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This action is funded by the European Union

ANNEX 2

of the Commission Decision on the financing of the Annual Action Programme 2019 in favour of the Republic of Liberia

Action Document for "EU Support to demand driven Technical and Vocational Education and Training (TVET) for young people in Liberia"

1. Title/basic act/ CRIS number	EU Support to demand driven Technical and Vocational Education and Training (TVET) for young people in Liberia CRIS number: LR/FED/041-804 financed under the 11 th European Development Fund (EDF)			
2. Zone benefiting from the action/ location	Republic of Liberia The action shall be carried out at the following location: Liberia			
3. Programming document	National Indicative Programme (NIP) for the period 2014–2020 for Liberia			
4. Sustainable Development Goals (SDGs)	SDG 8: decent work and economic growth SDG 4: access to quality education SDG 5: gender equality SDG 1: no poverty			
5. Sector of intervention/ thematic area	Education	DEV. Assistance: YES		
6. Amounts concerned	Total estimated cost: EUR 12 000 000 Total amount of EDF contribution EUR 12 000 000			
7. Aid modality and implementation modalities	Project Modality Indirect management with an international organisation, United Nations Industrial Development Organization (UNIDO) Indirect management with a Member State Agency, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)			
8 a) DAC code(s)	11330 – Vocational training 25030 – Business development services			
b) Main Delivery Channel	41000 – United Nations agency, fund or commission: UNIDO 13000 – Third Country Government (Delegated co-operation): GIZ			
9. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	X	<input type="checkbox"/>
	Aid to environment	X	<input type="checkbox"/>	<input type="checkbox"/>

	Gender equality and Women's and Girl's Empowerment	<input type="checkbox"/>	X	<input type="checkbox"/>
	Trade Development	X	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, Maternal, New born and child health	X	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity	X	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	X	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	X	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	X	<input type="checkbox"/>	<input type="checkbox"/>
10. Global Public Goods and Challenges (GPGC) thematic flagships	n/a			

SUMMARY

The action responds to the need for institutional strengthening of a demand driven Technical and Vocational Education and Training (TVET) system with an integrated approach to promote inclusive economic growth, which includes: (1) competency-based training with PPPs (2) Employment promotion with PPPs and (3) business development with employment intensive sectors in collaboration with industry promotion associations.

The action is also coherent and aligned to the "Africa - Europe Alliance for Sustainable Investment and Jobs"¹, announced in September 2018 by the President of the European Commission. The Alliance seeks to promote a substantial increase of private investment from both Africans and Europeans, boost trade, enhance job creation and contribute to sustainable and inclusive development, promoting standards of modern and sustainable technology, environmental and labour protection, and responsible business conduct.

The intervention logic is based on two differentiated but interlinked components:

Component 1 will address the relevance – quality – accessibility of TVET in 3 counties that will be selected and complementary to the ones where interventions under the EU funded project "Youth Rising" are ongoing, with a potential focus on the following sectors: construction, energy and agricultural value chain with an inclusive sustainable approach. This will include promotion of innovative approaches to TVET at upper-secondary school level, green employment promotion through incubators, competitive funding facility and support to private-sector employers/TVET providers policy dialogue;

Component 2 will work on improving the business environment for green employment creation in construction sector and then scale the model up to agriculture value chains for micro, small and medium-sized enterprises (MSMEs). This component, initially, will address short-term needs through: (a) establishing a competency-based training centre for the improvement of the skills of workers in the sustainable construction-transport value chain and building material sectors, and (b) establishing a green employment-intensive construction works programme, before replication will be considered after a thorough analysis of results achieved.

¹ COM(2018) 643 final of 12.9.2018.

1 CONTEXT ANALYSIS

1.1 Context Description

Liberia is located on the western bulge of Africa, the country occupies 96 917 square kilometres, and has a population of 4 092 310 (July 2014). Liberia's Human Development Index (HDI) value released in 2018 is 0.435, placing Liberia in the low human development category at position 181 out of 189 countries, with particularly low scores on employment and work indicators. According to the HDI 2018 Report, 68% of the Liberian population is living below the income poverty line. The female HDI is 0.398 compared to 0.470 for the male population, while the Gender Development Index (GDI) (defined as the ratio of the female to the male HDI and measuring gender inequalities) is 0.846, positioning Liberia at the lowest level of the scale. The Inequality-adjusted HDI (IHDI), which takes into account inequality in all three dimensions of the HDI, is 0.298, demonstrating the effect (30%) of inequality in the distribution of the HDI dimension indices.

Liberia has a youthful population, with 79% of Liberians under the age of 36. Youth constitutes half of the Liberian labour workforce and their share is expected to grow in the years to come. Yet, youth is the most marginalised labour force in the country. According to the 2010 Liberia Labour Force Survey, only over half of the youth population in Liberia (52.4%) was employed. 91% of youth work is in non-wage or salary positions, and 80% are in vulnerable employment. The majority of youth employed are self-employed (76.9%), mostly in the informal sector. Agriculture is by far the largest youth employment sector. Only 24% of paid jobs are held by women. Young Liberians generally lack employable skills and are ill-equipped to access economic opportunities. Only a small proportion of Liberian youth (5.1%) participates in vocational education or training, mainly supply driven TVET.

The lack of qualified youth is creating a bottleneck in the supply of labour in the professional occupations sought by employers. Nearly half of young workers in Liberia (47.8%) are undereducated for the work they do and do not hold the level of qualifications required for the job.

On the other hand, Liberia is a country with an incredible potential and rich in natural resources: massive land forest (45% of the country); rich marine resources; fresh water resources; mineral resources (diamond; iron ore; etc..).

Natural resources have seen both a very large and very small economic exploitation in most sectors: from mining to farming, from forestry to trade, from fishery to public utilities. Different approaches should be harnessed in order to cope with the challenge of sustainable development of such activities.

The mineral resources sector, after a contraction in the past few years due to a decrease in the commodity prices on the international market, is experiencing again a modest growth bolstered by the opening of a new mining site by ArcelorMittal and increased investment in the gold sector. ArcelorMittal is itself now having a comprehensive model of proper vocational training and more attentive to the environment and community embedded approach.

Forests have been harmed by illegal logging up to the point that Liberia was banned from international markets from 2003 to 2006 but the situation has recently been slowly improving. The Government is strengthening the management of forest resources and working on establishing the needed capacities of government, private sector and communities to meet their commitments (the Voluntary Partnership Agreement (VPA) on FLEGT (Forest Law Enforcement, Governance and Trade) in 2003 has been a key milestone to that effect).

Agriculture is characterised by intensive cultivation. Rubber and palm oil have traditionally been the only form of commercial agriculture in Liberia and are currently

struggling to cope with declining international prices leading some of the traditional big investors (for example: Firestone and Sime Darby Oil Palm Plantation) to reduce their exposure in the country and leading to increasing unemployment and poverty.

Agriculture, on top of being the sector with a higher rate of youth employment, is crucial for food internal production as well as for the possible opening to some potential new profitable markets (cashewnut, cocoa, coconut, etc) involving small producers for which the needed technical skills seem inadequate and not developed at country level at the moment.

The use of fresh water offers potential for hydroelectricity (GoL, 2013); the completion of the rehabilitation of the Mount Coffee Hydroelectric Dam increased electricity production to support on-going and future economic activity. The energy sector includes alternative sources of energy (e.g. solar power) and the social dimension of energy includes, but is not limited to, the training of women in technical skills that has started to increase. The marine, forest and natural resources have an unspoiled eco-tourism potential but, at the moment, see few initiatives.

Liberia is open to a variety of possible economic developments, taking in due account a proper sustainable component and in need of a proper business development framework. Both are challenging and the action will start from delivering appropriate skills – TVET, harmonised with the market needs and building on the potential of small enterprises and proper markets.

Delivery of TVET in Liberia at the moment is fragmented, unregulated and uncoordinated. Overall, the TVET sector presents serious shortcomings in terms of quality and relevance, access and equity, funding and governance, including outdated resource inefficient and limited equipment, lack of adequately trained and incentivised trainers, lack of an accreditation system and standardised curricula; weak linkages between TVET and the productive sectors of the economy; low management capacity and central and local levels; lack of gender sensitive measures; lack of coordination between TVET stakeholders; lack of defined pathways into and from TVET; and insufficient funding.

1.2 Policy Framework (Global, EU)

Current EU Support is aligned with the national development strategy, initially with the Agenda for Transformation (Aft) 2013-2018 which addressed the main challenges for economic and social development with the overall goal of wealth creation and strengthening inclusiveness for a more equal and just society, then, from 2018, with the new strategy Pro-Poor Agenda for Prosperity and Development 2018-2023 (PAPD) developed by the new elected Government which has similar objectives and a specific focus on infrastructure development and, in particular, roads.

The EU-Liberia National Indicative Programme (NIP) 2014-2020 focuses on the improvement of key functions of the state in order to guarantee basic services delivery and it follows a two-track strategy. On one hand, and in large part, it focuses on strengthening governance and (re)building essential public services (electricity, education - including TVET, governance - including public finance management, land rights and decentralisation) as a necessary condition for improving the business climate and attracting investment for job creation in Liberia. On the other hand, it pursues interventions aimed at harnessing the potential of a limited number of value chains aimed at inclusive and sustainable growth and job creation.

The "Africa Europe Alliance for Sustainable Investment and Jobs" seeks to promote a substantial increase of private investment from both Africans and Europeans, boost trade, enhance job creation and contribute to sustainable and inclusive development. The Alliance represents a radical shift in the way EU works as a partner towards a logic focussed on

Africa's economic potential and the mobilisation of the private sector; it is about unlocking private investment and exploring the huge opportunities that can yield benefits for African and European economies alike, with a specific focus on jobs for youth, responding also to Africa's demographic patterns. This Alliance is part of the wider set of EU-Africa relations and strategic frameworks joining Europe and Africa, such as the United Nations 2030 Agenda and its 17 Sustainable Development Goals as a guiding vision for both continents, as well as in the relevant policy frameworks of the African Union (Agenda 2063) and the EU (Global Strategy², European Consensus on Development³). It is a key element to deliver on the agreed commitments of the African Union-European Union Abidjan Summit Declaration and is also part of building a strong African pillar in the Post-Cotonou framework.

TVET is also at the heart of the EU Development Policy and strategy as indicated in the Communication on "Increasing the Impact of Development Policy: An Agenda for Change", and the European Commission Communication "A Stronger Role of the Private Sector in Achieving Inclusive and Sustainable Growth in Developing Countries"⁴.

1.3 Public Policy Analysis of the partner country/region

The **Pro-poor Agenda for Prosperity and Development (PAPD)** has two high-level goals: (1) to build more capable and trusted state institutions and (2) to provide greater income security to an additional one million Liberians. Priority interventions have been organised around 4 pillars: Power to the People; Economy and Jobs; Sustaining the Peace; and Governance and Transparency. For each pillar, specific targets have been identified, aligned with the SDG targets. Results regarding TVET are included under Pillar 1 (Power to the People) and 2 (Economy and Jobs).

The most relevant sector policies:

The **National TVET Policy and Operational Plan (2015)** is based on 10 pillars aiming to revitalise the Liberian TVET system through better governance, strengthened quality and relevance, and the promotion of competitive workforce in strategic sectors, the policy promotes access to quality skills training, stimulating economic growth, creating sustainable employment and reducing poverty.

The **Education Sector Plan (ESP) 2017-2021** includes TVET as key priority subsector. It aims at improving the TVET information base, both on the demand and supply sides, and the quality of TVET delivery by building the capacity of training providers. It also lays the foundation for a national qualification framework.

The **National Policy on Girls' Education (2013)** promotes the education of girls through several measures.

The **Education Reform Act (2011)** establishes free compulsory education up to junior high level and a framework that includes post-basic education and skills development. It also provides the roadmap for decentralisation of the education sector.

1.4 Stakeholder analysis

The key government stakeholders are the Ministry of Education (MoE), who offers vocational education at the senior high school level (Grades 10 to 12) alongside the general education, and the Ministry of Youth and Sports (MYS) who is operating vocational training centres offering short term trainings. The latter centres target students who have dropped out of high school at or before Grade 10 for training at the basic skills level while students who have

² [A Global Strategy on Foreign and Security Policy for the European Union](#), 2017.

³ New European Consensus on Development 'our world, our dignity, our future', OJ C 210 of 30.6.2017.

⁴ COM(2014)263 final of 13.5.2014.

completed at least the Grade 10 qualify for training at the intermediate level. The certification is currently not standardised.

Other ministries involved in TVET are Finance and Development Planning, Labour, Commerce, Public Works, Gender, and Agriculture, which also run non-formal or informal TVET programmes. In 2014, the President constituted the Inter-Ministerial Taskforce (IMTF) on TVET with non-indefinite mandate comprising all ministries to perform defined tasks; develop a TVET policy, operational plan, and organise a financing conference.

The private sector is a key stakeholder in TVET although at present this role is not completely formalised in TVET governance or in TVET design and delivery and in practice engagement is more than limited. Some private enterprises have established their own internal training programmes (e.g. ArcelorMittal, Orange) and generally do not rely on public TVET institutions. There is a lack of a TVET specific market information system, leading to a weak alignment of TVET programmes with labour market needs as well as to low effective involvement of private sector in official TVE strategy and legislation. However, formal participation of the private sector is underlined in the National Policy for Technical and Vocational Education and Training (TVET) 2015-2020 that foresees improving the governance, management and efficiency of the TVET system with the establishment of a TVET governance body and coordinating body (Liberia TVET Commission – LiTCOM) with representation from all relevant stakeholders, including industry, employers, public and private training providers and civil society.

Also in the four-year education sector plan Getting to Best Education Sector Plan (G2B-ESP) 2017-2021, developed by Ministry of Education in order to address the most urgent challenges facing the education sector in Liberia, it is reported that legislation seeks to establish a Liberia TVET Commission (LiTCOM) and that the TVET legislation is in the process of submission for Cabinet approval. In the absence of LiTCOM, since 2014 as indicated above, an Interim Governance Structure has recently been proposed by the MoE - IMTTF (Inter-Ministerial TVET Task force) comprising representatives from the MoE, MYS, Ministry of Commerce and Industry, National Investment Committee, Ministry of Agriculture, Ministry of Labour, non-governmental organisations (NGOs) and the private sector. While waiting for the final formalisation of LiTCOM, the EU funded initiative "Youth Rising " (linked to Component 1 of this action) supported the National Trade Advisory Committee (NATC), which has adequate labour market representation (formal and informal), to develop curricula as prescribed by the Liberia Curriculum Development Process (LCDP). Under that framework, both components of this action will directly promote the role of the private sector in design and delivery of TVET programmes, including through capacity building activities with sector associations (i.e. the Association of Liberian Construction Contractors (ALCC), the Liberian Chamber of Commerce (LCC), Liberian Architects Association, Electricians Association and others). Development of occupational and training standards in selected industrial sectors and closer alignment of skills training with labour market demand will provide a model of public-private partnerships to further inform the strategic and policy direction of the national TVET system and replicated in all TVET institutions in Liberia once it has been implemented successfully in the target institutions.

1.5 Problem analysis/priority areas for support

On one hand, under Component 1, this action will extend support to the public TVET sector, building on the approach followed by the EU funded "Youth Rising" project. This project could only cover a limited geographical area, while the support of the Sweden already allowed extending this project to one more county (Lofa). On the other hand, under Component 2, support will be given to private sector led demand-driven TVET provision.

Quality & relevance. Both components address the sharp mismatch between training and labour market skills demand. The Liberian TVET system remains largely supply-driven, disconnected from productive sectors and ill-aligned with the needs of employers. There are very few market-oriented TVET programmes in the emerging and growing economic sectors of the economy. Skills-gap analysis and tracer studies are rare. Public-private partnerships (PPPs) are lacking and the private sector is not involved in TVET governance and only on a very small-scale in provision.

The absence of an institutional accreditation system and standardised TVET curricula, has prevented the development and implementation of a nationally certified qualifications system.

Access. There is a significant access imbalance and inequity problem in TVET availability throughout the country: 43% of TVET institutions are currently concentrated in Montserrado county, followed by Nimba (23%) and Margibi (12%) counties leading to an overwhelming concentration (84.34%) of students in these locations. Three counties in the south-east (Maryland, River Gee and Grand Kru) and one county in the North-West (Lofa) that had no TVET institutions at all are already receiving support under the Youth Rising project. Also other parts of the country (e.g. Grand Cape Mount, Bomi and Gbarpolu) remain underserved. There is a strong gender bias, with only 34.75% of females enrolled in public TVET. Young Liberian women have significantly higher unemployment rates than young men (41.3% versus 28.3%).

Governance. The current lack of inter-ministerial coordination, as well as a lack of coordination with other TVET providers, NGOs and particularly the private sector, is a challenge to the effective governance of the sector. Data availability has improved in recent years but remains a major challenge and is coupled with scarce capacity by line Ministries to monitor programme interventions, planning and management, and in particular providing links to labour market demand.

The final implementation of Liberia TVET Commission – LiTCOM with representation from all relevant stakeholders, including industry, employers, public and private training providers, civil society will be a first step toward integration of the different stakeholders at private and governmental level.

Environmental challenges and sustainable development. Liberia diverse ecosystems include mineral ores, forests, grasslands, mangroves, wetlands, rivers, marine species and sea, lakes and the continental shelf, hosting approximately 600 bird species, 125 mammal species, 74 reptile species and 1 000 insect species. This biodiversity is being threatened by over-exploitation of resources through excessive harvesting or hunting or fishing, introduction of exotic species and ineffective institutional arrangements.

A dichotomy between large and small economic exploitation/valorisation of natural resources exists in most sectors of the Liberian economy, from mining to farming, from forestry to trade, from fishery to public utilities. On the other hand, the added value created by individuals and small enterprises (such as farmers, artisanal farmers and fishers, small builders, etc) in producing raw materials is insufficient to reinvest in the capacity building and technology updating needed to adopt environmental friendly best practices. The introduction of TVET skills and adequate support to business creations and incubations might help to promote a sustainable approach to all ecosystems related activities, with particular relevance to agriculture, offering training in the adequate skills and fostering business environment towards a sustainable approach. The richness of the ecosystem present in Liberia could also benefit from a participatory approach of the communities, increasing their awareness of the natural resources and their sustainable utilisation since a possible eco-tourism sector is still in its very first steps due to the strong isolation of the nation and lack of transport infrastructure. Approaches related to community engagement towards sustainable activities, including a

strong gender engagement, have been positively implemented in the road construction sector and energy sector (projects financed by EU and BMZ (*Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung*)) and could be a starting point. In terms of sustainable construction, the country is still at an early stage; however, TVET represents a great opportunity to start introducing new skills fostering the creation of small/individual business opportunities. In addition, as in the rest of the world, pollution and waste management is a huge problem in Liberia, not supported by adequate waste management and possible recycling of waste either into construction materials or via other appropriate techniques could be pursued. This could be introduced by TVET and the creation of dedicated business could be fostered.

Sustainable financing. There is indeed a lack of assured, predictable and sustained public financing for TVET, which curtails the implementation of the national policy and the achievement of outcomes and would eventually negatively influence the sustainability of the action.

However, capacity building of staff at TVET institutions and provision/modernisation of infrastructure is included in the National TVET Policy 2015-2020, in particular under the two following objectives:

- Objective 3.1: Provide TVET institutions with modern equipment, technologies and capabilities; and
- Objective 3.2: Improve the quality of TVET instruction.

Skills development for young people is among the priorities of two out of four pillars of the new medium-term development strategy of Liberia, the Pro-Poor Agenda for Prosperity and Development (PAPD), 2018-2023 (Pillar 1: Power to the People and Pillar 2: Economy and Jobs). Also, under the just released national budget for the fiscal year 2019-2020, submitted by Government to the Legislature, the education sector sees a significant increase in resources and projected to continue to grow for the next two fiscal years as well.

Private funding opportunities for TVET remain largely untapped due to limited incentives; however, national and local-level authorities have begun to accept the importance of private enterprises in managing assets created through public sector investments. ArcelorMittal TVET Centre, for example, established through a long-term concession, has clearly shown the potential to manage a host of initiatives through public-private partnership to promote demand driven TVET.

2 RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
The willingness and commitment of national institutions is hampered by political considerations (e.g. selection of institutions for cooperation).	High	Clear and transparent communication of the project. Criteria for cooperation and support services of the project.
Declining government revenues lead to further budget cuts for national and federal training and service providers and reduce their performance.	Medium	Strong commitment of states as a key selection criterion. Partial cost coverage of direct costs for implementation of TVET actions through project budget. Engagement of private sector and PPP.

Youths qualified by the project use their increased employability to engage in better paid employment opportunities outside Liberia in Mano River Union countries.	Medium	Close interlinking of competence development with business development, labour market matching and advocacy elements.
The deteriorating economic situation leads enterprises to reduce investment and jobs with negative impact on youths' employment perspectives.	Medium	Focus on bio-climatic, low carbon construction and sustainable agriculture as relatively economically stable, resistant and future oriented sectors. Promotion of employability enhances the productivity of enterprises. Support of the overall environment for employment creation in sustainable construction and agricultural value chains. Government is currently preparing an IMF programme for an extended credit facility which will normally be adopted by the IMF board in September 2019.
Extraordinary agro-ecological conditions (draughts, floods, pests) reduce productivity and employment perspectives of farmers.	Medium	Training on Good Agricultural Practices in TVET strengthens resilience of farm enterprises for agro-ecological risks. Promoting diversification of production and income generation activities along the value chains.
The impact of labour-intensive sectors such as road construction projects relies on future investment in construction - infrastructure	Medium	Focus on training of MSMEs to diversify the value chain in green, climate-proof construction-infrastructure (roads-renewable energy/energy efficiency-WASH).
The low reputation of TVET hampers demand for TVET and unsustainability of TVET	Medium	Active communication of employment and revenue generating potentials of the promoted sectors through various channels (school campaigns, mass media etc.). Networking with government and other programmes promoting youth employment in the agricultural sector. Engagement of the private sector in the identification of the skills needed by the sectors. Participation of the private sector in the training delivery. Increase private sector ownership of the training centres via inclusions of business associations.
Lack of Private sector engagement in the projects and consequently low apprenticeship programmes-jobs created.	High	Specific human resources will be allocated for pro-active involvement of the private sector. The Governance component in collaboration with youth rising II will focus on establishing and PPPs network at policy dialogue to advocate for incentives and other PPPs modalities rather than concessions.

Assumptions	
1	Liberia remains committed to the national development strategy: the Pro Poor Agenda for Prosperity and Development (PAPD); to decentralisation reform; and to professional public financial management.
2	Growing commitment and leadership from the Government to TVET, with a consequent increase of national budget allocation. To favour sustainability of the EU investment, MoE and MYS assume leadership and ownership for allocating appropriate HR and restricting staff turnover developing a recruitment plan and establishing meaningful compensation packages and retention mechanisms.
3	The identified stakeholders are fully engaged from the onset of the project and will embrace change.
4	Liberia's economic outlook improves throughout the programme, increasing opportunities for youth's employment.
5	Private sector/industry willing to enter into PPPs or Letters of Agreement (LOAs) with public/target TVET providers and sees value in the project.
6	Government recognises role of private sector in development and delivery of non-formal TVET.
7	There is sufficient ownership of Government to take measures to provide security for the investments in rehabilitation and equipment.

3 LESSONS LEARNT AND COMPLEMENTARITY

3.1 Lessons learnt

Until the start of the Youth Rising Project at the end of 2018, the EU has not had any significant prior involvement in the TVET sector in Liberia. However, lessons learned from other donor partners (i.e. UNIDO, UNESCO, GIZ, USAID) have informed the action, including by: (i) raising the profile and the involvement of the private sector to guide the development of competency standards, inform the design of curricula and training material, and establish priority professional profiles helps to maximise the chances of private sector's commitment to the programme; (ii) supporting TVET institutions to develop their own strategies for long-term sustainability and capacities to implement them; (iii) planning an early local market analysis to inform programme design; (iv) ensuring that revised curricula combine technical skills with core life-skills, entrepreneurship, literacy and numeracy skills; (v) ensuring strong monitoring and timely follow up of programmes and agreements to avoid mismanagement of resources; (vi) keeping infrastructure development and procurement of equipment to the minimum indispensable, and ensuring that capacity development and maintenance plans are in place; and (vii) using communication and visibility actions to promote a positive image of TVET among target beneficiaries and the general population (i.e. job fairs, multimedia material).

3.2 Complementarity, synergy and donor coordination

The action builds on initiatives currently being implemented by the EU under the "Youth Rising" TVET project, implemented by UNIDO, and the "Capacity Development in the Transport Sector" (CDTS) project, funded by BMZ and implemented by GIZ.

The "Youth Rising" project – 2018-2022 (EUR 20 million with additional cofinancing by Government of Sweden with EUR 6 million). The project focuses on the support to the Ministry of Education and Ministry of Youth and Sports, being the main beneficiaries, on the implementation of the National TVET policy to improve relevance, quality supply of TVET

in 6 schools in 6 targeted counties, including the less developed south east region. This project builds on the successfully experience under UNIDO TVET programme funded by Japan, in particular on the successful mechanism for an increased involvement of the private sector in the construction sector by introducing the concept of PPPs in TVET and enterprise and training partnerships (ETPs) in collaboration with the Liberian formal TVET institution Booker Washington Institute (BWI).

The "Capacity Development in the Transport Sector project" (CDTS) – 2008-2019 (EUR 14 million). It is planned to extend the project from 2019 to 2022 with additional funding of EUR 9 million by the Government of Germany. The main beneficiary is the Ministry of Public Works (MPW) with an overall objective to improve the legal, institutional and human resource capacities in the transport sector. The new action also builds on the achievement of GIZ to develop a demand driven curriculum for a 12 months competency-based training under the "Road Maintenance and Construction Training Programme" (RMCT), developed by SMES and coordinated by the Association of Liberian construction Contractors (ALCC). The joint co-financing from Germany to the proposed action comes from the allocation to this project.

The action will build synergies with the forthcoming EU interventions at regional and national level to contribute to the livelihoods of young people in Liberia in the rural development sector and rural electrification. The action will complement the start-up of skills training by providing consistent baselines and data for the M&E framework of the skills needed.

Other existing and complementary key programmes with which linkages will be sought:

- **USAID** supported the development of programmes in Community Colleges and TVET schools on technical skills delivery in agriculture and civil engineering. Dialogue will be promoted.
- The **World Bank** is supporting the Youth Opportunities Project (YOP) which has an informal TVET component mainly focusing on agriculture and public works, implemented through a loan to the Government of Liberia and in partnership with MYS, the Ministry of Gender, Children and Social Protection and the Liberian Agency for Community Empowerment.
- The **African Development Bank** (AfDB) is funding the Youth Employment and Entrepreneurship Project (YEPP) targeting students in community colleges and the University of Liberia and focusing on youth entrepreneurship development and job readiness.
- **Several NGOs** are active in TVET in Liberia, mostly focusing on provision of informal TVET in rural areas at a smaller scale and microfinance. Lessons learnt will be drawn and partnerships built.

4 DESCRIPTION OF THE ACTION

4.1 Overall objective, specific objective(s), expected outputs and indicative activities

The **Overall Objective** is to enable Liberian youth to respond to economic growth opportunities (including inclusive green ones) by increasing their employability and entrepreneurship potential through strengthening the TVET sector, including development of a demand-driven model of TVET provision.

The two specific objectives align with the two components of the action i.e. Component 1 which will extend support to the public TVET sector, building on the approach followed by

the EU funded "Youth Rising" project; and Component 2 which will address private sector led demand-driven TVET provision.

Specific Objective 1: To improve the quality, relevance and modernisation of TVET by strengthening links with the private sector and by improving the governance, planning, management and delivery capacity at governmental and TVET provider levels through the promotion of equitable and gender-balanced access to TVET in target providers.

The outputs and main indicative activities to achieve this objective are:

Output 1.1. Key Government entities are endowed with a robust technical base to support the effective governance, planning, management, oversight and delivery of TVET

- Technical Assistance (TA) to key ministerial entities to develop staff's key competencies in TVET planning, management, governance, and oversight and capacity development of key staff.

Output 1.2. Selected public TVET providers are staffed with instructors, administrators and principals with upgraded skills, and infrastructure, equipment and systems are modernised

- Train TVET instructors, administrators and principals
- Develop competency-based modular curricula and training materials in selected trades (inclusive of TVET teacher training and HSE curricula), with curricula being updated to respond to green and fair labour market demands and in consultation with private sector
- Establish and institutionalise Career Guidance Service Units at each school level, including systems to orient learners/graduates, identify and disseminate job opportunities, trace TVET graduates (formal and non-formal) and propose scale-up measures
- Upgrade the training facilities of 3 TVET providers in selected trades including sanitary and disability considerations
- Provide TA to develop comprehensive institutional cost-recovery plans and support measures to improve financial autonomy of 3 target TVET institutions, including establishment and operation of school-based production units
- Engage with Civil Society Organisations (CSOs) to strengthen accountability and involvement of youth in TVET
- Establish Quality Management System in 3 target TVET institutions for internal quality monitoring and self-evaluation
- Provide TA to develop comprehensive institutional plans for the TVET schools targeted and promote measures that generate internal revenue for the schools.

Output 1.3. Increased private sector involvement in the Liberian TVET sector

- Capacity building of business associations to promote and foster the creation of PPPs
- Establish PPPs between target TVET providers and private/industry sectors including in-service training, industrial attachment placements for TVET instructors and apprenticeships for students
- Organise and attend TVET-related, multi-stakeholder strategic meetings, competitions and annual fairs
- Establishment of an innovation fund and a business incubator, including development and provision of training programmes for young entrepreneurs.

Output 1.4. Gender sensitised measures to foster enrolment and retention of female youth are streamlined into TVET provider systems

- Ensure that instructors acquire appropriate pedagogy to enhance their teaching skills and attitudes towards female students

- Develop short courses for out-of-school female youth to enable them to gain trade-specific competencies they can apply towards finding work
- Develop a communication strategy to attract female students to male dominated trades and to increase female and vulnerable youth enrolment rates.

Specific Objective 2: Strengthen TVET in selected sectors (including related to green economy) through development of a demand-driven model of TVET provision under the leadership of the private sector in Liberia.

The outputs and main indicative activities to achieve this objective are:

Output 2.1. Establish a TVET Centre in Liberia under the leadership and ownership of private sector-based associations, including business planning and rehabilitation of facilities for the Centre

- Identification and assessment of capacities of associations and employers' organisations in selected sectors
- Elaboration of capacity building measures for set-up and development of private sector associations
- Analysis and enactment of legal and administrative provisions required for establishment of a Training Centre under the leadership of the private sector
- Development of a business model to include measures for quality assurance, cost recovery and the sustainable operation of the Centre
- Establishment of a transparent financial planning and accounting system for the Centre
- Implementation of capacity building measures for private sector associations, including the Association of Liberian Construction Contractors (ALCC), to effectively finance and operate the Centre
- Assessment and procurement of goods and works needed for infrastructure rehabilitation and equipment of the Centre
- Capacity building measures for private sector associations, including the Association of Liberian Construction Contractors (ALCC), to effectively finance and operate the Centre
- Development and implementation of a visibility and public communications strategy for the Centre.

Output 2.2. A mechanism ensuring a better match with green and fair labour market demand for quality and quantity of trainees

- Design of a mechanism/approach
- In-company skills demand surveys in selected sectors
- Graduate tracer studies introduced and integrated within participating companies
- Employment and related skills training opportunities posted online and accessible to the general public.

Output 2.3. Design and implementation of a demand-driven training programme for up to 3 relevant sectors (e.g. construction (including green/low carbon), renewable energy/energy efficiency, sustainable agriculture) in partnership with the private sector

- Occupational and training standards developed for selected professions and occupations (i.e. construction, renewable energy/energy efficiency, sustainable agriculture)
- Elaboration of demand-driven and competency-based TVET programmes (formal and non-formal) for selected sectors
- Development of training modules for formal and non-formal vocational training and for further training for skilled professionals (i.e. life-long learning and professional development)

- Design and production of training materials, including trainers handbooks and learning guides
- Training of trainers for selected professions
- In-house and in-company training programmes delivered
- Identification and assessment of capacities of associations and employer's organisations in other sectors than the construction sector (e.g. agriculture).

Output 2.4. Jobs created and formal employment realised in selected sectors (including green jobs)

- Provision of occupational information and career guidance services for trainees and prospective employees
- Provision of employability skills training for trainees and prospective employees
- Capacity building for private sector companies (e.g. contract management, business planning, financial management, human resource management and development)
- Capacity building for companies to incorporate internships, work-based learning and apprenticeship programmes into their business models
- Strengthen the capacity of related sector associations and Trade Unions (e.g. electricians, etc) to support development of competency-based TVET programmes
- Coordination with the Government of Liberia, other TVET institutions and donor projects (i.e. "Youth Rising") to share experiences and good practices
- Analysis of lessons learned and dissemination of results achieved, together with a comprehensive set of recommendations for national policy makers and other TVET providers.

4.2 Intervention Logic

Two distinct and complimentary components are foreseen, each aligned with one of the specific objectives:

- Component 1 will address delivery of formal high-quality demand-driven TVET at upper-secondary level increasing the employability of Liberian youth and their ability to prosper in productive self-employment. This will be pursued expanding the geographical and institutional scope of the existing EU-funded "Youth Rising" project, implemented by UNIDO. Three additional institutions in currently underserved counties (indicatively Gbarpolu, Grand Cape Mount and Bomi) will be covered. Initial consultations on this occurred with the involved Ministries.

Developing capacities at ministerial and TVET provider level will improve Government's ability to implement its TVET and youth employment policies. Private sector engagement with the TVET sector will boost the quality and relevance of TVET provision in Liberia. A trained and skilled workforce will increase productivity of the private and industrial sectors. Addressing the gender-bias gap and equity (notably of rural youth and vulnerable youth) issues in access to TVET will also improve social cohesion.

- Component 2 will engage directly with the employers through capacity building of private sector associations to deliver demand-based skills training in priority sectors.

The approach will provide an institutional structure for identification of training needs, training programme design and delivery of non-formal training and ensure an effective match between training provision and skills demand. Due to the very limited, if not embryonal, green and sustainable approach present in Liberia, the action will interact with the private sector to create awareness of sustainable practices and their value on a more international market. At the same time, the action will try to further increase the

already green available skills to further promote the existent green and sustainable type of business. Which particular areas would benefit will be determined with appropriate investigation during the inception phase of the action with particular interest to sustainable agricultural practices: renewable energy; sustainable construction practices (including for example bio-climatic, low-carbon buildings, often based on local traditional practices); green business development.

A referencing model for a privately owned and operated training centre has been developed under the existing Germany funded "Capacity Building for the Transport Sector" project and it could be replicated and expanded to include participation by employers' representatives in the construction, energy and agricultural sectors integrating a green and sustainable approach. The model is standards-based and highly responsive to labour market requirements

Synergies between the two components will be at organisational and implementation levels in particular in relation to private sector engagement, awareness and training of business associations, incubator related activities ensuring lessons learned are both widely disseminated and incorporated into national policy objectives.

4.3 Mainstreaming

Cross-cutting issues like gender, conflict and environment will be mainstreamed into all components of the action.

The Youth Rising project conducted an extensive gender analysis which will also guide this action. Gender equity principles as per the EU Gender Action Plan (GAP) "Gender Equality and Women's Empowerment: Transforming the Lives of Girls and Women through EU External Relations 2016-2020"⁵ are respected in the design of the action, including the "Dual or Twin track approach": (a) "Gender equality mainstreaming" in the intervention and (b) "Gender targeted actions" with "positive" action like incentives to attract female and design gender-differentiated indicators on outcome and output levels. For the construction sector, female participation will be fostered by identifying and targeting female-dominated subsectors in construction, such as the promotion of women in male-dominated trade areas (good potential e.g. in electrical trades as well as construction management) by advocacy measures such as role model campaigns and targeted training offers for women are foreseen. In the agricultural sectors, a particular focus on VET, employment and self-employment in processing of agricultural goods will benefit women, as the vast majority of processing activities is in female hands. As for the capacity building facility, specific funding windows for young women and a broad sector coverage (including ICT) are designed to cater for substantial female participation.

Conflict prevention: increasing skill levels and employment opportunities for youths in Liberia can contribute to reduced fragility and conflict potential in the targeted counties regarding land tenure and resources and will reduce the chances to mobilise youth in case of increased political tension. Conflict prevention and resolution will be mainstreamed. The do-no-harm-principles or conflict prevention measures will guide the implemented projects. It implies that unintended impacts on conflict are regularly assessed and observed.

Environmental sustainability and protection as well as risk reduction aspects are also a key focus for all components of the action by integrating green and sustainable environmental practices in competency-based training and environmental awareness topics in selected curricula. Increasing awareness activities as well as innovative incentives for entrepreneurship and business incubation in "green jobs" will be included.

⁵ SWD(2015)182 final of 21.9.2015.

A green and sustainable approach for the TVET centres will be implemented contributing towards transition to climate resilience and a low carbon economy as well as to increase trainees' awareness. The climate change adaptation measures will be addressed in the choice of trades and occupations, in particular considering diversifying the value chain of the agriculture and construction sectors with possibly transversal application of energy efficiency, eco-innovation production of new crops production (seeds), building materials, agriculture waste-crop management and renewable energies (bio-mass-biogas and solar energy), etc.

Labour force awareness regarding climate change, environmental protection and sustainability will be fostered enhancing collaboration with initiatives already ongoing in dedicated sectors (i.e.: forestry; fishery; land resources). Risks could be the danger of land erosion with "extensive production" through increased large-scale intensive agricultural plantations (e.g. oil palm, cassava), or environmental harms by unregulated construction activities and awareness and mitigation measures will be taken in consideration.

4.4 Contribution to Sustainable Development Goals (SDGs)

This intervention is relevant for the United Nations 2030 Agenda for Sustainable Development. TVET support is relevant to meeting specific targets of SDGs #4 on quality education and #8 on productive employment and decent work. The action proposes measures to address gender equity in access to TVET and female paid employment, thus contributing to the 2016-2020 EU Gender Action Plan's Thematic Priorities Economic, Social and Cultural Rights - Economic and Social Empowerment (Objective 13 and Objective 14) and Physical and Psychological Integrity (Objective 7).

The PAPD is fully aligned with the SDGs. Supporting the effective and inclusive implementation of the PAPD will help contribute to the attainment SDGs as well as to develop the country and build the nation.

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is foreseen to conclude a financing agreement with the Republic of Liberia.

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4 will be carried out and the corresponding contracts and agreements implemented, is 72 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Decision and the relevant contracts and agreements.

5.3 Implementation of the budget support component

N/A

5.4 Implementation modalities for an action under project modality

5.4.1 Indirect management with an international organisation

A part of this action may be implemented in indirect management with the United Nations Industrial Development Organization (UNIDO). This implementation entails the activities identified in order to achieve Specific Objective 1 of the Action: "To improve the quality, relevance and modernisation of TVET, by strengthening links with the private sector, and by

improving the governance, planning, management and delivery capacity at governmental and TVET provider levels through the promotion of equitable and gender-balanced access to TVET in target providers". The envisaged entity has been selected using the following criteria:

UNIDO was selected for the implementation of Component 1 because the organisation is currently successfully implementing the "Youth Rising" project funded by the Commission. Component 1 foresees expansion and enforcement of this project and will capitalise on "Youth Rising" project structure and personnel as UNIDO's technical expertise. UNIDO was chosen for its track record in Liberia in working with formal and non-formal TVET, having supported formal TVET institutions as Booker Washington Institute (BWI) and the Monrovia Vocational Training Center (MVTC).

In case the envisaged entity would need to be replaced, the Commission's services may select a replacement entity using the same criteria. If the entity is replaced, the decision to replace it needs to be justified.

5.4.2 Indirect management with a Member State Organisation

A part of this action may be implemented in indirect management with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). This implementation entails the activities identified in order to achieve Specific Objective 2 of the Action: "Strengthening TVET in selected sectors (construction, energy and agriculture) through development of a demand-driven model of TVET provision under the leadership of the private sector in Liberia". The envisaged entity has been selected using the following criteria:

GIZ has also a track record in Liberia in working with formal and non-formal TVET, having supported formal TVET institutions including the Booker Washington Institute (BWI) and the Monrovia Vocational Training Center (MVTC), as well as the Ministry of Public Works and private sector associations. GIZ has relevant experience in Liberia under the current "Capacity Development in the Transport Sector (CDTS)" project, funded by Germany, which includes a TVET component and which informed the design of this action. A third part contribution for this action will be allocated by GIZ, with approval of the *Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung* (BMZ). GIZ has technical expertise and on-going experiences in supporting private sector led development of TVET systems in other African countries.

In case the envisaged entity would need to be replaced, the Commission's services may select a replacement entity using the same criteria. If the entity is replaced, the decision to replace it needs to be justified.

5.5 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply, subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

5.6 Indicative budget

Item	EU contribution (EUR)
5.4.4 Objective 1: Indirect management with an international organisation, UNIDO	5 750 000
5.4.5 Objective 2: Indirect management with a Member State Agency, GIZ	5 750 000
5.9 Evaluation, 5.10 Audit	300 000
5.11 Communication and visibility	100 000
Contingencies	100 000
Total	12 000 000

5.7 Organisational set-up and responsibilities

A Steering Committee shall be set up to oversee and validate the overall direction and policy of the projects/components under the action.

A Project Steering Committee (PSC) shall supervise the projects, validate their overall direction, implementation and policy aspects and play an alert role where necessary, assure the coordination among all components and activities. The PSC should integrate the one governing the EU-funded "Youth Rising" project, implemented by UNIDO, as well as be expanded to include the principle beneficiaries of Output 2 of the project, thereby constituting a single oversight body. The PSC shall meet at least twice a year. It will be chaired on a rotational basis between MYS, MOE and private sector representatives (yearly basis) and consist of core members and others with consultative and/or observer status. Core members will include one representative of the MOE, MYS, MPW, EU Delegation, NAO, UNIDO, GIZ, employers' associations and the principals of the TVET institutions targeted by the Action. Representatives of other relevant line Ministries (i.e. Gender), private sector, NGOs, CSOs, women's and youth-based organisations will be included as well, depending on the programme issues at stake. Should the TVET Commission be established during the lifetime of the project, it will be represented in the Project Steering Committee.

The existing "Youth Rising" project is at an initial stage of implementation (Year 1), with six schools selected for participation in the project (together with an additional school in Lofa County with parallel funding from Sweden). An inception report is produced and mapping of implementation modalities in place.

5.8 Performance and Results monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the Logframe matrix (for project modality).

Report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.9 Evaluation

Having regard to the importance of the action, mid-term, final and ex-post evaluations will be carried out for this action or its components via independent consultants.

A mid-term evaluation will be carried out for problem solving and learning purposes, in particular with respect to adapting the project to a changing context and making corrections to the project based on the lessons of the first phase of implementation.

Both a final evaluation and an ex-post evaluation will be carried out for accountability and learning purposes at various levels, including for policy revision, taking into account in particular the fact that this project pioneers the building of a demand-driven TVET system in Liberia.

Particularly the mid-term evaluation of Component 2 will be important because, if the first phase of the action proves that other sectors beyond road construction are not receptive for the approach pilot in the road construction sector, available funding may be reallocated within the action.

The Commission shall inform the implementing partners at least 30 days in advance of the dates foreseen for the evaluation missions. The implementing partners shall collaborate efficiently and effectively with the evaluation experts and, inter alia, provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partners and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Evaluation services may be contracted under a framework contract.

5.10 Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

It is foreseen that audit services may be contracted under a framework contract.

5.11 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and delegation agreements.

The Communication and Visibility Requirements for European Union External Action (or any succeeding document) shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

It is foreseen that a contract for communication and visibility may be contracted under a framework contract.

6 PRE-CONDITIONS

N/A

APPENDIX - INDICATIVE LOGFRAME MATRIX (FOR PROJECT MODALITY) ⁶

	Results chain: Main expected results (maximum 10)	Indicators (at least one indicator per expected result)	Sources of data	Assumptions
Impact (Overall Objective)	To enable Liberian youth to respond to economic growth opportunities (including inclusive green ones) by increasing their employability and entrepreneurship potential through strengthening the TVET sector, including development of a demand-driven model of TVET provision.	<ul style="list-style-type: none"> (i) Youth unemployment rate (sex disaggregated) (ii) Employers' perception of suitability of trainees' skills developed with EU support vis a vis skills private sector/industry demand (iii) Private sector takes a lead role in design and delivery of TVET provision in selected sectors 	<ul style="list-style-type: none"> • National and international (ILO) statistics • Reports on analysis of private sector/industry surveys produced by the project. 	<ul style="list-style-type: none"> • Liberia's economic outlook improves throughout the programme, increasing opportunities for youth's employment. • Private sector/industry willing to enter into PPPs or LOAs with public/target TVET providers and sees value in the project • GoL recognises role of private sector in development and delivery of non-formal TVET.
Outcome(s) (Specific Objective(s))	SO1: To improve the quality, relevance and modernisation of TVET, by strengthening links with the private sector, and by improving the governance, planning, management and delivery capacity at governmental and TVET provider levels through the promotion of an equitable and gender-balanced access to TVET in target providers	SO1: <ul style="list-style-type: none"> 1.1 % of target TVET graduates employed or self-employed within 1 year of training completion 1.2 Standards and quality met in TVET delivery in target providers, verified through independent international technical audit (at school level) 1.3 Share of vulnerable youth to enrol with target TVET providers 1.4. Completion rates of vulnerable youth enrolled 	<ul style="list-style-type: none"> 1.1 BWI/MTVC systems 1.2 Programme's own monitoring systems 1.3 Audit report 1.4 Programme's own monitoring systems (TVET providers' own systems; Student attendance records per semester) 	<ul style="list-style-type: none"> 1.1 GoL prioritises youth employment and labour force skills development, implements the National TVET policy and ESP, allocating the required human and financial resources 1.2 Private sector is willing to develop LOAs with public TVET providers 1.3 GoL is committed to addressing TVET access constraints of young women/vulnerable youth 1.4 Public opinion is ready to challenge stereotypes on

⁶ Mark indicators aligned with the relevant programming document mark with '*' and indicators aligned to the EU Results Framework with '**'.

	SO2: Strengthening TVET in selected sectors (including related to green economy) through development of a demand-driven model of TVET provision under the leadership of the private sector in Liberia.	SO2: 2.1 Private sector associations constitutionally enabled to provide TVET programmes 2.2 % of employers enrolling employees in training programmes satisfied with training delivered 2.3 Increased demand by employers for training programmes 2.4 % of trainees employed or self-employed within 6 months of training completion 2.5 Results verified by independent international technical audit	2.1 TVET Centre legal and administrative provisions enacted 2.2 TVET Centre internal monitoring and compliance procedures 2.3 Programme's internal monitoring systems 2.4 Trainee tracking system (Employers' internal systems) 2.5 Audit report	female access to traditionally male-dominated trades/vulnerable youth access (incl. people with disabilities) to TVET and the labour market. Management structure of Training Centre agreed and mandate proposed 2.2 Broad-based support and participation by sector associations and membership 2.3 Relevance of training demonstrated resulting in increased demand for services by employers
Outputs	Output 1.1. (SO1): Key GoL entities are endowed with a robust technical base to support the effective governance, planning, management, oversight and delivery of TVET	1.1.1. No of key GoL technical staff trained on relevant competencies with EU support 1.1.2. M&E system for TVET (with gender sensitive indicators)	1.1.1 Programme's own monitoring systems 1.1.2 TBD in inception phase depending on system used.	1.1.1. GoL staff trained is committed to improving their skills and keen to apply newly acquired knowledge 1.1.2. GoL staff trained continue to serve in current/ similar position in the TVET subsector.
	Output 1.2 (SO1): Selected public TVET providers are staffed with instructors, administrators and principals with upgraded skills, and infrastructure, equipment and systems are modernised	Centre of Excellence for Teacher Certification established and operational 1.2.2 No of Teacher Certification graduates (disaggregated by: gender, category of staff) 1.2.3 Frameworks for continuous professional development (CPD) of TVET instructors and performance defined 1.2.4 No of revised competency-based modular curricula and revised training material in selected trades, in collaboration with private sector 1.2.5 No of TVET providers benefiting from resource-efficient new equipment and rehabilitated infrastructure	1.2.1 Charter of TVET provider amended reflecting teacher training responsibility 1.2.2 Teacher training attendance records/certificate of completion 1.2.3 Records of framework validation and adoption 1.2.4 Published validated curriculum and training material in stock at target institutions 1.2.5 Certificate of completion of works per school and equipment inventory.	1.2.1 TVET staff are committed to improving their skills and keen to apply newly acquired knowledge into practice 1.2.2 TVET staff trained with EU support are retained in the TVET system 1.2.3 Trainees are increasingly motivated to complete training, once TVET delivery is modernised and demand-driven 1.2.4 Revised curricula responds well to the needs of the private and industry sectors and motivates trainees to enrol in TVET.

	Output 1.3 (SO1): Increased private sector involvement in the Liberian TVET system	1.3.1. No of PPPs or LOAs established between target TVET providers and private sector (disaggregated by type cf. instructor placement, apprenticeship, internship, training, sponsorship...).	1.3.1 Signed LOAs	1.3.1 Private sector increases its engagement with GoL in TVET, willing to enter into PPPs or LOAs with public/target TVET providers and sees value in the project. 1.3.2 GoL is committed to create incentives for private sector engagement in TVET.
	Output 1.4 (SO1): Gender sensitised measures to foster enrolment and retention of female youth are streamlined into TVET provider systems	No of females enrolled and successfully completing training courses 1.4.2 No of instructors trained in gender sensitive pedagogy 1.4.3 No of short courses orientated towards females 1.4.4 Communications products of relevance to females	1.4.1 Curricula developed for selected trades of relevance to females 1.4.2 School enrolment records and tracking systems 1.4.3 Programme's own monitoring systems 1.4.4 External surveys and reports	1.4.1 TVET schools adopt meaningful measures to promote female participation 1.4.2 TVET instructors prioritise female learning 1.4.3 Females are motivated to enrol in TVET programmes and are retained 1.4.4 Females awareness of TVET as a viable career pathway is strengthened 1.4.5 Employers and the general public perceptions of female participation in the labour force is broadened.
	Output 2.1 (SO2) Establish a TVET Centre in Liberia under the leadership of sector-based associations, including business planning and rehabilitation of facilities for the Centre	Management, legal and administrative provisions for the Centre enacted 2.1.2 No of participating sector associations with capacity assessments conducted 2.1.3 Business plan produced and validated, including cost-recovery measures 2.1.4 Infrastructure rehabilitated and goods and services procured 2.1.5 Visibility and communications plan implemented and evaluated.	2.1.1 Legal and institutional statutes for the Centre 2.1.2 Certificate of completion of works and equipment inventory 2.1.3 Internal monitoring and tracking systems for the Centre 2.1.4 Minutes of meetings and outputs of workshops 2.1.5 External verification reports	2.1.1 Legal transparency by responsible accreditation / licensing bodies 2.1.2 High perception of relevance of demand-driven approach among participating associations and companies 2.1.3 Effectiveness of operational planning and capacity assessment methodologies 2.1.4 Continued availability of leasehold property by MPP 2.1.5 Transparent and efficient procurement processes followed.

	Output 2.2 (SO2): A mechanism ensuring a better match with labour market demand for quality and quantity of trainees	2.2.1 Assessment of potential mechanism conducted 2.2.2 Graduate tracer studies introduced and integrated within participating companies	2.2.1 Operational plan for the system 2.2.2 Internal M&E systems for the mechanism 2.2.3 External verification reports	2.2.1 Efficient processes for determining skills demand are introduced to the mechanism 2.2.2 Participating companies are enabled to provide adequate and accurate data 2.2.3 Appropriate open source software is available
	Output 2.3 (SO2): Design and implementation of a demand-driven training program for up to 3 sectors (e.g. construction (including green/low carbon), renewable energy/energy efficiency, sustainable agriculture) in partnership with the private sector	2.3.1 No of occupational and training standards developed in selected sectors 2.3.2 No of competency-based training programmes developed and provided 2.3.3 Quantity and quality of training materials produced 2.3.4 No of trainers trained for selected professions 2.3.5 No of trainees trained and employed in selected professions	Standards verified by occupational bodies / sector associations / GoL 2.3.2 Internal M&E and reporting by the Centre 2.3.3 External verification reports	2.3.1 Systems and procedures for programme standards developed in line with regional best practice 2.3.2 Procedures for external verification of standards developed in line with regional best practice 2.3.3 Procedures for assessment and certification of trainees established in line with regional best practice 2.3.4 Participating companies provide internships and support work-based learning components of the programme.
	Output 2.4 (SO2): Jobs created and formal employment realised in selected sectors (including green jobs)	2.4.1 Quality and quantity of occupational information and career guidance services for trainees and prospective employees 2.4.2 Trainees participating in employability skills training programmes and concluded successfully 2.4.3 Private sector companies participate in capacity building events 2.4.4 Jobs created and employment realised in selected sectors (green jobs highlighted) 2.4.5 Results disseminated and best practices replicated in coordination with GoL.	2.4.1 Internal monitoring and tracking systems for the Centre 2.4.2 Minutes of meetings and outputs of workshops 2.4.3 Employers surveys 2.4.4 External verification reports 2.4.5 GoL and other national programme reports.	Occupational information developed in cooperation with participating companies 2.4.2 Employability skills training developed in cooperation with participating companies Regional best practices incorporated into career guidance services and employability skills training programmes 2.4.3 Coordination mechanisms established to ensure effective dialogue between the private sector and GoL.