



DIAGNOSTIC OF THE AGRICULTURAL AND RURAL DEVELOPMENT OF LIBERIA AND ITS RURAL AND AGRICULTURAL TRAINING SYSTEM

December 1st, 2021,
Monrovia





CONTENT

- Introduction
- Agriculture sector
- Technical and vocational education and training - TVET
- Agricultural technical and vocational education and training - ATVET
- What is being done in support of TVET?
- What can be done next? First ideas.....



INTRODUCTION





TERMS OF REFERENCE OF THE MISSION

Objective of the study:

Diagnostic of the agricultural and rural development in Liberia and its rural and agricultural training system

Specific objectives

- Contextualize agriculture and rural sector development trend
- Describe ATVET system
- Identify the main obstacles and levers to the vocational integration of youth in rural areas
- Propose courses of action for an integrated support to rural and agricultural development (rural development, private sector, training system and gender)



INSTITUTIONS AND PEOPLE VISITED

Institutional

Ministry of Youth and Sports
Ministry of Agriculture
Ministry of Education - TVET
bureau
County representatives MoYS &
MoA (Bong, Nimba, Grand Bassa)
CARI

Education sector

Tumutu vocational center
BWI
LOIC Gbarnga
KVTC
University of Liberia
BCTC

Liberian organizations

4H
Gbedin farmers organizations
Delegation in Sanniquellie
Liberia Farmers Development
Nimba women's farmer group

INGO

BRAC
Solidaridad
APDRA

International Organizations

UNESCO
UNIDO
World Bank
African Development Bank



INFORMATION GATHERED

ATVET ENVIRONMENT

- Socio-economic context of the country
- Political environment (development policy, agricultural policies, education and Technical and Vocational policies, employment policies, gender...)
- Needs for the building of the capacities of actors of the sector for the socio-economic development of rural areas of the country

ATVET SYSTEMS

- Policies and strategies
- System of actors, steering and governance
- Funding of training
- Structuring of training offers
- Attractiveness of training systems
- Training modalities
- Certification (Recognition of Qualifications)
- Link between training and socio-professional integration of beneficiaries



FIELD TRIP

Support we got

- Recommendations & contacts from the Ministry of Youth and Sports
- Support from the AFD
- Support from the youth coordinators in each county
- Availability and information sharing from the people met

Constraints we faced

- Time allocated to the study
- Travel times between destinations
- Difficulties to organize meetings with international organizations



AGRICULTURE SECTOR



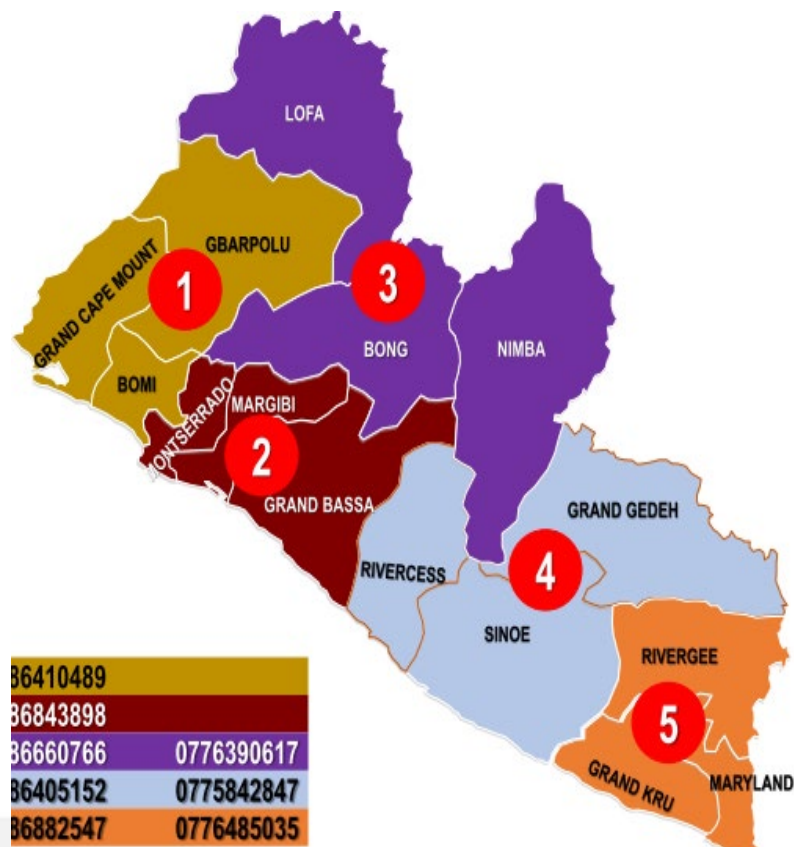


POTENTIAL OF AGRICULTURAL SECTOR TO LIBERIAN ECONOMY

Natural potential

- Annual rainfall averages from 1,778 to 4,320 mm
- 52% of people in rural areas
- Less than 5% of its land is under permanent cultivation
- Arable land: uplands (41%) and lowlands (6%) of the total land area
- Pasture land is about 182,000 ha
- Capacity for natural rubber to 325,000 tons (about 70,000 now)
- Cacao yield of 200 kg/ha is 30% of yield in neighboring countries
- Rice and cassava: less than half of the potential cultivated

5 agricultural regions





PUBLIC AGRICULTURAL SECTOR LEADERSHIP

- Ministry of Agriculture
- 5 Regional Agriculture Coordinators
- 15 County Agriculture Coordinators
- District Agriculture Officers
- Central Agricultural Research Centre
- Liberia Forum for Agricultural Advisory Services

“They are Ministry of Agriculture’s Regional Coordinators and their duties 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” – Minister Jeanine Milly Cooper



MAJOR AGRICULTURAL POLICY AND STRATEGY DOCUMENTS

No.	Name of Document	Year Prepared
1	Statement of Policy Intent for Agriculture	2006
2	Comprehensive Assessment of the Agriculture Sector in Liberia (CAAS-Lib)	2007
3	Liberia Poverty Reduction Strategy	2007
4	Food Security and Nutrition Strategy (FSNS)	2008
5	Food and Agriculture Policy and Strategy (FAPS)	2008
6	Liberia Agriculture Sector Investment Plan (LASIP I)(2010-2015)	2010
7	Strategy for Mainstreaming Gender Issues in Agricultural Programs and Projects	2010
8	A Nutrition Country Paper-Liberia	2011
9	Agenda for Transformation (AFT) (2012-2017)	2013
10	Fisheries and Aquaculture Policy and Strategy, Bureau of National Fisheries	2014
11	Food Security and Nutrition Strategy (FSNS) (Revised)	2015
12	Liberia Agriculture Transformation Agenda (LATA)	2016



DIVERSIFIED COMMODITIES WITH POOR TECHNOLOGY

Commodities

- Food crops: Rice, Cassava
- Vegetables
- Tree crops: Oil palm, Cocoa, Rubber
- Husbandry: Poultry, cattle, pig, goat and fish

Potential

- Availability of the workforce
- Availability of land
- Potential of the soil and climate
- Active role of cooperatives and youth groups





FEEDBACKS ON THE AGRICULTURAL SECTOR

Characteristics

- Land leasing
- Traditional practices
- Poor equipment for production, storage, processing
- Poor yields
- Lack of attractivity - Bad perception of agriculture

Constraints

- Lack of training on improved techniques
- Limited accessibility and availability of inputs (seeds, fertilizers...)
- Lack of financing instruments (loans)
- Limited access to service providers, specifically extension services



CURRENT AGRICULTURAL PROJECTS

Projects	Donors	Periods	Focus	ATVET component
SAPEC	AfDB	2012-2021	Developing value chains	Capacity building of MoA
RETRAP / STAR-P	World Bank	2021-2026	Developing value chains	Capacity building of MoA
STRIVE - IECD	AFD	2020-2025	Vegetable farming	Training of farmers
Grow Liberia	Sweden Embassy	2012-2022	Markets and value chains	Extension services



CURRENT AGRICULTURAL PROJECTS

Projects	Donors	Periods	Focus	ATVET component
Solidaridad	European Union / Embassy of the NL	Until 2021 or 2023	Cocoa and oil palm value chains	Training in FFS, empowerment of youth for extension
EU-LAP - Zoa, WHH, Concern	European Union	2018-2023	Farming and nutrition	Training on farming techniques
Desira - Africarice	European Union	2020-2023	Rice value chains	Training on farming techniques
FishLib - APDRA	European Union / AFD	2019-2024	Fish farming	Training of farmers



TVET





TVET IN 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



NATIONAL TVET POLICY - 2015-2020

- Improving the governance and management
- Improving the trainability and capacity of the workforce
- Providing quality TVET for all to enhance employability and livelihoods
- Harnessing human capital for increased manufacturing and industrialization
- Promoting productivity in agriculture through TVET
- Building capacity in the ICT sector to enhance competitiveness
- Financing of TVET
- Branding and mainstreaming TVET into general education and training system



TVET Policy -
2022-2027
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LIST OF PUBLIC COMMUNITY COLLEGES

Community Colleges	Locations
Lofa County Community College	Voinjama, Lofa County
Grand Bassa County Community College	Buchanan, Grand Bassa County
Nimba County Community College	Sanniquellie, Nimba County
Bomi County Community College	Sinje, Bomi County
Bong County Technical College	Gbarnga, Bong County
Harbel Community College	Harbel, Margibi County



LIST OF MAJOR NON-DEGREE GRANTING TVET INSTITUTIONS

TVET Institution	Status	Location
Booker Washington Institute (BWI)	Formal/Secondary level	Kakata
Monrovia Vocational Training Center (MVTC)	Informal/Apprenticeship	Monrovia
Liberia Opportunity Industrialization Center (LOIC)	Informal/ Apprenticeship	Monrovia
William V.S. Tubman High School Accelerated Vocational Training Program (AVTP)	Formal/Post-Secondary	Monrovia



CERTIFICATION OF TRAINING

Current situation

- No accreditation system for TVET centres
- No certification system and process in place for agricultural trainings
- No harmonized curricula
- No quality management system

Importance

- Normalization and harmonization
- Public and collective recognition
- Credibility
- Transferability
- Incentive for youth

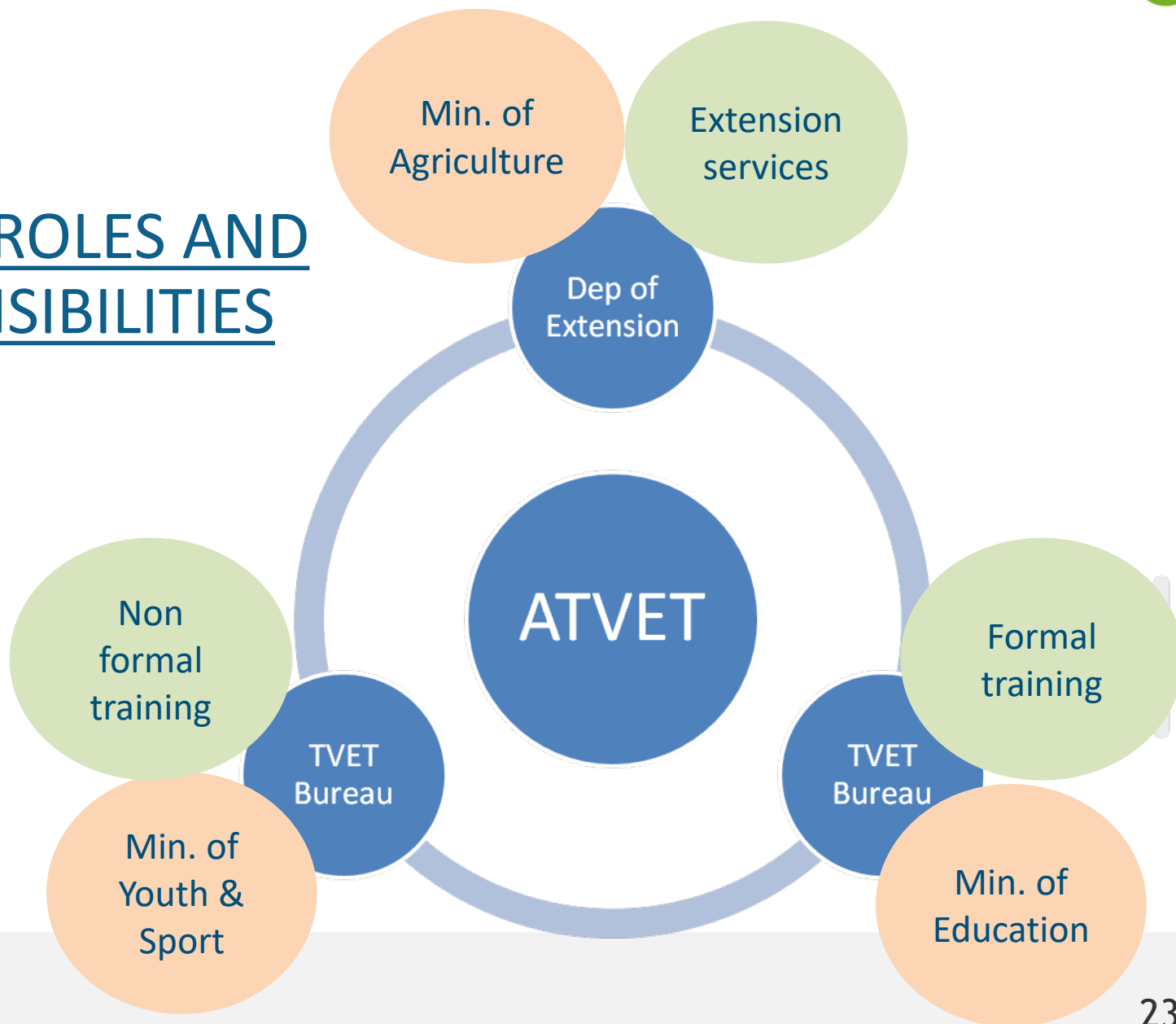


ATVET





SHARED ROLES AND RESPONSIBILITIES





ATVET IN EDUCATION POLICIES

GETTING TO BEST EDUCATION SECTOR PLAN (2017-2021)

Component 3: Lay the foundation for a national qualification framework for agriculture

Develop TVET Curricula for Agriculture for Certificate Levels 1 and 2 of the Liberian National Qualifications Framework (LNQF)

1. Map and review existing Liberian TVET curricula for agriculture. Review examples of best practice and curricula in ECOWAS and other applicable countries.
2. Establish an expert group for the design of a competency-based curriculum framework for Agriculture including certificate 1 and 2 levels.
3. Draft specialized agricultural training modules, including the development of entrepreneurship and small business skills.
4. Trial modules in a mixture of TVET institutions.
5. Consult, edit, approve, print and distribute modules that can be made available online for TVET institutions.

Lay the Foundation for an Independent Testing Agency to Approve Certificates in Agriculture

6. Develop, pilot and implement a competency assessment for certificates 1 and 2 in Agriculture in partnership with relevant Ministries and agriculture businesses.
7. Map and review existing qualifications and standards.
8. Review examples of best practice and qualification standards from ECOWAS and comparable countries.
9. Draft, consult and approve qualification standards.



PRE-VOCATIONAL TRAINING AT SCHOOL/COLLEGE

Model 1

- General education in the morning
- Technical training on various branches in the afternoon



Model 2

- 3 days / week for general education
- 2 days / week for technical training





FORMAL TRAINING IN COLLEGES AND INSTITUTES

Degrees

- Associated: 2 years
- BSc: 4 years
- No Masters degree



Training conditions

- Youth as target group for initial training
- For students who graduated high school
- No documented curricula
- Theory/Practice: 30/70
- 1-2 months internship
- Farms for practical training



TRAININGS IN VOCATIONAL CENTRES

Degrees

→ Certificate

Training conditions

- 6 months - 1 year training
- No documented curricula
- Theory/Practice: 30/70
- Farms for practical training





MAJOR VOCATIONAL TRAINING CENTRES

	Requirements	Duration	Contents
Booker Washington Institute, <i>Margibi County</i>	Junior high school level or high school graduates	4 years part-time or 2 years full-time	General Agriculture
Klay Agriculture Vocational Training Center, <i>Bomi County</i>	Illiterate, primary and secondary school dropout	6 months	General Agriculture
Tumutu Agricultural Vocational Training Center, <i>Bong county</i>	High school graduate minimum and university students as well	1 year	General Agriculture
Youth Agricultural Training Center, <i>Montserrado County</i>	-	-	General Agriculture



RURAL TRAININGS IN YOUTH CENTERS

Degrees

→ Certificate

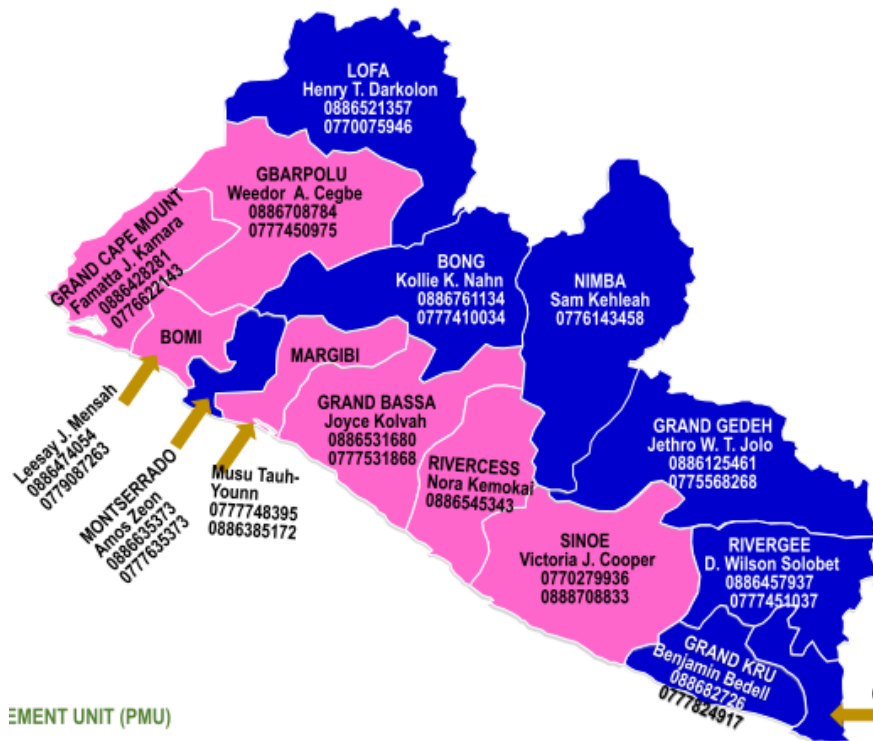


Training conditions

- Short term trainings and supports through volunteering
- Focus: Literacy, Computer education, leadership, job development
- Practical trainings for skill development
- Some documented curricula
- Committed people
- Lack of equipment

EXTENSION EDUCATION

County Agriculture Coordination



Organization

- Coordinated by CAC and RAC
- Supported by projects
- Community based approaches
- FFS as popular approach
- Farmer-led extension/training
- Fee-based services sometimes



OCCUPATIONAL INTEGRATION ET FOLLOW-UP OF GRADUATE PEOPLE

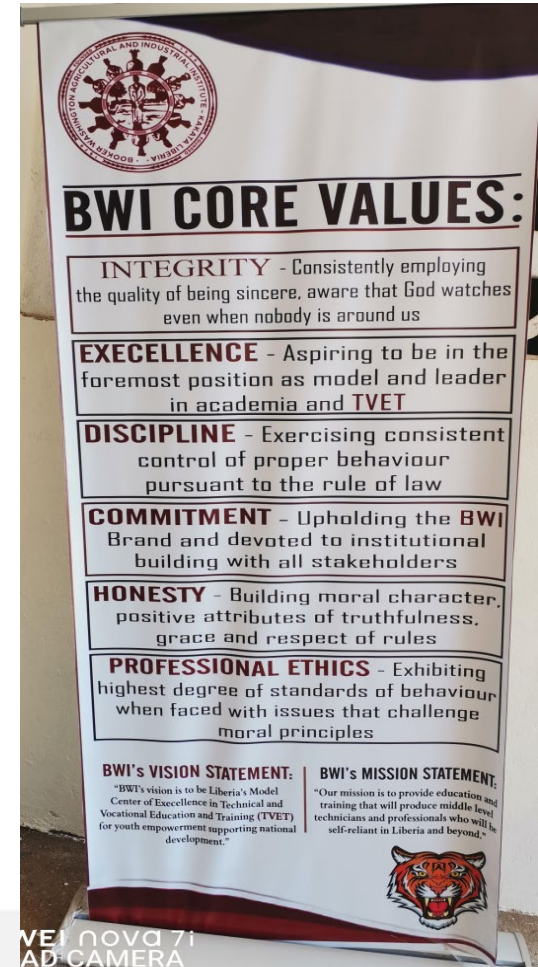
- Placement for internship (BWI)
- Structures are not in place to support occupational integration (access to land, capital, etc.)
- No institution set up to follow-up the pathways of graduate as feedback of the performance of the training centres





OCCUPATIONAL INTEGRATION ET FOLLOW-UP OF GRADUATE PEOPLE

- ➔ Instructors hold BSc, MSc and sometimes PhD
- ➔ No school for training the trainers (BWI?)
- ➔ No structures in schools and centers for organising the training of instructors
- ➔ Mentoring approaches: new instructors learn from elder ones





INFRASTRUCTURE

- ➔ Some buildings (office, classrooms, dormitories, canteens, etc.) in place but need rehabilitation
- ➔ Farms exist for practical learning in ATVET Centres
- ➔ Lack of equipment (machines in farms, office equipment, etc.)
- ➔ Weak inputs supply systems (seeds, fertilizers, etc.) for demonstration and production
- ➔ Where there is somethings (BWI, UL), lack of reagents for lab analysis





WHAT IS BEING DONE IN SUPPORT OF TVET ?





UNITED NATION ORGANIZATIONS

UNESCO

- TVET policy 1995-2020
- TVET policy 2022-2027 submitted
- Following actions are going to be taken
 - Operational plan
 - Qualification framework
 - Curriculum development handbook
 - TVET practitioners network

UNIDO

- EUR 20+ million from EU to support TVET for years: Youth Rising Project
- Building unified TVET system
- Demonstration laboratories and improving faculty qualities and infrastructure
- Capacity building for curricula, teaching, TVET centre management skills development
- Centre of Excellence for Training of Vocational Instructor
- TVET hub: network of actors
- TVET Bureau of MoYS and MoE
- 9 TVET institutions to be supported



WHAT CAN BE DONE NEXT ? FIRST IDEAS.....





INTERVENTION STRATEGY ON TVET

Specializing of ATVET centres

- Focus on needs of the region or the county
- Agriculture as business as common intervention line
- Different training offers and curricula for all the actors of targeted value chains including processing and marketing
- Strengthening the infrastructures accordingly, include production units
- Career counselling and occupational integration support in training centres

Establishing regional or county ATVET ecosystems:

- Network of actors (Training centres, research institutions, extension providers, employment centres, private corporate, etc.) partnering
- Complementarity and synergy
- Dynamic process of adjusting or developing new training offers

Developing supports services

- Job market analysis to feed career counselling
- Training engineering and institutional engineering at region or county level



INTERVENTION STRATEGY OPTIONS ON YOUTH CENTERS

Mobilizing youth centers for rural training and innovation

- Enlarge the scope of activities
- Change agent for reframing the image of agriculture as business
- Management training and advice to young entrepreneurs
- Strengthening the infrastructure and capacities accordingly

Restructuring youth centers as rural service providers

- Local input production and supply
- Market intermediation
- Enterprise management
- Strengthening the infrastructure and capacities accordingly

Youth centers as incubators of young entrepreneurs

- Room for practical vocational and job learning
- Launch of start-up
- Strengthening the infrastructure and capacities accordingly



INTERNATIONAL NETWORKING AS IMPORTANT HUMAN AND TECHNICAL RESOURCES



**LIFAAS Liberia
Forum for Agricultural
Advisory Services**



**Regional Universities
Forum for Capacity
Building in Agriculture**



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THANK YOU VERY MUCH

