

RIGHT TO EDUCATION COUNTRY FACTSHEET

LIBERIA

This brief intends to assist practitioners to identify the key national policies relevant to the right to education, analyse their strengths and weaknesses and detect the gaps between policies and practice, in order to use the empirical data collected to define an advocacy strategy informed by human rights. The information collected here reflects what is publicly available; it is neither intended to be exhaustive nor to give an authoritative analysis of the situation in the country, but rather, to be a useful tool for the reflection on the right to education.

THE RIGHT TO EDUCATION IN LIBERIA: A BRIEF ANALYSIS

1. Education policy framework in Liberia

Liberia's constitution guarantees equal access to educational opportunities and facilities for all citizens, and Liberia has ratified the key regional and international conventions protecting the right to education. However, Liberia has not signed any of the instruments allowing individual complaints for human rights abuses at the international level, and its domestic law, in particular the constitution, does not directly incorporate international human rights law, which means that there are little means to complain about the right to education in Liberia.

Liberia has developed a number of key national policy documents on education. While the Education Law 2002 calls for free and compulsory primary education, the Education Reform Act 2011 establishes free compulsory primary education and free compulsory basic education for Liberian citizens. Liberia has also developed a number of policies to ensure gender equality and non-discrimination in education, which include measures to encourage girls to attend schools and strategies to ensure that the content of curricula is free of gender bias.

Liberia is still recovering from civil war, and is one of the poorest countries in the world. Nevertheless, even though the country has to face difficult constraints, the government states that 14% of its national budget is allocated to the education sector, which remains lower than that of comparable neighbouring countries. For instance, Sierra Leone and Cote D'Ivoire allocated respectively 18.1% (in 2009) and 24.6% (in 2008) of their total government expenditure to the education sector.

2. Advocacy opportunities

- Though acknowledging Liberia's constraints, the budget allocated to education is still below international standards in comparable countries. As an immediate step, it could be asked from the government to prioritise education in its coming budgets and spend the maximum possible resources towards the realisation of the right to education.
- The Independent National Commission on Human Rights (INCHR), which had been mandated as part of the 2003 Accra Peace Agreement, is yet to be established, in part due to rejection of proposed commissioners by the Senate. It would be useful to pressure the Senate in order to advance the creation of the commission and ensure that the implementation of human rights in Liberia are monitored by an independent national human rights institution.
- It could be strategic to promote the right to education in Liberia in the coming years as President Sirleaf is co-chairing the committee charged with creating a new set of development goals when the MDGs expire in 2015.
- Liberia is due to submit its 7th and 8th periodic reports to the CEDAW Committee in August 2013 and has never reported before the CESCR. Civil society could monitor the advancement of the CEDAW report and advocate for Liberia to report before the CESCR.
- Liberia has signed but has not yet ratified the African Charter's protocol on establishing of an African Court. It should be advocated that Liberia ratifies this protocol, in order to open individual communication for violation of the right to education in Liberia before the African Court on Human and People's Rights. The same could be done with the UN protocols opening individual complaints.

Additional information on the right to education in Liberia can be found at <http://www.right-to-education.org/country-node/363>

TABLE OF CONTENTS

I.	International Obligations	2
II.	National policies.....	3
1.	Constitution.....	3
1.1	Key provisions	4
1.2	Interpretation – role of international law.....	4
2.	Legislation and policies	4
2.1	Summary	4
2.2	Budget.....	5
2.3	Policy framework overview.....	6
2.4	Overview of selected relevant policies	7
3.	Remedies.....	79
III.	Relevant recommendations from national and international organisations and bodies.....	89
1.	NGOs and national institutions	810
2.	UN Human Rights Bodies	810
2.1	UN Universal Periodic Review recommendations	810
2.2	UN Human Rights Treaty Bodies	911
2.1	Other relevant UN bodies	13
IV.	Other sources of information	1113
V.	Human Rights Jargon	1214

I. INTERNATIONAL OBLIGATIONS

The major UN conventions (listed below) each have provisions relevant to education, non-discrimination or access to justice, and they can all be signed up to by states, thereby obliging these to respect, protect and fulfil human rights. When States ratify international treaties, they legally commit to respect its provisions, and the concrete situation in the country can therefore be measured against the standards set in the treaty. The ratification of treaties further indicates that the right to education does not come out of a vacuum, but corresponds to international standards that many States have committed to enforce.

It is sometimes possible to bring complaints before national courts if these treaties are not respected by States. Some conventions, either in their core text or in optional protocols, also specify routes of individual complaints to the different committees of independent experts.

Instrument	Ratified
<u>International Covenant on Economic, Social and Cultural Rights (ICESCR)</u>	22 Sept 2004
<u>Optional Protocol to the ICESCR</u>	<i>Not ratified</i>

<u>Convention on the Rights of the Child (CRC)</u>	4 Jun 1993
<u>Optional Protocol to the Convention on the Rights of the Child on a communications procedure</u>	Not signed
<u>Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)</u>	17 Jul 1984
<u>Optional Protocol to the CEDAW</u>	Not ratified
<u>International Covenant on Civil and Political Rights (ICCPR)</u>	22 Sept 2004
<u>Optional Protocol to the ICCPR</u>	Not ratified
<u>International Convention on the Elimination of All Forms of Racial Discrimination (CERD)</u>	5 Nov 1976
<u>ILO C87 Freedom of Association and Protection of the Right to Organise Convention</u>	25 May 1962
<u>ILO C98 Right to Organise and Collective Bargaining Convention</u>	25 May 1962
<u>ILO C111 Convention concerning Discrimination in Respect of Employment and Occupation</u>	22 Jul 1959
<u>ILO C138 Minimum Age Convention</u>	Not ratified
<u>ILO C182 Worst Forms of Child Labour Convention</u>	02 Jun 2003
<u>African Charter on Human and Peoples' Rights</u>	04 Aug 1982
<u>Protocol to the African Charter on Human and Peoples' Rights on the Establishment of an African Court on Human and Peoples' Rights</u>	Not ratified
<u>African Charter on the Rights and Welfare of the Child</u>	01 Aug 2007
<u>UNESCO Convention Against Discrimination in Education</u>	17 May 1962

The ratification information of the UN instruments can be updated using data on <http://treaties.un.org/pages/Treaties.aspx?id=4&subid=A&lang=en>; of the ILO instruments can be updated using the data on <http://www.ilo.org/ilolex/english/newratframeE.htm>; of the regional African instruments can be updated using the data on <http://www.au.int/en/treaties>; of the UNESCO Convention can be updated using the data on <http://www.unesco.org/eri/la/convention.asp?KO=12949&language=E&order=alpha>.

II. NATIONAL POLICIES

National laws and policies are important because they define concretely the framework of rights and obligations for actors in the country. The Constitution is the highest legislative norm; it sets out general principles to which all other national laws and policies have to adhere. It is usually the text where human rights, including the right to education, are or should be defined. If a policy or law does not respect the Constitution, it can usually be challenged before courts.

Laws and policies that are related to the right to education form a complex net that is useful to review to identify 1) to which extent it is in line with international standards, and 2) whether it matches the reality of education in a country.

The list of laws and policies presented below is not exhaustive; it gives an indication of the relevant existing policies and their relation with the right to education. It can constitute a basis for further research, and it should be considered critically together with the observations made by NGOs and international organisations.

1. CONSTITUTION

More details about the relevant provisions of the constitutions can be found at <http://www.right-to-education.org/country-node/363>

The [Constitution of the Republic of Liberia](#) was adopted on 2 July 1984 and entered into force on 6 January 1986.

1.1 KEY PROVISIONS

Article 11 of the Liberian Constitution states that “all persons are born equally free and independent and have certain natural, inherent and inalienable rights”. Chapter III protects these rights, which include:

- Article 11: Right to equality and non-discrimination
- Article 14: Freedom of thought, conscience and religion
- Article 15: Freedom of expression, freedom of speech and of the press, and academic freedom

Although not formulated in a rights language, the right to education is alluded to in Article 6 of the constitution as a commitment to “provide equal access to educational opportunities and facilities for all citizens” with an emphasis on “the elimination of illiteracy”. Children’s rights are not specifically identified in the document.

1.2 INTERPRETATION OF THE CONSTITUTION – ROLE OF INTERNATIONAL LAW

The Constitution of Liberia does not directly implement international human rights treaties.

KEY PROVISIONS OF THE CONSTITUTION PROTECTING THE RIGHT TO EDUCATION

Chapter II

Art. 6

The Republic shall, because of the vital role assigned to the individual citizen under this Constitution for the social, economic and political well being of Liberia, provide equal access to educational opportunities and facilities for all citizens to the extent of available resources. Emphasis shall be placed on the mass education of the Liberian people and the elimination of illiteracy.

2. LEGISLATION AND POLICIES

The data presented below focuses specifically on some of the indicators useful to monitor human rights. All data from all UN agencies can be consulted on <http://data.un.org/>.

2.1 SUMMARY

SUMMARY OF LIBERIA EDUCATION SYSTEM (2010, unless specified)

Source: UNESCO Institute for Statistics

Public expenditure on education as % of GDP	2002	2008	2012
	-	2.8	-
Public expenditure on education as % of total government expenditure	2002	2008	2011/2012
	-	12.1	14 [government figure]
Educational expenditure in pre-primary as % of total educational	2002	2008	2012

expenditure	-	-	-
Educational expenditure in primary as % of total educational expenditure	2002	2008	2012
-	-	-	-
Educational expenditure in secondary as % of total educational expenditure	2002	2008	2012
-	-	-	-
Entrance age of pre-primary		3	
Entrance age of primary		6	
Entrance age of 2A lower secondary		12	
Entrance age of 3A upper secondary		15	
Entrance age of 4A post-secondary		18	
Duration of compulsory education		-	
Starting age of compulsory education		-	
Ending age of compulsory education	16	[government figure]	

2.2 BUDGET

- The [2012/13 Draft National Budget of Liberia](#) outlines current and projected government expenditure and donor funding relating to each sector, including education. This document reports that education was allocated 13% of the national budget in the 2009 - 2010 and 2010 - 2011 financial years, and 14% in 2011 - 2012.
- [The Education Sector Plan of Liberia](#) identifies that for the 2008-2012 period there is a 24% financing gap for all levels of education, and a 22% financing gap for basic education, which includes pre-primary, primary, junior high school and literacy.
- The [United Nations Development Assistance Framework for Liberia 2008-2012](#) identifies that services, such as the provision of education, are at risk unless the government gains the capacity to fill the gap left by international organisations and partners as their humanitarian assistance is phased out in the coming years.
- According to Liberia's [Poverty Reduction Strategy \(PRS\) Paper progress report 2010](#), the resource requirements for the PRS were not met in its first year of implementation (2008).

2.3 POLICY FRAMEWORK OVERVIEW

Relevant national policy documents can be found on http://planipolis.iiep.unesco.org/format_liste1_en.php. The Poverty Reduction Strategy Paper (PRSPs) can be found at <http://www.imf.org/external/np/prsp/prsp.aspx>.

- **Education Reform Act 2011:** This act establishes free compulsory primary education and free compulsory basic education. This act also aims to assist the government in decentralising the education sector, which is intended to improve the provision of education.
- **Poverty Reduction Strategy** (2008): Education is a key element in each pillar of the PRS strategy. Development of the sector is considered to be important for consolidating peace and security, for revitalising the economy for strengthening governance and the rule of law, and in the rehabilitation of infrastructure and delivery of basic services.
- **Education Sector Plan (ESP)** (2010): Fully aligned with PRS, this plan outlines future strategies and policies for reconstruction and development of education in Liberia.

- [Liberia Primary Education Recovery Programme \(LPERP\)](#) (2007): Informs the PRS to create an environment for accessible, quality education at the primary level. It consists of a three-year Action Program aimed at restoring primary education after years of functioning on an ad-hoc emergency basis following the end of the civil war in 2003.
- **The Children's Bill 2009**: Brings the CRC and other child-related international legal instruments to which Liberia is a State Party into domestic law. Among other actions, the bill plans that the government will establish a child rights education fund and a child rights education committee.
- **National Policy on Girls' Education** (2006): Drafted by the Ministry of Education (MoE) with UNICEF and other partners, this policy promotes the education of girls through several measures, including:
 - Meeting Millennium Development Goal 2 by providing free and compulsory primary school and reducing secondary school fees by 50 %
 - Recruiting and training more female teachers
 - [Establishing girls clubs at schools](#)
 - Providing counselling in schools for girls
 - Ending the impunity of teachers who commit sexual abuse and assault of students
 - Increasing the availability of small scale scholarships for girls
- [Education For All National Action Plan 2004-2015 \(EFA-NAP\)](#) (2004): Sets out Liberia's plan to reach the EFA goals.
- **Education Law 2002**: Establishes free and compulsory primary education.

2.4 OVERVIEW OF SELECTED RELEVANT POLICIES

SUMMARY OF LIBERIA MINIMUM AGE LEGISLATION				
<i>See also the Right to Education Project website</i>				
	End of compulsory education	Admission to employment	Marriage	Criminal responsibility
			General <i>girl/boy</i>	Exception <i>girl/boy</i>
Age	16	16	Information unclear	16
Source	CRC/C/LBR/2-4, 5 August 2009			

SOME MEASURES TAKEN BY LIBERIA TO GUARANTEE THE RIGHT TO EDUCATION			
Education rights	Measure	Description	Source
Free and compulsory primary education	Finance	Increase MoE budget to primary education by 50% between 2004 and 2015, and set goals for equitable spending across the education sector.	EFA-NAP
Non-discrimination	Girls Education Program	A Girls' Education Unit has been established at the MoE with UNICEF support. A Girls' Education Policy has been produced and simplified for implementation.	ESP

		Girls enrolled at the primary school level who attend school regularly receive take home rations supplied to schools by WFP on behalf of the government.
	Gender Equality in Education	Strategies involve making the content, process and context of primary education free of gender bias. This also includes encouraging and supporting equality and respect, ensuring that curricula and textbooks promote gender equality, and supervising the equal impact of rules and disciplinary actions on boys and girls. EFA-NAP
	Awareness-raising	Conduct awareness campaigns to encourage parents to send their daughters to school. EFA-NAP
Accessibility	School Construction, Repair, and Updating	The government has begun large-scale rehabilitation and reconstruction of education institution and Rural Teacher Training Institutes (RTTIs), including provision of furniture and equipment, to improve access and quality of education for as many students as possible. LPERP , EFA-NAP
	Primary Education Assessment	The MoE will institute a program of assessing learning achievement at all levels of the system and will use these results as feedback for planning and teacher training in a regular cycle of quality improvement. LPERP
Quality	Secondary Education Assessment	The MoE will continue to monitor learning achievement at secondary level using the exam results at grade 9 and 12 as the basic data for its measures of quality. The aim is to improve learning achievement at the junior and senior secondary levels of education. LPERP
	Curriculum improvement	Plan to review and improve curricula to include, for example, human rights education, peace education, sex education, life skills and vocational training, and to provide the relevant textbooks and learning materials. EFA-NAP

3. REMEDIES

AVAILABLE REMEDIES FOR HUMAN RIGHTS VIOLATION RELATED TO THE RIGHT TO EDUCATION		
Domestic	Regional	International
➤ Supreme Court (see Art.65 of the Constitution)	➤ The African Commission on Human and Peoples' Rights	➤ UNESCO procedure for human rights violations in UNESCO's fields of mandate ➤ ILO procedure in the cases of those conventions which Liberia has ratified

For more information, see also <http://www.claiminghumanrights.org/liberia.html> which is a useful source of information about international remedies for human rights violations.

III. RELEVANT RECOMMENDATIONS FROM NATIONAL AND INTERNATIONAL ORGANISATIONS AND BODIES

The recommendations and observations made by national or international bodies provide a critical view of the laws and policies in a country, and can constitute a useful tool to identify the gaps related to the right to education. They also give arguments for national advocacy, and can be useful forum to mobilise people and drive change on the right to education.

Recommendations are often made by NGOs in the context of the reporting to UN bodies. They give the point of view of civil society and affected people. At the national level, independent monitoring bodies, such as national human rights institutions, can also make recommendations on human rights, normally giving a neutral domestic perspective on the state of human rights in a country.

The performance of States to respect their obligations is also reviewed by other States through Universal Periodic Review (UPR), which is a peer review mechanism taking place at the Human Rights Council. The recommendations made in this context, are often rather general, but carry a significant political weight. The analysis made by UN human rights bodies related to treaties which States have signed up to provide more specific recommendations, and constitute one of the most authoritative sources of critical analysis on human rights in a country.

Other international mechanisms, such as UN Special Rapporteurs and UN Agencies (including UNICEF, the World Bank, etc.) can be another useful source of information.

1. NGOs AND NATIONAL INSTITUTIONS

Information can be found on the website of the national human rights institution, from the NGOs themselves directly, or from the [summary of stakeholders' information](#) compiled by the UN for the UPR.

In their submission for the 2010 UPR, NGOs working in Liberia reported on the right to education, identifying that school buildings and facilities were lacking or difficult to access. Yet, budgetary allocation for education was calculated to be only 9% of the national budget. Concerns were also raised regarding the lack of attention to human rights education.

2. UN HUMAN RIGHTS BODIES

The relevant comments made by UN agencies on the human rights situation in Liberia can be found in the [compilation of UN information](#) prepared for the UPR, and the OHCHR offers the possibility [here](#) to perform an advanced search amongst all the UN human rights recommendations made on Liberia.

2.1 UN UNIVERSAL PERIODIC REVIEW RECOMMENDATIONS

Last review 1 November 2010 - [A/HRC/16/4](#)

Next report May 2015 - can be checked [here](#).

Advanced search of the UPR recommendations can be made using the website of the NGO UPR-Info on [www.upr-info.org/database](#) which includes a [research guide](#). The table below is an extract of the most

relevant recommendations made to Liberia at the UPR. “Action type” is an assessment made by UPR-Info of the specificity of the recommended action, ranked on a scale from 1 (minimal action) to 5 (specific action).

Recommendation	Recommending State	Response	Action type
Pursue the effort to increase the standard of living of all Liberians with specific programmes in the areas of accommodation, health, education and other basic social services	Algeria	Accepted	4
Take appropriate steps, with the help of the international community, to ensure for the Liberian people an adequate standard of living, and the rights to food, health and education	Egypt	Accepted	4
Promote and deploy further efforts to bridge the gap between boys and girls in completing the primary, secondary and university levels	Libya	Accepted	4
Take steps to effectively guarantee the right to education	Italy	Accepted	4
Continue to reinforce its national programmes in the area of education and to seek the necessary technical and financial assistance to accompany it in its integration of human rights education and training into its programmes	Morocco	Accepted	2
Continue the implementation of programmes and plans for the enhancement of education in Liberia at all levels, as well as earmarking more financial resources for this purpose	Libya	Accepted	2
Continue to regard maintaining social stability as its first priority, and make efforts to improve the people's living standards, providing necessary housing and medical care and increased educational opportunities [...]	China	General Response	2

2.2 UN HUMAN RIGHTS TREATY BODIES

The full recommendations relevant to the right to education can easily be found by using this [tool](#) developed by the OHCHR. Information about the reporting status of countries can be found [here](#).

COMMITTEE ON THE RIGHTS OF THE CHILD (CRC)

Past and future session of the CRC can be found at <http://www2.ohchr.org/english/bodies/crc/sessions.htm>.

Last review	6 November 2004, CRC/C/15/Add.236
Next review	The next review is at the 61 st session, 17 September – 5 October 2012. Liberia submitted its second, third and fourth periodic reports to the Committee in 2009.

2004 REVIEW

Selected recommendations from the 2004 review:

- **Budget:** Prioritise budgetary allocations to ensure implementation of economic, social and cultural rights of children, particularly those from economically disadvantaged backgrounds
- **Non-discrimination:** increase efforts to ensure that existing laws guarantee the principle of non-discrimination, and adopt a strategy to eliminate discrimination
- **Education:**
 - Prioritise construction and reconstruction of schools throughout the country
 - Improve accessibility for all children, including children with disabilities
 - Take necessary measures to remedy the low quality of education and to provide appropriate training for teachers

- Progressively ensure that girls and boys from urban and rural areas have equal access to educational opportunities and receive free education without any hidden costs
- Design accelerated learning and vocational training programmes for young people and children who have missed educational opportunities
- Improve the educational system with a view to achieving the aims mentioned in article 29, paragraph 1, of the Convention and introduce human rights, including children's rights, into the school curricula

2012 FORTHCOMING REVIEW

- In its **2nd, 3rd and 4th periodic combined report**, which will be reviewed by the Committee in September or October 2012, Liberia details how it considers to have observed the recommendations made by the CRC in the 2004 review.
- Defence for Children International reported the following observations for the purpose of the September/October 2012 review of Liberia:
 - **Accessibility:** Children who migrate for education, especially for senior and junior high school, face problems with meeting basic needs and are more vulnerable to sexual abuse and exploitation.
 - **Child Labour:** While primary education is free in Liberia, widespread poverty means that children do not access education because they must engage in child labour in order to meet their and their families' needs.

COMMITTEE ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (CESCR)

Past and future session of the CESCR can be found at
<http://www2.ohchr.org/english/bodies/cescr/sessions.htm>

Last review -.

Next review Liberia has not been scheduled for review yet. Liberia has not yet submitted its 1st periodic report to the Committee, which was due on 30 June 2006.

COMMITTEE ON THE ELIMINATION OF DISCRIMINATION AGAINST WOMEN (CEDAW COMMITTEE)

Past and future session of the CEDAW Committee can be found at
<http://www2.ohchr.org/english/bodies/cedaw/sessions.htm>

Last review 31 July 2009, [CEDAW/C/LBR/CO/6](http://www2.ohchr.org/english/bodies/cedaw/C/LBR/CO/6)

Next review - Next report due on 16 August 2013

- The CEDAW Committee acknowledged the efforts made by State to revise existing legislation that discriminates against women, and to enact new laws. While recognising this progress, the Committee expressed concern for the structural and other barriers to quality education which constitute particular obstacles to the education of girls and young women. These barriers include the lack of physical

infrastructure, the persistence of gender-based stereotypes in text-books and school curricula that reinforce discriminatory attitudes against women in society, and the lack of trained and qualified teachers. The Committee also expressed concern about the persistence of sexual abuse and harassment of girls in schools and the negative impact of harmful traditional practices, such as early and forced marriage, on girls' education.

- The Committee urged Liberia to implement measures, including temporary special measures, to ensure equal access for girls and women to all levels of education and retention of girls in school, and to ensure that sexual abuse and harassment in schools is stopped. It also encouraged Liberia to take steps to reforming its curricula to address structural causes of discrimination against women, and to adopt programmes, including adult education, to improve literacy among women and girls.

2.3 OTHER RELEVANT UN BODIES

The analysis of the human rights situation in Liberia made by UN agencies, including the right to education, can be found in the [Compilation of UN information](#) prepared for the UPR. The [OHCHR office in Liberia](#) gathers information regarding human rights in the country and the [UN field office](#) gathers additional UN documents. Information about country and other visits by Special Procedures Mandate Holders since 1998 can be found [here](#).

- The **United Nations Country Team (UNCT)** indicated that the low net primary enrolment rate in Liberia is often attributed to unofficial fees and costs relating to uniforms and supplies, such as books. In addition, there is still an insufficient number of schools, especially in rural communities.
- The **2008-2012 United Nations Development Assistance Framework (UNDAF)** stated that Liberia's general rate of illiteracy is estimated at over 50 per cent and that gender disparities as well as urban/rural differences in access to education are a serious problem.

IV. OTHER SOURCES OF INFORMATION

- Useful information about Liberia can also be found on the website of these human rights organisations.
 - Human Rights Watch: <http://www.hrw.org/reports/2012/01/22/world-report-2012>
 - Amnesty International: <http://www.amnesty.org/en/annual-report/2012>
 - International Federation for Human Rights: <http://www.fidh.org/-Africa->
- Very useful guidance can be found on the website of the **Child Rights International Network**:
<http://www.crin.org/reg/country.asp?ctryID=123&subregID=5>.
- The **Right to Education Project** website gives specific information about the right to education in Liberia:
<http://www.right-to-education.org/country-node/363/>
- The **US State Department** gives an overview of the education system in Liberia:
<http://www.state.gov/r/pa/ei/bgn/6618.htm>
- The **US State Department's** human rights website reports on human rights in Liberia:
http://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm?dynamic_load_id=186212
- The **World Bank** provides detailed statistics about education in Liberia, and some policy analysis:
<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/LIBERIAEXTN/0,,menuPK:356200~pagePK:141159~piPK:141110~theSitePK:356194,00.html>
- There is a **Wikipedia** page on education in Liberia: http://en.wikipedia.org/wiki/Education_in_Liberia
- The latest documents produced by the **IMF** on Liberia can be found at
<http://www.imf.org/external/country/LBR/index.htm>
- The **UNDP** office in Liberia contains useful information <http://www.lr.undp.org/>

V. HUMAN RIGHTS JARGON

Acronym	Full name	Comments
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women	A treaty legally binding for the States that have ratified it and which defines States' obligations regarding the human rights of women, which include economic, social and cultural rights.
CESCR	UN Committee on Economic, Social and Cultural Rights	The UN Committee made of international experts that gives interpretation of the International Covenant on Economic Social Cultural Rights and examines individual complaints made before the OP-ICESCR.
CRC	UN Committee on the Rights of the Child	The UN Committee made of international experts that gives interpretation of the Convention on the Rights of the Child.
ESCR	Economic, social and cultural rights	Rights defined by the ICESCR, including the right to education.
ICESCR	International Covenant on Economic Social Cultural Rights (1966)	A treaty legally binding for the States that have ratified it and which defines States' obligations regarding economic, social and cultural rights.
OP-ICESCR	Optional Protocol to the International Covenant on Economic Social Cultural Rights	Treaty that opens an international individual complaint mechanism for victims of violations of economic, social and cultural rights in countries that ratify it.
OHCHR	Office of the High Commissioner for Human Rights	The main UN agency for human rights.
UDHR	Universal Declaration of Human Rights (1948)	A non-legally binding text agreed upon by all members of the United Nations and that defines all human rights.
UPR	Universal Periodic Review	A system created by the UN Human Rights Council in 2006 set States to peer-review the human rights records of all 192 UN Member States once every four years.