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| | | | | with skills necessary to run small business and service delivery activities. |
| Learners, particularly girls, suffer from exploitation by teachers | 7 | Medium | Medium | TVET Centre for Professional Training, Research and Innovation will include training on the Code of Conduct for Teachers and School Administrators and raise awareness of the sanctions foreseen. It has been agreed with the MoE and the MoYS that if non-addressed sexual and gender-based violence arise in any of the targeted schools, the programme will be terminated. Information will be made easily available to school communities. |
| High investment cost in training assets, infrastructure and curriculum development jeopardises long-term sustainability. | 8 | Medium | Medium | A budgeting exercise will be completed to ensure the central ministries plan for recurrent and investment expenditures over a minimum 3-5 year period. Production units will be established in an accountable and transparent way to generate additional income for the VTCs. Partnerships with international and local private sector partners will be established to promote long-term engagement of the private sector in TVET. Coordination and information sharing with other donors will also contribute to avoiding duplication, ensuring synergies during phase out strategies, consolidating outcomes, and ensuring long-term impact. |

Lessons Learnt

Below are lessons learnt from the TVET Youth Rising 1 that is currently being implemented in 6 counties:

- Inter-ministerial collaboration in TVET is limited.
- Inadequate and unpredictable financing by the Government of Liberia may lead to low retention of TVET teachers and instructors, and poor delivery of TVET.
- Private sector is insufficiently engaged with the TVET sector.
- New graduates from target VTCs may not be absorbed at the expected rates because economic growth is slower and offers fewer labour market opportunities than expected.
- Learners, particularly girls, may suffer from exploitation by teachers (cf. sex for grades, money for grades, work for grades)¹².
- High investment cost in training assets, infrastructure and curriculum development may jeopardises long-term sustainability.
- The mainstreaming of e-learning practice into TVET delivery triggered by the COVID-19 situation will remain a permanent feature of TVET instruction, learner experience, as well as institutional management and administration.
- A basic information, communication and technology (ICT) skills training for TVET teachers is necessary to ensure effective participation in e-learning.
- Prioritising recruitment of teachers from serving and volunteer teachers is more time-consuming but more sustainable in terms of TVET teacher retention.

¹² IBIS, Concern Worldwide, Norwegian refugee Council and Save the Children (2014), *Passing the Test – the real cost of being a student*.