

and barriers to access TVET. Out-of-school children working in the informal sector and youth at risk (e.g., drug addicts, street children) also lack access to adapted TVET opportunities.

Priority areas for support: There is need to develop a responsive labour market, unified TVET governance, regulation, and service delivery system, with a focus on the development and adoption of a national-level common tools and/or standards for TVET curriculum and/or qualification descriptor development. In particular, there is a need to:

- address the geographical disparity in the supply of skills development opportunities in eight additional counties, through the rehabilitation of existing infrastructure, construction of new infrastructure, equipping of training facilities, in selected training institutions and priority sectors to match labour market skills requirements.
- ensure that TVET infrastructure and training programmes are more gender responsive and socially inclusive, with a focus on: gender; at-risk youth (e.g. Detoxification and rehabilitation programmes); children with disabilities; and out-of-school children (e.g., Recognition of Prior Learning (RPL) Assessments for knowledge, skills, attitudes and values acquired through on-the-job training systems).
- Develop and/or operationalise:
 - National framework led by the Ministry of Education (MoE) for accreditation of training providers and programmes to assure quality TVET delivery at the national level including RPL assessment;
 - National assessment system under the leadership of MoE that leads to uniform outcomes of TVET delivery;
 - National TVET Qualifications Framework (NTVETQF) led by the MoE, which brings all skills development in the formal, non-formal, informal sector, as well as basic and post-basic levels of education into a unified national qualification (draft already developed);
 - "TVET Curriculum and Qualification Descriptor development cycle" (cf. adopted during the national TVET stakeholder consultative workshop, facilitated by the United Nations Industrial Development Organization (UNIDO), as a common tool and national standard for enabling the development and sustenance of a labour market-responsive unified TVET governance, regulatory and service delivery system for Liberia).

Currently UNIDO has rehabilitated 9 schools and built workshops in 6 counties. The new intervention will extend to the remaining 8 counties. One county is under Swedish development aid and coordinated closely by UNIDO.

(iii) **Coordination and Governance:**

Needs analysis: The delivery of TVET in Liberia is still fragmented. Public TVET provision falls under the responsibility of two ministries – the Ministry of Education (MoE), focused on formal vocational education at secondary level, and the Ministry of Youth and Sports (MoYS), offering informal short-term vocational training. The proliferation of small, low quality, unregulated training companies offering unaccredited courses has also become part of the low-quality problem. There is no independent TVET authority in Liberia to guide, direct and oversee TVET provision and, at present, no legal framework for underpinning TVET or providing adequate mechanisms for coordinating activities between different Ministries, agencies and private providers. Although data quality and availability has improved in recent years, it remains deficient. In the absence of an independent TVET authority, in 2014, the President constituted an Inter-Ministerial Taskforce (IMTF) on TVET comprising all ministries to be superseded eventually by a TVET Commission. There is a need to support and operationalise the IMTF as an interim governance mechanism since the Liberia TVET Commission has not been constituted.

The lack of funding to support data collection and analysis remains a key problem in the Liberian Education Sector. Line Ministries' low capacity to monitor programme interventions, ensure efficient planning and management, including end-user monitoring of supplies and governing the teacher body are also a major challenge. Nevertheless, a coordination mechanism has been put in place by the MoE/MoYS with support from development partners supporting TVET in Liberia (i.e. EU, Sweden (Swedish International Development Agency - SIDA), Germany (Deutsche Gesellschaft für Internationale Zusammenarbeit - GIZ), France (Institut Européen de Coopération et de Développement - IECD), a non-governmental organisation (NGO) with funding from AFD), and UNIDO).

Priority areas for support: The National TVET policy foresees the creation of a TVET governance and