



*DIAGNOSTIC OF THE
AGRICULTURAL AND RURAL
DEVELOPMENT OF LIBERIA AND ITS
RURAL AND AGRICULTURAL*

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April 2022



CONTENT

1. INTRODUCTION	5
1.1. Socioeconomic context	5
1.2. Objective of the mission	5
1.3. Expected results	6
1.4. Requested services	6
2. METHODOLOGY	7
2.1. Global methodological framework	7
2.2. Steps of the study	7
2.3. Literature review	9
2.4. Data collected	10
2.5. Data analysis methods	11
3. ATVET ENVIRONMENT	12
3.1. Potential of agricultural sector to Liberian economy	12
3.1.1. Natural potential for agriculture in underutilized	12
3.1.2. Agricultural sector is failing to be one pillar of Liberian economy	12
3.1.3. Public agricultural sector leadership	13
3.2. Political environment	15
3.2.1. Major agricultural policy and strategy documents	15
3.2.2. Current agricultural projects	17
3.2.3. TVET in education policies	18
3.2.4. National TVET Policy - 2015-2020	19
3.2.5. TVET institutions	21
3.2.6. Certification of training	22
3.2.7. Success and risk factors	22



4. ATVET SYSTEMS	24
4.1. Agricultural and Rural Training (ART) policies and strategies	24
4.1.1. Shared roles and responsibilities	24
4.1.2. ATVET in national policies	25
4.2. Training systems	26
4.2.1. Pre-vocational training at school/college	26
4.2.2. Formal training in colleges and institutes	26
4.2.3. Trainings in vocational centres	27
4.2.4. Rural trainings in youth centers	28
4.2.5. Extension education	29
4.3. management et external effectiveness of training centres	30
4.3.1. Governance, networks and partnerships of training centres	30
4.3.2. Capacities and capacity building	31
4.3.3. Resources of training centres	32
4.3.4. Occupational integration and follow-up of graduate people	34
5. WHAT CAN BE DONE NEXT ? TOWARDS AN INTERVENTION LOGICAL FRAMEWORK	35
5.1. Improvement of Atvet infrastructure and equipment	35
5.2. Renovation of Atvet offers and support services	35
5.3. Organizing Atvet ecosystem and governance system	36
5.4. Capacity building	37
5.5. Providing institutional support	37
5.5. Tentative logical framework	38
6. ANNEXES	43
Annex 1: Template for the analysis of an atvet project	44
Annex 2: Planning of field mission	52
Annex 3: List of projects in agriculture in Liberia	53



LIST OF TABLES

Table 1: Stages and tasks of the study

Table 2: Documents reviewed

Table 3: Major policy and strategy documents implemented by the Government of Liberia

Table 4: Projects actually operating in agriculture sector

Table 5: Description of education policies

Table 6: Public community colleges

Table 7: Ministers are involved in agricultural training

Table 8: Market-based demand for skills by 2030

Table 9: Governance structures, networks and partnerships of some visited training centres

Table 10: Accommodation capacity of training centres

Table 11: Strategies and needs for capacity building of training centres

Table 12: Existing infrastructure and equipment and some needs of training centres

Table 13: Funding of training centres

Table 14: Number of agricultural workers

Table 15: Number of young people and women to be trained

Table 16: Number of young people and women to be trained per sector³

Table 17: Number of young people and women to be trained per sector and profession

Table 18: Objectives, components and outcome of possible intervention

Table 19: Tentative logical framework



LIST OF ACRONYMS

Far	: Agricultural And Rural Training
Afd	: French Agency Of Development
Afdb	: African Development Bank
Aft	: Agenda For Transformation
Art	: Agricultural And Rural Training
Atvet	: Agricultural Technical And Vocational Education And Training
Avtp	: Accelerated Vocational Training Programs
Bctc	Bong County Technical College
Brac	: Bangladesh Rural Advancement Committee
Bsc	: Bachelor Of Science
Bwi	: Booker Washington Institute
Bwi	: Booker Washington Institute
Caadp	: Comprehensive African Agricultural Development Program
Caas-Lib	Comprehensive Assessment Of The Agriculture Sector In Liberia
Cari	: Central Agricultural Research Institute
Dac	: Development Assistance Committee
Ecowas	: Economic Community Of West African States
Eu-Lap	: European Union-Liberia Agriculture Programme
Faps	: Food And Agriculture Policy And Strategy
Fsns	: Food Security And Nutrition Strategy
Gdp	: Gross Domestic Product
Hiv	: Human Immunodeficiency Virus
Iecd	: European Institute Of Cooperation And Development
Irc	: International Rescue Committee
Lasip	: Liberia Agriculture Sector Investment Plan
Lata	: Liberia Agriculture Transformation Agenda
Litcom	: Liberia Technical And Vocational Education And Training Commission
Lnqf	: Liberian National Qualification Framework
Loic	: Liberia Opportunity Industrialization Center
Moa	: Ministry Of Agriculture
Moe	: Ministry Of Education
Moys	: Ministry Of Youth And Sports
Msc	: Master Of Science
Msmc	: Micro, Small And Medium-Sized Enterprises
Mvtc	: Monrovia Vocational Training Center
Ngo	: Non-Governmental Organization
Papd	: Pro-Poor Agenda For Prosperity And Development



Phd	: Doctor Of Philosophy
Prs	: Poverty Reduction Strategy
Pssp	: Post Secondary And Professional Program
Retrap	: Rural Economic Transformation Project
Rifar	: International Network Of Agricultural And Rural Training
Ruforum	: Regional Universities Forum For Capacity Building In Agriculture
Sapcc	: Smallholder Agricultural Productivity Enhancement And Commercialization
Star-P	: Smallholder Agriculture Transformation And Agribusiness Revitalization Project
Strive	: Strengthening Integration Through Professional Integration
Tor	: Terms Of Reference
Tvet	: Technical And Vocational Education And Training
Un	: United Nations
Unesco	: United Nations Educational, Scientific And Cultural Organization
Unido	: United Nations Industrial Development Organization
Usaid	: United States Agency For International Development
Waec	: West Africa Examination Council
Whh	: Welthungerhilfe



1. INTRODUCTION

1.1. SOCIOECONOMIC CONTEXT

After 14 years of devastating civil wars (1989-1996 and 1999-2003), Ms Ellen Johnson Sirleaf was elected as president of Liberia in 2006, followed by Mr George Manneh Weah in 2018. The country was also very affected by the Ebola epidemic from 2014 to 2015. Although the country is now continuing its stable democratic transition; it is still suffering from the indirect impact of the civil wars and Ebola epidemic. Liberia is still one of the least developed countries, with an HDI at 0.435 for 2018, a high unemployment rate and corruption. Only 52% of young Liberians are employed. Local economic development, unemployment and the subsequent needs for capacity building seem to be critical issues for the country.

The population is about 4.5 millions and has a growth rate of 2.5% per year. A third of this population is between 15 and 35 years old and mainly concentrated in urban areas. Only 34% of Liberians complete primary education, 13% upper secondary education and 50% of the population is still illiterate. The population is still affected by the impact of war, with broken families, low education and drugs consumption. Informal employment and unpaid family labor represent about 68% of the labor market and expose the youth, especially women, to high vulnerability. Women represent 80% of the national labor force. They are present in all activities of the value chain, production, processing, distribution and marketing of agricultural products. However, women's empowerment is challenged by strong inequalities in land rights, access to trainings, access to modern technologies, access to inputs and finance.

1.2. OBJECTIVE OF THE MISSION

The overall objective of this mission is to establish a global diagnostic of Liberia's agricultural and rural sector, including an analysis of its development trends, sector's actors and fundings, job market and agricultural and rural training system, the gender-based issues in the sector, and propose the outlines of an action plan dedicated to bolster Liberia's rural development and improve its FAR system. Specific objectives are:

- Contextualize Liberia's agriculture and rural sector's development trend
- Describe Liberia's FAR system
- Identify the main obstacles and levers to the professional insertion of youth in rural areas of Liberia
- Propose courses of action for an integrated support to rural and agricultural development in Liberia, in its various components (rural development, private sector, training system and gender).



1.3. EXPECTED RESULTS

The results expected from this mission are stated as follow:

- Liberia's rural and agricultural context is described, main issues and challenges to bolster a gender integrated rural development are identified;
- Levers and obstacles to the development of rural MSMEs are analyzed, as well as existing support or intermediation mechanisms;
- The competencies and needs of the main actors of the sector are identified and quantified;
 - o Rural TVET system, public and private, is described;
 - o Main characteristics of the actual system are identified with its strengths and weaknesses;
 - o Actors involved in its management and planning are presented;
 - o Various links of the system – producers training, technical education, vocational, higher agricultural education, gender issues - are analyzed;
 - o Modalities of implementation of the trainings are explained;
 - o Diplomas, flows and future of the trainees are described;
 - o Success and failure factors of the FAR system of Liberia are analyzed.
- The necessary additional accompanying measures are discussed, taking into account the strategy of the government of Liberia;

1.4. REQUESTED SERVICES

The services to be provided are to:

- Organize meetings to render the results to the stakeholders of the study;.
- Produce a final report including the analysis of the Liberian agricultural sector, the analysis of its needs (competencies, jobs), an exhaustive analysis of the Liberian FAR system, and an action plan for an integrated development of competencies and employability in the rural sector in Liberia.



2. METHODOLOGY

2.1. GLOBAL METHODOLOGICAL FRAMEWORK

There is an interrelation between the agricultural and rural environment, jobs in the agricultural and rural sector and vocational training in the agricultural and rural sector. The agricultural and rural environment determines possible jobs. The requirements of jobs create the needs for agricultural and rural vocational training. Therefore, agricultural and rural vocational training depends on the capacity needed for the development of value chains. To address these interlinked aspects, two experts worked closely together in this study. Although one expert focused on professional insertion of youth in rural areas and the other on analyzing the agricultural sector and training system, the study was conducted through a systemic and dynamic way for the experts to complement each other and to cross their views. The experts worked in direct coordination with the FAR Network and the IECD team in Liberia.

In this study, we attempt to:

- Create deep understanding of the institutional, agro-ecological and economic environment;
- Identify the actors working at the national, regional and grassroots levels in the agricultural and rural sector. These actors include not only ministries workers at various levels but also those involved in agricultural and rural sectors and their organizations. There are farmers and rural craftsmen, advisory services providers, inputs and credit suppliers, access to markets, women organizations, etc.
- Analyze stakeholders' needs for capacity building in the agricultural sectors;
- Analyze the existing opportunities and offers for capacity building;
- Propose courses of action for an integrated support to rural and agricultural development.

2.2. STEPS OF THE STUDY

The different stages of conducting the study and the main tasks carried out are summarized in the following table 1.

Table 1: Stages and tasks of the study

Stages	Actors	Tasks	Dates/Periods
Kick-off meeting	AFD, Ministry of Youth and Sport, Ministry of Agriculture	- Clarifications on the ToRs and further guidance - Harmonization of the understanding of the expectations	November 18 th



Stages	Actors	Tasks	Dates/Periods
		- Administrative facilities expected from RIFAR (mission letter, contacts, key informants, etc.)	
Conception of study guidelines	-	- Harmonization of the draft detailed plan for writing the study report - Identification of information to be collected - Development of interview guidelines	See Annex 1
Literature review	-	In-depth reading of policy and strategy documents, study reports, etc. to derive key information useful for the study	Throughout the study period
Collecting data at national level	(Key informants, Ministries, Farmer federations, etc.); United Nations Agencies; International NGOs	Meetings with the officers of: - Departments and agencies of ministries in charge of agriculture, vocational training and work, etc. - International and national NGOs implementing agricultural development project	November 21 st -23 rd , 2021; November 29 th - December 2 nd , 2021
Collecting data at county level	Superintendents of Counties, County Youth Coordinator, County Agricultural Coordinator Director, President or Principal of training centres, Agri-dealers, Farmers, etc.	- Meetings with key players involved in decision-making in the agricultural and rural sector and vocational training - Meetings with county level actors of rural agricultural development and for agricultural vocational training in particular.	November 24 th -28 th , 2021
Restitution to stakeholders	AFD, Ministry of Youth and Sport	- Presentation and discussion on the key results of study	December 1 st , 2021



Stages	Actors	Tasks	Dates/Periods
Analyzing data and writing reports	-	- Analyzing data - Writing final report	January - May, 2022

The data was collected by the mean of two methods:

- The literature review: policy documents were reviewed to reveal the institutional framework of the ATVET
- A field survey with national representatives of governmental and development organizations: the consultants focused on Monrovia, with visits to Bong county, Nimba county and Margibi county.
- The field study consisted of meeting the targeted resource persons to mobilize information. Semi-structured interviews were conducted with interview guidelines.

Targeted institutions and stakeholders included:

- Actors of rural development and FAR system at the national level;
- Main actors of rural training (training centres, especially the centres suggested by the Government, research and technical institutes);
- National and regional authorities: Ministry of Youth and Sport, Ministry of Agriculture, County Agriculture Officer (regional representation of the Ministry of Agriculture), County Youth Coordinators (regional representation of the Ministry of Youth and Sports);
- Development Partners active in the sector: African Development Bank, World Bank, UN agencies;
- Rural professional corporation, producers and farmers network and cooperative;
- Representatives of Women organizations and youth organizations.

2.3. LITERATURE REVIEW

The literature review was carried out based on grids inspired by Ny Ando RAKOTOMAMPIONONA within the framework of AFD-IRC-Réseau international FAR partnership. These grids specified key questions to address. We reviewed documents on strategies for the agricultural and rural sector and development, jobs and value chains development, agricultural and rural vocational training in Liberia and study report. Some documents reviewed are presented in table 2.

Table 2: Documents reviewed

Themes	Useful documents
Agricultural and rural development	<ul style="list-style-type: none"> - Pro-poor agenda for prosperity and development (Ministry of Finance and Development Planning, 2018) - Liberian agricultural sector investment plan 2018-2022 (Ministry of Agriculture, 2018) - National export strategy oil palm export strategy 2014-2018 (Ministry of Commerce and Industry, 2014) - Liberia rubberwood furniture trade strategy 2016-2020 (Ministry of Commerce and Industry, 2016) - Sector scan of the agriculture sector in Liberia (Ministry of Foreign Affairs, 2017)
Jobs	<ul style="list-style-type: none"> - Liberia market study for selected agricultural products (USAID 2015)
Education and FAR system	<ul style="list-style-type: none"> - The Education Sector Plan of Liberia (2010-2020) (Ministry of Education 2010) - Getting to Best Education Sector Plan (2017-2021) (Ministry of Education 2016) - National Policy for Technical and Vocational Education and Training 2015-2020 (Ministry of Education, 2015)

2.4. DATA COLLECTED

We collected data, when possible, on:

- Context of Liberia's agriculture and rural sector's development trend of Liberia:
 - Liberia's government strategy for agricultural and rural development;
 - Legal and institutional framework, including the distribution of roles and responsibilities between central and county level;
 - Issues and challenges faced by Liberia's agricultural and rural territorial development;
 - Jobs and skills needs in the agricultural sector – including a qualitative and quantitative estimation of the target audience (young people to be trained, women, active farmers), priority agricultural value chains, structure of agricultural professional circles (companies, industries, farms, groups);
 - Main technical and financial partners involved in agricultural and rural sector development.



- ATVET system:
 - Government strategy regarding TVET, including ATVET;
 - Types of agricultural and rural training;
 - Actors involved in agricultural and rural training (Ministries, civil society, international NGOs, private institutions, etc.);
 - Proportion of girls among students at different levels;
 - Strengths and weaknesses, opportunities and threats of the FAR system.
- Main obstacles and levers to the professional insertion of youth in rural areas:
 - Main obstacles and levers to the installation of farmers;
 - Private and public actors offering young rural people intermediation and support services towards employment, in particular in agricultural and agrifood sectors;
 - Finance services available for rural and agricultural sector development;
 - Specific hindrances affecting the socio-professional integration of women.
- Action for an integrated support to rural and agricultural development in Liberia and gender :
 - Activities for the support of agricultural development;
 - Actions to support young graduates, men and women, of FAR schemes towards employment and entrepreneurship;
 - Investment logic in a county: public and private funding's, external funding's;
 - National policy on gender if exists;
 - National tools for women integration on agricultural and rural system, and FAR system.

2.5. DATA ANALYSIS METHODS

A systemic analysis approach was adopted to allow a good integration of the three aspects of the study. Descriptive qualitative and quantitative analyzes were performed. The agricultural and rural analysis made use of the "actor mapping" tool to present the categories of actors and their roles in the agricultural value chains. The analysis of the strengths, weaknesses, opportunities and threats is used to highlight the constraints. From these analyses, we provided propositions of actions for an integrated support to rural and agricultural development in Liberia.



3. ATVET ENVIRONMENT

3.1. POTENTIAL OF AGRICULTURAL SECTOR TO LIBERIAN ECONOMY

3.1.1. Natural potential for agriculture is underutilized

Liberia is endowed with impressive natural potential for agriculture. The country is lush in rich soil and agro climatic conditions, including fallow land, rain and sunshine. Arable land is 41% (in uplands) and 6% (in lowlands) of the total land area. Pasture land is about 182,000 ha. Annual rainfall averages from 1,778 to 4,320 mm. Although 52% of people live in rural areas, less than 5% of lands are under permanent cultivation. It comes out that the agricultural potential is underutilized in the country. The performance of agricultural production is also limited. For example, while 325,000 tons of rubber can be produced, only 70,000 tons are harvested each year. The cacao yield of 200 kg/ha is only 30% of the yield in neighboring countries. For rice and cassava which are staple crops, less than half of the potential is cultivated.

3.1.2. Agricultural sector is failing to be one pillar of the Liberian economy

Most of the land is cultivated by smallholder farmers with low productivity. Although there is a huge possibility of increasing the contribution of agriculture to livelihood, food security and economy in Liberia, agriculture provides livelihood for approximately 70 percent of the population. However, Liberia imports about 80% of its staple food, in particular rice. The economic contribution of the agricultural sector to GDP has fallen to second place (34%), after services (52.2%), with industry in third place (13.8%). The exportation of extractive commodities (gold, petroleum, iron, ore) and agricultural raw materials (rubber and cocoa) is the core driver of the economy. The contribution of the agricultural sector to GDP (2.10 billion USD in 2017) is decreasing. Poor technology makes agriculture weakly attractive to youth. Liberian agriculture includes various commodities made of food crops (rice and cassava), vegetables, tree crops (oil palm, cocoa and rubber) and husbandry (Poultry, cattle, pig, goat and fish). Rice and cassava production averaged 161,000 and 496,296 metric tons per year from 2008 to 2013. Natural Rubber Production was 42,010 metric tons in 2019.

Rice and cassava contributed around 22% and 23% of the agricultural GDP respectively while tree crops (rubber, cocoa and coffee) account for 34% of the agricultural GDP. Agriculture is characterized by land leasing that does not encourage long term investment; traditional practices leading to poor yields and poor equipment for production, storage, processing associated with bad perception of agriculture and its lack of attractiveness. Major constraints include the lack of training on improved techniques, the limited availability and accessibility of inputs (seeds, fertilizers...), the lack of financing instruments (loans) and the limited access to service providers, specifically extension services. The potential of the agricultural sector is important enough to serve as a lever for development. Land and workforce are all available. Soil and climate are favorable to agriculture. Rural and farmer cooperatives and youth groups are active. Both



civil wars (1989-1996 – 1999-2003), the Ebola sanitary crisis (2014), and the present Covid-19 sanitary crisis have contributed to this situation. For a country that has emerged from prolonged and repetitive crises, skills training and vocational education are particularly important to recover.

Farmers met during this study expressed several constraints preventing them from developing sustainable agriculture activities:

- Lack of finance mechanisms adapted to agricultural activities, and difficulties in accessing bank loans in traditional banks;
- Difficulty in accessing inputs, due to their prices and little availability in some areas, especially for feeding for animals;
- Lack of extension services or access to training, to improve their techniques ;
- Lack of support services, such as storage spaces, veterinarian services, etc.;
- There is no added value created on the market as they are no transformation or processing infrastructures.

The lack of access to financial services stands out as one of the key issues faced by farmers, as they lack access to support for initial investment in their activities. Indeed, most banks do not cater to the needs of agricultural activities, which rely on a longer life cycle and therefore involves longer reimbursement cycles. Farmers are therefore limited in financing their activities to the money they can get from friends or family, or other mechanisms like Susu, which means they are often limited in the size of activity they can implement. To date, it does not seem that any bank or microfinance institutions caters to specific loans for farmers in Liberia, except for Brac Liberia Microfinance Company Limited.

The difficulty in finding good inputs and their high prices also raise an interesting question on the importance of more sustainable practices, which could meet both an environmental approach and a need for cheaper solutions for farmers. Now, most inputs in Liberia are imported, which explains the high prices of products, but also means there is no stability in the availability of inputs in the country. Relying more on a local ecosystem to provide inputs or access to market to farmers would leverage local development, while promoting new solutions for agricultural development.

Agriculture work is not attracting younger generation, as it is seen as the work of uneducated people, and they do not perceive it as a potential for business where they could make money.

3.1.3 The position of women in agriculture

Women play a key role in agriculture in Liberia, as they represent over 60% of the agricultural labor force. They also contribute to

- 76% of the labor for cash crop production;



- 93% of the labor for food crop production;
- 85% of labor for marketing and trading¹.

They are however less represented in sectors like livestock, poultry, fisheries and forestry.

Women also have an essential role in the marketing of agricultural product, as they are the main link between rural and urban markets, participating in the creation of value for agricultural products. This aspect is however drastically hindered by the state of roads in Liberia, which makes it time-consuming and sometimes dangerous for women to reach markets.

The place occupied by women in agriculture is however marked by their social status as well, as women have the pivotal role of bearing the responsibility of food security for the family, as well as bearing the charge of all household tasks. Women therefore must endure more responsibilities, in tasks where they rarely benefit from support, both in terms of resources and technologies.

Access to land is also one of the main challenges faced by women, who usually lack ownership of land. They are therefore left in a more vulnerable position when they find themselves outside of a traditional family model. As women are also usually left out of the decision process, they have very little control over the use of the land and its resources, despite contributing greatly to its production.

Because of the traditional perception of the place of women in society, they have more difficult access to resources to develop economic activities:

- Extension services usually target men, as they are considered the decision makers in the family;
- Traditional support systems like the Kuu system are dominated by men, which means female households are usually left out of it;
- Women have more difficult access to inputs or equipments for agriculture, limiting their possibility to develop a sustainable activity.

3.1.4. Public agricultural sector leadership

How are services for agricultural development organized? The Ministry of Agriculture (MoA) implements the Liberian Government's agricultural policy. The core areas of responsibility of the MoA consist of smallholder and commercial agriculture, plantation crops, fisheries, and livestock. The MoA includes the Departments of Administration, the Department of Planning and Development, the Department of Technical Services, the Department of Research and Extension and the Project Management Unit. Actions for Planning and Development are policy planning, monitoring and evaluation, statistics management, agricultural sector coordination, gender and social development, and food security and nutrition. Research and Extension refer to actions related to research, extension, community development

¹ National gender profile of agriculture and rural livelihoods, Country Assessment, FAO, 2018



and agribusiness development. Technical Services include animal resources, crop resource, fisheries, land and water management, quarantine and technical support. The mandate of the MoA consists of planning, coordinating, implementing, monitoring and evaluating agricultural development programs (Box 1). There is no bureau for ATVET at the Ministry of Agriculture, as TVET is placed solely under the mandate of the Ministry of Education and the Ministry of Youth and Sports. However, functions assigned to the Bureau of Extension include non-formal education whereby farmers, women and men, are taught new production methods and get new information, knowledge and other extension services.

To reach rural people, the MoA sets up a pyramidal system going from the national level to the district level. The system includes five (5) Regional Agriculture Coordinations, fifteen (15) County Agriculture Coordinations and District Agriculture Offices. The box below describes the role assigned to the County Agriculture Coordinators.

«The County Agriculture Coordinators are instructed to work with farmers and farming groups in providing them useful agriculture information, planting skills and coordinate Ministry of Agriculture's support for farmers. They are the first line of MoA contacts at the county levels. Their duties of Regional Coordinators are to assist farmers with vital farming information on how to plant; supervise all of the County Agriculture Coordinators and exercise oversight on all agriculture activities and programs within their respective regions».

The stated functions of the County Agricultural Office are:

Planning, executing, administering, managing and supervising the County agricultural programme with extension as its major component

Management of personnel resources in accordance with all rules and regulations and sound personnel management practices

Sound management of all the Ministry's physical and material resources and financial assets.

The County Agriculture Coordinators are the first line of MOA contacts at the county level. They oversee implementing the county agricultural programme. Extension, as the major component of this programme, seeks to provide farmers and farming groups with useful agricultural information and skills. The District Agricultural Officer represents the County Agriculture Coordinators in some districts. He/she is supposed to coordinate all the activities conducted by private extension providers and stands as extensionist in the district. An associate degree is required for this position.

County Agriculture Coordinators conduct from time-to-time joint work with the Central Agricultural Research Centre (CARI). CARI is a semi-autonomous entity, related to the Ministry of Agriculture in charge of applied and adaptive research in Liberia. Results expected from CARI include:

- Technologies and innovations for demand-driven agricultural product value chains are generated and promoted;



- Markets and marketing strategies for agricultural product value chains are developed and promoted;
- Policy options for enhancing demand-driven agricultural product value chains are facilitated and advocated;
- Capacity for implementing agricultural product value chains research is strengthened;
- Availability of knowledge, information and technologies on agricultural product value chains research are enhanced.

3.2. POLITICAL ENVIRONMENT

3.2.1. Major agricultural policy and strategy documents

Liberia returned to democratic governance in 2005 after many years of civil war. Immediate policy objectives for the post-civil war period were relative to reconciliation, peace and security. Thereafter, the need to develop the economy became prominent. Since then, some policies and strategies have been implemented to promote development (Table 3).

Table 3: Major policy and strategy documents implemented by the Government of Liberia for agriculture and rural development

No.	Documents	Focus
1	Statement of Policy Intent for Agriculture, 2006	Framework for rapid, equitable, and inclusive growth, poverty reduction and progress towards achieving the millennium Development Goals
2	Comprehensive Assessment of the Agriculture Sector in Liberia (CAAS-Lib), 2007	Establishment of an evidence base to enable appropriate strategic policy responses in order to maximize the contribution of the agriculture sector to Government's overarching policy objectives.
3	Liberia Poverty Reduction Strategy (PRS) (2008-2011)	Definition of overall vision and major strategies for moving toward rapid, inclusive and sustainable growth and development
4	Food Security and Nutrition Strategy (FSNS), 2008	Linkage between food security and nutrition, agriculture, education and other sectors and design of an institutional framework for implementation
5	Food and Agriculture Policy and Strategy (FAPS), 2008	Revitalization and modernization of food and agriculture sector so it contributes to shared, inclusive



No.	Documents	Focus
		and sustainable economic growth and development
6	Liberia Agriculture Sector Investment Plan (LASIP I) (2010-2015)	Setting priority areas for investment projects aligning with national objectives and the CAADP
7	Strategy for Mainstreaming Gender Issues in Agricultural Programs and Projects, 2010	Recommendations for appropriate gender budgeting, the establishment of a gender unit in the Ministry of Agriculture, rural gender reform programs, the introduction of gender performance objectives, the support to women organizations involved in the agriculture, gender plan of action
8	Agenda for Transformation (Aft) (2012-2017)	Establishment of goals and objectives to achieve in five years frame in order to take the necessary steps toward the long-term goals of becoming a more prosperous and a more inclusive society
9	Food Security and Nutrition Strategy (FSNS) (Revised), 2015	Establishment of the activities to be undertaken and the processes to put in motion to substantially reduce food insecurity and improve nutrition
10	Liberia Agriculture Transformation Agenda (LATA), 2016	Creation of conditions for achieving a higher level of economic resilience and inclusive growth through, among others, the promotion of high-impact agricultural value chains
11	Liberian Agricultural Sector Investment Plan (LASIP II) (2018-2022)	Building a strong coalition among public and private industry players through shared vision; Efficiently allocating resources through the alignment of public and private sector investments and focusing on tangible results
12	Pro-Poor Agenda for Prosperity and Development (2018-2023)	Setting objectives to build a stable, resilient and inclusive nation; and to lift an additional one million Liberians out of absolute poverty through sustained and inclusive growth driven by scaled-up investments in agriculture, in infrastructure, and in human capital development



Development priorities include alleviating poverty, increasing food and nutrition security, as well as promoting employment. Since the launch of the Statement of Policy Intent for Agriculture in 2006, agricultural development policies attempted (i) to create conditions, institutional framework including coalition among public and private stakeholders; (ii) to set vision, strategies, goals objectives and activities for inclusive and sustainable growth and development in a stable, resilient and inclusive nation. The Strategy for Mainstreaming Gender Issues in Agricultural Programs and Projects was developed in 2010 to address specifically gender issues by setting gender specific objectives, institutions and programs as part of a gender plan of action. Many policy documents were reported to have been developed through large consultative processes involving key actors.

In addition, many commodity development plans and strategies were developed. This is the case for example of oil palm, cocoa, rubber, fisheries and aquaculture. For example, the Fisheries and Aquaculture Policy and Strategy launched in 2014 set objectives for sustainable management of fisheries resources and associated ecosystems; development of aquaculture to meet local fish demand deficits and export; strengthening of institutional, human and financial capabilities to support modern and vibrant fisheries sector; enhancement of value addition, marketing and fish trade for improved foreign exchange and employment opportunities. To implement these policies, development projects and programs are being implemented.

3.2.2. Current agricultural projects

Annex 3 presents a list of projects currently operating in the agriculture sector in Liberia. Most of the listed projects are initiated by international NGOs, with the main donors being the United Nations, European Union, World Bank, AfDB, national development agencies.

Several types of themes seem to be the focus of development partner projects:

- Capacity building and institutional support to the Government of Liberia, especially through the Ministry of Agriculture. These programs are usually financed by International donors like the United Nation Agencies or the World Bank. They look to fill the current gaps in the Ministry, namely in terms of available trained Human Resources, especially at the level of extension services or support to farmers. These projects provide some of the direct budget for the Ministry of Agriculture, but this budget remains on a project-basis only, therefore not being sufficient to cover the resource needs of the Ministry for running costs and overall activities.
- Crosscutting projects, working on themes like women empowerment or land management, which do not relate directly to agriculture but support the idea of creating an ecosystem that will help agriculture thrive as a more structured economic activity and to improve livelihoods in the targeted areas.
- Value chain projects, focusing on one or several value chains (cocoa, palm oil, vegetables etc.). These projects are usually the ones that focus more heavily on training and capacity building at



the farmer level. Some projects work through Farmer Field Schools and others at the level of individual farmers

Projects seem to be focused either in the traditionally agricultural counties (Nimba, Lofa, Bong) or in the South-East counties. This can be explained by the existing agricultural systems there, but also shows a gap in covering some counties of the countries (Bomi, Gbarpolu, Maryland or Grand Cape Mount for example) who seem to benefit from less support to improve their agricultural practices.

When looking at project targeting gender, one key issue raised by FAO is also that projects usually do not directly address challenges and impediments that prevent women from benefiting from agriculture in the same way as men. This stems also from a lack of thorough gender analysis at the policy level, not considering gender-specific obstacles or challenges faced by women to devise policies, and lack of involvement of the women at the policy level, meaning key challenges are not targeted.

The financing of agricultural activities is also one of the main challenges faced today by farmers but is not really covered in most of the donor projects now. Except for the USAID funded Rural Liquidity and Financial Inclusion in Liberia, working to extend financial services in rural communities through AccessBank, projects do not include the issue of financing. Microfinance initiatives or specific loan models for agricultural projects seems key however to help farmers in their initial investments towards more remunerative value chains.

Looking at the different projects, especially on value chains, the focus of project is also quite often at the level of the farmers, but do not always address issues in the whole value chain, be it on the side of suppliers or access to market. Training programs could however focus also on agrobusinesses or agrodealers, to create a local dynamic by supporting all actors of the value chain in finding more sustainable and accessible solutions to improve agriculture in the country, in order to rely less on imported goods and more on local solutions.

Agricultural development is challenged by several constraints related to policy environment and low capacities of farmers and institutions. Some key challenges are as follows:

- Increasing agricultural productivity and incomes of farmers in a sustainable manner through the adoption of new sound technologies (seeds, fertilizers, pesticides, mechanization, etc.);
- Transforming subsistence farmers into commercial farmers by strengthening linkages to input and output markets;
- Structuring value chains;
- Creating the enabling environment for private sector investment;
- Providing more attractive opportunities for women and youth in agriculture;
- Strengthening key agricultural institutions.



3.2.3. TVET in education policies

The education system in Liberia is currently being rebuilt, following the civil war where most infrastructures were destroyed or abandoned. The Ebola outbreak has added to the problem, with the closing of schools for several months. In consequence, around 40% of primary school students in Liberia are three years older than their grade's traditional age². This ripples to other grades, where students are often older than they should be. More than 50% of children do not complete primary school, a number that increases among girls.

Education is also directly impacted by the discrepancy between men and women and rural and urban areas. In 2017, 65% of young men (15-24 years old) were literate, versus only 46% for young women. This discrepancy in access to education between men and women have a long-term impact, as women will have less access to training, be them formal (TVET or University level) or informal, since most of the extension services are targeted at men. Moreover, in urban areas, 45% of children attend primary school, but only 20.6% do in rural areas. As a result, a huge part of the Liberian youth suffers from a lack of education and has difficulties entering the labor market with the necessary qualifications.

The TVET system is suffering similarly from the difficulties faced in the education system. The TVET system in Liberia is currently lacking harmonization, as it is split between two different Ministries: the Ministry of Education and the Ministry of Youth and Sports. There is currently no harmonized system in the country, as each center has its own system (curriculum, length of training, certification level, etc.). Both Ministries oversee different types of training centers:

- The Ministry of Education supervises the TVET system, including the pre-vocational trainings in high-schools programs, alongside general education, the Accelerated Vocational Training Programs (AVTP), and the assessment of the TVET private programs
- The Ministry of Youth and Sports supervises specific TVET centers, with non-formal TVET programs that usually target high school dropouts or high school graduates who struggle to integrate tertiary education.

TVET is however included in the Education Policies, as the government is trying to promote TVET as an opportunity for the youth to acquire technical skills that will facilitate access to employment, in a country where education is still difficult to access for many. In the past decade, TVET has been included as a specific part of Education Plans, with a focus on improving the quality of the TVET trainings and the accessibility for students (Table 5).

² <https://www.unicef.org/liberia/situation-children-liberia>



Table 5: Description of education policies

Documents	Focus	Actions	Budgets
The Education Sector Plan of Liberia (2010-2020)	To provide increased opportunities for the acquisition of relevant and appropriate skills for present and future private sector demand	<ul style="list-style-type: none"> - Bring together Ministries and agencies with responsibility in TVET - Improve the quality and relevance of TVET and build links between TVET and secondary education - Increase access to TVET programs through the development of cost-effective mechanisms/strategies 	USD 19,120,000
Getting to Best Education Sector Plan (2017-2021)	Young people have the necessary skills for livelihoods and employment	<ul style="list-style-type: none"> - Improve the TVET information base - Improve the quality of TVET delivery - Lay the foundation for a national qualification framework for agriculture and another area of high demand 	USD 3,438,475
Liberia COVID-19 Education Emergency Response Plan 2020-2022	Recovery, school re-opening and system strengthening	Phase 2: School re-opening <ul style="list-style-type: none"> - Hand washing - Psycho-social support, well-being - Learning continuity platforms 	USD 858,500

3.2.4. National TVET Policy - 2015-2020

Because of the current situation of TVET in Liberia, a specific National TVET Policy was drafted for 2015 to 2020. This policy relied on the identification of key issues in the current Liberian TVET system:

- Lack of a coordinating body to regulate the TVET system in the country;
- Absence of standardized training curricula;
- Absence of a national certification system;
- Poor quality of the TVET trainings, due partly to a lack of training for trainers;
- Difficulty for the training centers to access resources for the correct running of their institution;
- Low reputation of TVET in Liberia;
- Little to no linkages between the TVET centers and the employment stakeholders.



The TVET policy therefore looks on ways to improve the TVET system in Liberia with a focus on key initiatives to start rebuilding the TVET system:

- The improvement of the governance of TVET in Liberia, through the creation of a Liberia TVET Commission (LitCom);
- The creation of a system for quality training of trainers;
- A focus on key areas of the economy with the potential to create jobs: agriculture, hospitality and tourism, ICT, industry;
- The need to find more sustainable systems for the financing of TVET.

The key aspect of this National Policy was the focus on the creation of LitCom, the regulatory body that would help harmonize and regulate the TVET system in Liberia to overcome the current difficulties faced by a system with a double governance relying on two Ministries. The LitCom would be a semi-autonomous agency, regrouping the government of Liberia but also all other stakeholders involved in TVET (civil society, representatives of TVET centers and alumni...) and would have the legislative power to regulate TVET and create a harmonized system. However, as of 2021, the LitCom has still not been created, as the Act is still waiting to be approved by the Senate.

The delay in the creation of LitCom is currently the main factor slowing down the development of a harmonized TVET system in Liberia. Indeed, before LitCom is created, there are no independent bodies regulating TVET, as TVET falls under two separate Ministries with limited resources (financial and human) to regulate the whole Liberian TVET system. There is today no specific body working on curriculum creation or control, on quality management of centers or on accreditation of centers and trainers.

The TVET national policy is also targeting the creation of the Liberian National Qualification Framework (LNQF), to ensure the creation of national standards and of a level of qualifications for harmonized systems of certification through seven different levels: Proficiency I, Proficiency II, Certificate I, Certificate II, Diploma, Associate Degree, Bachelor Degree.

This LNQF was only validated in 2022 and has therefore not been implemented yet. One of the key aspects of the future National TVET policy will be to ensure that new curricula or trainings are developed within this framework, and follow its rules, in order to allow for the creation of nationally recognized technical qualifications. The implementation of the LNQF is however dependent on the creation of the LitCom, as the independent body who will oversee regulating the TVET sector. Its implementation might therefore take some time to be effective, as it will depend before the creation of LitCom on the independent coordination between development actors (UN agencies and NGOs working on TVET, as well as donors involved), without a formal regulation system.

One key aspect underlined by the National TVET policy is also the absence of reliable data and information on the TVET system now, as they are no data management systems in schools or at the



Ministry level that would allow having reliable information on the schools and their enrolment. To date, they are no projects focusing specifically on the access to reliable data in TVET, except through the M&E systems related to development projects in TVET, which only focus on specific trades and schools and do not give information at the national level.

The period of the 2015-2020 TVET policy is over. UNESCO supported a large consultative policy making process for the development of the 2022-2027 TVET policy. The policy document has been submitted for vote to the Parliament. It should take over where the previous policy stopped, especially on pushing forward the creation of LitCom and the subsequent harmonization of the TVET system in the country. Indeed, a lot of the key points of the first National TVET policy were not implemented due to financial constraints and are therefore brought back to the new National TVET policy. The next actions to be taken place include elaborating an operational plan, setting the qualification framework, and reinforcing a TVET practitioners' network. The new national TVET policy will focus on the following pillars:

- Reinforce the governance system of TVET in Liberia
 - Building the financing system of TVET for sustainability of the TVET centers, by diversifying financing options
 - Improve the quality of TVET programs, with a focus on the development of certifications and quality control
 - Increase the coverage of TVET institutions in the country, be it geographically or in terms of delivery of training deliveries
 - Improve the link between the TVET system and the job market
-
- The new national TVET policy does not include any points specific to agricultural training, as it does not delve in specific sectors of focus for TVET. The focus is more on the TVET system in general, with the goal to improve the framework of TVET to facilitate its development.

3.2.5. TVET institutions

Currently, most centers in Liberia are private centers, with only 18 of the 132 TVET centers being public. The private centers are managed by private organizations (private schools, faith-based organizations, NGOs)³. The public centers are supervised either by the Ministry of Education (for multilateral schools) or the Ministry of Youth and Sports.

The high schools or multilateral schools usually offer training at the senior high school level (grade 10 to 12), in parallel to general education training. The trainings have the goal of providing exposure to technical schools for students. Some of these schools also offer AVTP (Accelerated Vocational Training Program) programs, which run for 1 to 2 years after high school and provide full-time TVET trainings. Such schools

³ National Policy for Technical and Vocational Education and Training (TVET), 2015-2020



include W.V.S. Tubman High School, or Booker Washington Institute (BWI). These TVET programs offer certificates, alongside the high school diploma. Some polytechnics or Community Colleges also offer technical courses that can go up to the Bachelor level, like the Stella Marris Polytechnic in Monrovia, or the Community Colleges in the different counties around the country. Colleges offer associate degree granting programs (Table 6)

Table 6: Public community colleges

	Community Colleges	Locations
1	Lofa County Community College	Voinjama, Lofa County
2	Grand Bassa County Community College	Buchanan, Grand Bassa County
3	Nimba County Community College	Sanniquellie, Nimba County
4	Bomi County Community College	Sinje, Bomi County
5	Bong County Technical College	Gbarnga, Bong County
6	Harbel Community College	Harbel, Margibi County

Source: Zinnah and Mulbah 2020

Other TVET centers are usually in the informal sector, providing 12 to 18 months trainings, with a focus on high school dropouts or high school graduates who cannot integrate tertiary education, providing basic to intermediate level trainings. Some of these schools are under the tutelage of the Ministry of Youth and Sports (MVTC, Tumutu, Clay Training Center...) or are private centers (Liberia Opportunity Industrialization Center – LOIC). They do not lead to a degree but provide a certificate.

3.2.6. Certification of training

Currently, there is no accreditation system in Liberia for TVET centers. Each training center therefore creates its own training curricula and certification system. A certificate can therefore not guarantee the quality of training or the type of competencies acquired by the learner, as there is no national curriculum or qualification system. Consequently, certificates are hardly recognized in the labor market.

Similarly, there is no quality management system in the country to supervise the work done by the TVET centers. Each ministry in charge of TVET has its own TVET bureau, with a team in charge of supervising the TVET centers. However, these bureaus suffer from a lack of resources, making it hard to follow up



with the centers on a regular basis. Moreover, the absence of any national regulatory body, qualification system or Quality Management System means the bureaus do not have the necessary tools to evaluate the work done by the TVET centers or regulate the certificates provided by the centers.

This will however be a key aspect for the improvement of the quality of the TVET system in Liberia, as it will create normalization and harmonization among TVET centers and help facilitate public recognition of the TVET system and its quality.

3.2.7. Success and risk factors

TVET is currently at the core of the education policies, with a specific policy dedicated to its development, which shows support from the government in the policies they implement, that are positive for the development of TVET in the country. The policy defines clear objectives for TVET in Liberia, and also clearly identifies ATVET as one of the priority trade to develop opportunities for youth. This policy has also served to orient the definition of development projects in TVET to involve agricultural TVET in their activities.

However, the resources required for the correct implementation of the policy are not necessarily available, meaning that the activities required for the achievement of the policy are not all done. The example of the establishment of LitCom, that has been ongoing for the past few years and has still not been finalized, shows that TVET is still not the priority when looking at education and policies in the country.

The key success factor will therefore be the support of the policy makers in passing the laws necessary to the implementation of the TVET policy. Similarly, the resources provided to the key actors of TVET (TVET bureaus in the ministries and TVET centers) are key to allow for the implementation of the strategy and the support given to the schools.

The main difficulty linked to TVET today in Liberia is the lack of a national system, meaning that there are no national qualification system and national curricula in the country. Thus, TVET is not yet recognized as a quality provider for workforce, and a lot of companies or institutions will not recognize TVET certifications as a sign of competencies.

The lack of data on the TVET sector including the job integration of graduates makes it also difficult to track the success of current TVET programs, and to assess where the needs are in terms of competencies and skills.



4. ATVET SYSTEMS

4.1. AGRICULTURAL AND RURAL TRAINING (ART) POLICIES AND STRATEGIES

4.1.1. Shared roles and responsibilities

In the same way as the TVET system is currently split between different ministries and is lacking harmonization, Agricultural Training itself is facing similar issues. Currently, three ministers are involved in agricultural training (Table 7).

Table 7: ministers are involved in agricultural training

Ministries	Departments	Types of training
Ministry of Education (MoE)	TVET bureau	Formal training
Ministry of Youth and Sports (MoYS)	TVET bureau	Informal training
Ministry of Agriculture (MoA)	Department of Extension	Extension services

Each ministry applies its own system to the training provided in their centers. There is no national curriculum, just like there are no national standards or certification systems, and none of the ministries have the lead on the sector. Furthermore, the ministries are rarely involved in each other programs. Regarding ATVET specifically, the Ministry of Agriculture is not involved in the programs. An inter-ministerial taskforce exists for TVET, involving several ministries depending on the needs of the two ministries in charge of TVET, but the taskforce has small involvement in the overall content of the curricula.

The problem of resources of governmental bodies is also quite essential when looking at ATVET, as it is reinforced by the fact a lot of the training facilities are in rural areas and far away from Monrovia, where most of the activities take place. It is therefore even more difficult for the ministries to find the means to go and supervise trainings centers in remote areas of the country, especially since the county offices, most of the time, don't have the resources or authority to supervise ATVET activities. The focus of resources is rarely put directly on TVET, as each Ministry has other core activities: the MoA offices focuses on working with farmers, the MoE focuses on general education and the MoYS focuses on their youth centers and the support to youth groups.



4.1.2. ATVET in national policies

Considering the potential of agriculture in the country, agricultural training is however emphasized in most national policies as a key sector to develop. The Pro-Poor Agenda for Prosperity and Development 2018-2023 (PAPD) does not specifically address ATVET, but underlines TVET as a key for development and especially for access to employment for youth. It does however refer to a survey by the MoE pointing out to the potential of opportunities in industrial jobs linked to food processing (Table 8).

Table 8: Market-based demand for skills by 2030

Sectors	Current skills related jobs	Potential skills related jobs by 2030
Oil palm & oil palm manufacturing	37 700	156 000
Rubber & rubber product manufacturing	49 000	267 000
Cocoa & cocoa product manufacturing	30 000	100 000
Agriculture & Food processing	2 500	35 000
Fisheries and fish processing	30 000	38 000
Other light manufacturing	3 000	24 000
Total	152 000	620 000

Source: Republic of Liberia, 2018. Pro-Poor Agenda For Prosperity And Development

This survey points out a severe mismatch between disciplines pursued by students and the current and future demand for skills in the economy. In addition, the survey shows a potential demand for 620,000 skilled workers to fulfill industry demand by 2030.

One component of the Education National Policy, “Getting to Best Education Sector Plan (2017-2021)”, is dedicated to laying “the foundation for a national qualification framework for agriculture”. This focus is on the development of national curricula in agriculture that would focus on level 1 and 2 of the National Qualification Framework (see part 3.2.4 above), through a competency-based approach that would involve all relevant stakeholders. The curriculum would be launched in pilot schools before being shared for use by any TVET center. The policy therefore focuses on the contents of the trainings, with an underlying willingness to create a curriculum based not only on Liberian standards but in line with standards from ECOWAS.



Similarly, agriculture is singled out in the National TVET policy , as a solution to provide qualified workforce to improve the agricultural system and its productivity in Liberia. The main goal being to make it more attractive to youth, the policy underlines the need for shorter more specialized trainings, as they might solve the problem of motivation that a longer training would require. Agriculture is also seen as a key trade to involve women and vulnerable groups, with possible partnership with organizations already working with them to facilitate access to land or equipment.

4.2. TRAINING SYSTEMS

4.2.1. Pre-vocational training at school/college

Liberia offers a system of pre-vocational training in its general education programs that takes place mostly in high schools that fall under the Ministry of Education. These schools propose a double system to the students, allowing them to acquire their WAEC (West Africa Examination Council) certificate in general education as well as a TVET certificate. This system is considered as an introduction to vocational training, but it does provide quite an intensive training, as it runs along the 3 years of high school.

Two different systems exist:

- One system alternates general education in the morning with technical trainings in various branches in the afternoon
- The other system alternates with 3 days a week for general education and 2 days a week for technical training

These trainings can however be less thorough as more traditional vocational education system, as students sometimes have the possibility to change their training speciality from one year to the next, showing that there is sometimes little continuity between the trainings.

Some private institutions like 4H are also providing similar pre-vocational trainings in private and public high schools, adding to the usual trainings and starting as early as junior high school. The 4H system supports the implementation of Clubs in schools, providing training to agriculture instructors, as well as to other staff from the school or to parents. The land is provided by the community and the plots are managed by the Clubs, with the goal of having a Farmer Field School system that benefits both to the training of the youth and the community. These types of initiatives are funded by donors, but the institution has a MoU with the Ministries (Agriculture and Education in the case of 4H).

There is no documented curriculum or official certification for these pre-vocational trainings. There is also no data showing if graduates go to agriculture afterwards (either to work or study further) or if they elect to continue in another speciality.



4.2.2. Formal training in colleges and institutes

Several institutions in Liberia propose post-secondary trainings in agriculture, at the university level, whether at the level of an Associate Degree (2 years) or a Bachelor's Degree (4 years). There are currently no institutions offering Master's Degrees in agriculture in Liberia.

These trainings mostly target young people who have graduated from high school, therefore addressing a specific type of public having had the chance to graduate from high school. None of the degrees require some previous experience in agriculture. To date, there is no national curricula, which means each university uses its own training curricula developed by their own trainers. Similarly, most institutions offer degrees in General Agriculture, with no specialization whatsoever. Graduates who wish to pursue their education go abroad to specialize or get a Master's Degree.

The University of Liberia is currently working on developing new curricula with specializations (Animal Science, Crop Science, Soil Science...) to depart from the General Agriculture model that they currently have. These curricula are developed with external partners, not directly with the Ministries.

Some universities, like the Bong County Community College, do have lands where they provide some practical training. They however usually lack the resources and materials to properly develop the practical training. A lot of the training is therefore theoretical. None of the universities in Liberia seem to have a well-functioning laboratory.

Discussions have led to believe that there is little chance for graduates to work in agriculture although the potential for employment is high in Liberia. Some programs include an internship period, but few students manage to find placement. There is however no follow-up system put in place in the universities, as they do not have the resources to do it. It is therefore impossible to get data on the professional integration for graduates in agriculture.

4.2.3. Trainings in vocational centers

Several TVET centers provide trainings in agriculture, both under the Ministry of Education or the Ministry of Youth and Sports, or among the private centers.

These trainings vary in length and format depending on the training center and the system that they follow. It is to note that just like for other training systems presented before, no official national curriculum in agriculture exists, as well as no certification and qualification system. The curricula are therefore developed by the school, and cover general agriculture. Trainings are usually between 6 months to 2 years. Examples of these TVET systems are:

- 1-year trainings, with an added 3 to 6 months for internships, in training centers that are supervised by the Ministry of Youth and Sports (Tumutu, Klay Vocational Training Center...) or some private centers (LOIC...)



- 2-year trainings, in programs like the Accelerated Vocational Training Programs under the Ministry of Education.

These trainings are usually presented with a mix of 70% of practical training and 30% of theoretical training. The reality shows however that the centers mostly lack the resources to implement complete practical trainings, not necessarily in terms of access to land, but of access to inputs and equipment to effectively run some training.

The same issue of follow-up with students applies for graduates from TVET centres, there is therefore no data on the professional integration of graduates and staff of the TVET centers usually only have a rough estimate of the integration of students, based on few feedback from former graduates.

Similarly, it is hard to have concrete information on the share of women studying agriculture. Discussions with the schools indicate that less women than men enrol in trainings in agriculture. This can be explained by the socio-economic situation of women and their relation to agriculture, as they are usually given less access to trainings than men. This comes from a more limited access to general education, meaning women might not reach the necessary grade to attend TVET trainings, but also to a cultural bias, keeping women from attending such trainings due to their traditional role in agriculture being more limited. Because of this situation, schools like Tumutu also opened less spots in dormitories for men than women, therefore sustaining the situation.

Two organizations, UNIDO and IECD, are currently working with the Ministries to help renovate and adapt training in public schools (Tumutu) and private schools (LOIC), to try to create a national reference for TVET in agriculture (both on the curricula and the certification). This work will however start at the level of each school, and the Ministries will oversee expanding it.

Working with financial support of European Union and the Government of Sweden through the Youth Rising Project, UNIDO aims to help build a unified TVET system in Liberia. The project plans to:

- Build demonstration laboratories;
- Improve the qualities and infrastructure;
- Build capacity for curricula development, teaching and TVET centre management skills;
- Create the Centre of Excellence for Training of Vocational Instructor;
- Create the TVET hub which is a network of actors;
- Support the TVET Bureaus of the MoYS and the MoE and;
- Support nine (9) TVET institutions : Three (3) vocational centres from the MoYS and six (6) from the MoE

Important achievements of this project include the training on development of stakeholders (MoYS, MoE, Vice principals or personal in charge of instructions in training centres) on curriculum development, the creation of the occupational and career consultative group, the creation of skills and career counsel in the centres, the building of a centre for training of trainers and the assessment of training needs.



The project STRIVE (2020-2025), implemented by IECD and financed by the French Development Agency (AFD), also works with the TVET bureaus of both Ministries to help harmonize the TVET system in Liberia, working on four trades (electricity, construction, hospitality and agriculture) and in 8 TVET centers (5 public and 3 private centers). The project will work on the renovation of the curricula, renovation and equipment of the workshops, training of trainers and employment activities. The work on the ATVET will focus on the Tumutu training center, with links made to the activities IECD is conducting in vegetable and fish farming in Bong county.

Both the UNIDO and IECD projects are coordinating activities in Tumutu, to collaborate in building a reference center for ATVET in Liberia without duplicating activities, therefore working together on the creation of curricula and the equipment of the school.

Another project financed by the European Union is currently implemented by GIZ, relying on a different model of public-private partnership to build trainings. The project will aim to open a new TVET center focusing on 3 trades (Road Maintenance and Construction, Electricity and Plumbing) and led by the private sector through the Association of Liberia Construction Contractors, Association of Engineers and Association of Architects. Though validated by the Ministries, this project is less directly involved in Capacity Building for the Ministries and working on the current system but looking into testing alternatives to TVET training and management with a closer involvement of the private sector. The project is looking at agriculture as a possible additional trade, taking advantage of the land around the TVET center, but no plans have been made so far.

4.2.4. Rural trainings in youth centers

The Ministry of Youth and Sport (MOYS) of Liberia has been assigned the mission to develop and implement appropriate youth opportunity programs to address emerging needs of youth. Youth centers were established by the MOYS to facilitate the coordination and the promotion of youth support initiative at county and district levels. The coordinators are selected through election at all the levels, from village to county. Because of this hierarchical scheme, a rural youth network has been set up. National youth day is celebrated each year. The main activities of the youth coordinator are to represent youth (18- 35 years old) wherever at county level, to support youth initiatives and to coordinate youth activities. Youth centres organize short term and practical trainings for professional and life skills development.

Young people and their cooperatives get training on farm as business and support from youth centres for the identification of market in rice, cassava and vegetable sectors. However, youth centres intervene less in agriculture. Some important areas where training opportunities are given to youth are peace building, literacy, computer education, leadership and job development. In some counties, training possibilities for youth include personal development (CV development, choice of career, preparing and going to interview, life skills, etc.) and awareness on HIV. Learnees get a certificate when they complete the training



programme. According to youth centre coordinators, there is an important need for agricultural training systems that can keep youth busy, and help changes from traditional to improved agriculture.

Youth centres are generally well integrated into the community. They develop close relationship with county and district and even parents. They get little to no funding from the MoYS. Only the coordinator is on the Ministry's payroll, other staff from the centers are here as volunteers. Because of the lack of funding and support from the central Ministry, most Youth Centers are currently not functioning or have very limited activities. Some of the youth centers benefited from trainings, through programs like the ones implemented by MercyCorps, on self-management for the center. The centres are led by motivated volunteers but are lacking equipment for effective and sustainable support to youth. They can serve as lever to improve the image of agriculture and to mobilize youth in agriculture.

4.2.5. Extension education

The County Agriculture Coordination is the decentralized structure of the MoA responsible for following-up extension activities in the counties. The Bureau/Department of Extension gives instruction to the County Agriculture Coordinators. Coordination works include monthly meetings with organizations working in agriculture, panels for sharing activities and plans, follow-up of field activities.

District Agriculture Officers are in place in some districts. Only 11 out of 30 districts have District Agriculture Officers, such as Nimba County. Three women are district officers and the officer have a minimum of a Bachelor's Degree.

The County Agriculture Coordination conducts annual performance assessment and planning of extension services. Extension services attempt to disseminate technologies to support value chains such as rice, cassava, vegetables, banana, potatoes, palm oil, cocoa, soybean, livestock (pigs, poultry). Popular methods used for extension are farmer field school and farmer business school, community-based extension and farmer-led extension/training. The County Agriculture Coordinators however rarely can propose extension services due to a lack of resources: staff insufficient to cover the whole county, lack of resources for transport and communication, etc. Technologies proposed to farmers include System of Rice Intensification, marketing methods and pest management. Intermediation between farmers and agrodealers is part of the occupation of The County Agriculture Coordinators.

No training centre is available for capacity strengthening of district officers. Internal mechanisms make it possible for new officers to learn from the most experienced officers. Formal memorandum of understanding does not exist between the County Agriculture Coordination and agricultural vocational training centres. Joint activities bring them together from time to time based on projects. The County Agriculture Coordination accepts students for internship. FAO, Solidaridad, Brac, Africa rice, Jica involve County agriculture coordinators or district officers in the implementation of their projects. No budget is allocated to the County agriculture coordination apart from supporting project.



The County agriculture coordinator in Bong County, met during the study, does joint activities with the Central for Agricultural Research Institute (CARI) but sporadically. The County Agriculture Coordination reports on his activities monthly to the Bureau of Extension. Key potential areas for capacity building are agribusiness management, crop protection (use of agrochemicals), crop production, climate change adaptation.

4.3. MANAGEMENT AND EXTERNAL EFFECTIVENESS OF TRAINING CENTRES

4.3.1. Governance, networks and partnerships of training centres

Table 9 presents governance structures, networks and partnerships of some visited training centres. The governance is generally organized around boards. Board members are usually nominated sometime from the highest level of hierarchy. Many extension organizations, from their origin, belong to larger networks. These networks operating at international level provide backstopping and are space for experience sharing. They partner with public institutions, especially the Ministry of Agriculture. Some of them developed between strong partnerships that facilitate transfer of student from one centre to the other. This is the case of the University of Liberia and Booker Washington Institute. Networks and partnerships between training centres and between ATVET actors in general are very weak.

Table 9: Governance structures, networks and partnerships of some visited training centres and extension organisations

	Governance	Networks	Partnerships
Tumutu agricultural vocational training center	Board of trustee, Governance board	-	Partnership No partnership with MoA
Agricultural college of University of Liberia	Board of Trustees of the University	RUFORUM	Collaboration with MoA, CARI (human resource mutualisation), Vocational college (mutualisation of equipment, but not stronger)
Booker Washington Institute	Board of Advisors	-	University of Liberia (People with PSCP can continue to UL as associated degree), other centres (BCTC), MoA, MoE, CARI
4H	Involvement of key actors	Global 4H program network	Memorandum of Understanding with MoA and schools



	Governance	Networks	Partnerships
BRAC	Supervisory board and global board	BRAC International network	Partnership with pairs and national institutions (MoA, CARI, District agricultural officers)
Solidaridad	-	Network organization with regional structures	Department of extension/MoA
Country agricultural coordination	-	MoA and DAC	International organizations

4.3.2. Capacities and capacity building

Capacity of training centres

Table 10 shows accommodation capacity of training centres, including numbers of students, instructors and land for experimentation farm and practical learning. Apart from training/extension organizations like 4H and public university like the Agricultural college of University of Liberia, agricultural training centres have little accommodation capacity. Instructors available for agricultural training are few.

Table 10: Capacity of training centres

ATVET Centres	Capacity		
	Students	Instructors	Land
Tumutu agricultural vocational training center	450	Farmer instructors	582 ha
Kwendin Vocational Training Center	30-40 (40% of women)	15-20	Exists
Bong County Technical College	16 graduates each year	16	Exists
Agricultural college of University of Liberia	1400	-	14 ha
Booker Washington Institute	35	10	120 ha
Nimba university	-	-	Exists
4H	3000	157	Exists

Strategies and needs for capacity building of training centres



The instructors usually hold a BSc and an MSc, sometimes a PhD. There is however no school for training the trainers. Schools and centers lack formal internal structures for the training of instructors. Mentoring approaches is the most common practice whereby new instructors learn from elder ones.

The needs for capacity cover all the disciplines of agricultural sciences: Poultry, fishes, animal sciences, veterinarian sciences, soil analyses, agribusiness management, training on agrochemicals use, crop production, climate change adaptation, Seed production, processing, marketing. Most produced crops are considered: vegetable, rice, cassava, cocoa, rubber, garden, tree planting, etc. (Table 11).

Table 11: Strategies and needs for capacity building of training centres

ATVET Centres	Capacity building	
	Strategy/Situation	Areas of needs for capacity building
Tumutu agricultural vocational training center	Mentoring system	Training for new staff, definition of the school project and business model
Kwendin Vocational Training Center	Closed for lack of financial resources	Support in improving the trainings and finding a sustainable model for the school
Bong County Technical College	Very few professors hold a PhD, Mentoring approaches	All the disciplines of agricultural sciences
Agricultural college of University of Liberia	Very few professors hold a PhD, Mentoring approaches	All the disciplines of agricultural sciences
Booker Washington Institute	Most instructors hold agricultural BSc, Plan for capacity building exist but no funds for implementation	Poultry, fishes, animal sciences, veterinarian sciences, soil analyses
4H	Seminars	Garden, tree planting
Country agricultural coordinator, Nimba county	Sources of knowledge are BCTC, BWI, Nimba University, Mentoring approaches	Agribusiness management, training on agrochemicals use, crop production, climate change adaptation
Liberia farmers development cooperation	Quarterly training of extension staff, hiring expertise from MoA	Seed production, processing, marketing of vegetable, rice, cassava, cocoa, rubber



ATVET Centres	Capacity building	
	Strategy/Situation	Areas of needs for capacity building
Vegetable farmer cooperatives, Nimba county	75% of people learn traditional agriculture	Modern technologies, Pest control, seed production, value chain, access to market, climate change adaptation
Livestock association, Nimba county	Support from BRAC but very short intervention – no sustainability	Poultry, livestock in general, veterinarian services

4.3.3. Resources of training centres

In many training centres, infrastructure and equipment are in place but need rehabilitation (Table 12). The training centres visited also need laboratories. When the centers have one (BWI, University of Liberia), the availability of reagents for analyses is a big issue. Land is generally available for production and practical learning. However, minimum farm equipment (machines, etc.) and inputs (seeds, fertilizers, etc.) is available.

Table 12: Existing infrastructure and equipment and some needs of training centres

Training centres	Infrastructure and equipment	
	Some existing	Some expressed needs
Tumutu agricultural vocational training center	Administration, Dormitory, Classroom	Generator, rehabilitation of infrastructure
Bong County Technical College	Administration, Classroom	Laboratory, equipment, tools, library for each department, tractors
Agricultural college of University of Liberia	Administration, Classroom	Laboratory, equipment, tools, library
Booker Washington Institute	Administration, Laboratory, Classroom, enclosures	Tractors, animal drugs procurement, lab reagents
Nimba university	Administration, Laboratory, Classroom	Processing and storage equipment, machines, tools, lab reagents
Liberia Opportunity Industrialization Center	Administration, Classroom	Generator, rehabilitation of infrastructure, machines, tools
4H	School demonstration farms	Project funded actions



Funding of training centres

The funding of ATVET in Liberia is one of the key issues preventing its development today. ATVET is financed from both internal and external resources:

- Internal resources are made up of contributions from the national budget, through the Ministry of Education and the Ministry of Youth and Sports, focusing mainly on the salaries of the school staff and the functioning costs. They are to date focused only on the public TVET schools. School fees also help cover some costs, but they are usually too small to support the budget of schools, especially as students often struggle to pay them. Internal resources are therefore usually not sufficient to cover running costs of the schools.
- External resources come from international NGO and donors, with the three main donors currently being the European Union (Youth Rising and GIZ project), the Swedish Development Agency (Youth Rising) and AFD (STRIVE project). Some private schools also get small fundings from other donors to support their activities.

This financing model however presents several gaps that show the current economic model is not viable. Indeed, ministries' budgets are too small to cover the running costs of schools, and donors do not cover these costs, meaning that most of the schools cannot function fully as they are lacking resources for the trainings. The main issue is of course access to electricity, as the national electricity system (LEC) is not reliable or doesn't cover all schools, and is quite expensive, and the running and maintenance of generators is often too expensive for schools.

Schools also struggle to get correct equipment or consumables to conduct the trainings, meaning that lot of the trainings remain theoretical. This aspect is partially covered by donor projects, who aim to provide the schools with the material to conduct trainings, but the model poses a question of sustainability as access to resources is limited to the duration of the project, and the issue of maintenance of the equipment is key on a long term approach.

External financing, through donor-financed projects, is usually aimed at improving the quality of trainings, with a focus on development of curricula, training of trainers, renovation and equipment of workshops and schools, and capacity building of school and ministries' staff. These fundings are however focused on specific trades and schools, and are limited in time, raising questions on the long-term sustainability of the approach, especially in the absence of a body like LitCom to support the maintenance of the programs.

As a consequence, a lot of ATVET centers, be them public (Klay TVET center) or public (Kwendin Vocational Training Center) are closed for lack of financial resources (Table 13).

Several solutions can be considered that would improve the status of financing of ATVET:

- A reinforcement of the government's support to ATVET, dedicating more of the national budget to TVET centers to support their running costs;
- Development of new donor-funded project, to cover the gaps not included in the current projects;

- Development of sustainable business model for TVET centers, to give them more financial autonomy to run their activities and support their trainings.

Though a mix of all three approaches seems more securing, working on the business model of schools would seem like the most sustainable approach by providing more security and autonomy to the TVET centers in running their activities, and being less dependent on external support.

Table 13: Funding of training centres

ATVET Centres/organizations	Sources of funding		
	Fees (USD)	Government	Donors
Tumutu agricultural vocational training center	15	Salaries	AFD, European Union
Kwendin Vocational Training Center	Closed for lack of financial resources	-	-
Bong County Technical College	75 per semester	Salaries und subsidies	-
Agricultural college of University of Liberia	-	Salaries	Grants, Donors' projects
Booker Washington Institute	125 per semester and 345 with dormitory per semester		AFD, European Union
BRAC	-	-	Donors' projects
4H	-	Salaries of instructors	Grants
Solidaridad	Services for fees in oil palm and cacao industries (after project)	-	Donors' projects
Country agricultural coordination	-	Salaries	Donors' projects
Youth centre	Training fees	Salary of coordinator	Donors. Supports, grants

4.3.4. Occupational integration and follow-up of graduate people

Some training centres like BWI organize the placement of students for internship, practical training or job to support professional integration. It is however usually quite hard for the TVET centers to find placement for all the students, due to difficulties in mobilizing companies and lack of resources to conduct said



mobilization (phone data or transport). In the counties, youth centers propose training on job readiness skills or job search, to help youth with their soft skills for job search, but the lack of resources usually limits these trainings. In general, structures are not in place in TVET training centers to support occupational integration of graduates and trainees. Some of the training centers have job placement offices, but their limited resources and trainings means they have little impact. Additional support is therefore needed to help students find jobs, with better access to information and orientation, but also trainings in entrepreneurship to support self-employment.

Referring to BRAC's experiences, paid jobs and occupations in agriculture include technical staffs, seed providers, producers, buyers, processors, agrodealers and microfinance for loans sustainable loan management. In addition, private companies like Liberia farmers' development cooperation mentioned company manager and marketing manager. People have been doing agriculture for household food. The concept of Farm as business is emerging with commodities such as rice, cassava, vegetable and tree crops. Some development projects therefore offered training on these topics to attract youth. Private companies like Liberia farmers development cooperation are promoted to offer required services for this purpose. After the training, there is no institution set up to follow-up the pathways of graduate as feedback of the performance of the training centres.

4.4. TRAINING NEEDS

Key areas of the economy with the potential to create jobs include agriculture. The policy clearly identifies ATVET as one of the priorities to develop opportunities for youth. An important part of the Liberian youth suffers from a lack of education and qualifications to enter the labor market. Commodity development plans and strategies were developed for most priority commodities such oil palm, cocoa, rubber, rice, cassava. Referring to reviewed experiences, paid works in agriculture include technical staffs, seed providers, producers, buyers, processors, agrodealers and microfinance for sustainable loan management. In addition, private companies like Liberia farmers' development cooperation mentioned company manager and marketing manager. The County Agriculture Coordinations lack human resources to offer extension services to value chains' actors. Extension agents need to be trained on training methods such as farmer field school, farmer business school, community-based extension and farmer-led extension/training. This lack of qualified human resources can be seen throughout all the value chains.

In this section, we estimate the number of agricultural workers, the number of young people and women to be trained per sector and the number of young people and women to be trained per sector and profession. The number of agricultural workers in 2022 is obtained by applying the country's growth rate to the number of agricultural workers from previous years. According to the World Bank, this growth rate is 2,4 (<https://donnees.banquemondiale.org/pays/liberia>). Table 14 indicates estimations of people that are active in the different segments of rice, cassava, oil palm, cocoa and rubber value chains.



Table 14: Number of agricultural workers

Sector	Number of households	Number of agricultural labors 2022-23	Vegetable production (40%)	Animal production (29%)	Processing (10%)	Commercialisation (8%)	Transport (6%)	Support profession (7%)
Rice	231 370	880 671	352 268	255 395	88 067	70 454	52 840	61647
Cassava	53 343	257 384	102 954	74 641	25 738	20 590	15 443	18 016
Oil palm	29 080	140 311	56 124	40 690	14 031	11 225	8 419	9 822
Cocoa	35 960	173 510	69 404	50 318	17 351	13 881	10 411	12 146
rubber	48 290	233 004	93 202	67 571	23 300	18 640	13 980	16 310

The number of young people and women is determined basing on the fact that almost all young people and women in the country should be trained. The country has about 4.8 million people with 51.1% women and 70% young people under 35 years old according to the national review of Liberia (2020) on the implementation of the status of the 2030 agenda for the sustainable development.

(https://sustainabledevelopment.un.org/content/documents/26287VNR_2020_Liberia_Report.pdf).

Table 15 shows numbers of youth and women to be trained.

Table 15: Number of young people and women to be trained

	Number of young people	Number of women
National agricultural population	4 800 000	
Number of people to be trained	3.600.000	2.448.000

Table 16: Number of young people and women to be trained per sector3

Sectors	Number of young people to be trained	Number of women to be trained
Rice	936 000	636 480
Cassava	252 000	171360
Oil palm	144 000	97 920
Cocoa	180 000	122 400
Rubber	252 000	171 360

The number of young people and women to be trained per sector is proportional to the number of agricultural workers per sector. Agricultural workers are people employed in agriculture. According to the report of the World Food Program (2021), Agriculture employs 70% of the population of Liberia. We then consider $4,800,000 \times 0.70$ as the total number of agricultural workers. The number of young people and women to be trained by sector is obtained by multiplying the total number of people to be trained (3,600,000 young people and 2,448,000 women) by the rate of agricultural workers (Number of agricultural workers by sector/ Total number of agricultural workers) (Table 17).



Table 17: Number of young people and women to be trained per sector and profession

Sector	Profession	Distribution (%)	Number of young people	Number of women
	Farmer	45	421 200	286 416
	Processor	20	187 200	127 296
Rice	Restaurant owner	04	37 440	25 459
	Maintenance worker	10	93 600	63 648
	Quality officer	04	37 440	25 459
	Logisitic agent	04	37 440	25 459
	Technical sales agent	02	18 720	12 730
	Trader and export	02	18 720	12 730
	Manager + Accountant	03	28 080	19 094
	Production and processing extension agent	03	28 080	19 094
	Phytosanitary support agent	03	28080	19 094
	Cassava	Farmer	45	113 400
Processor		20	50 400	34 272
Restaurant owner		04	10 080	6 854
Maintenance worker		10	25 200	17 136
Quality officer		04	10 080	6 854
Logisitic agent		04	10 080	6 854
Technical sales agent		02	5 040	3 427
Trader and export		02	5 040	3 427
Manager + Accountant		03	7 560	5141
Production and processing extension agent		03	7 560	5141
Oil palm	Farmer	45	64 800	44 064
	Processor	20	28 800	19 584
	Restaurant owner	04	5 760	3917
	Maintenance worker	10	14 400	9 792
	Quality officer	04	5 760	3917
	Logisitic agent	04	5 760	3917
	Technical sales agent	02	2 880	1958
	Trader and export	02	2 880	1958
	Manager + Accountant	03	4 320	2 938
	Production and processing extension agent	03	4 320	2 938
Cocoa	Farmer	55	99 000	67 320
	Processor	05	9 000	6 120
	Restaurant owner	04	7 200	4 896
	Maintenance worker	10	18 000	12 240



	Quality officer	04	7 200	4 896
	Logistic agent	04	7 200	4 896
	Technical sales agent	02	3 600	2 448
	Trader and export	02	3 600	2 448
	Manager + Accountant	03	5 400	3 672
	Production and processing extension agent	06	10 800	7 344
	Phytosanitary support agent	05	9 000	6 120
Rubber	Farmer	55	138 600	94 248
	Processor	05	12 600	8 568
	Maintenance worker	10	25 200	17 136
	Quality officer	04	10 080	6854
	Logistic agent	04	10 080	6854
	Technical sales agent	02	5 040	3427
	Trader and export	02	5 040	3427
	Manager + Accountant	06	15 120	10 282
	Production and processing extension agent	06	15 120	10 282
	Phytosanitary support agent	06	15 120	10 282

4.5. SYNTHESIS OF STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS OF ATVET SYSTEM

Strengths

- Existence of active of agricultural cooperatives and youth groups
- Availability of agricultural development policies and strategies
- Implementation of agricultural development projects
- Existence of education and ATVET policies
- Existence of vocational training in the education system
- Existence of youth centre for rural training

Weaknesses

- Lack of training on improved techniques
- Limited access to production inputs
- Lack of support services
- Lack of processing infrastructure
- Lack of a regulatory body of the ATVET system
- Lack of standardized training curricula
- Low quality of ATVET training
- Missing link between ATVET centres and employment agencies
- Lack of harmonization in agricultural training
- Low involvement of the ministry of agriculture in training curricula



- Lack of specialized training in agriculture
- Lack of resources, materials and infrastructure for training
- Lack of an agricultural training curriculum
- Lack of qualification and certification system
- Lack of resources for farm advisory services
- Lack of a training of trainers
- Lack of institutions to monitor graduates after agricultural training
- Low diversification of training offers
- Low involvement of private sector actors in the governance, organization and evaluation of training
- Insufficient management autonomy of training centres
- Inadequate market needs and training offers
- Lack of learners guidance and monitoring system
- Lack of collaboration between ministries involved in ATVET
- Lack of collaborative framework for actors involved in ATVET
- Lack of reliable data and information on the ATVET system

Opportunities

- Good agro-climatic conditions
- Soil and climate benefits to agriculture
- Availability of external resources for agricultural training
- youth empowerment and employability as top of the political agenda of the current administration
- Focus of the government on key areas of the economy with the potential to create jobs: agriculture, hospitality and tourism, ICT, industry

Threats

- Insufficient attention is devoted to work in agriculture by job agencies
- Dependency of the ATVET to external donors



5. WHAT CAN BE DONE NEXT ? TOWARDS AN INTERVENTION LOGICAL FRAMEWORK

Based on the above analysis of the environment, the systems, the governance, the capacities, the funding and external effectiveness (occupational integration) of ATVET, a proposition of future intervention is described through five (5) key actions. They are the improvement of ATVET infrastructure and equipment, the renovation of ATVET offers and support services, the organization of ATVET ecosystem and governance system, the capacity building and the institutional support. Specific activities suggested for these actions are presented in the tentative logical framework.

5.1. IMPROVEMENT OF ATVET INFRASTRUCTURE AND EQUIPMENT

Many training infrastructures and equipment have been destroyed during the war in Liberia. Effective training requires adequate infrastructure, including offices for the staff, classrooms, dormitories, canteens and training equipment. Improving teaching and learning environment is a necessary condition for successful skill and competence development. Important intervention action includes therefore the building of new training centres according to the need of the counties, the rehabilitation of infrastructure and equipment of existing training centres and youth centres. An infrastructure plan should include gender considerations.

5.2. RENOVATION OF ATVET OFFERS AND SUPPORT SERVICES

Formal agricultural technical training is currently subject-oriented. The training courses currently offered in agricultural colleges are structured around disciplines, included in a General Agriculture curriculum (crop sciences, phytopathology, food technology, agricultural economics, forestry, etc.). The job or occupation for which training is being organized must be linked mainly to the value chains. Especially initial training for youth should be oriented towards high added value segments of value chains such as processing and marketing. Value chains should be identified according to the potential and needs of counties.

In agricultural vocational training centres, the reinforcement of qualifying training will make it possible to reach a large range of young people according to their level of formal instruction or general education. In addition to this, potential, training target groups should include young school dropouts looking for initial training to start a business or professionals in (or in the process of) employment or self-employment. Demand-driven short-term training would be more suitable to the last group. This supposes that institutions must have a capacity for monitoring and evaluating curricula, training engineering, etc. To create job or competency-oriented training offers taking the needs and specificities of the counties into consideration, there is a need to develop new training offers, especially in processing and marketing to meet the needs of the counties, to bring more value to the promising value chains.



In addition, support services (advice, training, equipment, inspection, logistic, etc.) can be offered to make agricultural and rural training more attractive. In this vein, enlarging the scope of activities or services of youth centers to rural awareness, training and innovation would increase interest of youth. Downstream, career counselling and occupational integration support units can be created in training centers.

5.3. ORGANIZING ATVET ECOSYSTEM AND GOVERNANCE SYSTEM

National ATVET governance

The governance of ATVET is currently managed by the Ministry of Education and the Ministry of Youth and Sports, as part of the global TVET system. The Ministry of Agriculture is today not involved in said governance, especially as the Inter-Ministerial taskforce is not active, and is therefore not providing inputs in the agricultural training.

The future creation of LitCom will be key in improving this governance system, by placing ATVET under one single entity rather than separate ministries. It will however be important to define the roles of each ministries, and especially of technical ministries like the Ministry of Agriculture, to ensure their involvement in trainings that relate to their scope of activities.

Furthermore, many national stakeholders such as farmer organizations, private agricultural companies, and job agencies can contribute to effective orientation of ATVET. Therefore, there is a need to set up a national framework for an inclusive governance of ATVET, that would allow for the inputs of all relevant stakeholders, as part of LitCom or as a specific technical committee on agricultural training. This institution can make decision on the adequacy of training systems and offers in relation to the labor market, certification systems and ensure synergy between training systems. The institution should be given required resources for this assignment.

County ATVET governance and ecosystem

As a consequence of the role sharing scheme at the national level, county agricultural and rural training is coordinated at different levels; extension by the County Agricultural Coordination, non-formal training by the County Youth Coordination. Collaboration between them is not formal. For a shared governance framework including county actors, county framework for stakeholder consultation on agricultural and rural training can be established. This framework will then constitute a platform for dialogue and coordination (identification of needs for the development, the revision or the translation into local language of training programs; coordination of training systems; resource mutualization network, management of internships in companies, tutoring and mentoring, etc.). Within this framework, issues related to professional integration, facilitation of access to finance, land and inputs, the preservation of the environment and gender can be adequately addressed. This platform could also allow for more involvement of youth organizations, coordinated by the Youth Coordinator, with the County Agriculture Coordinator, to provide



them with support in reaching out to their beneficiaries. Regarding the attributions of this platform, the County Agricultural Coordination can be its cornerstone.

Job integration and observatory

The Civil Service Agency (CSA) is the central government agency responsible for managing the civil service in general. CSA is responsible for planning human capacity needs, selection and recruitment, training and development, performance management, and career development of civil servants. Its Employment Services Directorate is responsible to ensure the provision of standardized and consistent employment services. Some private job mediation agencies exist. Well-known agencies include LiberiaWork, Liberia Consultant & Recruitment Agency and Liberia HR Jobs. Agricultural training centres are not well connected to them. Insufficient attention is devoted to work in agriculture. A collaborative platform can be set up at national level to make it collective actions possible for actors involved in agricultural training (MYS, MoA, MoE, Industries, job agencies, etc.).

In order to facilitate the integration of graduates into job, support units can be set up in all training centres. These centres can provide information, orientation, facilitation and follow-up to graduates. They can also facilitate the link to the structures that can provide the additional support or facilitation for job search and application, installation, access to financing, continuous training, preparation of files, etc.

The County Agriculture Coordination which organizes the provision of agricultural services does not have tools and mechanisms for strategic monitoring of jobs, skills and training. Such tools and mechanisms should make it possible to anticipate job and competency market needs and to adapt the training systems accordingly. The job and competency market observatory can be set up at county level and must involve county job mediation agencies.

To develop an ATVET ecosystem and governance system at county level, it is worth setting up networks of actors (Training centres, research institutions, extension providers, employment centres, private corporate, etc.) for complementarities and synergies in training activities, creating county job/competence market observatory to guide career counselling and occupational integration support units and establishing a dynamic process of adjusting or developing training offers in response to the demand of the market.

5.4. CAPACITY BUILDING

Nominated Board of Trustees or advisers are key component of the governance of training centres. Their administrative management is placed under the authority of the principals in the secondary level schools. Weaknesses of the current governance and management system include (i) a low diversification of training offers, (ii) a weak involvement of private sector actors in the governance, the organization and evaluation of training, (iii) an insufficient management autonomy, (iv) training offers that are poorly adapted to the needs of the labor market, (v) a lack of guidance and follow-up system for learners.



Addressing these numerous issues requires building capacities for centre governance and management, training engineering and training. Therefore, there is the need for:

- Strengthening the capacity of ATVET actors for better governance of centres;
- Training ATVET centres staff on inclusive governance and management;
- Developing a pool of experts on training engineering at county and national levels;
- Training trainers on new concepts and curricula for agriculture as business;
- Training youth centres staffs on inclusive governance and management;
- Training leaders of youth centres on new intervention strategies for reframing the image of agriculture as business.

Capacity building of the ATVET centers should also come with the establishment of school projects for the centers, to orient activities and development of new activities for the staff of the centers. To date, none of the ATVET centers have school projects, and their activities are usually dependent of donor projects rather than relying on a clear strategy for future activities. Supporting the development of school project for the TVET centers would therefore help structure the support to the TVET centers by building long-term models for the schools. A key part of these schools projects would be the establishment of business models for the schools, relying on the possibility to develop production units in the schools to generate some stable revenue that could support the sustainability of the schools. One pilot activity of developing school project and business model creation is currently being developed in Tumutu, as part of the STRIVE project supported by the Agence Française de Développement. This school project will look to build a strategy for the center beyond the donors intervention, relying on resources of the school but also on its role in the local environment and community. Lessons learned from this pilot project could inform future development of school projects for other ATVET centers. The finalization of the school project for Tumutu will also help identify current gaps in financing and support to the TVET center.

5.5. PROVIDING INSTITUTIONAL SUPPORT

The establishment of inclusive ATVET governance and management at national, county and training levels and the renovation of the training systems (curricula, in-centre job counselling and integration support unit, connection to job and competence observatory, etc.) would require institutional support from the ministries in charge of ATVET. This institutional support will aim to make ATVET a strong component within the global TVET governance body, to develop an inclusive national ATVET policy aligned with the national TVET policy. In addition, this support would include the popularization of ATVET policy among the national actors and, the improvement of the national ATVET governance, financing systems and mechanisms. Specifically, funding is needed to cover expenses related to the training of staff, the functioning of the administration (management, support staff and board of advisors), the training of trainers, the acquisition and maintenance of infrastructure and equipment, the operation of production units, the catering and accommodation of learners, the monitoring and evaluation of curricula and the



revision of curricula, etc.). A viable business model should begin to evaluate and use traditional sources of funding wisely.

From the above described systems, governance, management, funding, equipment and effectiveness of Liberian national rural and agricultural training, the following objectives associated with corresponding components and expected outcomes of possible intervention are proposed (Table 18).

Table 18: Objectives, components and outcome of possible intervention

	Objectives	Components	Outcomes
1	To improve ATVET infrastructure and equipment	ATVET Infrastructure and equipment	ATVET infrastructure and equipment are improved
2	To create ATVET offers taking the needs and specificities of the counties into consideration	Renovation of ATVET offers and support services	ATVET centres are specialized based on the needs of the counties
3	To develop ATVET ecosystem and governance system at county level	ATVET ecosystem and governance system	County ATVET ecosystem and governance system are established
4	To build capacities for ATVET governance, centre management, training engineering and for training	Capacity building	ATVET actors are in capacity to play their role in the governance, the centre management, the training engineering and the training
5	To provide institutional support to ministries in charge of ATVET	Institutional support	The ministries in charge of TVET are in institutional capacity to ensure effective and inclusive governance of ATVET

5.5. TENTATIVE LOGICAL FRAMEWORK

This has been declined into the following tentative logical framework (Table 19).



Table 19: Tentative logical framework

LOGIC OF INTERVENTION	Indicators	Sources of verification	Hypotheses
Specific objective 1: To improve ATVET infrastructure and equipment			
Component 1: Improvement of ATVET infrastructure and equipment - Outcome 1 : ATVET infrastructure and equipment are improved			
Activity 1.1: Build new training centres according to the need of the counties	Number of new training centres built and equipped	<ul style="list-style-type: none"> - Infrastructure acceptance report - Certificates of final acceptance of equipment 	Land and financial resources available
Activity 1.2: Rehabilitate infrastructure and equipment of existing training centres	Number of training centres rehabilitated	<ul style="list-style-type: none"> - Infrastructure acceptance report - Certificates of final acceptance of equipment 	Land and financial resources available
Activity 1.3: Rehabilitate infrastructure and equipment of existing youth centres	Number of new youth centres rehabilitated	<ul style="list-style-type: none"> - Infrastructure acceptance report - Certificates of final acceptance of equipment 	Land and financial resources available
Specific objective 2: To create ATVET offers taking the needs and specificities of the counties into consideration			
Component 2: Renovation of ATVET offers and support services - Outcome 2 : ATVET centres are specialized based on the needs of the counties/markets			
Activity 2.1: Develop new training offers, especially in processing and marketing to meet the needs of the counties	Number of new training offers developed	Curriculum development reports	<ul style="list-style-type: none"> - Qualified human resource for training engineering available - Financial resources available



Activity 2.2: Renovate some existing training offers with regards to promising value chains	Number of existing training offers renovated	Curriculum adaptation reports	<ul style="list-style-type: none"> - Qualified human resource for training engineering available - Financial resources available
Activity 2.3: Create career counselling and occupational integration support units in training centres	Number of career counselling and occupational integration support units in training centres	Activity report	<ul style="list-style-type: none"> - Qualified human resource for institutional engineering - Financial resources available
Activity 2.4: Enlarge the scope of activities or services of youth centres to rural awareness, training and innovation	Number of new activities or services created for rural awareness, training and innovation	Activity report	Leaders of youth centres are willing and able to embrace new activity fields
Specific objective 3: To developing ATVET ecosystem and governance system at county level			
Component 3: Organizing ATVET ecosystem and governance system - Outcome 3 : County ATVET ecosystem and governance system are established			
Activity 3.1: Set up network of actors (Training centres, research institutions, extension providers, employment centres, private corporate, etc.) for complementarities and synergies in training activities	<ul style="list-style-type: none"> - Number of collaborative projects and works - Percentage of collaborative projects focusing on women concerns - Functioning digital networking platform 	Network activity report	<ul style="list-style-type: none"> - Actors from both private and public sector are willing to collaborate and to network - Resource available for joint activities
Activity 3.2: Create county job/competence market observatory to	<ul style="list-style-type: none"> - Number of reports on job/competence market 	County job/competence market observatory activity report	<ul style="list-style-type: none"> - Qualified human resource for deep job/competence market analysis



guide career counselling and occupational integration support units	<ul style="list-style-type: none"> - Number of briefs on gender-based market analysis 		<ul style="list-style-type: none"> - Financial resources available
Activity 3.3: Set up a dynamic process of adjusting or developing training offers in response to the demand of the market	<ul style="list-style-type: none"> - Number of ATVET engineering centres set up in counties - Number of training curricula adjusted or developed 	Reports of county ATVET engineering centres	<ul style="list-style-type: none"> - Qualified human resource for training engineering - Financial resources available
Specific objective 4: To build capacities for ATVET governance, centre management, training engineering and for training			
Component 4: Capacity building - Outcome 4: ATVET actors are in capacity to play their role in the governance, the centre management, the training engineering and the training			
Activity 4.1: Strengthen the capacity of ATVET actors for better governance at county and national levels	<ul style="list-style-type: none"> - Number of trainings ATVET actors - Number of ATVET actors trained for better governance at county and national levels - Percentage of ATVET women trained for better governance at county and national levels 	Training reports	<ul style="list-style-type: none"> - Actors interested in capacity building and collaborative work - Qualified trainers available - Financial resources available
Activity 4.2: Train ATVET centres staff on the inclusive governance and management including the development of income generating activities	<ul style="list-style-type: none"> - Number of trainings ATVET centres staff - Number of ATVET centres staff trained for inclusive governance and management - Percentage of ATVET women staff trained for inclusive governance and management 	Training reports	<ul style="list-style-type: none"> - ATVET centres staff interested in capacity building - Qualified trainers available - Financial resources available



Activity 4.3: Develop a pool of experts on training engineering at county and national levels	<ul style="list-style-type: none"> - Number of trainings of experts - Numbers of experts on training engineering at county and national levels - Percentage of women experts on training engineering at county and national levels 	Training reports	<ul style="list-style-type: none"> - Potential experts interested in capacity building - Qualified trainers available - Financial resources available
Activity 4.4: Train trainers on new concepts and curricula for agriculture as business	<ul style="list-style-type: none"> - Number of trainings - Number of trainers trained on new concepts and curricula for agriculture as business - Percentage of women trainers trained on new concepts and curricula for agriculture as business 	Training reports	<ul style="list-style-type: none"> - Trainers interested in capacity building - Qualified trainers of trainers available - Financial resources available
Activity 4.5: Train youth centres staffs on the inclusive governance and management	<ul style="list-style-type: none"> - Number of trainings for youth centres staffs - Number of youth centres staffs trained on the inclusive governance and management - Percentage of youth centres women staffs trained on the inclusive governance and management 	Training reports	<ul style="list-style-type: none"> - Youth centres staff interested in capacity building - Qualified trainers available - Financial resources available
Activity 4.6: Train leaders of youth centres on new intervention strategies for reframing the image of agriculture as business	<ul style="list-style-type: none"> - Number of trainings for youth centres staffs - Number of leaders of youth centres trained on new intervention strategies for 	Training reports	<ul style="list-style-type: none"> - Youth centres staff interested in the new concept - Qualified trainers available



	<ul style="list-style-type: none"> - reframing the image of agriculture as business - Percentage of women leaders of youth centres trained on new intervention strategies for reframing the image of agriculture as business 		<ul style="list-style-type: none"> - Financial resources available
Specific objective 5: To provide institutional support to ministries in charge of ATVET			
Component 5: Providing institutional support - Outcome 5: The ministries in charge of TVET are in institutional capacity to ensure effective and inclusive governance of ATVET			
Activity 5.1: Strengthen the national ATVET governance body as strong component of the global TVET governance body	<ul style="list-style-type: none"> - Functioning national ATVET governance body - Number of women participating to governance - Percentage of specific ATVET issues addressed by the TVET governance body 	<ul style="list-style-type: none"> - National ATVET governance body activity report - National TVET governance body activity report 	National actors interested in establishing a strong national ATVET governance body
Activity 5.2: Develop an inclusive national ATVET policy aligned with the national TVET policy	<ul style="list-style-type: none"> - ATVET policy document - Gender and youth issues addressed in the ATVET policy 	ATVET policy development report	<ul style="list-style-type: none"> - National actors interested in developing national ATVET policy - Qualified human resource available - Financial resources available



Activity 5.3: Popularize ATVET policy among the national actors	<ul style="list-style-type: none"> - Number of sensitization events - Number of ATVET institutions contributing to the implementation of the national ATVET policy 	<ul style="list-style-type: none"> - Sensitization events reports - Survey report 	Financial resources available
Activity 5.4: Improve the national ATVET governance systems according to TVET policy	<ul style="list-style-type: none"> - Number of coordination meetings - Number of issues addressed by the national ATVET governance body 	<ul style="list-style-type: none"> - Coordination meetings reports - ATVET governance body report 	Financial resources available
Activity 5.5: Develop a national certification framework	<ul style="list-style-type: none"> - Certification framework available - Functioning certification mechanism 	<ul style="list-style-type: none"> - Workshop reports - Activity reports 	<ul style="list-style-type: none"> - Financial resources available - Qualified human resource available
Activity 5.6: Improve the ATVET financing systems and mechanisms in line with TVET policy	<ul style="list-style-type: none"> - Functioning financing mechanisms - Funds mobilized for ATVET - More financial autonomy to ATVET centres 	Activity reports	<ul style="list-style-type: none"> - Financial resources available - Qualified human resource available



6. ANNEXES



ANNEX 1: TEMPLATE FOR THE ANALYSIS OF AN ATVET PROJECT

NOTE TO USER

This template is a tool drawn up within the framework of Agricultural Technical and Vocational Education and Training (ATVET) in countries where AFD intervenes. It is to be used by Project Team Leaders (PTL) and agencies. Its objectives are to: (1) facilitate the appraisal of a project on Agricultural and Rural Training (ART), (2) give the different frameworks and elements to be taken into consideration for the implementation of an ATVET project and (3) identify the principal success factors and the eventual risk factors with regards to the feasibility of an ATVET project.

Concretely, the template will be used by PTL and Agencies during the appraisal of an ATVET project, as a tool to aid in decision making. It permits the measurement of the feasibility of the project with respect to the elements contained in therein which can bring out success or risk factors from the information collected on the basis of a form for the diagnosis and analysis of the renovation of ATVET in the countries of intervention.

Authored by: Ny Ando RAKOTOMAMPIONONA within the framework of AFD-IRC-Réseau international FAR partnership



Elements		Success factors	Risk factors	Indicators and sources
ATVET ENVIRONMENT	Socio-economic context of the country	<ul style="list-style-type: none"> - Contribution of the agricultural and rural sector to the country's economy? - Proportion of active population employed in agricultural occupations and rural jobs? - Existence of agricultural and rural development projects and programs, including domains of capacity building for actors of the sector? - Etc. 	<ul style="list-style-type: none"> - Level of priority given to the agricultural sector for the economic development of the country? - Attractiveness of rural and agricultural occupations (perception of agriculture by the public in general and youths in particular)? - Readiness of the private sector to enter into the sector? - Capacity of the agricultural and rural sector to generate decent jobs and create wealth for the rural populations? - Etc. 	<ul style="list-style-type: none"> - Percentage contribution of agriculture to the GDP - Number of workers involved in agricultural activities - Employment rate in agriculture - Share of the sector's contribution to annual growth and dependency effect - Etc.



Elements		Success factors	Risk factors	Indicators and sources
	Political environment (development policy, agricultural policies, education and Technical and Vocational policies, employment policies, gender mainstreaming...)	<ul style="list-style-type: none"> - Implementation of strategies and policies pertaining explicitly to support to capacity building for actors of the rural and agricultural sectors; - Model of agricultural development referring explicitly to support to family agriculture; - Objective to strengthen agricultural technical and vocation education and training and support socio-professional integration of trained beneficiaries clearly manifested; - The equitable balance of training – employment and the building of the training offer on the basis of the needs of the sector? - Relationships between the different policies implemented with respect to the importance of ATVET at state or country level? - Existence of policies at the local, state / regional, national, inter-regional and international levels that favour support to ATVET; - Etc. 	<ul style="list-style-type: none"> - Focus of development policies on the importance of the ATVET sector? - Perception of the qualifications of the actors of the sector as a key factor for socio-economic development? - Strength and coherence of relationships between sectoral policies and ATVET? - Etc. 	-



Elements		Success factors	Risk factors	Indicators and sources
	Needs for the building of the capacities of actors of the sector for the socio-economic development of rural areas of the country	<ul style="list-style-type: none"> - Knowledge of the needs of the agricultural and rural sectors; - Are the needs defined by state / agro-ecological zones with the involvement of the actors concerned? - Identification and development of strategic value chains and identification of needs for the different commodity areas whose qualifications can be met by ATVET? - Systemic identification of training needs over the entire value chain in terms of qualifications? - Existence of occupational standards, training and competency standards jointly generated with professionals of the sector? 	<ul style="list-style-type: none"> - Availability and sufficiency of quantitative data that can enable the evaluation of the categories and numbers of beneficiaries targeted by the training? - Explicit formulation of demand for training by professionals? - Ease of definition of the needs of the agricultural and rural sectors notably with respect to capacity building for the actors of those sectors? - Existence of occupational standards / curricula for the different occupations targeted by the training system? - Match between the curricular / occupational / competency standards and the needs of the sector? 	<ul style="list-style-type: none"> - Number of persons having training needs by type of activity along or around the value chain - Levels of qualification of beneficiaries of training - Number of beneficiaries employed by the sector enterprises (public / private) - Data on trained beneficiaries setting up their own enterprises - Etc.
ATVET SYSTEMS	Agricultural and Rural Training (ART) policies and strategies	<ul style="list-style-type: none"> - Involvement of all the different parties in the elaboration of the ART policies (public parties, professionals, training centres, Civil Society Organisations, private sector...) 	<ul style="list-style-type: none"> - Coordination between actors concerned with ATVET - Existence of a national policy or strategy on ART - Link and coherence between existing public policies and the ART strategy 	<ul style="list-style-type: none"> -



Elements		Success factors	Risk factors	Indicators and sources
	<p>System of actors, steering and governance of ART</p>	<ul style="list-style-type: none"> - Existence of steering organs and the levels at which they are set up (local, state, national); - Existence of an inter-ministerial concertation platform to define the modalities for the steering of Agricultural and Rural Training; - Involvement of the agricultural profession in the governance of training centres / institutions - Knowledge of the level of Agricultural and Rural Training experience of actors and their needs with respect to capacity building; - Provision of external expertise and technical assistance - Intervention of FAR Network on actors' capacity building 	<ul style="list-style-type: none"> - Is Agricultural and Rural training at state / national level more unified or fragmented between several ministries? - Are roles between the different actors explicitly defined? - Is the piloting of training centralized with a rather low involvement of territorial actors? - Is the agricultural profession disinterested or not in agricultural training, with a low participation in the governance of training structures? - Are the actors involved in the steering the system concerned with issues of competency in ART? - Is there an Agriculture and Rural Training system that caters for building the competencies of players in the ART sector? 	<ul style="list-style-type: none"> - Number of ministries involved in the governance of the ART system ; - Proportion of private actors / enterprises in the steering mechanism - Rate of participation of the profession in the governance of training structures - Rate of participation of the private sector in the implementation of ART;



Elements		Success factors	Risk factors	Indicators and sources
	Funding training of	<ul style="list-style-type: none"> - Existence of public financial resources dedicated to ART (like training funds / settlement funds) - Existence of a public-private partnership; - Expressed interest of Technical and Financial Partners (TFP) in the implementation of the project (s) and program (s) that provide support to ART; - Financial autonomy of training structures with a viable and perennial economic model; - Dynamism of training structures in the development of activities intended to reinforce their financial autonomy? 	<ul style="list-style-type: none"> - Is the state budget allocated for ATVET commensurate with the Malabo declaration or the CAADP recommendations? - Are the interventions of TFP coordinated in a way as to avoid duplication / wastage? - Is there a concertation platform among donors / funding agencies? - What is the level of fragility of the funding of training structures which may translate into high levels of dependence on government subventions? - Is the private sector sufficiently involved in the funding of ART? - How strong is the public-private partnership and state engagement in the funding of private training structures? 	<ul style="list-style-type: none"> - Proportion of the budget allocated to ATVET compared to the global budget allocated to the agricultural sector; - Number of existing funds that can finance training and/or the settlement of trained youths in agriculture; - Rate of participation of the private sector in the financing of vocational (agricultural) training; - Number of projects or programs being executed in relation to ART; - Number of beneficiaries affected by the projects / programs; - Number of programs that provide openings for the funding of youths settlement in agriculture;



Elements		Success factors	Risk factors	Indicators and sources
	Structuring of training offers	<ul style="list-style-type: none"> - Types and levels of diversification of training including qualifying training and training leading to the award of diplomas; - Identification of good and decent jobs along value chains; - Elaboration of training standards to meet the needs of the profession / industry; - Level of clarity in the definition of training objectives in training establishments' projects with respect to the competencies targeted; - Training offer qualitatively and quantitatively adapted to the needs of the agricultural sector; 	<ul style="list-style-type: none"> - Are training offers standardized in such a way as not to take the specificities of rural territories into account? - Are training offers well adapted to the needs of the sector and respond to the difficulties faced by rural populations (theoretical / practical training)? - Does training focus only on training or does it take into account the continuum of commodity segments (value chains)? - Is the training offer regularly updated and revised to cater for the changing needs of society? - Are training structures / instruments sufficiently and equally distributed over the territory? - Do training systems provide for the sufficient coverage of training needs in terms of quantities? - Etc. 	<ul style="list-style-type: none"> - Types and forms of training existing



Elements		Success factors	Risk factors	Indicators and sources
	Attractiveness of training systems	<ul style="list-style-type: none"> - Training establishments with projects that are open to the territory jointly built with the actors concerned; - Attractiveness and ease of accessibility of training establishments - Networking of training establishment to improve their visibility; - Training institutions with the necessary capacities (satisfactory and qualified human resources, sufficient ART competences and professional experience in pedagogy) to deliver quality training that is adapted to the needs of both the beneficiaries and their respective territories; - Level of sufficiency of material resources with respect to the competencies targeted at the completion of training (existence of pedagogic workshops, demonstration sites, etc.) 	<ul style="list-style-type: none"> - Are the training pathways of interest to the youths or an adequate response to their needs and problems / demands? - Are the infrastructure in the training institutions adequate and in such a state as to enable appropriate and quality training of the beneficiaries? - Do the material conditions of the training institution guarantee the optimization of practical training and the placement of trainees in real life professional situations? - What perception does the general public, territorial actors and the trainees have of agricultural and rural occupations? - 	<ul style="list-style-type: none"> - Number of students / trainees registered for each training cycle - Number of applications received for each entrance; - Number of full and part-time trainers; - Levels of qualification of trainers; - Levels of experience of officials of the training institutions; - Number of workshops and demonstration sites; - Maximum intake per training structure



Elements		Success factors	Risk factors	Indicators and sources
	Training modalities	<ul style="list-style-type: none"> - Elaboration of a training offer using the co-construction approach with the involvement of all stakeholders (profession, private sector, territorial actors...); - - Contents of training oriented towards professionalization, conferring the necessary importance to the placement of trainees in simulated and real professional situations in which they are accompanied; - Flexible and evolving training programs with regards to the needs and competences required by the agricultural and rural sector; - Training programs including transversal modules intended to confer transversal and transferable competencies to the learners; - Implementation of varied pedagogic modalities (alternation, practical work, internship, study trips, enterprise visits, etc.) 	<ul style="list-style-type: none"> - What proportion of theoretical and practical aspects do the training programs contain? - Are the programs dense and mostly theoretical, giving little attention to practical course work in the real professional milieu or in conditions close to real life situations? - Is the pedagogy influenced by the academic approach? - What is the level of involvement of trainers (and professionals) in the conception of the training program? - How involved is the agricultural profession and the private sector in the conception and delivery of training (alternation, apprenticeship, short courses, continuing training of practitioners...) - 	-



Elements		Success factors	Risk factors	Indicators and sources
	Certification (Recognition of Qualifications)	<ul style="list-style-type: none"> - Setting up of a national qualifications framework; - Diversification of the levels of certification (existence of intermediary qualifications such as CQM, CQP, CFA type qualifications) - Flexibility and accessibility of qualifications recognition systems (certification) to all public and private training institutions? - Flexibility and accessibility of modalities of certification to both public and private centres? - Simplification of the modalities of accreditation of private centre; - Recognition of qualifications by enterprises; 	<ul style="list-style-type: none"> - Is the process of certification complex and hardly accessible to establishments that are not public establishments? - How complete is the certification process? Does it focus only on technical assessment of the beneficiaries and does not open up to intermediary certification of short courses? - Is qualifications recognition (certification) flexible and accessible to all public and private training institutions? - Are modalities of certification flexible and accessible to both public and private centres? - How simplified are the modalities of accreditation of private centre; - 	-
	Link between training and socio-professional integration (settlement) of beneficiaries	<ul style="list-style-type: none"> - Setting up at the level of training structures of a socio-professional settlement support system post training; - Implementation of support measures for access to resources for socio-professional settlement (land, funding, agricultural advisory services...) 	<ul style="list-style-type: none"> - Is the settlement of training youths taken into account? - Do the training structures have enough and qualified personnel to ensure the orientation and support of the settlement of the trained youths? - Are existing funding systems accessible to the holders of socio-professional projects? 	- Number of staffs dedicated to the settlement support system



ANNEX 2: PLANNING OF THE FIELD MISSION - NOVEMBER 22ND TO DECEMBER 1ST

	Monday 22-Nov	Tuesday 23-Nov	Wednesday 24-Nov	Thursday 25-Nov	Friday 26-Nov	Saturday 27-Nov	Sunday 28-Nov	Monday 29-Nov	Tuesday 30-Nov	Wednesday 1-Dec
7h								(Bank holiday in Liberia)		
8h			APDRA/Catalyst	Sankofa Farm	Gbarnga - Kakata				PCR test Ismail	Preparation of restitution meeting
9h	Meeting consultants	4H		Gbarnga - Sanniquellie	Tumutu training center					
10h	Ministry of Agriculture	Solidaridad	BRAC						AfDB	
11h			MoA Gbarnga	MoYS and delegation Sanniquellie	BWI				World Bank	Presentation to stakeholders
12h		Travel to Gbarnga	CARI			MoYS Buchanan				
13h				Gbedin farmers	University of Liberia					
14h	MoYS								TVET Bureau MoE	Preparation of next step for the report
15h			BCTC	Farmers organization	Kakata - Monrovia			UNESCO		
16h	KVTC & farmers organization	Youth Coordinator	LOIC Gbarnga						UNIDO	
17h				Ganta - Gbarnga						
18h										



ANNEX 3: LIST OF PEOPLE INTERVIEWED

Name	Organization	Title
G. Umaru Sheriff	4H	National Executive Director
Johnny M. Akoi	4H	Project Officer
Ted C. Williams	4H	Director of Program
Lekarmon L. Gaboe	4H	Administrative and Financial Officer
Kelvin Banda	African Development Bank	Country Economist
Abdul Pawaah Aziz Bangura	African Development Bank	Program Officer
Mark Eghan	African Development Bank	Agricultural Economist
Daouda Bambara	APDRA	Country Director
Rev. William P. Kilbyl	Baptist Organization	
Andrew S. Allakamenin	BCTC	Vice President for Administration
	Booker Washington Institute	Head of Department of Agriculture
P. Elkanah Dada	BRAC	Technical Manager LFSRCB project
Jessie F. Qualah	BRAC	Market Development Officer
Dr. John Sumo	CARI	
	Delegation à Saniquellie	
	Gbedin Farmers	
Arnold G. Hill	KVTC	Head of the Baptist Organization
Alberta Johnson	KVTC	Head
Vero Toweh-Kaipa Weman	KVTC	Member
Christian Dagadu	KVTC	Member
Boris B. Barlea	Liberian Farmer Development Corporation	CEO
Pastor Tooman	LOIC Gbarnga	Director
Halala Kwokolo	Ministry of Agriculture	Head of division for land development and water resource
Kollie Nain	Ministry of Agriculture	Bong County Agricultural Coordinator



Adolphus Collins	Ministry of Education	Program Officer - Agriculture
Zeogar Wilson	Ministry of Youth and Sports	Minister
Peter Bemah	Ministry of Youth and Sports	Deputy Minister for TVET
Jutomue Mulbah	Ministry of Youth and Sports	Bong County Youth Coordinator
Daniel F. Brown	Ministry of Youth and Sports	Bong County Assistant Coordinator
William Mendein	Ministry of Youth and Sports	Nimba County Youth Coordinator
	Ministry of Youth and Sports	Grand Bassa County Youth Coordinator
	Sankofa farm	Farm supervisor
Michael S. Doe	Solidaridad	Country Director
Boima Bafaie	Solidaridad	Program Manager - Cocoa
Prince Kormah	Tumutu	Director
Salifou Abdoulaye	UNESCO	Regional Advisor for Higher Education and ICT
David Chakonta	UNIDO	Senior TVET Coordinator
Leroy W. Cegbe (?)	University of Liberia	Dean College of agriculture and Forestry
Maria Luyken	Women's farmer association	Founder
Adetunji Oredipe	World Bank	Senior Agriculture Economist



ANNEX 4: LIST OF PROJECTS IN AGRICULTURE IN LIBERIA

Projects	Implementer	Donors	Periods	Location	Focus	ATVET components
Capacity building programs						
SAPEC	Ministry of Agriculture	AfDB	2012-2021		Developing value chains	Capacity building of MoA
STAR-P	Ministry of Agriculture	World Bank	2021-2026		Developing value chains	Capacity building of MoA
Liberia Economic Policy Dialogue Activity (LEPDA)		USAID	2019-2023		Technical assistance to MoA and MoFDP to work on strategy for food security, at the policy level	
FAO		Contribution to LASIP			Food and nutrition program	
Crosscutting themes						



Programme on Accelerating Progress Towards Economic Empowerment of Rural Women in Liberia (RWEE)		FAO, IFAD, UN Women and WFP			Food security Access to income and wealth creation Rural women leadership Gender responsive policy environments	Multicountry program
Securing the land rights of women and rural communities in Southeastern Liberia	ActionAid Liberia, DEN – L, Forum Civ	European Union	2021 - 2024	Grand Gedeh, River Gee, Sinoe	Increase land right for women and young people Advocacy for land reform	
Capacity Building in Land Administration	Liberia Land Authority, Lantmäteriet	SIDA	2018-2023		Capacity building on land mapping and women participation in land management	
Securing Land Rights for Women and Rural Communities in South-Eastern Liberia	ForumCIV, ActionAid International, DEN-L	European Union	2021-2023	South-East counties	Securing land rights of women and communities	
Value chains						
STRIVE	IECD	AFD	2020-2025	Bong	Vegetable farming	Training of farmers
Grow Liberia	Adam Smith	Swedish	2012-2022		Markets and value chains	Extension



	International (phase 1) UNIDO (phase 2)	Cooperation	(phase 1) 2022-? (phase 2)			services
Liberia Cocoa Sector Improvement Programme	Solidaridad	European Union	2018-2022	Bong, Nimba, Lofa	Training on cocoa farming through Farming-Field Schools	Training on cocoa farming
Cocoa Value Chain Development Program	Solidaridad	European Union	2019-2023	Grand Gedeh, River Cess	Training on cocoa farming through Farming-Field Schools	Training on cocoa farming
Sustainable West Africa Oil Palm Programme	Solidaridad	Embassy of the Netherlands	2018-2022	Sub-regional program	Training for individual farmers, support to SMEs	Training on oil palm farming
Partners Program	Zoa, WHH, Concern	European Union	2018-2023	Montserrado, Bomi, Grand Cape Mount, Margibi, Grand Bassa, Rivercess, Sinoe, Grand Kru	Farming and nutrition	Training on farming techniques
Desira	AfricaRice	European Union	2020-2023	Grand Gedeh, Maryland, Gbarpolu, Margibi, and Rivergee	Improving technics in integrated fish and rice farming	Training on farming techniques
FishLib	APDRA	European Union / AFD	2019-2024	Bong, Nimba, Lofa	Fish farming	Training of farmers
World Food Program						
REALIZE	World Bank,	World Bank, AFD		Bong, Bomi, Lofa	Access to IGA in rural areas,	



	LACE				including supporting cooperative on sustainable practices	
The Cassava Transformation Project (CASTRA Project)	CERATH, RICCE, CAL, CEL	European Union	2021-2025	Grand Gedeh, River Gee, Maryland, Grand Kru and Sinoe	Cassava production	Training of farmers
Food Security, Nutrition, and Resilience		USAID	2022-2027		Increase smallholder farmers productivity, with focus on crop diversification	To be defined
The Incubator		USAID	2022-2027		Business support and investment opportunities for Liberian agricultural enterprises	
Community-Based Forestry and Protected Area Management (CBFM)	UNDP	SIDA		Gbarpolu, Grand Cape Mount, Grand Gedeh, Lofa, River Gee, Sinoe, Rivercess	Community forest management and diversification of livelihood options	Trainings for farmers
Tree Crop Extension Project 1 and 2	GoL	IFAD	2019-2024	Nimba, Lofa	Develop smallholder cocoa farming	Training through farmer field schools