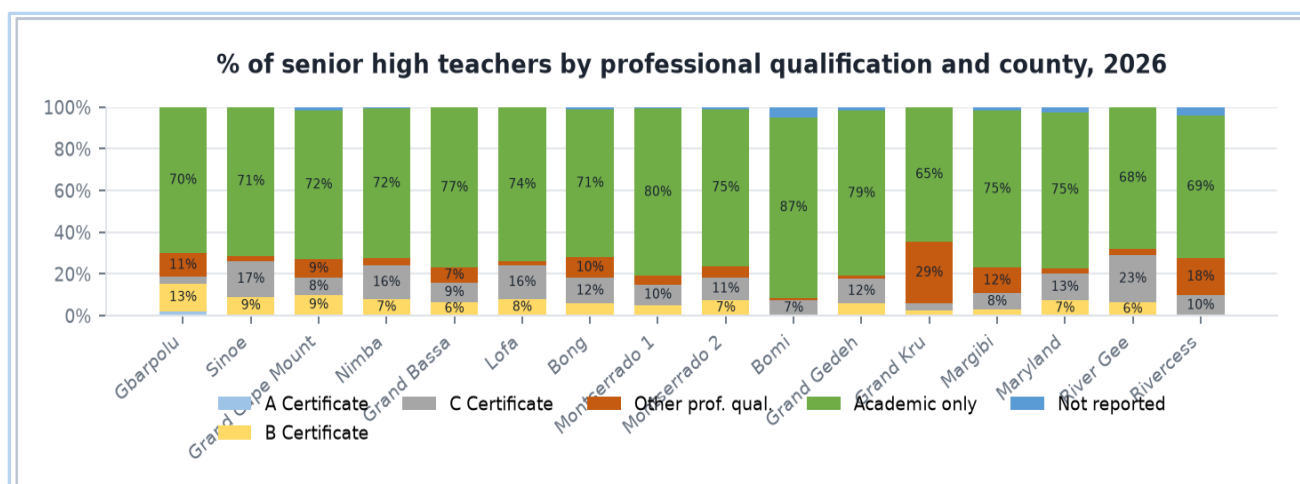


- Private Sector Work Absorption:** Private secondary schools function as the largest employer of senior high educators, absorbing **39.5% (5,173 out of 13,092)** of the total national workforce.
- Uniform Multi-Sector Gender Gaps:** The severe shortage of female educators remains uncorrected across *a//* provider networks, with men filling **87.4% of Faith-based, 86.4% of Public, and 86.3% of Private SSS positions.**
- Minimal Community Workforce Share:** Community-managed secondary operations maintain the smallest workforce footprint, supporting only **290 senior high educators (2.2%)** nationwide.

Table 98. Number and % of senior high teachers by professional qualification and county, 2026

County	Total	A Certificate		B Certificate		C Certificate		Other prof. qual.		Academic only		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	82	0	0.0%	0	0.0%	6	7.3%	1	1.2%	71	86.6%	4	4.9%
Bong	841	1	0.1%	48	5.7%	102	12.1%	86	10.2%	594	70.6%	10	1.2%
Gbarpolu	97	2	2.1%	13	13.4%	3	3.1%	11	11.3%	68	70.1%	0	0.0%
Grand Bassa	435	1	0.2%	27	6.2%	41	9.4%	31	7.1%	334	76.8%	1	0.2%
Grand Cape Mount	204	1	0.5%	19	9.3%	17	8.3%	18	8.8%	146	71.6%	3	1.5%
Grand Gedeh	268	0	0.0%	16	6.0%	31	11.6%	4	1.5%	212	79.1%	5	1.9%
Grand Kru	85	0	0.0%	2	2.4%	3	3.5%	25	29.4%	55	64.7%	0	0.0%
Lofa	534	1	0.2%	41	7.7%	87	16.3%	9	1.7%	395	74.0%	1	0.2%
Margibi	986	0	0.0%	28	2.8%	77	7.8%	121	12.3%	743	75.4%	17	1.7%
Maryland	420	0	0.0%	30	7.1%	55	13.1%	11	2.6%	314	74.8%	10	2.4%
Montserrado 1	4,439	2	0.0%	227	5.1%	427	9.6%	189	4.3%	3,563	80.3%	31	0.7%
Montserrado 2	3,241	1	0.0%	243	7.5%	348	10.7%	174	5.4%	2,444	75.4%	31	1.0%
Nimba	1,077	4	0.4%	80	7.4%	176	16.3%	35	3.2%	775	72.0%	7	0.6%
River Gee	144	0	0.0%	9	6.2%	33	22.9%	4	2.8%	98	68.1%	0	0.0%
Rivercess	51	0	0.0%	0	0.0%	5	9.8%	9	17.6%	35	68.6%	2	3.9%
Sinoe	188	1	0.5%	16	8.5%	32	17.0%	5	2.7%	134	71.3%	0	0.0%
Total	13,092	14	0.1%	799	6.1%	1,443	11.0%	733	5.6%	9,981	76.2%	122	0.9%





- **Dominant Professional Training Deficit:** A massive **76.2% (9,981 senior high teachers)** possess strictly academic credentials with absolutely no formal professional teacher training.
- **Low Upper-Tier Certification:** Advanced professional training is rare, with the elite "A-Certificate" held by a minor **0.1% (14)** of the entire national SSS teaching body.
- **Extreme Qualification Gaps in Urban Belts:** Professional deficits peak sharply inside advanced urban networks, where **80.3% of teachers in Montserrado 1** hold academic credentials only and lack formal professional training.

Table 99. Number and % of senior high teachers by academic qualification and county, 2026

County	Total	Diploma		AA Degree		Bachelors		Masters		PhD		Professional only		Not reported	
		Coun t	% total	Coun t	% total	Coun t	% total	Coun t	% total	Coun t	% total	Coun t	% total	Coun t	% total
Bomi	82	1	1.2%	14	17.1%	56	68.3%	0	0.0%	0	0.0%	7	8.5%	4	4.9%
Bong	841	27	3.2%	129	15.3%	413	49.1%	27	3.2%	5	0.6%	230	27.3%	10	1.2%
Gbarpolu	97	3	3.1%	17	17.5%	45	46.4%	2	2.1%	1	1.0%	29	29.9%	0	0.0%
Grand Bassa	435	15	3.4%	136	31.3%	164	37.7%	19	4.4%	0	0.0%	100	23.0%	1	0.2%
Grand Cape Mount	204	3	1.5%	60	29.4%	82	40.2%	1	0.5%	0	0.0%	55	27.0%	3	1.5%
Grand Gedeh	268	1	0.4%	76	28.4%	127	47.4%	8	3.0%	0	0.0%	51	19.0%	5	1.9%
Grand Kru	85	0	0.0%	1	1.2%	53	62.4%	1	1.2%	0	0.0%	30	35.3%	0	0.0%
Lofa	534	22	4.1%	191	35.8%	175	32.8%	6	1.1%	1	0.2%	138	25.8%	1	0.2%
Margibi	986	52	5.3%	180	18.3%	477	48.4%	30	3.0%	4	0.4%	226	22.9%	17	1.7%
Maryland	420	7	1.7%	15	3.6%	282	67.1%	6	1.4%	4	1.0%	96	22.9%	10	2.4%
Montserrado 1	4,439	127	2.9%	921	20.7%	2,370	53.4%	135	3.0%	12	0.3%	843	19.0%	31	0.7%
Montserrado 2	3,241	146	4.5%	661	20.4%	1,555	48.0%	74	2.3%	11	0.3%	763	23.5%	31	1.0%

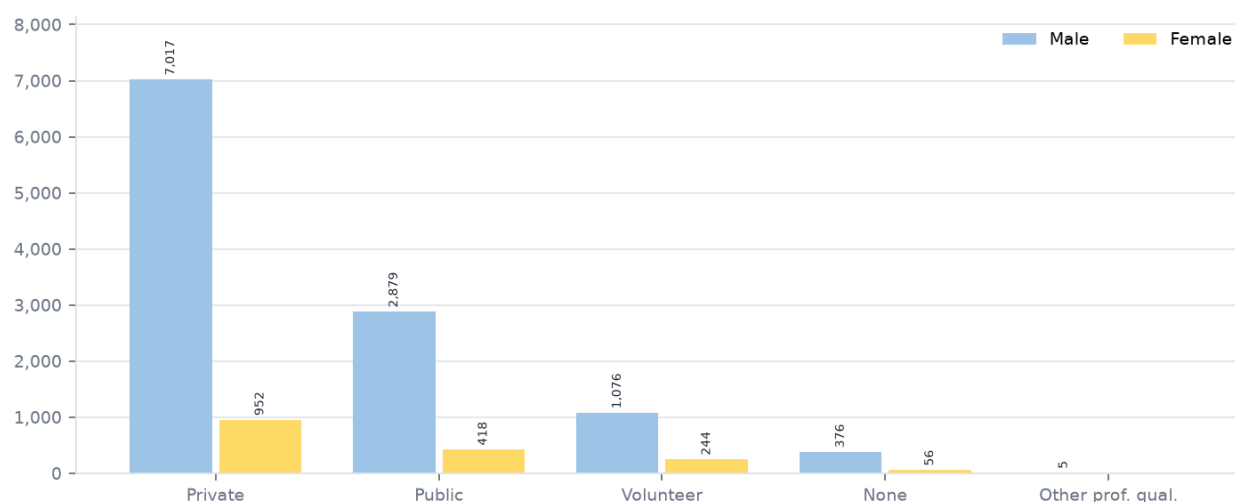
County	Total	Diploma		AA Degree		Bachelors		Masters		PhD		Professional only		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Nimba	1,077	51	4.7%	242	22.5%	458	42.5%	21	1.9%	3	0.3%	295	27.4%	7	0.6%
River Gee	144	3	2.1%	10	6.9%	84	58.3%	1	0.7%	0	0.0%	46	31.9%	0	0.0%
Rivercess	51	1	2.0%	8	15.7%	22	43.1%	4	7.8%	0	0.0%	14	27.5%	2	3.9%
Sinoe	188	6	3.2%	29	15.4%	97	51.6%	2	1.1%	0	0.0%	54	28.7%	0	0.0%
Total	13,092	465	3.6 %	2,690	20.5 %	6,460	49.3 %	337	2.6 %	41	0.3 %	2,977	22.7 %	122	0.9 %

- **High Academic Degree Penetration:** Nearly half—**49.3% (6,460)**—of senior high teachers hold a formal Bachelor's degree, while a minor **2.6% (337)** possess a Master's degree nationwide.
- **Widespread Lower-Tier Credentials:** The sector still relies on sub-degree personnel, with **20.5% (2,690)** restricted to Associate (AA) Degrees and **22.7% (2,977)** falling under the "Professional only" category.
- **Urban Concentration of Higher Degrees:** Advanced university degrees are deeply centralized, with **Montserrado 1 housing 36.7% (2,370)** of all Bachelor's degree holders in the senior high workforce.

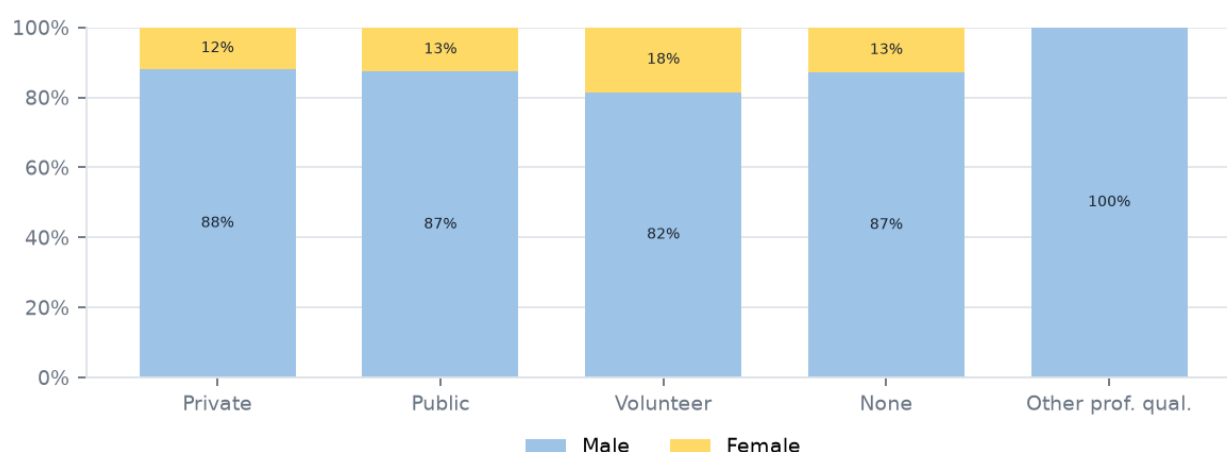
Table 100. Number and % of senior high school teachers by source of salary and county, 2026

County	Total	Private		Public		Volunteer		None		Other prof. qual.		Other / Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	82	28	34.1%	45	54.9%	6	7.3%	3	3.7%	0	0.0%	0	0.0%
Bong	841	489	58.1%	257	30.6%	80	9.5%	15	1.8%	0	0.0%	0	0.0%
Gbarpolu	97	18	18.6%	68	70.1%	10	10.3%	1	1.0%	0	0.0%	0	0.0%
Grand Bassa	435	258	59.3%	134	30.8%	41	9.4%	2	0.5%	0	0.0%	0	0.0%
Grand Cape Mount	204	58	28.4%	120	58.8%	22	10.8%	4	2.0%	0	0.0%	0	0.0%
Grand Gedeh	268	112	41.8%	139	51.9%	13	4.9%	4	1.5%	0	0.0%	0	0.0%
Grand Kru	85	10	11.8%	66	77.6%	4	4.7%	5	5.9%	0	0.0%	0	0.0%
Lofa	534	222	41.6%	236	44.2%	76	14.2%	0	0.0%	0	0.0%	0	0.0%
Margibi	986	756	76.7%	128	13.0%	50	5.1%	52	5.3%	0	0.0%	0	0.0%
Maryland	420	175	41.7%	185	44.0%	50	11.9%	10	2.4%	0	0.0%	0	0.0%
Montserrado 1	4,439	3,004	67.7%	763	17.2%	492	11.1%	175	3.9%	5	0.1%	0	0.0%
Montserrado 2	3,241	2,240	69.1%	568	17.5%	270	8.3%	162	5.0%	0	0.0%	1	0.0%
Nimba	1,077	492	45.7%	414	38.4%	161	14.9%	10	0.9%	0	0.0%	0	0.0%
River Gee	144	49	34.0%	69	47.9%	24	16.7%	2	1.4%	0	0.0%	0	0.0%
Rivercess	51	22	43.1%	24	47.1%	5	9.8%	0	0.0%	0	0.0%	0	0.0%
Sinoe	188	73	38.8%	86	45.7%	23	12.2%	6	3.2%	0	0.0%	0	0.0%
Total	13,092	8,006	61.2%	3,302	25.2%	1,327	10.1%	451	3.4%	5	0.0%	1	0.0%

Number of senior high teachers by source of salary and gender, 2026



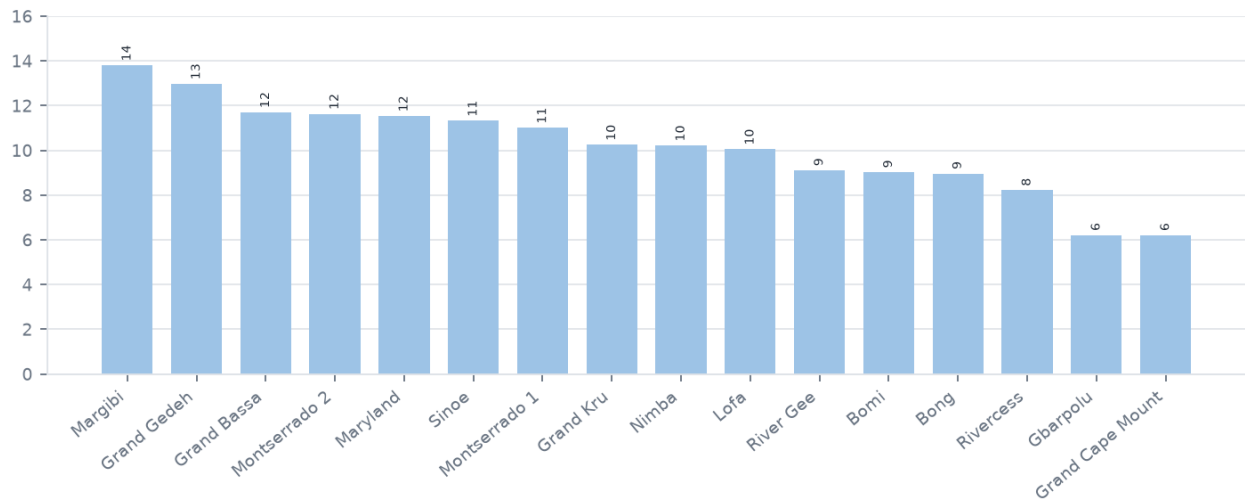
% of senior high teachers by source of salary and gender, 2026

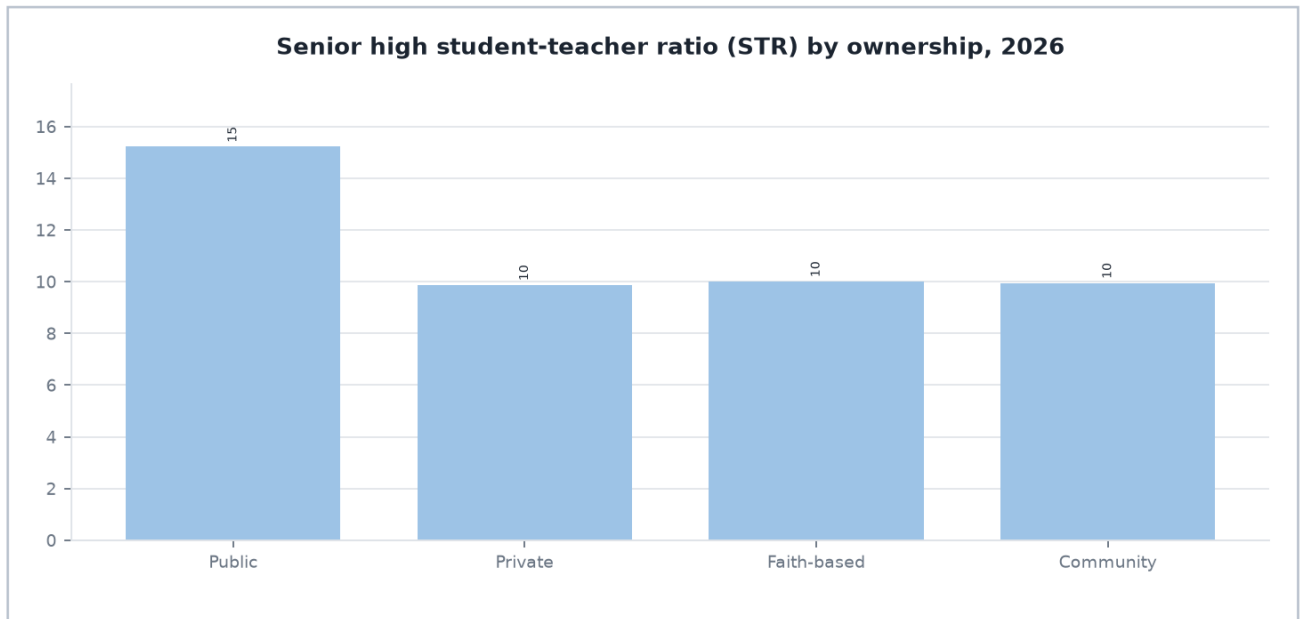


- **Dominant Reliance on Private Payrolls:** The senior secondary sub-sector relies heavily on non-state funding, with private school systems directly paying **61.2% (8,006 out of 13,092)** of the entire national teacher workforce.
- **Crucial Public Financing in Isolated Belts:** Government payrolls serve as the primary source of teacher income in under-resourced interior zones, covering **77.6% of teachers in Grand Kru** and **70.1% in Gbarpolu**.
- **Low Vulnerability to Volunteerism:** Unlike foundational tiers, upper-secondary classrooms show minimal reliance on unpaid staff, with volunteers constituting just **10.1% (1,327 personnel)** of the national SSS corps.

Table 101. Senior high school student-teacher ratio (STR) by county, 2026

County	Students	Teachers	STR
Bomi	740	82	9.0
Bong	7,540	841	9.0
Gbarpolu	603	97	6.2
Grand Bassa	5,093	435	11.7
Grand Cape Mount	1,267	204	6.2
Grand Gedeh	3,478	268	13.0
Grand Kru	871	85	10.2
Lofa	5,368	534	10.1
Margibi	13,611	986	13.8
Maryland	4,846	420	11.5
Montserrado 1	48,872	4,439	11.0
Montserrado 2	37,698	3,241	11.6
Nimba	11,005	1,077	10.2
River Gee	1,312	144	9.1
Rivercess	419	51	8.2
Sinoe	2,129	188	11.3
Total	144,852	13,092	11.1

Senior high student-teacher ratio (STR) by county, 2026



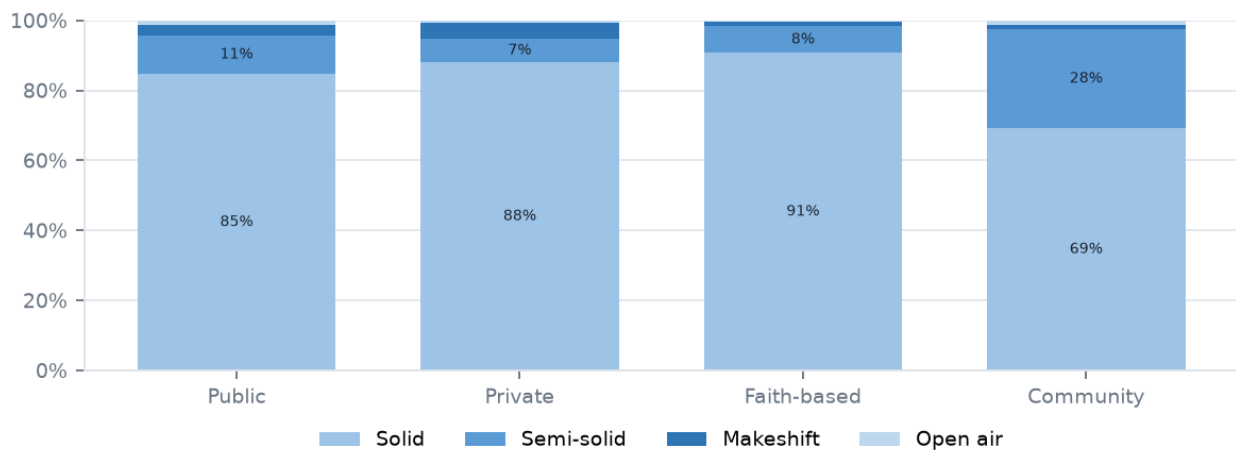
- **Optimal Personnel Saturation:** Senior secondary institutions operate at an exceptionally favorable national macro average of **11.1 students per teacher**.
- **Balanced Regional Class Sizes:** Staff tracking remains well-regulated across all territories, with teacher pressure peaking at a low **13.8 in Margibi County**.
- **Extreme Student Deficits in Gbarpolu:** Reflecting low enrollment patterns, Gbarpolu registers an extreme ratio of just **6.2 students per teacher**.

9.2.3 Classrooms

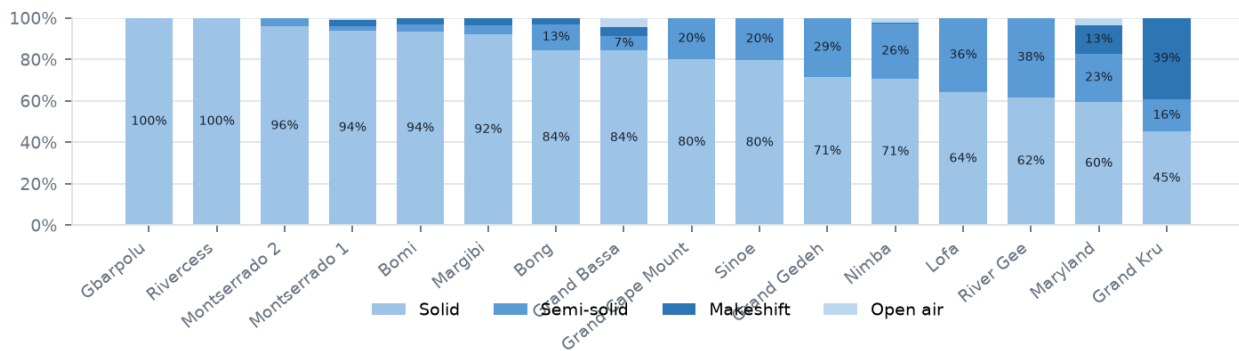
Table 102. Number and % of senior high school classrooms by ownership, 2026

Ownership	Total	Solid		Semi-solid		Makeshift		Open air	
		Count	% total	Count	% total	Count	% total	Count	% total
Public	828	701	84.7%	92	11.1%	23	2.8%	12	1.4%
Private	1,569	1,381	88.0%	106	6.8%	70	4.5%	12	0.8%
Faith-based	1,357	1,230	90.6%	105	7.7%	17	1.3%	5	0.4%
Community	81	56	69.1%	23	28.4%	1	1.2%	1	1.2%
Total	3,835	3,368	87.8%	326	8.5%	111	2.9%	30	0.8%

% of senior high classrooms by type and ownership, 2026



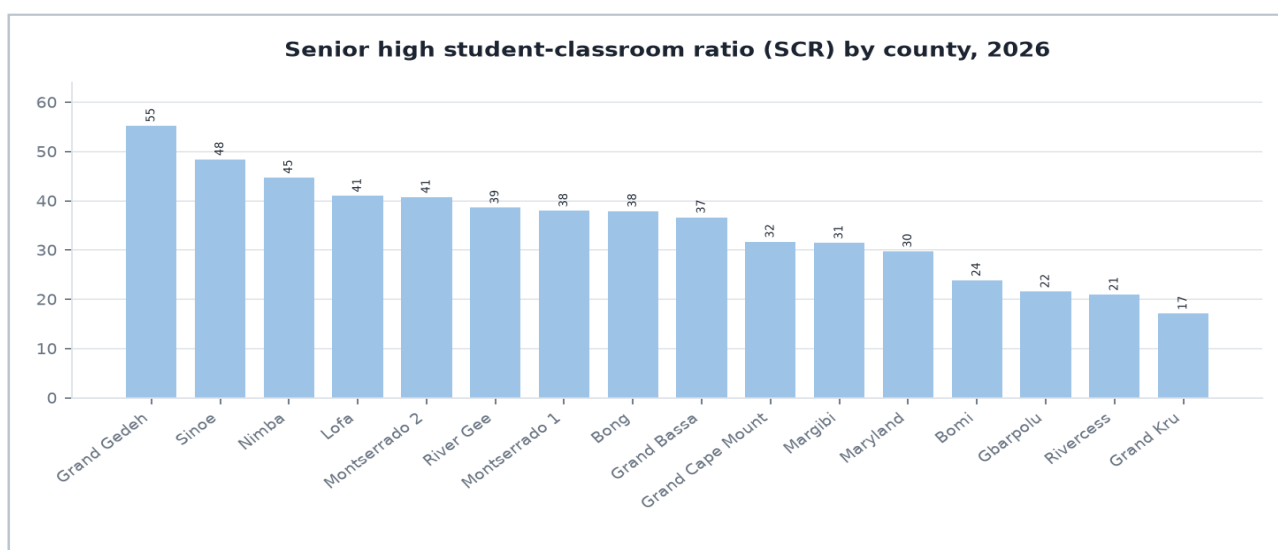
% of senior high classrooms by type and county, 2026



- **Non-State Classroom Infrastructure Dominance:** Private and Faith-based networks control the vast majority of physical spaces, operating a combined **76.3% (2,926 out of 3,835)** of all SSS classrooms.
- **High Infrastructure Quality in Faith-Based Schools:** Faith-based institutions maintain the sturdiest infrastructure, with **90.6% of their classrooms** built as solid permanent structures.
- **State Classroom Footprint Deficit:** Government-run public schools control only **21.6% (828)** of the country's senior high school classrooms.

Table 103. Number of senior high school classrooms and student-classroom ratio (SCR) by county and type, 2026

County	Total	Solid	Semi-solid	Makeshift	Open air	SCR
Bomi	31	29	1	1	0	23.9
Bong	199	168	25	6	0	37.9
Gbarpolu	28	28	0	0	0	21.5
Grand Bassa	139	117	10	6	6	36.6
Grand Cape Mount	40	32	8	0	0	31.7
Grand Gedeh	63	45	18	0	0	55.2
Grand Kru	51	23	8	20	0	17.1
Lofa	131	84	47	0	0	41.0
Margibi	433	399	18	15	1	31.4
Maryland	163	97	38	22	6	29.7
Montserrado 1	1,288	1,210	29	38	11	37.9
Montserrado 2	925	886	37	2	0	40.8
Nimba	246	174	65	1	6	44.7
River Gee	34	21	13	0	0	38.6
Rivercess	20	20	0	0	0	20.9
Sinoe	44	35	9	0	0	48.4
Total	3,835	3,368	326	111	30	37.8

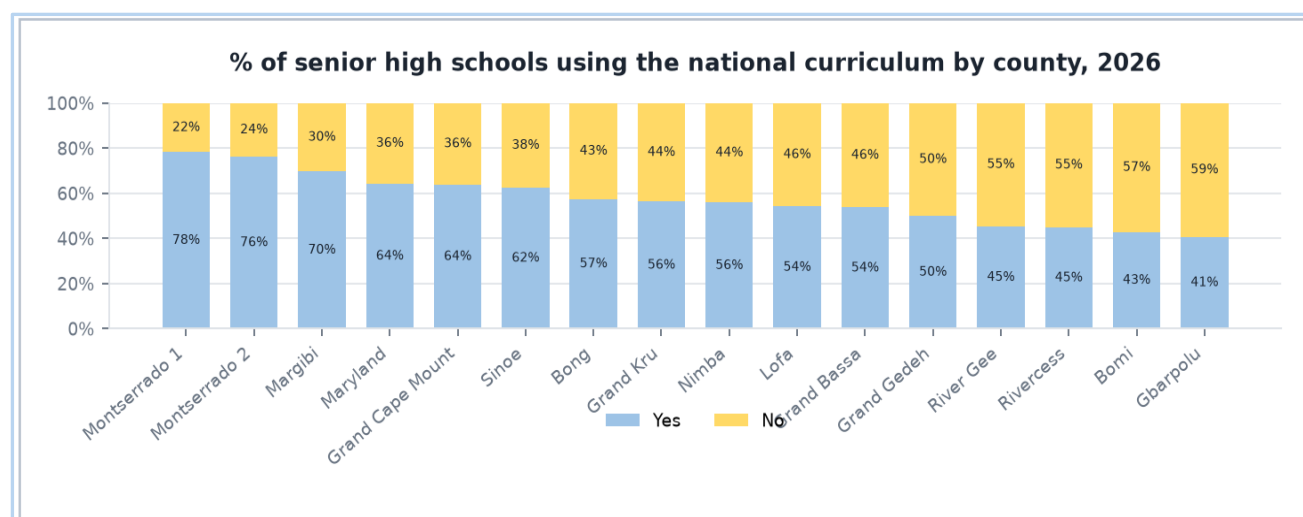


- **Optimal Personnel Saturation:** Senior secondary institutions operate at an exceptionally favorable national macro average of **11.1 students per teacher**.
- **Balanced Regional Class Sizes:** Staff tracking remains well-regulated across all territories, with teacher pressure peaking at a low **13.8 in Margibi County**.
- **Extreme Student Deficits in Gbarpolu:** Reflecting low enrollment patterns, Gbarpolu registers an extreme ratio of just **6.2 students per teacher**.

9.2.4 Curriculum and Textbook

Table 104. Number and % of senior high schools using national curriculum by county, 2026

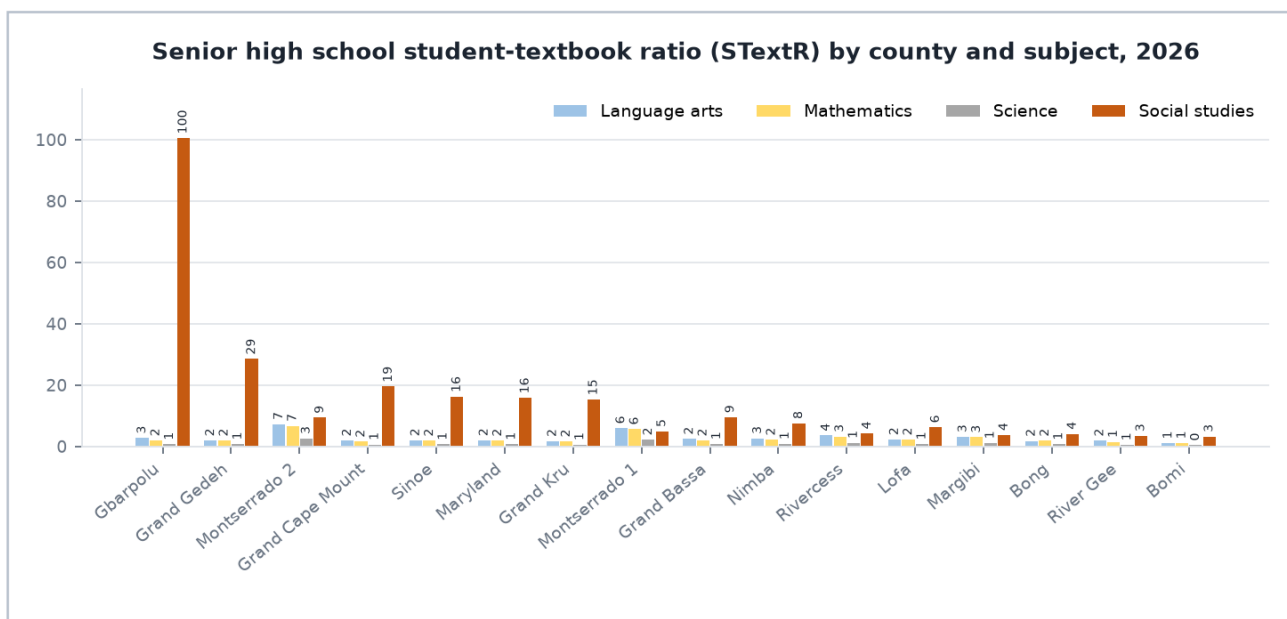
County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	21	9	42.9%	12	57.1%
Bong	115	66	57.4%	49	42.6%
Gbarpolu	27	11	40.7%	16	59.3%
Grand Bassa	67	36	53.7%	31	46.3%
Grand Cape Mount	36	23	63.9%	13	36.1%
Grand Gedeh	32	16	50.0%	16	50.0%
Grand Kru	16	9	56.2%	7	43.8%
Lofa	70	38	54.3%	32	45.7%
Margibi	168	117	69.6%	51	30.4%
Maryland	56	36	64.3%	20	35.7%
Montserrado 1	501	392	78.2%	109	21.8%
Montserrado 2	404	308	76.2%	96	23.8%
Nimba	152	85	55.9%	67	44.1%
River Gee	22	10	45.5%	12	54.5%
Rivercess	20	9	45.0%	11	55.0%
Sinoe	32	20	62.5%	12	37.5%
Total	1,739	1,185	68.1%	554	31.9%



- **Massive Structural Curriculum Non-Compliance:** A critical **31.9% of senior high schools nationwide (554 institutions)** operate in complete violation of national curriculum policies.
- **Widespread Curricular Failure in Gbarpolu:** Policy enforcement collapses entirely across rural zones, with **59.3% of schools in Gbarpolu** and **57.1% in Bomi** completely rejecting the national curriculum.
- **Strongest Compliance in Developed Hubs:** Institutional framework compliance peaks inside developed urban corridors, led by **Montserrado 1 at a 78.2% compliance rate.**

Table 105. Senior high school student-textbook ratio (STextR) by county and subject, 2026

County	Language arts	Mathematics	Science	Social studies
Bomi	1.0	1.0	0.4	3.2
Bong	1.8	1.8	0.7	4.1
Gbarpolu	2.7	1.9	0.7	100.5
Grand Bassa	2.4	1.9	0.8	9.5
Grand Cape Mount	1.9	1.5	0.6	19.5
Grand Gedeh	1.9	1.9	0.7	28.5
Grand Kru	1.7	1.6	0.6	15.3
Lofa	2.2	2.2	0.8	6.2
Margibi	3.1	3.0	1.1	3.7
Maryland	1.9	1.8	0.7	15.8
Montserrado 1	6.0	5.6	2.2	4.9
Montserrado 2	7.2	6.7	2.6	9.3
Nimba	2.6	2.1	0.8	7.5
River Gee	1.8	1.4	0.5	3.4
Rivercess	3.6	3.2	1.2	4.2
Sinoe	1.9	1.8	0.6	16.3



- **Extreme Resource Deprivation in Community Layouts:** Community-managed senior high schools face severe book shortages, running an extreme ratio of **15.0 students per textbook for Language Arts** and 14.5 for Mathematics.
- **Public Sector Resource Performance:** Government-operated public secondary schools provide the strongest book density for core subjects, keeping ratios at a favorable **1.7 for Language Arts** and **1.5 for Mathematics**.
- **Severe Science Bottlenecks in the State Sector:** Despite stronger language tracking, public SSS infrastructure reflects tight book shortages in science, running a ratio of **0.6 textbooks per student**.

Table 106. Senior high school student-textbook ratio (STextR) by grade and subject, 2026

Grade	Language arts	Mathematics	Science	Social studies
Grade 10	4.0	3.7	1.4	6.6
Grade 11	3.6	3.3	1.3	6.0
Grade 12	3.5	3.2	1.2	5.8

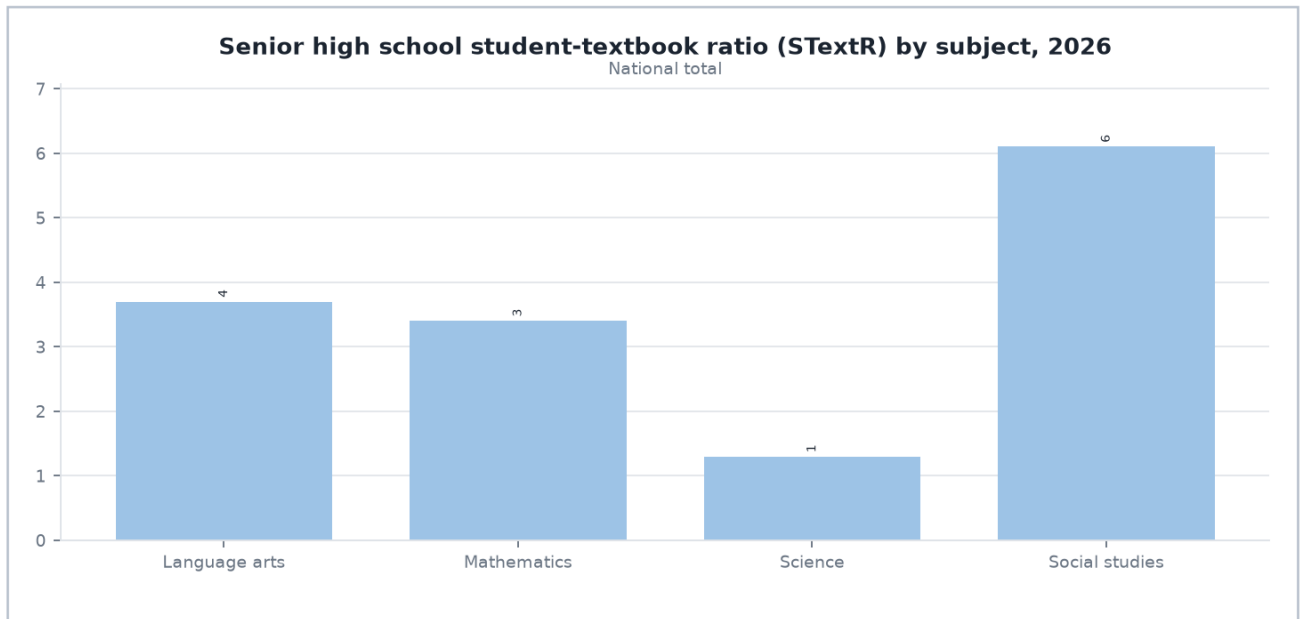


Table 107. Senior high school student-textbook ratio (STextR) by ownership and subject, 2026

Ownership	Language arts	Mathematics	Science	Social studies
Public	1.7	1.5	0.6	8.9
Private	9.1	8.8	3.4	6.4
Faith-based	6.3	6.2	2.3	4.5
Community	15.0	14.5	5.5	13.1

- **Severe Social Studies Textbook Gaps:** Learning material deficits are most critical within the Social Studies sector, demanding a high ratio of **6.6 students to share a single book in Grade 10**.
- **Marginal Resource Improvement:** Access trends look slightly better for core STEM classes, matching a tight but better ratio of **1.2 science textbooks per student in Grade 12**.
- **Homogeneous Class Scarcity:** Across all three upper-secondary tiers, the language arts student-to-textbook ratio remains rigidly locked between **3.5 and 4.0 students per book**, indicating uniform resource limitations.

9.2.5 Facilities

Table 108. Number and % of senior high schools with and without access to water by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	10	9	90.0%	1	10.0%
Bong	69	63	91.3%	6	8.7%
Gbarpolu	11	7	63.6%	4	36.4%
Grand Bassa	40	38	95.0%	2	5.0%
Grand Cape Mount	19	18	94.7%	1	5.3%
Grand Gedeh	22	18	81.8%	4	18.2%
Grand Kru	10	8	80.0%	2	20.0%
Lofa	45	39	86.7%	6	13.3%
Margibi	126	116	92.1%	10	7.9%
Maryland	33	26	78.8%	7	21.2%
Montserrado 1	417	336	80.6%	81	19.4%
Montserrado 2	332	293	88.3%	39	11.7%
Nimba	83	81	97.6%	2	2.4%
River Gee	14	11	78.6%	3	21.4%
Rivercess	8	7	87.5%	1	12.5%
Sinoe	17	12	70.6%	5	29.4%
Total	1,256	1,082	86.1%	174	13.9%

- **Exclusion from Basic Utilities:** A notable **13.9% of all senior high schools across Liberia (174 facilities)** function with zero operational access to a water supply.
- **Severe Water Scarcity in Sinoe:** The water utility crisis peaks heavily inside rural coastal borders, with **29.4% of senior high schools in Sinoe County completely lacking water.**
- **Near-Universal Water Access in Nimba:** Basic utility coverage hits its strongest institutional integration inside **Nimba County, where 97.6% of facilities hold functional water points.**

Table 109. Number and % of senior high schools with latrines by type and county, 2026

County	Total	Pit latrine		Slab pit		Ventilated improved pit		Flush/pour flush	
		Count	% total	Count	% total	Count	% total	Count	% total
Bomi	43	0	0.0%	4	9.3%	12	27.9%	27	62.8%
Bong	396	13	3.3%	36	9.1%	63	15.9%	284	71.7%
Gbarpolu	63	14	22.2%	0	0.0%	0	0.0%	49	77.8%
Grand Bassa	287	4	1.4%	40	13.9%	36	12.5%	207	72.1%
Grand Cape Mount	96	9	9.4%	10	10.4%	14	14.6%	63	65.6%

County	Total	Pit latrine		Slab pit		Ventilated improved pit		Flush/pour flush	
		Count	% total	Count	% total	Count	% total	Count	% total
Grand Gedeh	103	22	21.4%	13	12.6%	18	17.5%	50	48.5%
Grand Kru	25	4	16.0%	1	4.0%	0	0.0%	20	80.0%
Lofa	252	33	13.1%	35	13.9%	71	28.2%	113	44.8%
Margibi	792	35	4.4%	30	3.8%	87	11.0%	640	80.8%
Maryland	142	40	28.2%	3	2.1%	10	7.0%	89	62.7%
Montserrado 1	2,631	129	4.9%	76	2.9%	117	4.4%	2,309	87.8%
Montserrado 2	2,092	57	2.7%	87	4.2%	209	10.0%	1,739	83.1%
Nimba	1,024	43	4.2%	32	3.1%	561	54.8%	388	37.9%
River Gee	80	25	31.2%	13	16.2%	10	12.5%	32	40.0%
Rivercess	25	4	16.0%	0	0.0%	0	0.0%	21	84.0%
Sinoe	126	6	4.8%	0	0.0%	40	31.7%	80	63.5%
Total	8,177	438	5.4%	380	4.6%	1,248	15.3%	6,111	74.7%

- **Dominance of Flush Sanitation Options:** Modern flush or pour-flush plumbing serves as the primary sanitation type, making up **74.7% (6,111 facilities)** of the total senior high toilet supply.
- **Modern Plumbing Dominance in Urban Spaces:** Advanced flush systems are heavily centralized in wealthy urban centers, making up **87.8% of the toilet supply in Montserrado 1** and 83.1% in Montserrado 2.
- **Heavy Reliance on Unimproved Toilets in Nimba:** Nimba County presents a major infrastructural anomaly, with ventilated improved pit (VIP) models occupying a dominant **54.8% majority of its toilet layout**.

Table 110. Number of senior high schools with latrines by gender and county, 2026

County	Total	Male		Female		Common	
		Count	% total	Count	% total	Count	% total
Bomi	36	16	44.4%	19	52.8%	1	2.8%
Bong	435	198	45.5%	198	45.5%	39	9.0%
Gbarpolu	57	27	47.4%	28	49.1%	2	3.5%
Grand Bassa	281	127	45.2%	129	45.9%	25	8.9%
Grand Cape Mount	101	49	48.5%	44	43.6%	8	7.9%
Grand Gedeh	120	54	45.0%	57	47.5%	9	7.5%
Grand Kru	27	12	44.4%	12	44.4%	3	11.1%
Lofa	198	89	44.9%	95	48.0%	14	7.1%
Margibi	804	365	45.4%	383	47.6%	56	7.0%
Maryland	124	58	46.8%	58	46.8%	8	6.5%
Montserrado 1	2,327	1,015	43.6%	1,066	45.8%	246	10.6%
Montserrado 2	1,887	884	46.8%	891	47.2%	112	5.9%

County	Total	Male		Female		Common	
		Count	% total	Count	% total	Count	% total
Nimba	1,082	603	55.7%	434	40.1%	45	4.2%
River Gee	83	41	49.4%	38	45.8%	4	4.8%
Rivercess	29	15	51.7%	13	44.8%	1	3.4%
Sinoe	117	55	47.0%	53	45.3%	9	7.7%
Total	7,708	3,608	46.8%	3,518	45.6%	582	7.6%

- **Balanced Gender Toilet Layouts:** Gender-segregated infrastructure is closely maintained across the country, with male-specific latrines accounting for **46.8% (3,608)** and female-specific toilets comprising **45.6% (3,518)** of the national supply.
- **High Common Toilet Sharing in Urban Hubs:** Shared, non-gender-segregated facilities are heavily concentrated within large school systems, making up **10.6% (246 facilities)** of the toilet layout in Montserrado 1.
- **Extreme Male Allocation in Nimba:** Nimba County presents a highly skewed layout, dedicating a massive **55.7% of its secondary toilets exclusively for male students**.

Table 111. Number and % of senior high schools with a library by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	9	3	33.3%	6	66.7%
Bong	67	38	56.7%	29	43.3%
Gbarpolu	11	3	27.3%	8	72.7%
Grand Bassa	38	22	57.9%	16	42.1%
Grand Cape Mount	18	7	38.9%	11	61.1%
Grand Gedeh	20	8	40.0%	12	60.0%
Grand Kru	10	1	10.0%	9	90.0%
Lofa	42	20	47.6%	22	52.4%
Margibi	118	76	64.4%	42	35.6%
Maryland	32	10	31.2%	22	68.8%
Montserrado 1	369	192	52.0%	177	48.0%
Montserrado 2	283	139	49.1%	144	50.9%
Nimba	78	29	37.2%	49	62.8%
River Gee	13	3	23.1%	10	76.9%
Rivercess	8	3	37.5%	5	62.5%
Sinoe	16	3	18.8%	13	81.2%
Total	1,132	557	49.2%	575	50.8%

- **Severe Nationwide Library Deficit:** Over half of all senior secondary schools in Liberia—**50.8% (575 schools)**—operate with completely non-existent library facilities.
- **Near-Total Book Deprivation in Grand Kru:** The lack of reading infrastructure is most severe in **Grand Kru County, where 90.0% of senior high schools lack a library**, closely followed by Sinoe at 81.2%.
- **Urban Centers Lead in Library Access:** Library integration is highest inside **Margibi County (64.4% access)** and Bong County (56.7%), outperforming the national average of 49.2%.

Table 112. Number and % of senior high schools with access to facilities by county, 2026

County	Total	Science lab		Computer lab		Girls changing room		Student computers		Internet	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bomi	9	2	22.2%	5	55.6%	0	0.0%	2	22.2%	0	0.0%
Bong	97	17	17.5%	41	42.3%	8	8.2%	22	22.7%	9	9.3%
Gbarpolu	15	2	13.3%	5	33.3%	1	6.7%	4	26.7%	3	20.0%
Grand Bassa	48	15	31.2%	14	29.2%	6	12.5%	10	20.8%	3	6.2%
Grand Cape Mount	33	3	9.1%	13	39.4%	3	9.1%	11	33.3%	3	9.1%
Grand Gedeh	29	1	3.4%	12	41.4%	4	13.8%	6	20.7%	6	20.7%
Grand Kru	11	0	0.0%	5	45.5%	0	0.0%	5	45.5%	1	9.1%
Lofa	51	3	5.9%	25	49.0%	3	5.9%	16	31.4%	4	7.8%
Margibi	180	36	20.0%	63	35.0%	17	9.4%	44	24.4%	20	11.1%
Maryland	27	5	18.5%	10	37.0%	3	11.1%	6	22.2%	3	11.1%
Montserrado 1	592	119	20.1%	217	36.7%	60	10.1%	130	22.0%	66	11.1%
Montserrado 2	460	74	16.1%	182	39.6%	48	10.4%	102	22.2%	54	11.7%
Nimba	106	12	11.3%	48	45.3%	7	6.6%	27	25.5%	12	11.3%
River Gee	8	1	12.5%	3	37.5%	1	12.5%	2	25.0%	1	12.5%
Rivercess	9	1	11.1%	5	55.6%	1	11.1%	2	22.2%	0	0.0%
Sinoe	19	3	15.8%	10	52.6%	0	0.0%	5	26.3%	1	5.3%
Total	1,694	294	17.4%	658	38.8%	162	9.6%	394	23.3%	186	11.0%

- **Severe STEM and Digital Infrastructure Gaps:** Across Liberia's **1,694 tracked senior high schools**, specialized learning hubs are rare, with only **17.4% holding a science lab** and a minor **11.0% possessing internet access**.
- **Strong Digital Access in Rivercess:** In a notable exception to national trends, **Rivercess County leads in digital connectivity integration**, with 55.6% of its senior high schools operating a computer lab.
- **Absolute Lack of Science Labs in Grand Kru:** STEM tracking faces an absolute breakdown in the far southeast, where **0.0% of Grand Kru's secondary schools hold a functional science laboratory**.

9.2.6 Management

Table 113. Number and % of senior high schools with a functioning parent teacher association (PTA) by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	9	9	100.0%	0	0.0%
Bong	64	63	98.4%	1	1.6%
Gbarpolu	10	8	80.0%	2	20.0%
Grand Bassa	37	37	100.0%	0	0.0%
Grand Cape Mount	17	16	94.1%	1	5.9%
Grand Gedeh	20	19	95.0%	1	5.0%
Grand Kru	9	9	100.0%	0	0.0%
Lofa	44	43	97.7%	1	2.3%
Margibi	118	110	93.2%	8	6.8%
Maryland	30	28	93.3%	2	6.7%
Montserrado 1	360	340	94.4%	20	5.6%
Montserrado 2	298	285	95.6%	13	4.4%
Nimba	77	76	98.7%	1	1.3%
River Gee	13	13	100.0%	0	0.0%
Rivercess	8	8	100.0%	0	0.0%
Sinoe	13	12	92.3%	1	7.7%
Total	1,127	1,076	95.5%	51	4.5%

- **Universal PTA Group Penetration:** Parent-Teacher Associations are highly successful and widely established at the SSS level, with an exceptional **95.5% of all schools (1,076 schools)** operating a functional PTA.
- **Perfect Community Engagement across Multiple Counties:** Active parent networks achieve perfect institutional engagement inside **Bomi, Grand Bassa, Grand Kru, River Gee, and Rivercess, all registering a flawless 100.0% PTA activation rate.**
- **Lowest Community Ties in Gbarpolu:** Parent involvement drops to its lowest national level within **Gbarpolu County**, though activation remains high at **80.0%.**

Table 114. Number and % of senior high schools with a functioning school management committee by county, 2026

County	Total	Yes		No	
		Count	% total	Count	% total
Bomi	9	7	77.8%	2	22.2%
Bong	59	46	78.0%	13	22.0%
Gbarpolu	7	2	28.6%	5	71.4%
Grand Bassa	32	29	90.6%	3	9.4%
Grand Cape Mount	14	10	71.4%	4	28.6%
Grand Gedeh	18	13	72.2%	5	27.8%
Grand Kru	8	5	62.5%	3	37.5%
Lofa	38	30	78.9%	8	21.1%
Margibi	114	91	79.8%	23	20.2%
Maryland	27	20	74.1%	7	25.9%
Montserrado 1	351	308	87.7%	43	12.3%
Montserrado 2	277	251	90.6%	26	9.4%
Nimba	69	54	78.3%	15	21.7%
River Gee	11	7	63.6%	4	36.4%
Rivercess	8	5	62.5%	3	37.5%
Sinoe	12	7	58.3%	5	41.7%
Total	1,054	885	84.0%	169	16.0%

- **Strong Management Committee Oversight:** School Management Committees (SMCs) are securely established at the senior high tier, with **84.0% of facilities (885 schools)** maintaining an active committee.
- **High Institutional Governance in Urban Centers:** Effective administrative oversight is strongest in developed urban networks, led by **Montserrado 1 (87.7%)** and **Montserrado 2 (90.6%)**.
- **Severe Management Committee Breakdown in Gbarpolu:** Systemic governance faces a massive breakdown in **Gbarpolu County**, where a **staggering 71.4% of senior high schools function without a management committee**.

9.3 Student Flow

9.3.1 Promotion Rate

Table 115. Senior high school promotion rate by county and grade, 2026

County	Grade 10	Grade 11	Grade 12
Bomi	21.6%	23.7%	-
Bong	87.5%	91.5%	-
Gbarpolu	74.0%	114.8%	-
Grand Bassa	95.0%	101.9%	-
Grand Cape Mount	58.0%	68.6%	-
Grand Gedeh	93.4%	114.8%	-
Grand Kru	66.9%	82.8%	-
Lofa	86.7%	92.5%	-
Margibi	100.2%	102.4%	-
Maryland	79.8%	73.0%	-
Montserrado 1	85.9%	89.3%	-
Montserrado 2	91.1%	97.1%	-
Nimba	82.1%	94.3%	-
River Gee	69.3%	62.0%	-
Rivercess	80.0%	82.7%	-
Sinoe	86.5%	81.1%	-

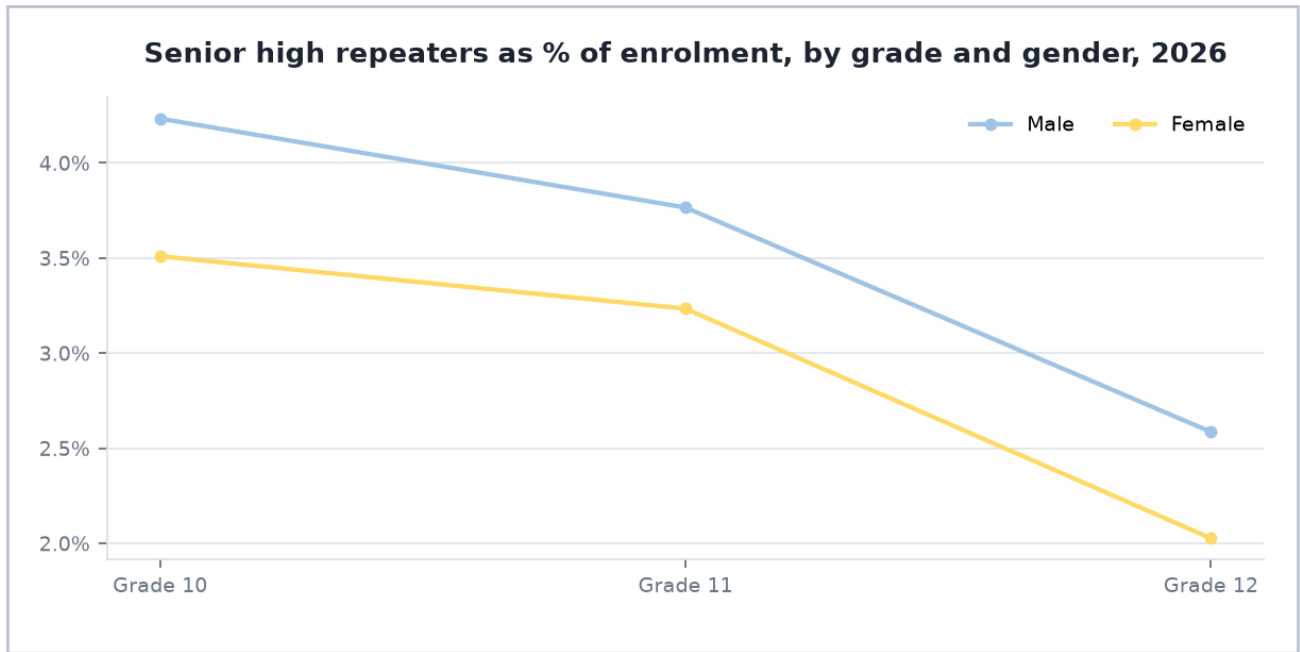
Note: Promotion rate = pupils advancing to the next grade in 2025/26 (next-grade enrolment minus its repeaters) over this grade's 2024/25 enrolment (reconstructed cohort). KG2, Grade 6 and Grade 9 promote into the next level. 2024/25 enrolment is from the raw prior-year census.

- **Severe Promotion Failure in Bomi:** Reconstructed cohort data reveals a severe system block at the secondary entry tier in Bomi County, where the Grade 10 promotion rate plummets to a critical low of **21.6%**.
- **Data Overlap Distortions in Gbarpolu:** Massive student migration or late-entry re-registration spikes create statistically impossible promotion rates inside Gbarpolu County, which logs an inflated **114.8% promotion rate in Grade 11**.
- **Low System Progression in the East:** Advanced secondary graduation streams remain highly inefficient across the east, with River Gee County tracking weak promotion rates that fall to a low of **62.0% in Grade 11**.

9.3.2 Repetition Rate

Table 116. Senior high school repetition rate by county and grade, 2026

County	Grade 10	Grade 11	Grade 12
Bomi	16.5%	15.9%	29.5%
Bong	1.5%	1.7%	0.3%
Gbarpolu	1.7%	0.6%	0.0%
Grand Bassa	4.4%	2.6%	0.6%
Grand Cape Mount	5.1%	8.0%	3.1%
Grand Gedeh	6.2%	2.6%	0.1%
Grand Kru	4.3%	4.0%	0.0%
Lofa	3.4%	3.4%	2.5%
Margibi	4.3%	3.9%	2.0%
Maryland	4.8%	3.7%	5.3%
Montserrado 1	4.5%	4.4%	2.7%
Montserrado 2	2.8%	2.5%	1.8%
Nimba	3.1%	2.2%	1.6%
River Gee	6.4%	8.4%	8.5%
Rivercess	3.0%	3.4%	0.0%
Sinoe	5.6%	4.7%	4.3%



- **Severe Grade 12 Stagnation in Bomi:** Senior high school (SSS) grade retention peaks dramatically in Bomi County, with repetition rates jumping from **16.5% in Grade 10 to a critical 29.5% by Grade 12**.
- **Extreme Regional Grade Flows:** Outside of Bomi and River Gee, internal student flow is exceptionally smooth, with Gbarpolu County recording a flawless **0.0% repetition rate in Grade 12**.
- **Low Urban Retention Pressures:** Urbanized secondary systems show near-perfect progression efficiencies, with repetition rates dropping to a minor **1.8% by Grade 12 in Montserrado 2**.

Table 117. Senior high school repetition rate for female by county and grade, 2026

County	Grade 10	Grade 11	Grade 12
Bomi	2.5%	3.6%	1.9%
Bong	1.3%	1.5%	0.2%
Gbarpolu	0.9%	1.1%	0.0%
Grand Bassa	4.7%	2.6%	0.3%
Grand Cape Mount	3.7%	6.6%	2.8%
Grand Gedeh	4.4%	2.0%	0.0%
Grand Kru	4.8%	3.4%	0.0%
Lofa	3.8%	3.0%	1.8%
Margibi	5.4%	4.2%	2.3%
Maryland	3.1%	2.9%	5.5%
Montserrado 1	3.9%	4.0%	2.4%
Montserrado 2	2.5%	2.4%	1.8%
Nimba	3.1%	2.0%	1.4%
River Gee	4.7%	8.0%	7.0%

County	Grade 10	Grade 11	Grade 12
Rivercess	5.0%	4.2%	0.0%
Sinoe	5.9%	3.6%	4.9%

- **Elevated Late-Tier Stagnation for Girls:** Adolescent girls face notable grade retention barriers in the southeast, with female repetition rates climbing to **7.0% by Grade 12 in River Gee County**.
- **High Grade 10 Roadblocks in Sinoe:** Early entry into the senior high tier presents initial academic blocks for girls in Sinoe, which logs a **5.9% female repetition rate in Grade 10**.
- **Excellent Female Progression in Urban Hubs:** Advanced urban centers ensure smooth upward movement for female students, with repetition dropping to a low **1.8% by Grade 12 in Montserrado 2**.

Table 118. Senior high school repetition rate for male by county and grade, 2026

County	Grade 10	Grade 11	Grade 12
Bomi	29.0%	25.7%	55.9%
Bong	1.8%	1.9%	0.4%
Gbarpolu	2.3%	0.0%	0.0%
Grand Bassa	4.1%	2.7%	0.9%
Grand Cape Mount	6.5%	9.2%	3.4%
Grand Gedeh	8.1%	3.2%	0.2%
Grand Kru	3.8%	4.5%	0.0%
Lofa	3.1%	3.8%	3.0%
Margibi	3.2%	3.5%	1.8%
Maryland	6.6%	4.7%	5.0%
Montserrado 1	5.1%	4.9%	3.0%
Montserrado 2	3.1%	2.5%	1.8%
Nimba	3.1%	2.3%	1.9%
River Gee	7.9%	8.7%	9.9%
Rivercess	1.1%	2.7%	0.0%
Sinoe	5.4%	6.2%	3.9%

- **Catastrophic Male Grade Retention in Bomi:** Senior high boys face an absolute academic breakdown in Bomi County, where male repetition rates skyrocket to a massive **55.9% in Grade 12**.
- **Elevated Grade 11 Blockages in Grand Cape Mount:** Adolescent boys face substantial mid-tier blockages across the northwest, with Grand Cape Mount tracking a **9.2% male repetition rate in Grade 11**.
- **Flawless Male Secondary Flow:** Young men experience zero grade retention barriers across several rural zones, with Gbarpolu, Grand Kru, and Rivercess all reporting a perfect **0.0% male repetition rate in Grade 12**.

10.0 Cross-Cutting Areas

10.1 Disability

10.1.1 Measured (per-school census counts)

Table 119. Number of students with disability by county, type and gender, 2026

County	Total	Blind		Low vision		Deaf		Hard-of-hearing		Physical/mobility		Learning		Communication		Behavior	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bomi	237	3	8	1	4	1	0	8	4	6	16	60	46	10	4	34	32
Bong	1,189	1	3	66	38	4	2	75	40	49	26	139	144	80	81	239	202
Gbarpolu	645	5	7	2	4	3	1	16	6	56	61	72	68	42	37	147	118
Grand Bassa	745	5	6	2	3	2	2	20	22	28	14	135	147	102	110	89	58
Grand Cape Mount	592	0	0	21	29	7	3	33	26	32	18	71	84	23	21	121	103
Grand Gedeh	3,954	7	7	326	313	69	68	251	248	324	311	342	336	309	322	365	356
Grand Kru	353	0	0	31	52	4	5	23	36	17	29	32	30	5	9	40	40
Lofa	634	3	0	53	42	4	5	52	53	40	26	65	71	24	18	113	65
Margibi	1,031	4	2	48	31	4	4	54	49	43	31	88	115	50	58	278	172
Maryland	3,913	11	9	5	5	2	3	13	21	19	11	923	932	926	922	61	50
Montserrado 1	9,331	193	170	724	530	448	327	470	396	776	671	858	719	780	675	888	706
Montserrado 2	3,754	247	4	42	102	53	73	764	711	178	187	335	391	228	227	124	88
Nimba	4,805	848	768	188	85	129	12	218	119	213	93	470	386	260	144	523	349
River Gee	954	0	0	31	33	8	5	14	9	29	6	80	79	52	59	316	233
Rivercess	129	28	26	5	1	0	0	3	3	16	9	7	0	6	4	17	4
Sinoe	203	5	4	2	2	1	1	5	6	9	9	21	18	5	6	59	50
Total	32,469	1,360	1,014	1,547	1,274	739	511	2,019	1,749	1,835	1,518	3,698	3,566	2,902	2,697	3,414	2,626

- **Geographic Concentration:** Montserrado 1 holds the highest absolute caseload of students with disabilities (9,331), followed by Nimba (4,805), while Rivercess records the lowest volume (129) out of a nationwide total of 32,469.
- **Prevalent Disability Types:** Learning disabilities (7,261 total) and behavioral challenges (6,040 total) constitute the most widely reported disability categories across school districts.
- **Visual Impairment Extremes:** Nimba County presents a massive statistical outlier for severe visual impairment, accounting for 1,616 blind students (848 male, 768 female), which represents the vast majority of the national total of 2,374 blind students.

Table 120. Number and % of students with disability by county and gender, 2026

County	Total	Male		Female	
		Count	% total	Count	% total
Bomi	237	123	51.9%	114	48.1%
Bong	1,189	653	54.9%	536	45.1%
Gbarpolu	645	343	53.2%	302	46.8%
Grand Bassa	745	383	51.4%	362	48.6%
Grand Cape Mount	592	308	52.0%	284	48.0%
Grand Gedeh	3,954	1,993	50.4%	1,961	49.6%
Grand Kru	353	152	43.1%	201	56.9%
Lofa	634	354	55.8%	280	44.2%
Margibi	1,031	569	55.2%	462	44.8%
Maryland	3,913	1,960	50.1%	1,953	49.9%
Montserrado 1	9,331	5,137	55.1%	4,194	44.9%
Montserrado 2	3,754	1,971	52.5%	1,783	47.5%
Nimba	4,805	2,849	59.3%	1,956	40.7%
River Gee	954	530	55.6%	424	44.4%
Rivercess	129	82	63.6%	47	36.4%
Sinoe	203	107	52.7%	96	47.3%
Total	32,469	17,514	53.9%	14,955	46.1%

- **Pronounced Male Disability Majority:** Across all tracked disability categories, male students form the clear majority, accounting for **53.9% (17,514)** of the total disabled student population nationwide.
- **Highest Gender Gap in Behavioral Categories:** Behavioral challenges exhibit the widest gender disparity, with boys comprising **56.5% (3,414)** of the total cohort compared to girls at 43.5%.
- **Closest Alignment in Learning Cohorts:** The gender gap shrinks to its narrowest margin within the learning disability category, showing a more balanced split of **50.9% male vs. 49.1% female**.

Table 121. Number and % of students with disability by type and gender, 2026

Disability type	Total	Male		Female	
		Count	% total	Count	% total
Blind	2,374	1,360	57.3%	1,014	42.7%
Low vision	2,821	1,547	54.8%	1,274	45.2%
Deaf	1,250	739	59.1%	511	40.9%
Hard-of-hearing	3,768	2,019	53.6%	1,749	46.4%
Physical/mobility	3,353	1,835	54.7%	1,518	45.3%
Learning	7,264	3,698	50.9%	3,566	49.1%
Communication	5,599	2,902	51.8%	2,697	48.2%
Behavior	6,040	3,414	56.5%	2,626	43.5%
Total	32,469	17,514	53.9%	14,955	46.1%

- **Massive Disability Concentration:** Out of **32,469 total students identified with disabilities** nationwide, **28.7% (9,331 learners)** are concentrated exclusively within the Montserrado 1 school system.
- **Prevalence of Learning and Behavior Challenges:** Learning disabilities represent the single largest classification at **22.4% (7,264 students)**, followed closely by behavioral challenges at **18.6% (6,040 students)**.
- **Extreme Regional Concentration of Specific Needs:** Local variations are stark; **42.6% of all disabled students in Montserrado 2** have hearing impairments, while **39.3% of those in Nimba** are identified with vision impairments.

10.1.2 Estimated by education level

Table 122. Estimated students with disability by county, level and gender, 2026

County	Total	ECE		Primary		JSS		SSS	
		Male	Female	Male	Female	Male	Female	Male	Female
Bomi	237	66	61	53	49	2	3	2	2
Bong	1,189	343	286	275	220	25	22	11	8
Gbarpolu	645	198	191	114	94	23	16	8	1
Grand Bassa	745	190	177	139	136	49	44	5	5
Grand Cape Mount	592	161	148	141	130	6	6	0	0
Grand Gedeh	3,954	886	877	1,083	1,067	15	10	9	6
Grand Kru	353	51	39	81	116	15	40	5	5
Lofa	634	155	128	173	139	14	8	11	5
Margibi	1,031	240	187	295	249	25	17	9	8
Maryland	3,913	409	403	1,549	1,544	2	5	0	1
Montserrado 1	9,331	369	282	3,589	2,789	1,141	1,098	38	25
Montserrado 2	3,754	1,156	1,148	622	529	136	63	57	43
Nimba	4,793	1,519	946	1,186	881	82	75	56	48
River Gee	954	207	163	240	192	71	60	12	8
Rivercess	129	40	22	40	25	2	0	0	0
Sinoe	203	46	38	35	29	17	16	9	12
Total	32,457	6,034	5,098	9,616	8,190	1,623	1,482	234	179

Table 123. Estimated number and % of students with disability by level and gender, 2026

Level	Total	Male		Female	
		Count	% total	Count	% total
ECE	11,132	6,034	54.2%	5,098	45.8%
Primary	17,806	9,616	54.0%	8,190	46.0%
JSS	3,105	1,623	52.3%	1,482	47.7%
SSS	413	234	56.7%	179	43.3%
Total	32,457	17,508	53.9%	14,949	46.1%

Table 124. Estimated students with disability by level, type and gender, 2026

Level	Total	Blind		Low vision		Deaf		Hard-of-hearing		Physical/mobility		Learning		Communication		Behavior	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
ECE	11,133	678	545	358	279	402	242	838	797	554	441	1,211	1,163	811	745	1,183	886
Primary	17,805	1,192	847	369	349	100	79	1,164	895	1,020	835	2,191	2,120	1,848	1,711	1,732	1,353
JSS	3,108	45	26	233	209	33	33	191	190	223	210	261	259	220	223	418	334
SSS	413	2	2	30	31	5	4	25	20	38	32	35	25	17	18	82	47
Total	32,459	1,917	1,420	990	868	540	358	2,218	1,902	1,835	1,518	3,698	3,567	2,896	2,697	3,415	2,620

10.2 School Health, Safety & Well-being

10.2.1 School-Related Gender-Based Violence (SRGBV)

Table 125. Number and % of reported SRGBV cases by county and gender, 2026

County	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Bomi	3	0	0.0%	3	100.0%	0	0.0%
Bong	18	7	38.9%	7	38.9%	4	22.2%
Gbarpolu	3	1	33.3%	2	66.7%	0	0.0%
Grand Bassa	23	6	26.1%	11	47.8%	6	26.1%
Grand Cape Mount	2	0	0.0%	2	100.0%	0	0.0%
Grand Gedeh	1	1	100.0%	0	0.0%	0	0.0%
Grand Kru	4	1	25.0%	3	75.0%	0	0.0%
Lofa	24	6	25.0%	15	62.5%	3	12.5%
Margibi	43	23	53.5%	19	44.2%	1	2.3%
Maryland	4	3	75.0%	1	25.0%	0	0.0%
Montserrado 1	40	15	37.5%	21	52.5%	4	10.0%
Montserrado 2	31	13	41.9%	12	38.7%	6	19.4%
Nimba	17	5	29.4%	6	35.3%	6	35.3%
River Gee	2	1	50.0%	0	0.0%	1	50.0%
Rivercess	0	0	-	0	-	0	-
Sinoe	0	0	-	0	-	0	-
Total	215	82	38.1%	102	47.4%	31	14.4%

- **National Distribution:** Out of 215 total reported cases of School-Related Gender-Based Violence (SRGBV), Margibi (43 cases) and Montserrado 1 (40 cases) logged the highest incident volumes, whereas Rivercess and Sinoe reported zero cases.
- **Gender Disparity:** Nationwide data demonstrates that female students constitute the main victim demographic at 47.4% (102 cases) compared to male students at 38.1% (82 cases).
- **Reporting Gaps:** A notable 14.4% of total cases (31 incidents) were logged with the gender profile 'Not reported,' heavily driven by unresolved data fields within Nimba and Montserrado 2.

Table 126. Number of reported SRGBV cases by incident type and gender, 2026

Incident type	Total	Male		Female	
		Count	% total	Count	% total
Sexual abuse/assault/rape	26	4	15.4%	22	84.6%
Sexual harassment/exploitation	11	0	0.0%	11	100.0%
Corporal punishment	44	26	59.1%	18	40.9%
Other violence	109	54	49.5%	55	50.5%
Total	190	84	44.2%	106	55.8%

- **Prevalence of General Violence:** General 'Other violence' is the single most frequent form of recorded abuse, comprising 57.4% of the data matrix (109 out of 190 total incidents) with an almost equivalent split between male and female victims.
- **Corporal Punishment Targets:** Corporal punishment stands as the second most common incident category (44 cases) and disproportionately impacts male students, who make up 59.1% of those recorded cases.
- **Sexual Abuse & Harassment:** Sexual offenses overwhelmingly affect female students, who account for 84.6% of sexual abuse/assault/rape cases and 100% of reported sexual harassment/exploitation incidents.

Table 127. Number and % of schools with a safeguarding focal person by county, 2026

County	Total	Yes		No		Not reported	
		Count	% total	Count	% total	Count	% total
Bomi	169	8	4.7%	111	65.7%	50	29.6%
Bong	533	41	7.7%	332	62.3%	160	30.0%
Gbarpolu	124	3	2.4%	77	62.1%	44	35.5%
Grand Bassa	309	23	7.4%	173	56.0%	113	36.6%
Grand Cape Mount	183	10	5.5%	115	62.8%	58	31.7%
Grand Gedeh	188	20	10.6%	88	46.8%	80	42.6%
Grand Kru	140	5	3.6%	127	90.7%	8	5.7%
Lofa	376	20	5.3%	263	69.9%	93	24.7%
Margibi	578	68	11.8%	347	60.0%	163	28.2%
Maryland	217	12	5.5%	124	57.1%	81	37.3%
Montserrado 1	1,432	117	8.2%	666	46.5%	649	45.3%
Montserrado 2	1,028	95	9.2%	355	34.5%	578	56.2%
Nimba	788	31	3.9%	533	67.6%	224	28.4%
River Gee	122	3	2.5%	79	64.8%	40	32.8%
Rivercess	126	2	1.6%	94	74.6%	30	23.8%
Sinoe	181	8	4.4%	122	67.4%	51	28.2%
Total	6,494	466	7.2%	3,606	55.5%	2,422	37.3%

- **Severe National Deficiency:** Only 7.2% of schools nationwide (466 out of 6,494) possess a designated safeguarding focal person, leaving 55.5% explicitly without one and 37.3% completely unrecorded.
- **Top and Bottom Counties:** Margibi and Grand Gedeh maintain the highest rates of institutional safeguarding presence at 11.8% and 10.6% respectively, while Rivercess sits at the absolute bottom with only 1.6% of its schools equipped.
- **Massive Data Tracking Gaps:** Implementation accountability faces severe transparency challenges in Montserrado 2 and Montserrado 1, where 56.2% and 45.3% of schools failed to report their safeguarding compliance status.

10.2.2 School Pregnancy

Table 128. Number and % of school pregnancies by county and outcome, 2026

County	Total	Stayed in school		Dropped out		Returned after birth		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total
Bomi	41	13	31.7%	20	48.8%	2	4.9%	6	14.6%
Bong	325	160	49.2%	117	36.0%	30	9.2%	18	5.5%
Gbarpolu	90	24	26.7%	46	51.1%	8	8.9%	12	13.3%
Grand Bassa	128	49	38.3%	62	48.4%	12	9.4%	5	3.9%
Grand Cape Mount	76	35	46.1%	27	35.5%	10	13.2%	4	5.3%
Grand Gedeh	83	39	47.0%	17	20.5%	11	13.3%	16	19.3%
Grand Kru	50	11	22.0%	27	54.0%	1	2.0%	11	22.0%
Lofa	235	70	29.8%	80	34.0%	36	15.3%	49	20.9%
Margibi	223	91	40.8%	82	36.8%	26	11.7%	24	10.8%
Maryland	81	29	35.8%	20	24.7%	18	22.2%	14	17.3%
Montserrado 1	249	96	38.6%	102	41.0%	26	10.4%	25	10.0%
Montserrado 2	190	46	24.2%	95	50.0%	23	12.1%	26	13.7%
Nimba	536	256	47.8%	144	26.9%	64	11.9%	72	13.4%
River Gee	50	20	40.0%	23	46.0%	4	8.0%	3	6.0%
Rivercess	20	4	20.0%	12	60.0%	4	20.0%	0	0.0%
Sinoe	80	49	61.2%	20	25.0%	9	11.2%	2	2.5%
Total	2,457	992	40.4%	894	36.4%	284	11.6%	287	11.7%

- **Vulnerable Early Adolescents:** For pregnant students under the age of 15, the drop-out rate peaks severely at 55.4%, with only 33.1% managing to sustain school enrollment.
- **Primary Impact Demographic:** The 15–19 age bracket accounts for the vast majority of school pregnancies (61.2% or 1,503 out of 2,457 cases), maintaining a close split between staying in school (43.4%) and dropping out (41.7%).
- **Adult Student Resilience:** Students aged 20 and above display the highest educational resilience, with 47.2% remaining in school and 20.5% returning successfully after childbirth.

Table 129. Number and % of school pregnancies by age group and outcome, 2026

Age group	Total	Stayed in school		Dropped out		Returned after birth		Not reported	
		Count	% total	Count	% total	Count	% total	Count	% total
Under 15	139	46	33.1%	77	55.4%	8	5.8%	8	5.8%
15-19	1,503	653	43.4%	626	41.7%	167	11.1%	57	3.8%
20 and above	477	225	47.2%	125	26.2%	98	20.5%	29	6.1%
Not reported	338	68	20.1%	66	19.5%	11	3.3%	193	57.1%
Total	2,457	992	40.4%	894	36.4%	284	11.6%	287	11.7%

- **Vulnerable Early Adolescents:** For pregnant students under the age of 15, the drop-out rate peaks severely at 55.4%, with only 33.1% managing to sustain school enrollment.
- **Primary Impact Demographic:** The 15–19 age bracket accounts for the vast majority of school pregnancies (61.2% or 1,503 out of 2,457 cases), maintaining a close split between staying in school (43.4%) and dropping out (41.7%).
- **Adult Student Resilience:** Students aged 20 and above display the highest educational resilience, with 47.2% remaining in school and 20.5% returning successfully after childbirth.

10.2.3 School Feeding

Table 130. Number and % of schools with a school feeding program by county, 2026

County	Total	Yes		No		Not reported	
		Count	% total	Count	% total	Count	% total
Bomi	169	105	62.1%	33	19.5%	31	18.3%
Bong	533	300	56.3%	150	28.1%	83	15.6%
Gbarpolu	124	27	21.8%	71	57.3%	26	21.0%
Grand Bassa	309	98	31.7%	140	45.3%	71	23.0%
Grand Cape Mount	183	140	76.5%	24	13.1%	19	10.4%
Grand Gedeh	188	56	29.8%	70	37.2%	62	33.0%
Grand Kru	140	3	2.1%	121	86.4%	16	11.4%
Lofa	376	54	14.4%	213	56.6%	109	29.0%
Margibi	578	102	17.6%	393	68.0%	83	14.4%
Maryland	217	39	18.0%	141	65.0%	37	17.1%
Montserrado 1	1,432	143	10.0%	618	43.2%	671	46.9%
Montserrado 2	1,028	152	14.8%	365	35.5%	511	49.7%
Nimba	788	139	17.6%	419	53.2%	230	29.2%
River Gee	122	36	29.5%	49	40.2%	37	30.3%
Rivercess	126	38	30.2%	50	39.7%	38	30.2%
Sinoe	181	2	1.1%	123	68.0%	56	30.9%
Total	6,494	1,434	22.1%	2,980	45.9%	2,080	32.0%

- **Low National Coverage:** Only 22.1% of all active schools (1,434 out of 6,494) benefit from a school feeding program, while 45.9% explicitly operate without nutritional support.
- **Strongest Support Systems:** Grand Cape Mount (76.5%) and Bomi (62.1%) lead the country, featuring the most comprehensive school feeding infrastructure networks.
- **Extreme Institutional Neglect:** Sinoe (1.1%) and Grand Kru (2.1%) exhibit almost completely non-existent school feeding services, despite encompassing hundreds of active schools.

Table 131. Number and % of schools with a school feeding program by ownership, 2026

Ownership	Total	Yes		No		Not reported	
		Count	% total	Count	% total	Count	% total
Public	2,463	990	40.2%	953	38.7%	520	21.1%
Private	2,140	195	9.1%	1,075	50.2%	870	40.7%
Faith-based	1,660	186	11.2%	835	50.3%	639	38.5%
Community	231	63	27.3%	117	50.6%	51	22.1%
Total	6,494	1,434	22.1%	2,980	45.9%	2,080	32.0%

- **Public School Dominance:** School feeding infrastructure is heavily centralized in Public schools, where 40.2% have active programs, comprising 990 of the 1,434 total programs nationwide.
- **Private and Faith-Based Deficits:** Private (9.1%) and Faith-based (11.2%) institutions display the weakest presence of nutritional programs, with half of their entities explicitly lacking coverage.
- **Reporting Clouds Private Sector:** A high margin of 40.7% of private schools failed to report their status, obscuring a significant portion of the sector's actual coverage metrics.

10.3 Out-of-School

Table 132. Out-of-school rate by county and level, 2026

County	ECE	Primary	JSS	SSS
Bomi	41.7%	67.5%	93.7%	97.9%
Bong	49.2%	69.9%	93.9%	94.8%
Gbarpolu	59.0%	80.1%	97.3%	98.7%
Grand Bassa	52.0%	64.6%	89.8%	92.4%
Grand Cape Mount	45.3%	72.9%	94.0%	97.4%
Grand Gedeh	47.8%	64.4%	91.8%	93.8%
Grand Kru	62.2%	72.7%	96.8%	97.3%
Lofa	59.8%	73.6%	93.3%	95.7%
Margibi	11.7%	39.7%	76.2%	81.4%
Maryland	41.6%	53.3%	88.5%	93.1%
Montserrado 1	27.0%	39.0%	70.1%	74.8%
Montserrado 2	28.0%	41.8%	70.4%	74.9%
Nimba	46.3%	62.9%	90.3%	92.4%
River Gee	53.7%	75.8%	91.4%	95.0%
Rivercess	47.3%	69.8%	97.5%	98.5%
Sinoe	58.5%	72.1%	95.8%	97.7%

Note: Out-of-school rate = the official-age population not enrolled at that level (100% minus the net enrollment rate), over the LISGIS 2025 projection. Montserrado 1 and 2 have no separate LISGIS population projection; the combined Montserrado projection was apportioned between them in proportion to enrolment (Montserrado 1 = 56.6%). Their rates are therefore approximate.

- **Progressive Educational Exclusion:** Out-of-school rates escalate drastically at higher education levels across all counties; while Early Childhood Education (ECE) rates sit between 11% and 62%, Senior Secondary School (SSS) rates soar above 90% in 13 out of 16 school districts.
- **Margibi and Montserrado Advantage:** Margibi County records the strongest student retention across the board, logging the lowest out-of-school rates at every single level, including a highly successful 11.7% out-of-school rate for ECE.
- **Severe Rural Education Deficit:** Gbarpolu County emerges as the most educationally underserved region, where an alarming 80.1% of primary-aged children and 98.7% of senior secondary youth are completely out of the school system.

Table 133. Out-of-school rate for female by county and level, 2026

County	ECE	Primary	JSS	SSS
Bomi	43.7%	65.1%	93.5%	97.9%
Bong	52.3%	69.8%	93.4%	94.4%
Gbarpolu	59.0%	81.1%	97.4%	98.8%
Grand Bassa	53.4%	64.5%	89.3%	91.8%
Grand Cape Mount	46.3%	70.9%	93.8%	97.2%
Grand Gedeh	49.0%	66.3%	91.4%	93.4%
Grand Kru	62.6%	72.3%	96.7%	97.4%

County	ECE	Primary	JSS	SSS
Lofa	60.6%	74.0%	93.0%	96.0%
Margibi	15.2%	38.6%	74.8%	81.5%
Maryland	43.9%	52.2%	87.7%	93.0%
Montserrado 1	26.0%	38.5%	70.3%	73.4%
Montserrado 2	27.3%	41.9%	70.5%	75.0%
Nimba	47.0%	61.9%	89.6%	91.9%
River Gee	54.6%	75.3%	90.7%	95.0%
Rivercess	44.9%	69.1%	98.0%	98.3%
Sinoe	60.8%	72.8%	95.6%	97.8%

Note: Out-of-school rate = the official-age population not enrolled at that level (100% minus the net enrollment rate), over the LISGIS 2025 projection. Montserrado 1 and 2 have no separate LISGIS population projection; the combined Montserrado projection was apportioned between them in proportion to enrolment (Montserrado 1 = 56.6%). Their rates are therefore approximate.

- **Secondary Level Drop-Off:** Female out-of-school rates reach critical levels in later adolescent years, peaking at a staggering 98.8% in Gbarpolu and 98.3% in Rivercess for Senior Secondary School.
- **Lofa and Bong ECE Spikes:** Female toddlers face extreme initial entry barriers to education in Lofa (74.0%) and Bong (69.8%), which register the highest female out-of-school rates for Early Childhood Education in the country.
- **Montserrado 2 Primary Retention:** Montserrado 2 displays a unique and positive regional trend for young girls, securing the lowest female primary out-of-school rate in the country at 27.3%.

Table 134. Out-of-school rate for male by county and level, 2026

County	ECE	Primary	JSS	SSS
Bomi	39.9%	69.6%	93.8%	97.8%
Bong	45.8%	70.0%	94.4%	95.2%
Gbarpolu	59.0%	79.2%	97.3%	98.7%
Grand Bassa	50.5%	64.8%	90.3%	92.9%
Grand Cape Mount	44.3%	74.6%	94.3%	97.7%
Grand Gedeh	46.5%	62.3%	92.2%	94.2%
Grand Kru	61.7%	73.0%	96.9%	97.3%
Lofa	59.0%	73.2%	93.5%	95.4%
Margibi	7.7%	40.9%	77.6%	81.4%
Maryland	39.1%	54.5%	89.3%	93.2%
Montserrado 1	28.0%	39.5%	69.7%	76.3%
Montserrado 2	28.8%	41.7%	70.3%	74.9%
Nimba	45.5%	63.8%	90.9%	93.0%
River Gee	52.7%	76.2%	92.1%	95.0%
Rivercess	49.5%	70.4%	97.1%	98.7%
Sinoe	56.1%	71.5%	96.0%	97.7%

Note: Out-of-school rate = the official-age population not enrolled at that level (100% minus the net enrollment rate), over the LISGIS 2025 projection. Montserrado 1 and 2 have no separate LISGIS population projection; the combined Montserrado projection was apportioned between them in proportion to enrolment (Montserrado 1 = 56.6%). Their rates are therefore approximate

- **Near-Total Secondary Exclusion:** Parallel to females, older male teenagers face an intense exclusion crisis in Senior Secondary School, with Rivercess (98.7%), Gbarpolu (98.7%), and Bomi (97.8%) locking nearly all male youth out of final secondary education.
- **Margibi Early Integration:** Young boys in Margibi County achieve the highest early education access recorded in the document, with an exceptional out-of-school rate of only 7.7% for ECE.
- **Montserrado 1 Secondary Disparity:** Unlike most counties where genders track closely, Montserrado 1 shows a distinct gap for older youth, leaving 76.3% of its male teenagers out of Senior Secondary School compared to 73.4% of its female teenagers.

10.4 Gender Parity Index

Table 135. Students Gender Parity Index (GPI) by county and level, 2026

County	ECE	Primary	JSS	SSS
Bomi	0.92	1.11	1.10	0.95
Bong	0.85	0.96	1.02	1.02
Gbarpolu	0.96	0.88	0.80	1.00
Grand Bassa	0.94	0.99	1.05	1.02
Grand Cape Mount	1.00	1.16	1.23	1.12
Grand Gedeh	0.95	0.91	1.04	1.07
Grand Kru	0.96	0.96	1.06	1.07
Lofa	0.94	0.92	0.90	0.85
Margibi	0.91	1.02	1.01	0.92
Maryland	0.93	0.99	1.17	1.06
Montserrado 1	1.03	1.02	0.94	1.02
Montserrado 2	1.04	0.99	0.95	0.96
Nimba	0.95	1.00	1.08	1.14
River Gee	0.95	1.03	1.21	1.06
Rivercess	0.99	0.99	0.96	1.03
Sinoe	0.93	0.96	1.05	1.07

Note: Gender Parity Index = female gross enrollment rate divided by male gross enrollment rate; 1.00 is parity (below 1 favours boys, above 1 favours girls). Montserrado 1 and 2 have no separate LISGIS population projection; the combined Montserrado projection was apportioned between them in proportion to enrolment (Montserrado 1 = 56.6%). Their rates are therefore approximate.

- **Widespread Junior High Female Parity Gains:** At the junior secondary tier, gross enrollment favors female students across 10 out of 16 counties, peaking at an extreme **1.23 GPI in Grand Cape Mount**.
- **Severe Primary-Tier Male Imbalance in Gbarpolu:** In contrast to coastal trends, Gbarpolu County heavily favors male enrollment across middle tiers, showing a low primary GPI of **0.88** and a junior high GPI of **0.80**.
- **Mixed Parity Realities in Senior High:** Gender balance fragments at the highest secondary tier; gross enrollment swings back to favor boys in **Lofa (0.85 GPI)** and **Margibi (0.92 GPI)**, but favors girls in **Nimba (1.14 GPI)**.

Table 136. Teacher Gender Parity Index (GPI) by county, 2026

County	Female teachers	Male teachers	GPI
Bomi	286	799	0.36
Bong	1,224	3,736	0.33
Gbarpolu	151	632	0.24
Grand Bassa	642	1,937	0.33
Grand Cape Mount	269	977	0.28
Grand Gedeh	446	1,136	0.39
Grand Kru	196	759	0.26
Lofa	569	2,892	0.20
Margibi	2,223	4,476	0.50
Maryland	582	1,430	0.41
Montserrado 1	6,954	13,385	0.52
Montserrado 2	5,033	9,668	0.52
Nimba	2,013	5,105	0.39
River Gee	225	707	0.32
Rivercess	114	541	0.21
Sinoe	283	956	0.30
Total	21,210	49,136	0.43

- **Profound Nationwide Teacher Gender Crisis:** The Teacher Gender Parity Index stalls at a highly unequal national average of **0.43**, reflecting a severe, system-wide shortage of female educators.
- **Catastrophic Female Shortages in the Interior:** The teacher gender gap reaches critical depths across rural farming and logging zones, collapsing down to a minor **0.20 GPI in Lofa County** and **0.21 in Rivercess**.
- **Urban Parity Leadership:** Female educator presence achieves its closest alignment to parity within urban core networks, peaking at **0.52 GPI in both Montserrado 1 and Montserrado 2**.

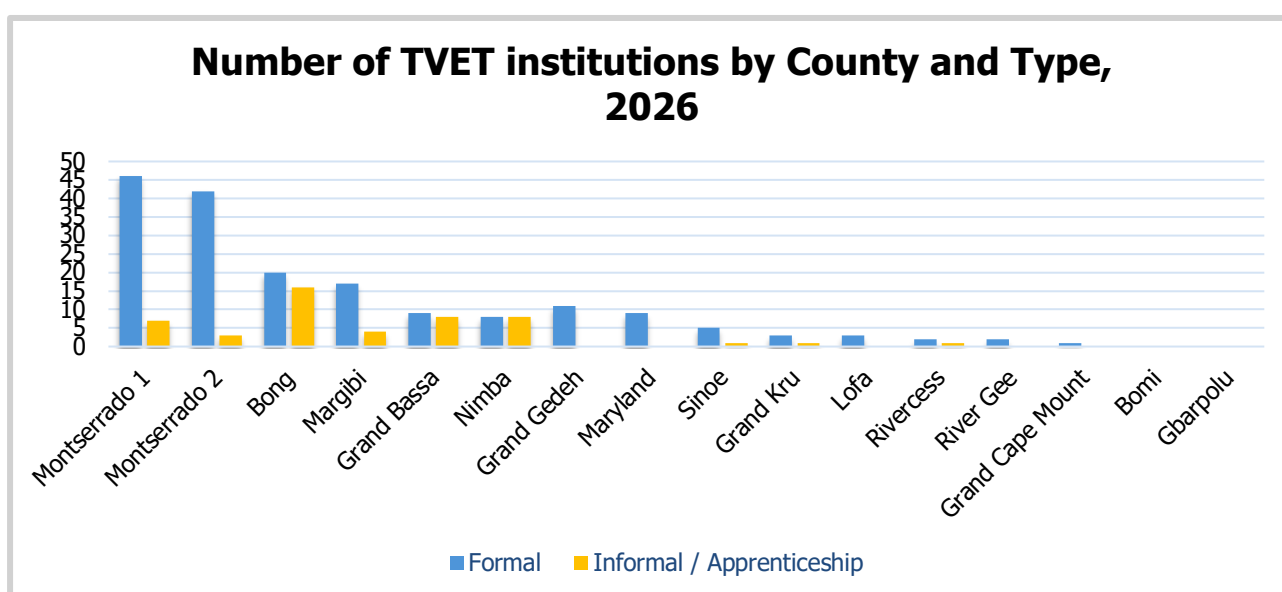
11.0 Technical and Vocational Education and Training (TVET)

11.1 Resources

11.1.1 TVET Schools

Table 137: Number of TVET institutions by County and Type, 2026

County	Total	Formal	Informal / Apprenticeship
Bomi	0	0	0
Bong	34	20	16
Gbarpolu	0	0	0
Grand Bassa	16	9	8
Grand Cape Mount	1	1	0
Grand Gedeh	11	11	0
Grand Kru	3	3	1
Lofa	3	3	0
Margibi	18	17	4
Maryland	9	9	0
Montserrado 1	48	46	7
Montserrado 2	44	42	3
Nimba	16	8	8
River Gee	2	2	0
Rivercess	3	2	1
Sinoe	5	5	1
Total	213	178	49

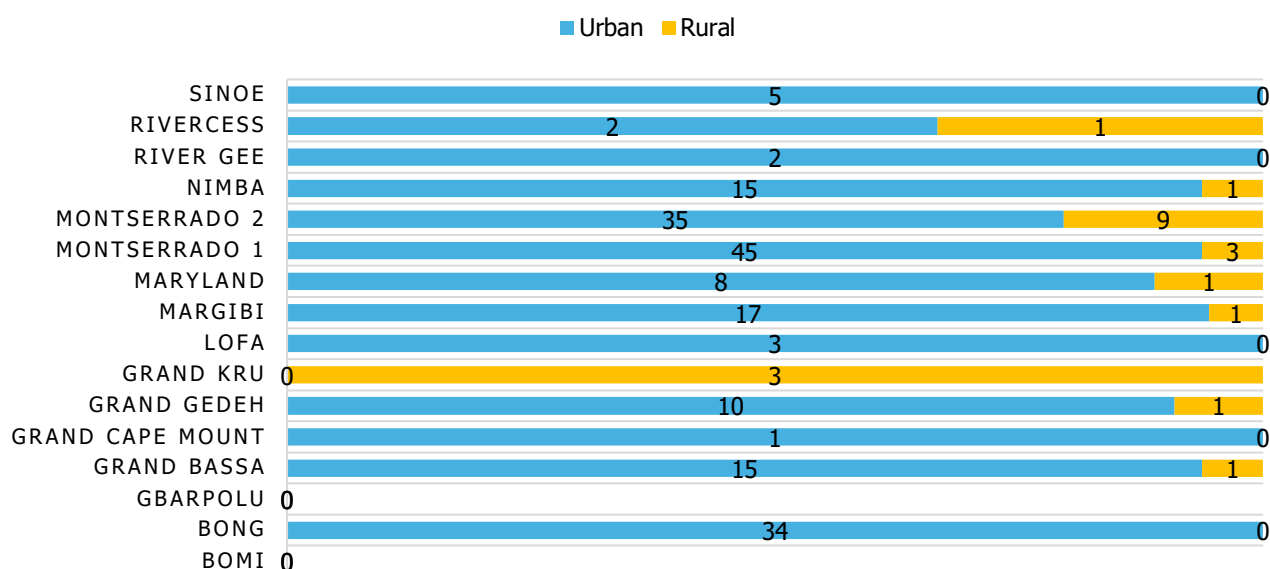


- The 2025/2026 ASC identified **213 TVET institutions**, with private providers accounting for the vast majority – **187 institutions (87.8%)**, compared with **18 public (8.5%)**, **five faith-based (2.3%)**, and three community-owned institutions (1.4%).
- TVET provision is geographically concentrated, with Montserrado accounting for **92 institutions (43.2%)**, followed by **Bong (34)**, **Margibi (18)**, **Grand Bassa and Nimba (16 each)**. No TVET institutions reported for **Bomi and Gbarpolu**.
- The findings highlight the **strong role of private providers** and **significant geographic disparities** in access to TVET institutions across Liberia.

Table 138: Number and % of TVET institutions by County and Location, 2026

County	Total	Urban		Rural	
		Count	% total	Count	% total
Bomi	0	0	-	0	-
Bong	34	34	100.0%	0	0.0%
Gbarpolu	0	0	-	0	-
Grand Bassa	16	15	93.8%	1	6.2%
Grand Cape Mount	1	1	100.0%	0	0.0%
Grand Gedeh	11	10	90.9%	1	9.1%
Grand Kru	3	0	0.0%	3	100.0%
Lofa	3	3	100.0%	0	0.0%
Margibi	18	17	94.4%	1	5.6%
Maryland	9	8	88.9%	1	11.1%
Montserrado 1	48	45	93.8%	3	6.2%
Montserrado 2	44	35	79.5%	9	20.5%
Nimba	16	15	93.8%	1	6.2%
River Gee	2	2	100.0%	0	0.0%
Rivercess	3	2	66.7%	1	33.3%
Sinoe	5	5	100.0%	0	0.0%
Total	213	192	90%	21	10%

NUMBER OF TVET INSTITUTIONS BY COUNTY AND LOCATION, 2026

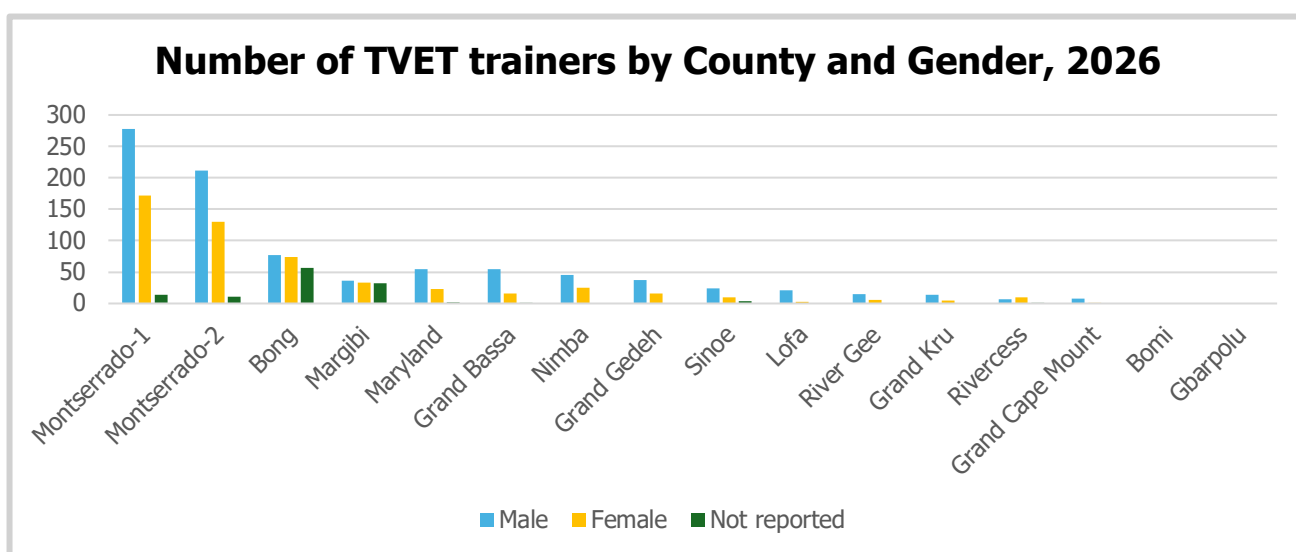


- Of the identified **213 TVET institutions**, **178 provide formal TVET programs**, while **49 provide informal or apprenticeship-based training**, with some institutions offering both types.
- Formal TVET provision dominates across most counties, particularly Montserrado, where 88 of the 92 institutions offer formal training, while Nimba shows an equal distribution of eight formal and eight informal/apprenticeship providers.
- A large majority of the TVET institutions are located in **urban areas**, with the exception been Grand Kru with only rural TVET institutions.

10.1.2 TVET Trainers

Table 139: Number and % of TVET trainers by County and Gender, 2026

County	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Bomi	0	0	–	0	–	0	–
Bong	208	77	37.0%	74	35.6%	57	27.4%
Gbarpolu	0	0	–	0	–	0	–
Grand Bassa	72	55	76.4%	16	22.2%	1	1.4%
Grand Cape Mount	9	8	88.9%	1	11.1%	0	0.0%
Grand Gedeh	53	37	69.8%	16	30.2%	0	0.0%
Grand Kru	19	14	73.7%	5	26.3%	0	0.0%
Lofa	24	21	87.5%	3	12.5%	0	0.0%
Margibi	101	36	35.6%	33	32.7%	32	31.7%
Maryland	80	55	68.8%	23	28.8%	2	2.5%
Montserrado-1	464	278	59.9%	172	37.1%	14	3.0%
Montserrado-2	352	211	59.9%	130	36.9%	11	3.1%
Nimba	70	45	64.3%	25	35.7%	0	0.0%
River Gee	21	15	71.4%	6	28.6%	0	0.0%
Rivercess	18	7	38.9%	10	55.6%	1	5.6%
Sinoe	38	24	63.2%	10	26.3%	4	10.5%
Total	1,529	883	57.8%	524	34.3%	122	8.0%

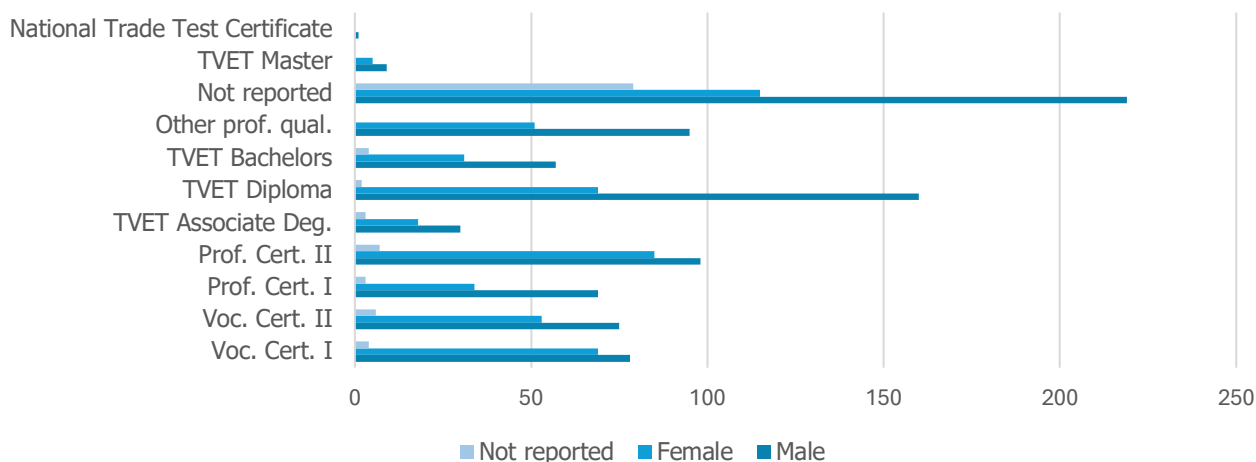


- The 2026 TVET data report **1,529 trainers**, comprising 883 males (57.8%), 524 females (34.3%), and 122 (8.0%) whose gender was not reported.
- Trainers are highly concentrated in **Montserrado, with 816 trainers (53.4%)**, followed by **Bong (208)** and **Margibi (101)**, while substantially smaller numbers are reported across the remaining counties.
- The trainer **workforce is predominantly male**, indicating a notable gender imbalance among TVET teaching personnel, alongside considerable geographic concentration in Montserrado.

Table 140: Number and % of TVET trainers by Qualification and Gender, 2026

Qualification	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Voc. Cert. I	151	78	51.7%	69	45.7%	4	2.6%
Voc. Cert. II	134	75	56.0%	53	39.6%	6	4.5%
Prof. Cert. I	106	69	65.1%	34	32.1%	3	2.8%
Prof. Cert. II	190	98	51.6%	85	44.7%	7	3.7%
TVET Associate Deg.	51	30	58.8%	18	35.3%	3	5.9%
TVET Diploma	231	160	69.3%	69	29.9%	2	0.9%
TVET Bachelors	92	57	62.0%	31	33.7%	4	4.3%
Other prof. qual.	146	95	65.1%	51	34.9%	0	0.0%
Not reported	413	219	53.0%	115	27.8%	79	19.1%
TVET Master	14	9	64.3%	5	35.7%	0	0.0%
National Trade Test Certificate	1	1	100.0%	0	0.0%	0	0.0%
Total	1,529	891	58.3%	530	34.7%	108	7.0%

Number of TVET trainers by Qualification and Gender, 2026

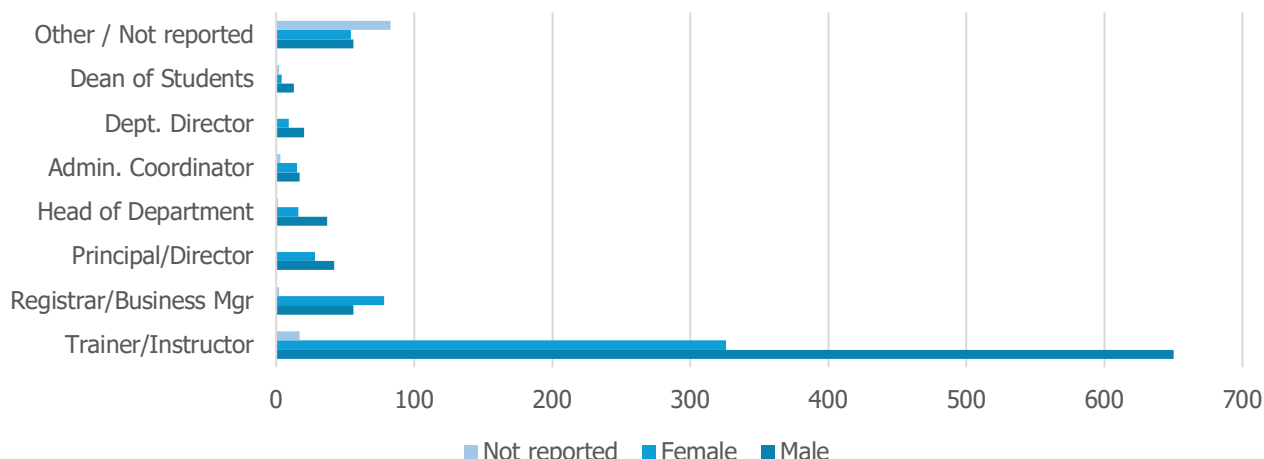


- There is considerable variation in the qualifications of the 1,529 reported trainers, with **TVET Diploma holders forming the largest identified group (231)**, followed by **Professional Certificate II (190)**, **Vocational Certificate-I (151)**, and **other professional qualifications (146)**.
- Smaller numbers hold TVET bachelor's, associate, or master's qualifications, **while 413 trainers had no qualification reported**, representing a substantial information gap.
- Gender distribution also varies across qualification categories, although male trainers generally predominate.

Table 141: Number and % of TVET trainers by Role and Gender, 2026

Role	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Trainer/Instructor	993	650	65.5%	326	32.8%	17	1.7%
Registrar/Business Mgr	136	56	41.2%	78	57.4%	2	1.5%
Principal/Director	70	42	60.0%	28	40.0%	0	0.0%
Head of Department	54	37	68.5%	16	29.6%	1	1.9%
Admin. Coordinator	35	17	48.6%	15	42.9%	3	8.6%
Dept. Director	29	20	69.0%	9	31.0%	0	0.0%
Dean of Students	19	13	68.4%	4	21.1%	2	10.5%
Other / Not reported	193	56	29.0%	54	28.0%	83	43.0%
Total	1,529	891	58.3%	530	34.7%	108	7.1%

Number of TVET trainers by Role and Gender, 2026



- The 2026 TVET data show that the majority of the 1,529 reported personnel are directly engaged as trainers/instructors, accounting for 993, while smaller numbers serve in administrative and leadership roles, including 136 registrars/business managers, 70 principals/directors, 54 heads of department, 35 administrative coordinators, 29 department directors, and 19 deans.
- Gender representation varies across these roles, but males generally constitute the larger share of personnel.
- The TVET workforce is predominantly concentrated in instructional roles, with a comparatively smaller proportion serving in institutional management and administrative positions.

11.2 Access

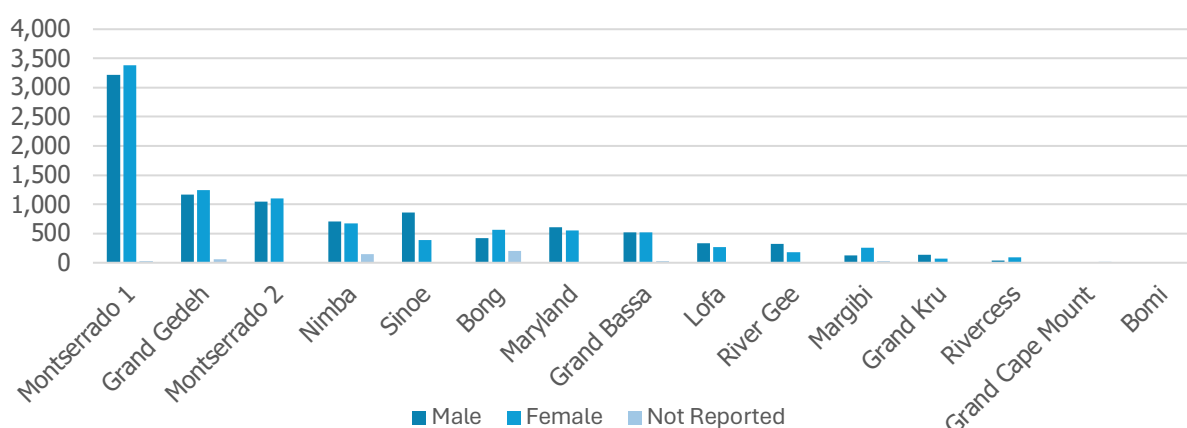
11.2.1 TVET Enrollment

Table 142: Number and % of TVET students by County and Gender, 2026

County	Total	Male		Female		Not Reported	
		Count	%	Count	%	Count	%
Bomi	0	0	–	0	–	0	–
Bong	1,194	426	35.7%	568	47.6%	200	16.8%
Gbarpolu	0	0	–	0	–	0	–
Grand Bassa	1,056	517	48.9%	515	48.8%	24	2.3%
Grand Cape Mount	18	0	0.0%	0	0.0%	18	100.0%
Grand Gedeh	2,470	1,165	47.2%	1,246	50.4%	59	2.4%
Grand Kru	208	138	66.3%	70	33.7%	0	0.0%

Lofa	604	337	55.8%	267	44.2%	0	0.0%
Margibi	414	127	30.7%	260	62.8%	27	6.5%
Maryland	1,165	613	52.6%	552	47.4%	0	0.0%
Montserrado 1	6,630	3,216	48.5%	3,388	51.1%	26	0.4%
Montserrado 2	2,163	1,049	48.5%	1,105	51.1%	9	0.4%
Nimba	1,533	709	46.2%	679	44.3%	145	9.5%
River Gee	502	319	63.5%	183	36.5%	0	0.0%
Rivercess	127	35	27.6%	92	72.4%	0	0.0%
Sinoe	1,250	862	69.0%	388	31.0%	0	0.0%
Total	19,334	9,512	49.2%	9,314	48.2%	508	2.6%

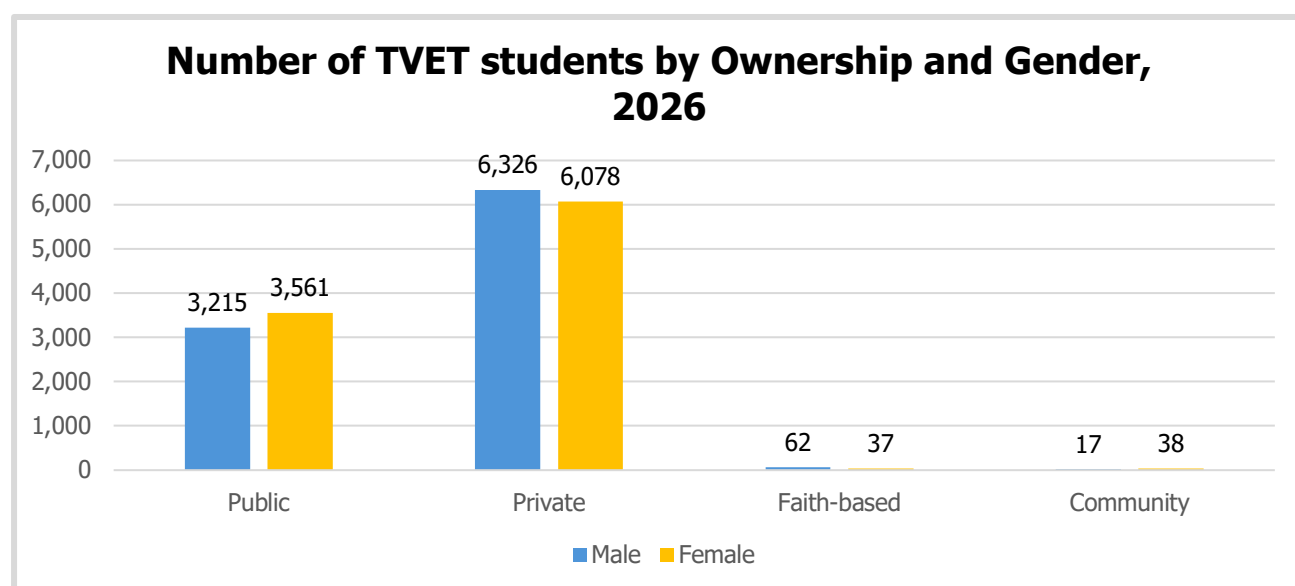
Number of TVET students by County and Gender, 2026



- The 2026 TVET data show a total enrolment of 19,334 students, with 9,512 males (49.2%), 9,314 females (48.2%), and 508 students (2.6%) whose gender was not reported.
- Enrolment is heavily concentrated in Montserrado, which accounts for 45.5% of total TVET enrollment.
- Gender participation varies considerably across counties: female enrollment is notably higher in Rivercess and Margibi, while males predominate in Sinoe, Grand Kru, and River Gee.

Table 143: Number and % of TVET students by Ownership and Gender, 2026

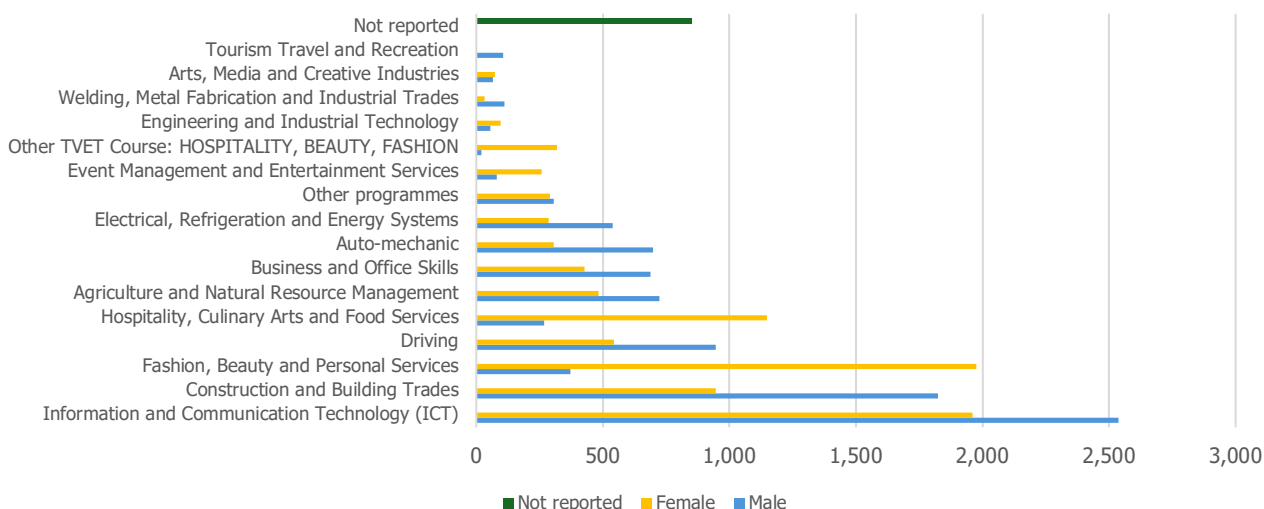
Ownership	Total	Male		Female	
		Count	% total	Count	% total
Public	6,776	3,215	47.4%	3,561	52.6%
Private	12,404	6,326	51.0%	6,078	46.4%
Faith-based	99	62	62.6%	37	37.4%
Community	55	17	30.9%	38	69.1%
Total	19,334	9,620	49.8%	9,714	50.2%



- Private institutions account for the largest share of enrollment, with **12,404 students (64.2%)**, compared with **6,776 students (35.0%)** in public institutions, while **faith-based and community institutions together account for less than 1%** of total enrollment.
- Gender patterns vary by ownership: females constitute a slight majority in public institutions (52.6%) and a larger majority in community institutions (69.1%), while males predominate in private (51.0%) and faith-based institutions (62.6%).
- The data demonstrate the dominant role of private providers in TVET enrollment, alongside notable differences in gender participation across institution ownership categories.

Table 144: Number and % of TVET students by Program and Gender, 2026

Programme	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Information and Communication Technology (ICT)	4,498	2,538	56.4%	1,960	43.6%	0	0.0%
Construction and Building Trades	2,770	1,824	65.8%	946	34.2%	0	0.0%
Fashion, Beauty and Personal Services	2,346	371	15.8%	1,975	84.2%	0	0.0%
Driving	1,489	947	63.6%	543	36.4%	0	0.0%
Hospitality, Culinary Arts and Food Services	1,417	269	19.0%	1,148	81.0%	0	0.0%
Agriculture and Natural Resource Management	1,206	723	59.9%	483	40.1%	0	0.0%
Business and Office Skills	1,116	689	61.7%	427	38.3%	0	0.0%
Auto-mechanic	1,004	697	69.5%	306	30.5%	0	0.0%
Electrical, Refrigeration and Energy Systems	825	539	65.3%	286	34.7%	0	0.0%
Event Management and Entertainment Services	337	81	23.9%	257	76.1%	0	0.0%
Other TVET Course: HOSPITALITY, BEAUTY, FASHION	337	19	5.6%	318	94.4%	0	0.0%
Engineering and Industrial Technology	151	56	37.2%	95	62.8%	0	0.0%
Welding, Metal Fabrication and Industrial Trades	143	111	77.3%	32	22.7%	0	0.0%
Arts, Media and Creative Industries	138	65	47.2%	73	52.8%	0	0.0%
Tourism Travel and Recreation	106	106	100.0 %	0	0.0%	0	0.0%
Other programmes	598	307	51.4%	290	48.6%	0	0.0%
Not reported	852	0	0.0%	0	0.0%	852	100.0 %
Total	19,333	9,342	48.3 %	9,139	47.3 %	852	4.4%

Number of TVET students by Program and Gender, 2026

- TVET enrollment is concentrated in a few major fields, including ICT with 23.3% of the total students, Construction with 14.3%, Fashion, Beauty and Personal Services with 12.1%, followed by Driving (7.7%) and Hospitality (7.3%).
- Gender participation varies substantially by program: males dominate in Construction (65.8%), Driving (63.6%), Auto-mechanics (69.5%), Electrical/Refrigeration/Energy (65.3%), and Welding/Metal Fabrication (77.6%), while females constitute large majorities in Fashion/Beauty/Personal Services (84.2%) and Hospitality/Culinary/Food Services (81.0%).
- The data indicate clear gender differences in fields of study, with women more concentrated in service-oriented programs and men more represented in construction, mechanical, electrical, and other technical trades.

Table 145: Number and % of TVET students by Level and Gender, 2026

Level	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Certificate I	2,855	1,514	53.0%	1,340	47.0%	0	0.0%
Certificate II	2,684	1,372	51.1%	1,311	48.9%	0	0.0%
Proficiency I	5,365	2,925	54.5%	2,440	45.5%	0	0.0%
Proficiency II	3,365	1,675	49.8%	1,691	50.2%	0	0.0%
Diploma	4,489	1,933	43.1%	2,556	56.9%	0	0.0%
Not reported	576	0	0.0%	0	0.0%	576	100.0%
Total	19,333	9,419	48.7%	9,338	48.3%	576	3.0%

- The 2026 TVET data show that enrollment is distributed across several qualification levels, with Proficiency Certificate-I recording accounting for 27.7% of the students, followed by Diploma programs (23.2%), Proficiency Certificate-II (17.4%), Certificate-I (14.8%), and Certificate-II (13.9%).
- Male and female participation is broadly balanced overall, although the gender composition varies between qualification levels.
- The distribution indicates that a substantial share of TVET students is enrolled in proficiency and diploma-level programs, reflecting participation across both foundational and more advanced levels.

10.3 TVET Graduates

Table 146: Number and % of TVET graduates by County and Gender, 2026

County	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Bomi	0	0	–	0	–	0	–
Bong	484	251	51.9%	233	48.1%	0	0.0%
Gbarpolu	0	0	–	0	–	0	–
Grand Bassa	803	373	46.5%	430	53.5%	0	0.0%
Grand Cape Mount	0	0	–	0	–	0	–
Grand Gedeh	222	150	67.6%	72	32.4%	0	0.0%
Grand Kru	66	19	28.8%	47	71.2%	0	0.0%
Lofa	1	1	100.0%	0	0.0%	0	0.0%
Margibi	89	37	41.6%	44	49.4%	8	9.0%
Maryland	19	8	42.1%	11	57.9%	0	0.0%
Montserrado-1	3,440	1,875	54.5%	1,565	45.5%	0	0.0%
Montserrado-2	1,321	720	54.5%	601	45.5%	0	0.0%
Nimba	1,033	551	53.3%	482	46.7%	0	0.0%
River Gee	207	128	61.8%	79	38.2%	0	0.0%
Rivercess	80	34	42.5%	46	57.5%	0	0.0%
Sinoe	217	103	47.5%	114	52.5%	0	0.0%
Total	7,982	4,250	53.2%	3,724	46.7%	8	0.1%

- The TVET data show 7,982 reported graduates, comprising 4,250 males (53.2%) and 3,724 females (46.7%), with gender not reported for only eight graduates.
- Graduates were heavily concentrated in Montserrado, which accounted for 4,761 graduates (60%), followed by Nimba (1,033) and Grand Bassa (803), while several counties recorded relatively small numbers.
- Gender patterns also varied geographically, with male graduates outnumbering females nationally and in several counties, although female graduates were more numerous in some areas.

Table 147: Number and % of TVET graduates by Program and Gender, 2026

Program	Total	Male		Female		Not reported	
		Count	% total	Count	% total	Count	% total
Information and Communication Technology (ICT)	2,138	1,180	55.2%	958	44.8%	0	0.0%
Fashion, Beauty and Personal Services	1,120	318	28.4%	802	71.6%	0	0.0%
Driving	943	683	72.4%	260	27.6%	0	0.0%
Agriculture and Natural Resource Management	660	385	58.3%	275	41.7%	0	0.0%
Hospitality, Culinary Arts and Food Services	659	80	12.1%	579	87.9%	0	0.0%
Construction and Building Trades	652	544	83.4%	108	16.6%	0	0.0%
Business and Office Skills	278	141	50.7%	137	49.3%	0	0.0%
Electrical, Refrigeration and Energy Systems	236	207	87.7%	29	12.3%	0	0.0%
Event Management and Entertainment Services	211	101	47.9%	110	52.1%	0	0.0%
Arts, Media and Creative Industries	179	90	50.3%	89	49.7%	0	0.0%
Auto-mechanic	168	105	62.5%	63	37.5%	0	0.0%
Transport and Logistics	78	45	57.7%	33	42.3%	0	0.0%
Tourism, Travel and Recreation	72	31	43.1%	41	56.9%	0	0.0%
Other TVET Course: Climate Change and Health	55	44	80.0%	11	20.0%	0	0.0%
Architecture and Construction Design	37	27	73.0%	10	27.0%	0	0.0%
Other programmes	114	70	61.4%	44	38.6%	0	0.0%
Not reported	373	0	0.0%	0	0.0%	373	100.0%
Total	7,973	4,051	50.8%	3,549	44.5%	373	4.7%

- ICT produced the largest number of graduates, with 2,138, followed by Fashion, Beauty and Personal Services (1,120), Driving (943), Agriculture and Natural Resource Management (660), Hospitality, Culinary Arts and Food Services (659), and Construction and Building Trades (652).
- Gender patterns varied considerably across programs, with male graduates more concentrated in traditionally technical fields such as driving, construction, electrical and automotive trades, while female graduates were more prominent in fashion/beauty and hospitality-related programs.
- The program table totals 7,973 graduates, nine fewer than the 7,982 reported in the county table; this cross-tab discrepancy is retained for validation against source records.

10.4 TVET Students with disabilities

Table 148: Number and % of TVET students with disabilities by County and Gender, 2026

County	Total	Male		Female	
		Count	% total	Count	% total
Bomi	0	0	–	0	–
Bong	12	3	25.0%	9	75.0%

Gbarpolu	0	0	–	0	–
Grand Bassa	64	59	92.2%	5	7.8%
Grand Cape Mount	0	0	–	0	–
Grand Gedeh	65	43	66.2%	22	33.8%
Grand Kru	1	1	100.0%	0	0.0%
Lofa	24	23	95.8%	1	4.2%
Margibi	109	32	29.4%	77	70.6%
Maryland	409	262	64.1%	147	35.9%
Montserrado-1	56	12	21.4%	44	78.6%
Montserrado-2	22	5	22.7%	17	77.3%
Nimba	125	50	40.0%	75	60.0%
River Gee	8	0	0.0%	8	100.0%
Rivercess	0	0	–	0	–
Sinoe	22	11	50.0%	11	50.0%
Total	917	501	54.6%	416	45.4%

- The 2026 TVET data report 917 students with disabilities, comprising 501 males (54.6%) and 416 females (45.4%).
- The reported number is highly concentrated in Maryland County, with 409 students, followed by Nimba (125) and Margibi (109), while substantially smaller numbers were recorded across most other counties.

Table 149: Number and % of TVET students with disability by Type and Gender, 2026

Disability type	Total	Male		Female	
		Count	% total	Count	% total
Low vision	12	9	75.0%	3	25.0%
Blind	5	3	60.0%	2	40.0%
Deaf	6	3	50.0%	3	50.0%
Hard-of-hearing	9	7	77.8%	2	22.2%
Physical/mobility	15	9	60.0%	6	40.0%
Communication	4	2	50.0%	2	50.0%
Learning	6	3	50.0%	3	50.0%
Behavior	11	4	36.4%	7	63.6%

Total	68	40	58.8%	28	41.2%
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- The data identify 68 students with disabilities by specific disability type, with physical/mobility disabilities recording the largest number (15), followed by low vision (12), behavioral disabilities (11), hard-of-hearing (9), deafness and learning disabilities (6 each), blindness (5), and communication disabilities (4).
- Gender representation varies across disability categories, with differences in male and female participation depending on the type of disability.
- Disability-type information was substantially under-reported and therefore represents only the students for whom a specific disability type was recorded, rather than the full population of TVET students with disabilities.