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# LIBERIA PEOPLE, RULES, AND ORGANIZATIONS SUPPORTING THE PROTECTION OF ECOSYSTEM RESOURCES (PROSPER)

## GENDER ASSESSMENT

July 31, 2012

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## DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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# ACRONYMS

AGRHA	Action for Greater Harvest
ASNAPP	Agribusiness in Sustainable Natural African Plant Products
AYP	Advancing Youth Program
CBO	Community Based Organization
CFMB	Community Forest Management Body
CFRF	Community Forest Rights Forum
CJPS	Center for Peace and Justice Studies
dTS	Development and Training Services, Inc.
EPA	Environmental Protection Agency
FCI	Foundation for Community Initiatives
FDA	Forest Development Authority
FED	Food and Enterprise Development Program
FFI	Fauna and Flora International
FHH	Female Headed Household
FTI	Forestry Training Institute
GIO	Gender Integration Officer
GPS	Global Positioning System
GVCA	Gender Value Chain Analysis
LRCFP	Land Rights and Community Forestry Project
NAEAL	National Adult Education Association of Liberia
NBST	National Benefit Sharing Trust
NGO	Non-Governmental Organization
NRM	Natural Resource Management
PRA	Participatory Rural Appraisal
PVA	Participatory Vulnerability Analysis
PMP	Performance Monitoring Plan
PROSPER	People, Rules, and Organizations Supporting the Protection of Ecosystem Resources
SHOPS	Small-Holder Oil Palm Support Program
SOW	Scope of Work
USAID	United States Agency for International Development
WONGOSOL	Women's NGO Secretariat of Liberia

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# KEY FINDINGS

The overarching goal of USAID’s Liberia PROSPER program is to: introduce, operationalize, and refine appropriate models for community management of forest resources for local self-governance and enterprise development in target areas. PROSPER intends to achieve this through the following objectives:

- Objective 1: Expanded educational and institutional capacity to improve environmental awareness, NRM, biodiversity conservation, and environmental compliance
- Objective 2: Improved community-based forest management leading to more sustainable practices and reduced threats to biodiversity in target areas
- Objective 3: Enhanced community based livelihoods derived from sustainable forest-based and agriculture-based enterprises in target areas

A gender assessment, detailed below, was designed for the PROSPER program by PROSPER partner, Development and Training Services, Inc. The purpose of this gender assessment is to effectively integrate gender into programming. In the gender assessment, strategies are identified at the program, objective, and activities levels to support gender integration and the equitable distribution of program benefits.

## CHALLENGES TO GENDER INTEGRATION

The difficulties of implementing gender responsive programming under PROSPER cannot be overstated. Women in Liberia, particularly in rural areas, face real obstacles to their participation in programming. High rates of illiteracy, poverty, and violence against women as well as little or no access to healthcare and heavy burdens of work undermine women’s ability to engage with the PROSPER program. This, in conjunction with cultural norms which do not support women’s public participation or leadership, pose challenges in trying to deliver programming that is inclusive and equitable.

In addition to the field realities of women’s constraints to participation, significant challenges to gender integration exist at the institutional level; most notably, resource constraints of time and funding. The PROSPER program is an ambitious five year program that aims to launch community forestry sites in remote areas throughout Liberia, propagate environmental education and awareness in a country with a broken education system, and increase incomes in communities with very limited access to markets. This notwithstanding, gender integration will require sustained effort. To go from simply securing women’s representation in program activities to building capacity for their active participation will require some investment in time, staff and partner resources, and funding.

Overarching strategies and key recommendations to support gender integration under PROSPER are as follows:

## UNDERTAKE INFORMATION-BASED GENDER ACTIVITIES AND INTERVENTIONS

Data about women and men’s different roles and status, priorities and concerns, and institutions should inform gender integration in PROSPER program activities. Information on women and men’s roles can also help identify appropriate livelihood activities and positions along agricultural, agroforestry, or forest product value chains.

Where possible, information on gender should be disaggregated by age, ethnicity, and socio-economic status. Gender disaggregated information would support gender responsive programming across the three PROSPER objectives. Understanding women and men's access to information can help target appropriate communications and outreach activities. Collecting disaggregated information would support the design of gender activities that are aligned with traditional norms and values while concomitantly setting reasonable goals to boost more equitable participation of men and women in the PROSPER program. Data collected would also help identify existing institutions or leaders that could serve as entry points for PROSPER field activities.

It is important to engage women in ways that are not threatening to men or social hierarchy. For example, existing non-formal women's associations in the community such as mother's clubs or groups that gather for farm work may be a good starting point to begin informal data collection, leadership training, and awareness raising about the PROSPER program. Information may be obtained from community leaders, gathered through group settings and participatory methods, or by experience in working with the community.

### **CONDUCT LEADERSHIP TRAINING FOR WOMEN OR MARGINALIZED GROUPS**

The PROSPER program should aim to not only increase the numbers of women, youth, and ethnically marginalized groups participating in the program, but also improve their access to programming and their capacity for active participation. Training programs for women and other underrepresented groups to develop self-confidence, public speaking, negotiation, and leadership skills can help PROSPER sustainably improve the quality of inclusive community forestry programming. In general, the long-term success of community forests rests on the ability of community institutions to be transparent, open, and act in the best interests of all of its constituents.

Standalone leadership training modules, though useful, are not the only way to develop capacity for public participation. For example, engaging and coaching women to become community facilitators can encourage leadership and negotiation skills. Including and prompting women for their responses at community meetings and training programs can also raise expectations for women's input. Leadership training could also be incorporated into other PROSPER capacity building activities heavily attended by women such as non-formal education, puppet shows, and income generation programs.

### **DOCUMENT EXPERIENCES AND LESSONS LEARNED**

The Community Rights Law provides opportunity to devolve decision-making and management power to forest communities in Liberia. This is a critical period to set precedent on community institutions, inclusive participation, and generating tangible benefits to local people. Documentation of gender integration initiatives undertaken, success stories, lessons learned, and best practices would be valuable for community forestry practitioners in Liberia and globally.

It may be constructive to review and revise previous manuals produced on community forestry and community forest institutions to include helpful tips for addressing gender and social inclusion issues in light of lessons learned on gender integration. Additionally, it would be useful to include practical recommendations and an introduction to social inclusion and gender analysis in handbooks and manuals planned for production under PROSPER. Reflecting on and documenting experiences can also promote an adaptive learning approach, whereby adjustments can be made to further strengthen gender integration under PROSPER and under future programming.

## **COMMIT TO GENDER INTEGRATION AT THE INSTITUTIONAL LEVEL**

Although the PROSPER team includes a full time Gender Integration Officer, ownership of gender and social inclusion must be broad-based among program staff to achieve equitable and inclusive participation of men and women in program field sites. Investing in the recruitment and training of female field staff may help to better engage local women. Flexible hiring criteria for female staff may spur more female applicants for field positions. Female field staff may build stronger relationships with women in local communities. Their very presence challenges cultural notions about women and shows them in positions of responsibility.

Finally, gender norms and the low participation of women in development activities may at times seem intractable. However, experience demonstrates that, with persistence and flexibility, it is possible to encourage women's participation. In addition to long-term and spill-over benefits from improving women's status, women's involvement can have positive benefits and contribute to program goals and objectives. Efforts to integrate gender under PROSPER will ultimately be well worth the modest investment recommended.

# I. INTRODUCTION

## I.1 GOAL AND METHODOLOGY:

Development and Training Services, Inc. (dTS) was contracted by Tetra Tech ARD to undertake a gender assessment for the People, Rules, and Organizations Supporting the Protection of Ecosystem Resources (PROSPER) program. The gender assessment identifies constraints to integrating gender in the PROSPER program. In addition, the gender assessment provides strategies at the program, objective, and activities levels to support gender integration and the equitable distribution of program benefits. The Scope of Work (SOW) for this assignment is attached as Appendix A. The gender assessment focuses on the design of interventions that should be considered during program work planning. The assessment will feed into a gender integration plan that will be completed following work planning for Year 1. The gender integration plan will focus on the implementation of selected interventions, a timeline for activities, responsible parties, and relevant indicators and targets.

Tetra Tech ARD has a full time Gender Integration Office (GIO) on staff to support gender integration throughout the PROSPER program. The gender assessment and gender integration plan are meant to assist the GIO to define her work plan and activities; however, the assessment is also useful for technical staff across program objectives to support gender integration. PROSPER will be able to integrate gender only if all technical staff take responsibility for implementation of the gender assessment and plan.

The gender assessment began with a brief review of literature relevant to gender and forestry in Liberia. References used are listed in Appendix B. Following this, dTS participated in the PROSPER Inception Workshop to launch the program and define initial activities. The Inception Workshop was attended by PROSPER staff, implementing partners, USAID, and external stakeholders from the government, civil society, and other donor programs. Upon completion of the Inception Workshop, dTS worked with the PROSPER GIO to conduct interviews of staff, implementing partners, and stakeholders to discuss lessons learned and best practices relevant to gender under PROSPER. dTS worked with PROSPER staff to identify potential gender constraints and integration activities. dTS and the GIO also met with USAID to discuss potential compliance issues and discuss other USAID program experience that could inform the PROSPER gender assessment. A list of people interviewed is provided in Appendix C.

## I.2 PROGRAM DESCRIPTION

The PROSPER program builds on previous successes under the Land Rights and Community Forestry project (LRCFP) that was implemented from 2007-2011. LRCFP helped establish the legal framework for community forestry in Liberia and set up four community forests as per the new Community Rights Law. The overarching goal of the PROSPER program is to: introduce, operationalize, and refine appropriate models for community management of forest resources for local self-governance and enterprise development in target areas. PROSPER intends to achieve this through the following objectives:

- Objective 1: Expanded educational and institutional capacity to improve environmental awareness, NRM, biodiversity conservation, and environmental compliance

- Objective 2: Improved community-based forest management leading to more sustainable practices and reduced threats to biodiversity in target areas
- Objective 3: Enhanced community based livelihoods derived from sustainable forest-based and agriculture-based enterprises in target areas

PROSPER is designed to accomplish its overarching goal and objectives through improvements to human, legal, regulatory, and institutional capacity in environmental awareness and wise stewardship of natural resources with the aim of extending community-based forest management as well as community based and agricultural enterprise development throughout Liberia. In up to nine selected implementation sites, PROSPER aims to increase the knowledge and capacity required to implement the legal and policy requirements for sustainable forest management; protect and enhance land tenure and property rights; promote environmental awareness and compliance; and ensure biodiversity conservation on the part of communities and their development partners.

### **1.3 PROGRAM IMPLEMENTING PARTNERS**

Many of the implementing partners that worked on LRCFP are continuing to work on PROSPER, and therefore have years of experience at the policy and community levels.

The PROSPER team is led by Tetra Tech ARD, and is comprised of several different partners:

- ACDI/VOCA
- Center for Peace and Justice Studies (CJPS)
- Action for Greater Harvest (AGRHA)
- NAEAL (National Adult Education Association of Liberia)
- ASNAPP (Agribusiness in Sustainable Natural African Plant Products)
- Fauna and Flora International (FFI)
- Rutgers University
- dTS (Development and Training Services)

ACDI/VOCA is a major implementing partner and leads implementation of the third PROSPER objective focused on livelihoods. ASNAPP, Rutgers, and dTS provide short-term technical assistance and are not based in Liberia. ASNAPP and Rutgers both support the livelihoods objective. In addition, Rutgers will work on curriculum design under objective 1. dTS provides short term technical expertise on gender integration. FFI will provide technical assistance for biomonitoring and survey work in community forests and support training communities in the collection of natural resource data. FFI will also assist in preparation of a community forestry curriculum at the Forest Training Institute (FTI). CJPS, AGRHA, and NAEAL are Liberian based NGOs that will be instrumental in carrying out PROSPER activities in the field at the different community forest sites.

CJPS is primarily responsible for field outreach, conflict resolution, and building the capacity of the local people and their governance structures to engage in community forest management. AGRHA will strengthen agroforestry, agriculture, and non-timber forest product (NTFP) enterprise practices

and increase incomes in program sites. Although NAEAL works on curricula design for environmental education in formal education settings, it is also slated to work on outreach and non-formal education in field sites. These three organizations have already, under LRFP and other programs, made remarkable progress to promote gender equality and women's participation. For example, CJPS has substantive experience in leadership training for women and has hired and empowered women field staff. AGRHA has achieved remarkable success in reaching women through its farmer field schools under LRFP and other programs. NAEAL's work on non-formal adult education and literacy has primarily benefited women. The PROSPER team therefore has a wealth of experience to draw on when trying to reach rural women and encourage their participation in program activities.

# 2. BACKGROUND AND LEARNING ON GENDER AND FORESTRY

## 2.1 GENDER

It is important to recognize the difference between gender and sex. While sex is a biological categorization, gender is a social construct, and subject to change. Education, economic shifts, and exposure to media messages can all contribute to changing gender roles for men and women. Gender roles within ethnic groups can vary depending on age, class, urban or rural populations, and education levels. Although gender roles can vary between and within and among populations, some trends can be observed.

Men are typically responsible for productive roles, while women are often responsible for both productive and reproductive functions. These roles are defined below.

### **GENDER ROLES AND DIVISION OF LABOR: TERMS AND DEFINITIONS**

- **Productive work:** Involves the production of goods and services for consumption and trade (farming, fishing, employment, and self-employment). When people are asked what they do, the response is most often related to productive work, especially work that is paid or generates income.
- **Reproductive work:** Involves the care and maintenance of the household and its members, including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping, and family health care. Although reproductive work is crucial to human survival, it is seldom considered “real work” or counted in national accounts and labor statistics. In poor communities, reproductive work is, for the most part, labor-intensive and time consuming. The bulk of this work is assigned to women in most societies.

Women’s role in reproductive activities, care and maintenance of the household and its members, can mean that they prioritize meeting basic needs. This emphasis on basic needs becomes particularly important in development programs across sectors. Integrating gender helps focus efforts on meeting basic needs and a pro-poor orientation.

Another trend repeatedly documented from different regions and among different populations is that women tend to invest a greater share of their assets (time, knowledge, money) in their children than men. For this reason, many development programs, particularly those focused on livelihoods and education, target improving women’s access to resources as an effective way of improving their families’ well-being. Experience from natural resource management programs demonstrates that women’s concern for their children’s well-being extends into the future. From water resource management to forestry, integrating women’s perspectives is positively correlated with sustainability outcomes. Thus, integrating gender is not just about raising women’s status, but rather a strategy for improving the sustainability of development outcomes across sectors.

## 2.2 GENDER AND FORESTRY

A host of gender issues are related to the establishment of community forests. Studies from several regions have shown that women and women-headed households may suffer disproportionately from the depletion of forest resources. Women rely heavily on forests to meet basic needs; among them cooking fuel, food, and medicine. Additionally, women may depend heavily on ecosystem services provided by healthy forests, such as ample water resources or improved soil quality. Forests can also cushion shocks to poor and rural communities in times of conflict or natural disaster.

Community forests go a long way toward redressing gender imbalances in access to land and assets. Arrangements that allow for usufruct rights and control of the forest open avenues for women and landless men to sustainably use, profit from, and control land and forest resources. In this way, community forests can be an invaluable way of reducing vulnerability and improving livelihoods.<sup>1</sup>

There are, however, risks to establishing community forests. Community forestry management plans, if not based on sufficient consultation with marginalized people, can impose regulations for access and extraction that have a disproportionately negative effect on the poor, women, or artisans. Similarly, research has shown that community forests, though they benefit the whole community, tend to benefit elites more than marginalized people.<sup>2</sup> Thus, in heterogeneous communities, community forests may actually exacerbate inequity. Strong institutions and thoughtful, proactive measures are needed to realize the full potential of community forestry as a vehicle for environmental stewardship as well as a means to create sustainable, equitable livelihoods for forest communities.

Women's active participation in forest committees at the local level has been positively correlated with improved forest governance and resource sustainability. High levels of women's participation in the management of community forests has been correlated with more acceptable rules of extraction, decreased violations by the community, and increased adoption of pro-poor policies.<sup>3</sup> Just as women and the landless may benefit from the forest, the converse may hold true as well.

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1 World Bank, FAO, IFAD. *Gender in Agriculture Sourcebook*. Module 15: Gender in Forestry. 2009.

2 Harini Nagendra. *Heterogeneity and Collective Action for Forest Management*. UNDP Human Development Research Paper. November 2011.

3 Y.H. Mai, E. Mwangi, and M. Wan. *Gender Analysis in Forestry Research: Looking Back and Thinking Ahead*. *International Forestry Review*. Vol. 13 (2), 2011. P. 245-258.

# 3. BACKGROUND INFORMATION ON THE STATUS OF LIBERIAN WOMEN

## 3.1 THE POLICY ENVIRONMENT FOR GENDER IN NATURAL RESOURCE MANAGEMENT IN LIBERIA

The 2009 Liberia National Gender Policy, formulated by the Ministry of Gender and Development, includes “Environment and Natural Resources” as one of its 19 priority areas. The National Gender Policy primarily emphasizes the important role that women play in natural resource management and focuses on access to decision-making. The National Gender Policy does not delve into specifics, and so it is left to more prescriptive regulations and implementing organizations to decide on the level and mechanisms for gender integration in their programs.

The Community Rights Law encourages the participation of women and youth in Community Assemblies, though it does not set mandated targets. However, it does stipulate that at least one woman be represented on each Community Forestry Management Body (CFMB), which is responsible for day-to-day management of the community forest. Term limits for CFMB representatives encourage rotating membership from the community.

## 3.2 GENDER DEMOGRAPHICS IN LIBERIA

In integrating gender, the PROSPER program must take into account the demographics of target beneficiaries. Information detailed below is excerpted from USAID’s 2009 Liberia Gender Assessment. Although most of these figures are five years old or less, it should be noted that the Liberia is a dynamic country and is undergoing changes in and improvements to its physical infrastructure and social services as the country emerges from a post-conflict period. These figures also represent averages across the country. As noted above, the status of women may change with age, urban/ rural population, ethnicity, religion, and other socio-economic variables. Liberia is a multi-ethnic and religious country, and as such the status of women and men should be evaluated explicitly at program sites.

### HEALTH

Women in Liberia, especially rural women, struggle with daunting challenges. Health systems are not functional, with some of the highest rates of infant and maternal mortality rates in the world.

Fertility rates in Liberia are fairly high: rural woman bear an average of 6.2 children. High rates of fertility take a toll on women’s health while also raising their burden of household and childcare work. Poor access to healthcare can also increase women’s caretaking responsibilities as they tend to sick family members. This heavy burden of work may deter some women from engaging in other activities such as community development programs, income generation activities, or literacy and skills training. **When implementing PROSPER activities and seeking women’s participation, it is important to consider their heavy workload and familial responsibilities.**

## EDUCATION AND OUTREACH

Although literacy rates are low for everyone, they are substantially worse for women than men. Nationwide, only 41% of women are literate as compared with 70% of men. Women in rural areas have much lower rates of literacy than their urban counterparts. In urban areas, 38% of women are unable to read. This figure jumps to 72.8% of women in rural areas.

Women and men also have different access to media and information. Nationally, 45% of women and 23% of men have no access to media outlets (newspaper, TV, radio). In rural areas, 61.8% of women are reported to have no access to media outlets. This figure is somewhat lower in urban areas, where 21% of women do not have access to mass media. Male-headed households are more likely to have access to media such as radio. Nationwide, 28% of male-headed households have access to radio, whereas only 15% of female-headed households have access.

**Disparate literacy and media access rates between men and women are important to consider when designing education and outreach initiatives under PROSPER.** Clearly, targeted interventions are needed to reach men and women as well as male and female headed households. Reaching illiterate populations and those without access to media outlets will require strategies that rely heavily on pictorial representation of themes and ideas as well as oral transmission of information through community events and institutions.

## VIOLENCE AGAINST WOMEN

Violence against women remains high in post-conflict Liberia. During the war, 81.6% of women reported experiencing at least one incidence of violence. Reports on sexual aggression vary widely, but it is estimated that between 25-74% of women were sexually assaulted. In post-conflict Liberia, 34.3% of women report being battered by their husbands. The conflict in Liberia has left a legacy of violence and insecurity that permeates communities and households. As a result, in post-conflict Liberia, women struggle with elevated levels of sexual and gender based violence.

Violence against women in Liberia becomes a clear concern in light of gender integration efforts under the PROSPER for several reasons. First, women in field sites may not feel secure in traveling distances away from home to attend meetings or training sessions. Arranging for group travel or holding meetings as close to women's homes may help allay security concerns. The second, more serious concern, is that gender integration under PROSPER could trigger a backlash if men are not supportive of women's public participation. **Forcing women's engagement in PROSPER activities without men's support for their participation could lead to potentially dangerous situations and ultimately cause women more harm than good.**

## FEMALE-HEADED HOUSEHOLDS

In Liberia, the post-conflict situation combined with male migration to urban areas has led to a relatively high proportion of households (3 out of 10) being headed by women. Female-headed households (FHHs) are typically more vulnerable to poverty and less able to avail themselves of the benefits from development programming. Women heads of house have different constraints to their participation than do male heads of house; among the most pressing of these is lack of time, limited mobility, and low capacity for public participation. **For this reason, PROSPER must be careful to design interventions such that FHHs may fully take part in activities.** On the positive side, there are also opportunities for gender integration which arise with a preponderance of FHHs. The

high proportion of FHHs might open opportunities for women to undertake non-traditional activities and give them increased access to decision-making.

### **ECONOMIC ACTIVITY**

Notwithstanding these daunting figures, Liberian women are very active economically, particularly in rural areas. Women account for 53% of the agricultural labor force and produce about 60% of agricultural output. They are more involved in the production of crops for subsistence than cash crops. Rural women are also active in petty trade; according to estimates, rural women account for 80% of trading activities in rural areas. These figures show that rural women in Liberia, despite poor infrastructure, health, and education systems, are actively engaged in productive activities important to their families' survival. **There is, therefore, a precedent for women's economic activity that could be a strong base for women's involvement in Objective 3 activities under PROSPER.**

# 4. CONSTRAINTS TO GENDER INTEGRATION UNDER THE PROSPER PROGRAM

PROSPER is a follow-on to an earlier program, the Land Rights and Community Forestry Program (LRCFP), which helped to establish a legal framework for community forestry in Liberia and piloted the establishment of the country's first legally registered community forests. The program successfully achieved its stated goals and paved the way for community forestry in Liberia. Under the LRCFP program no overarching gender strategy was developed. Although gender was not systematically addressed in LRCFP the program did attempt to foster the participation of local women. Gender integration was identified by USAID as a key principle for PROSPER implementation. To build on LRCFP's efforts and promote gender considerations in PROSPER, Tetra Tech ARD has hired a full-time GIO to support the strategic integration of gender across all three objectives.

*To go from simply securing women's representation in program activities to building capacity for their active participation will require some investment in time, staff and partner resources, and funding.*

## RESOURCE CONSTRAINTS

Despite strong capacity and will among implementing partners to encourage local women's participation and Tetra Tech ARD's commitment to gender integration, significant challenges exist at the institutional level; most notably, resource constraints of time and funding. The PROSPER program is an ambitious five-year program, with an aim to launch community forestry sites in remote areas throughout Liberia, promote environmental education and awareness in a country with a broken education system, and increase incomes in communities with very limited access to markets. This notwithstanding, gender integration would require sustained effort. To go from simply securing women's representation in program activities to building capacity for their active participation will require some investment in time, staff and partner resources, and funding.

## GENDER INTEGRATION SIDELINED, INSTEAD OF A CORE STRATEGY FOR PROSPER SUCCESS

From illiteracy and poverty to heavy burdens of work and lack of experience with and support for their public participation, women in Liberia face many obstacles to their participation in PROSPER activities. A real challenge lies in making the case for women's participation as being in the best interests of both women and men in program sites. Gender integration as an academic exercise or divorced from PROSPER goals will not be effective. Long-term gender integration can best be accomplished if its success is tied to the PROSPER program's overall success in improving the resources and livelihoods of program beneficiaries. Women's empowerment and social inclusion should be understood as important not just for their own sake, but also because they are critical for the effectiveness and sustainability of PROSPER activities. Without this understanding among PROSPER staff, implementing partners, and beneficiaries, gender integration can become marginalized and give way to other demands on PROSPER's resources.

## **DIFFICULTY RECRUITING FEMALE FIELD STAFF**

At the institutional level, another challenge for gender integration under PROSPER is the difficulty in hiring and retaining female field staff. Effective female field staff is critical to building strong relationships with local women and supporting their continued active participation throughout the life of the program. The mere presence of female field staff may challenge cultural assumptions about women's roles and their abilities. Difficulties in hiring female field staff are formidable. Women who both meet recruitment requirements and are also willing to be posted to remote field sites without guarantees of security are difficult to find.

## **INAPPROPRIATE RELATIONSHIPS BETWEEN STAFF AND PROGRAM BENEFICIARIES**

Finally, cultural behaviors and attitudes among staff are also of concern. Although it is PROSPER's role to serve the communities in which they work, communities may view field staff as people with authority and connections to power, money, and influence. It is customary in local communities to treat such people with deference and make sure they are cared for when staying in the community. A "water girl" is sometimes assigned to outsiders such as program staff to make sure their needs are met during their stay. Other young women in the community will sometimes make themselves available to male staff, trying to ingratiate themselves with someone of influence. Poverty and power dynamics overlaid with gender dynamics in a country still healing from the war and its associated sexual violence and exploitation could create conditions leading to inappropriate sexual relationships between male staff and local women. This is a very sensitive topic that is rarely discussed, but should be addressed at the institutional level; not only because such inappropriate behavior would take advantage of powerless young women in poverty, but also because it could jeopardize the health, safety, and integrity of all involved.

# 5. SUGGESTIONS FOR INTEGRATING GENDER UNDER PROSPER

Several recommendations for gender integration are presented below. These recommendations may be applied at the institutional level or across each of the three PROSPER objectives.

## 5.1 PROGRAM-WIDE AND INSTITUTIONAL SUGGESTIONS FOR INTEGRATION:

### UNDERSTAND AND ADDRESS WOMEN AND MEN'S ROLES AND CONSTRAINTS TO GENDER INTEGRATION

#### WORK THROUGH EXISTING COMMUNITY INSTITUTIONS

Gender integration may be more readily accepted if traditional community leaders and institutions support it. It is important to **focus initial entry point activities on community leaders and institutions to gain their support**. Sympathetic leaders can be “champions” for the project and help mobilize different segments of the community to participate.

Although some institutions may not seem gender responsive from a western point of view, they may be open to some aspects of gender integration. Community institutions or leaders may include *poro* schools, *sande* schools, *zoes*, susu clubs, mother's clubs, midwives or birth attendants, teachers, farmer cooperatives, or successful market women. For reaching youth, there may be boys or girls clubs in schools or more informally that would be open to conducting activities related to natural resource management.

**Entry point activities could include leadership training, outreach and education on natural resource management, or income generation activities.** Mapping of existing community institutions and leaders for women, men, girls, and boys forms an important basis for entry point activities and gender integration. (An example of a Participatory Rural Appraisal exercise that would help with mapping is given in Appendix D).

#### UNDERSTAND AND WORK AROUND WOMEN'S TIME CONSTRAINTS

With their relatively heavy burdens of work, women may not have as much time as men to attend meetings. Additionally, because of their different roles, women and men may have different daily schedules. Lack of childcare and transportation may also hinder women's participation in PROSPER activities.

When gathering village level information, it would be important to **understand women's constraints** to taking part in program activities and address those constraints specifically. For example, meetings at night, after chores are done, may be easier for women to attend than evening meetings. Providing childcare at meetings will enable women present to be more attentive and active. Transportation may also help women attend gatherings if there are security or logistical concerns about getting to meeting sites. Working to systematically address women's constraints can bolster their ability to participate more actively and regularly.

## **ENGAGE MALE LEADERS TO ENCOURAGE WOMEN**

To encourage local women's participation in PROSPER it is critically important to **engage male community leaders and institutions**. Male support and understanding of the importance of women's inclusion in program activities are fundamental to gender integration. Without men's acquiescence, prodding women to public participation could potentially have dangerous consequences.

Social inclusion and gender sensitivity training that target men should be a part of PROSPER communication and outreach activities. Having male field staff talk with men about encouraging their wives and sisters to take part in community and public activities can be important to transmit positive messages about women's roles. Messages about gender sensitivity may be particularly effective with boys and male youth who may be more open to new ways of thinking. Working with these groups is also important as boys and youth can carry forward more gender sensitive thinking into their future community.

It is important for PROSPER to **help men in local communities understand why women's participation is being encouraged**. It may be more constructive to talk about a partnership, social inclusion, or complementary relationship between women and men rather than pushing messages about "women's empowerment" or "women's equality". Ultimately, gender integration will be successful if it is understood as fundamental to family and community well-being as well as PROSPER outcomes.

## **DOCUMENT EXPERIENCES**

The new Liberia Community Rights Law opens up the possibility to devolve power to forest communities. It is important to **document PROSPER experiences with gender integration** during this formative phase of community forestry in Liberia. This is a critical period to set precedent on community institutions, inclusive participation, and to generate tangible, equitable benefits for local people. Reflection on and documentation of experiences will also promote an adaptive learning approach, whereby adjustments can be made to further strengthen gender integration and social inclusion under PROSPER and under future programming.

It may be constructive to review and revise previous manuals produced on community forestry and community forest institutions to **include helpful tips for addressing gender and social inclusion issues** in light of lessons learned on gender integration. Additionally, it would be useful to include practical recommendations and an introduction to social inclusion and gender analysis in handbooks and manuals planned for production under PROSPER. Documenting gender integration initiatives undertaken, success stories, lessons learned, and best practices would be valuable for community forestry practitioners in Liberia and globally.

## **BUILD CAPACITY FOR LEADERSHIP AMONG MARGINALIZED PEOPLE AND WOMEN**

The PROSPER program should aim to not only increase the numbers of women in the program but also to improve their access to programming and capacity for active participation. **Leadership training and mentoring for women, youth and underrepresented ethnic groups in public speaking, negotiation, and leadership** can help PROSPER sustainably improve the quality of inclusive community forestry programming. PROSPER implementing partner, CJPS, has a good deal of experience delivering leadership training programs for women. dTS has developed leadership training modules for rural, illiterate women which could easily be adapted for use under the PROSPER program.

## **APPRECIATE WOMEN AS POSITIVE CHANGE AGENTS**

Although women face cultural constraints that can hinder participation in PROSPER activities, they can also be strong allies within the program. PROSPER field staff and implementing partners noted that women are more likely to show interest in skills training and new technologies than men.

Women, interviewees hypothesized, are more likely to admit to a lack of knowledge and are more open to learning. Women under LRCFP, it was noted, if given roles of leadership and responsibility, were more likely to take them very seriously and perform to the best of their abilities. Perhaps because women rarely get such opportunities, they may feel more accountable for carrying out their duties fully. **Under PROSPER, women should be viewed as positive agents of change.**

## **MAINSTREAM LEADERSHIP DEVELOPMENT**

Leadership training under PROSPER is important for everyone, but especially needed by women. Standalone leadership training modules, though useful, are not the only way to develop capacity for public participation. Opportunities for improving leadership, negotiation, and public participation skills exist across the range of PROSPER activities.

For example, **engaging and coaching women to be community facilitators** can encourage leadership and negotiation skills. Including and prompting women for their responses at community meetings and training programs can also raise expectations for women's input. **Leadership training** could also be incorporated into other PROSPER capacity building activities heavily attended by women such as non-formal education, puppet shows, and income generation programs. In general, the long-term success of community forests rests on the ability of CFMBs and the Community Forestry Rights Forum (CFRF) to be inclusive and advocate for their constituents' interests.

## **BEWARE OF RELYING SOLELY ON ELITE WOMEN**

Without concerted effort and attention to systematically ensure inclusive decision-making and access to benefits, community forestry risks replacing one form of elite capture (by national level policy makers and commercial interests) with another form of elite capture (by local privileged people). It is important to look at inclusiveness from several angles, including ethnicity, age, and socio-economic status. The involvement of a few, local elite women in PROSPER activities will not open up the process of community forestry sufficiently to enable local people to reap benefits and to ensure sustainability.

Devolving forest management to local communities can be a radical way to redistribute power and resources to local communities. **Leadership training** can give marginalized people and women the skills they need to negotiate and advocate their own priorities and concerns. **Working through existing community and traditional institutions** with broad reach and deep roots in the community may also help engage women who are from a diversity of ethnic and socio-economic backgrounds.

## **ADDRESS GENDER INTEGRATION AT THE INSTITUTIONAL LEVEL**

### **COLLABORATE WITH ONGOING DONOR AND NGO INITIATIVES**

The ambitious scope of the PROSPER program already puts significant demands on staff and implementing partner resources. Additional effort will be required to support inclusivity under PROSPER and to integrate gender considerations. Liberia is a country with large amounts of donor support across sectors throughout the country. Other USAID programs will be implemented in many of the same areas where PROSPER will work. Other donor initiatives may be open to

participate in PROSPER events and may even be working on skills to enable women's active participation. Given women's limited time and heavy burdens of work, it would be helpful to **coordinate field activities with other donor programs** so as to reduce the number of meetings women are invited to attend, saving time and reducing "competition" between development programs.

In addition, **collaboration with other donor and NGO initiatives in program field sites** could help broaden outreach efforts and pool efforts to engage communities. It would also make clearer connections between community forestry and other sectors and programs (such as those working in democracy and governance, economic growth, and education) and harmonize policies on beneficiary engagement (i.e. payment for travel or work done under the project). In PROSPER program sites, it would be helpful to coordinate with other donor initiatives, particularly those focused on leadership training for women, health, and non-formal education to support gender integration efforts.

PROSPER is already working with Food and Enterprise Development (FED), Advancing Youth Program (AYP), and Small-older Oil Palm Support (SHOPS). Other organizations and programs that may be of interest include the Saleef Market Women's Fund, the Rural Women's Leadership and Economic Empowerment project, or BRAC. The Women NGO Secretariat of Liberia (WONGOSOL) has a list of NGOs and CBOs operating in different counties with whom it would be helpful to connect. The County Gender Officer in each county may also be able to provide good information on gender initiatives that are already underway in PROSPER field sites.

#### **RECRUIT AND TRAIN FEMALE FIELD STAFF**

The PROSPER program should **recruit additional female field staff** to better engage local women. Female field staff can build stronger relationships with women in local communities. Their very presence challenges cultural notions about women and shows them in positions of responsibility.

**Flexible hiring criteria** for female staff may spur more female applicants for field positions. Female staff hired may not have the same capacity as male staff, therefore a skills needs assessment may need to be conducted with staff. For example, female staff may need to learn to ride a motorcycle, to speak publicly, or keep records. These are skills that can be taught with patience. It is also important to provide female staff the space and time needed to rise to the challenges of their jobs. Although this is a heavy commitment in terms of time and effort needed to build the capacity of female field staff, it is well worth it.

#### **PUT FORWARD EXPECTATIONS OF APPROPRIATE STAFF BEHAVIOR**

Finally, PROSPER management should bring to light the issue of water girls and staff relationships with young women in program areas. An **open, non-judgmental discussion** among staff and implementing partners about what it means to consent to sexual relationships put forward by the community would be uncomfortable, but necessary, to get staff and implementing partners to reflect on issues they encounter when working in the field.

At the program level, management may want to decide on whether it will absolutely forbid such relationships, or take measures that would promote healthy behaviors. Whether or not relationships between staff and community members are prohibited, **information on HIV/AIDS** and its prevention would be helpful. At a minimum, it is recommended that sexual relationships with children, i.e. girls under 18 years old, be prohibited. A **code of ethics**, signed by staff might help to clear expectations for appropriate behavior in program areas.

## 5.2 GENDER INTEGRATION SUGGESTIONS FOR OBJECTIVE 1:

The overarching goal of Objective 1 of PROSPER is: Expanded educational and institutional capacity to improve environmental awareness, NRM, biodiversity conservation, and environmental compliance. Under this objective, there are several activities planned; these are:

- Activity 1.1: Collaboratively support the development and/ or modification of primary formal and non-formal curricula to improve knowledge and understanding related to natural resources, their management, and the related responsibilities of government and citizens.
- Activity 1.2: Collaboratively support the development of outreach campaigns to improve public awareness of natural resource and environmental management issues.
- Activity 1.3: Develop a Community Forestry curriculum and support the capacity development of FTI staff to implement.
- Activity 1.4: Work with civil society institutions and communities to support policy dialogue, develop communication and coordination strategies, and support effective stakeholder engagement in the development of NRM, land, and environmental policy.
- Activity 1.5: Train communities receiving benefit-sharing funds from commercial logging and key partners such as NBSB Board, FDA, private sector actors, and others on more effective and environmentally sound development programs for their communities.

### TARGET ILLITERATE AUDIENCES

Building capacity for gender integration in environmental outreach and education programming is critical to reaching a broad audience. The PROSPER program must contend with a wide range of stakeholders and account for disparate levels of access to information. A particular challenge is reaching illiterate people with messages about the environment.

Although using pictures in lieu of words in posters and other printed material may not be possible for all outreach materials, targeting illiterate audiences to the fullest extent should be a goal. Where possible, information, particularly that which is delivered orally, should be transmitted in local languages. Reaching illiterate audiences will help promote comprehension of environmental themes by rural women and the poor.

### PROVIDE AVENUES FOR ACTION AND GENDER SENSITIVITY

Another challenge for PROSPER is to craft targeted messages which galvanize people. Outreach that provides not only knowledge but also an outlet for action can be helpful in changing behavior and raising awareness about natural resource management, particularly among youth. Messages that demonstrate how Liberian children, youth, women, and men can contribute to the environmental stewardship of their country are not only practical, they can also be empowering for people from different segments of society.

Information and media that addresses women and men's specific roles in natural resource management may resonate and be more readily absorbed. Outreach materials that target men and reinforce ideas about women's capacity to be a support to her children, family, and community are also important to encourage constructive gender roles: strong women → strong partners → strong families.

## **WORK WITH NGO AND CBO NETWORKS**

There are several institutions that serve as the secretariat of NGO and CBO networks. For example, WONGOSOL is an established body with NGO and CBO members from different parts of Liberia. WONGOSOL has monthly meetings for member organizations in Monrovia where they come to share experiences. Distributing information to WONGOSOL members would be a way for gender advocates to receive information on community forestry's importance for women.

It would be useful for PROSPER to identify such NGO secretariats and disseminate information on natural resource management and PROSPER initiatives through their networks. In addition, it would be helpful to be in touch with WONGOSOL or other NGO networks to identify NGOs and CBOs operating in program field sites. Finally, when forming the CFRF, it may be useful to engage NGO network secretariats for learning and action about advocacy and outreach issues surrounding community forestry.

## **CHALLENGE STEREOTYPES**

For curriculum development, educational material should show both women and men involved in forest management. In particular, material depicting women in non-traditional occupations such as forest guard or scientist may challenge gender stereotypes among boys and girls. At the primary as well as university level, inviting women professionals from the FDA and EPA to speak in school settings can give male and female students positive role models for women's career advancement and encourage mentorship.

**Table 1: Activity level suggestions for gender integration under Objective 1:**

Activity	Gender considerations	Gender tools/ action	Person/ Organization	Cost level
1.1	Primary school materials lack gender balance	Include women and girls in materials, particularly women in non-traditional roles (forest guard, scientist, etc.)	GIO, Objective1 team, NAEAL, Rutgers,	NC
1.1	Girl children lack positive role models	Invite women speakers from FDA, EPA, etc.	GIO, Objective 1 team	LC
1.1	Children may not realize that men and women have different relationships with the forest	Include information on women and men's roles, why it is important to include everyone in decision-making	GIO, Objective 1 team, NAEAL, Rutgers	LC
1.1	Adults follow gender roles which may constrain women's access to decision-making	Include messages to men and women about gender roles that promote women's public participation	GIO, Objective 1 team, NAEAL	MC
1.2	Outreach materials not targeted to illiterate people	Work with CFWG to design pictorial materials	GIO, Objective 1 team, NAEAL	LC
1.2	Outreach materials do not target women	Work with CFWG to include both women and men in illustrations and outreach materials	GIO, Objective 1 team, NAEAL	LC
1.2	Women are underrepresented in public forums	Work with CFWG to include outreach about the benefits of women's public participation	GIO, Objective 1 team, NAEAL	MC
1.2	Lack of information on strategies to target women and men in outreach	Document lessons learned on strategies, media, and messages	GIO, Objective 1 team	MC
1.3	Forestry training not adequately covering social aspects of community forestry	Include material on soliciting active participation of women and youth for FTI	GIO, Objective 1 team, FFI	MC
1.3	Research not sufficiently covering social aspects of community forestry	Include mention of social inclusion for those studying social aspects of CF in research guidelines	GIO, Objective 1 team, FFI	LC
1.4	Women and youth underrepresented at national forums	Promote selecting and coaching women and youth representatives to the CFRF	GIO, DCOP, Objective 1 team	LC
1.4	CFRF members need information on gender and forestry	Provide information to CFWG on gender, forestry, and benefits of broad participation	GIO, DCOP, Objectives 1 and 2 teams	LC

1.4	Low capacity of women and youth to participate and present to national bodies	Prepare women and youth to present and participate at CDC and LCC meetings	GIO, DCOP, Objectives 1 and 2 teams	LC
1.5	CFDC and NBST lack understanding of women's development needs	Include information on importance of gender in community development planning at workshop for Community Development Handbook	GIO, DCOP, Objectives 1 and 2 teams	LC

## 5.3 GENDER INTEGRATION SUGGESTIONS FOR OBJECTIVE 2:

The overall aim of Objective 2 of the PROSPER program is: Improved community-based forest management leading to more sustainable practices and reduced threats to biodiversity in target areas. Under Objective 2, there are several activities:

- Activity 2.1: Build community capacity for forest management;
- Activity 2.2: Strengthen the capacity of FDA, EPA, and CSOs to support sustainable forest management;
- Activity 2.3: Support the development of the legal framework for community forestry and land tenure and property rights; and
- Activity 2.4: Increase knowledge of forest ecosystems and design appropriate interventions.

Many of the recommendations for program-wide gender integration under PROSPER are particularly relevant for Objective 2. In particular, leadership training for women and marginalized people would be important to do before forming community forest management institutions in order to promote more inclusive decision-making bodies. Asking and supporting women, youth, or members of underrepresented ethnic groups to serve as facilitators for community meetings would also promote women's public participation and leadership skills. CJPS, the organization slated to be an active partner for Objective 2 activities, has a strong track record for hiring and training female field staff. CJPS could be supported to continue this under PROSPER, recruiting as locally as possible.

### GATHER GENDER-DISAGGREGATED INFORMATION

Village profiling information and data collection that is gender disaggregated will help uncover constraints and information on addressing gender integration that is broad-based. For example, data collected can help uncover men and women's different roles and responsibilities, burdens of work, priorities, and institutions. Village profile exercises that reveal the different institutions, roles, and priorities of women and men are also critical to designing targeted activities with equitable outcomes.

At their best, participatory forms of data collection, such as those used for village profiling activities, are an empowering exercise. Participatory Rural Appraisal (PRA) techniques provide a forum where local people's knowledge and experience are respected and valued. Participatory data collection illustrates information visually, in a format understandable to illiterate audiences, and prompts local people to reflect on and discuss their own lives and community. It can be a particularly empowering experience for those who are traditionally marginalized, such as women, youth, or underrepresented ethnic groups.

Social mapping and wealth ranking are important PRA exercises used to understand ethnic and socio-economic profiles of households in a community. Appendix D details suggested PRA exercises that may be used to collect gender disaggregated information. During village profiling, it is important to specifically reach out to and prompt women and youth to participate. If necessary, PROSPER may want to consider holding separate meetings for women in the beginning of the program as detailed in the case study below.

## **CASE STUDY: GENDER AND COMMUNITY FORESTRY: FOUNDATION FOR COMMUNITY INITIATIVE EXPERIENCE**

The Foundation for Community Initiatives (FCI) has worked on gender and community forestry in five counties: River Cess, Grand Bassa, Gbarpolu, Lofa, and Grand Cape Mount. According to FCI Executive Director, Mrs. Julie T. B. Weah, women rely on forest resources more than men because they are more likely to be illiterate and have fewer alternatives for livelihood activities. Women, she said, use the forest for farming, food, medicines, fuel wood, and materials for baskets and other household items. Men, on the other hand, tend to use the forest for farming, timber, and hunting.

FCI focuses on supporting women's participation in community forestry and natural resource management by working through existing institutions, conducting leadership training, and providing microfinance. When entering a community, FCI first identifies existing formal and informal community structures for women. Often in a community, a group of women will gather for labor sharing in farm work or for emotional support in the event of a family tragedy. FCI worked with these women's structures to provide leadership training, improve negotiation and conflict resolution skills, and educate them on issues surrounding community forestry. They used these informal meetings to give women the opportunity to discuss natural resource management as well as practice negotiation and conflict management skills amongst themselves.

Soon thereafter, FCI began to hold community meetings for men and women to discuss community forestry. Women, though encouraged to come, faced constraints of transportation and time. FCI could easily address transportation issues, but the issue of time was more difficult. Women had a heavy burden of work and were needed on the farm. Men would point out that they could not afford women taking time out to attend a meeting. Some organizations, such as Action Aid, get around this constraint by holding meetings at night to accommodate women's schedules. FCI decided to start a microfinance program to boost women's income. They provided small loans to women to support activities like petty trading that women were already doing. These microfinance programs proved to be quite popular and were a way of getting women involved and interested in FCI activities. According to Mrs. Weah, microfinance activities relieved women of some of their farm work and raised women's income, status, and interest in participating in FCI activities.

FCI then began to hold a series of "open air forums" to which they invited local government officials, community leaders, and men and women from the community. At the forums, FCI explained to participants why they wanted women to be involved in community forestry and how women could participate. FCI, along with local government officials and male leaders, asked men to support women in participating in FCI programs and community forestry.

According to Mrs. Weah, with time and persistence, women's active participation in community forestry institutions and decision-making has gradually increased.

## **MAKE SCIENTIFIC AND TECHNICAL SKILLS ACCESSIBLE**

In addition to building capacity for leadership and public engagement, scientific and technical skills are important for community management of forests. Putting technical and scientific knowledge in the hands of local people can further democratize community resource management and decision-making. Making the effort to include illiterate people in the “science” of natural resource management will empower them, promote sustainability, and improve scientific knowledge of local resources.

Illiterate people possess a great deal of knowledge about local resources, and it would be helpful to include them in data collection and record keeping. Teaching youth, men, and women to use GPS devices and record data on computers may help demystify technology.

Including illiterate people in natural resource management activities can pose challenges. Technical information involved in boundary demarcation, biomonitoring, forest management, or even ethnobotanical studies must be designed, interpreted and presented specifically so that illiterate people (most of whom are women) are able to process it. Using pictorial representation, giving oral explanations, and supporting basic numeracy are all strategies for making technical information accessible to illiterate people.

**Table 2: Activity level suggestions for gender integration under Objective 2:**

Activity	Gender considerations	Gender tools/ action	Person/ Organization	Cost level
2.1	Process for boosting women's participation not cohesively laid out in Community Forestry Management Handbook	Review Community Forestry Management Handbook in light of LRCP, FCI, and PROSPER experience	GIO, Objective 2 team, CJPS	MC
2.1	Women's participation not systematically supported in CF institutions	Recruit women field staff, village profiling for gender disaggregated information, working with existing women's institutions and leaders, outreach targeting women, leadership training, encourage women as facilitators	GIO, Objective 2 team, Objective 1 team, CJPS	MC
2.1	Lack of information on gender and forestry in West Africa	Document success stories, best practices and lessons learned	GIO, DCOP	MC
2.2	FDA and LC not well versed in gender issues in forestry	Include gender in training for FDA and LC in CF training	GIO, Objective 2 team	LC
2.2	Lack of information on gender and forestry in West Africa	Policy brief on gender roles vis a vis the forest and importance of women's participation in CF	GIO, Gender expert, Objective 2 team	MC
2.3	No gender issues identified			
2.4	Women and youth underrepresented in forest boundary demarcation, biomonitoring, and ethnobotanical survey	Design survey techniques so that they are accessible to illiterate people, encourage women and youth to participate	GIO, Objective 2 team, FFI, CJPS	LC
2.4	Outreach materials not accessible to illiterate people	Design outreach materials using pictorial representation	GIO, Objective 1 team, Objective 2 team, NAEAL	LC
2.4	Women and men not specifically targeted in outreach	Design outreach materials keeping in mind men and women's different roles in NRM	GIO, Objective 1 team, Objective 2 team, NAEAL	LC
2.4	Gender norms hinder women's public participation and decision-making	Include information on how empowering women helps families and communities in posters and theater, work with men and male leaders to promote gender awareness	GIO, Objective 1 team, Objective 2 team, CJPS	LC

## **5.4 GENDER INTEGRATION SUGGESTIONS FOR OBJECTIVE 3:**

Objective 3 of PROSPER is: Enhanced Community-Based Livelihoods Derived from Sustainable Forest-Based and Agriculture-Based Enterprises in Target Areas. Under Objective 3, there are four activities as follows:

- Activity 3.1: Assist communities, selected resource use groups within communities, and other appropriate public and private stakeholders to develop enterprises based on the sustainable use of natural resources and payments for ecosystem services;
- Activity 3.2: Reduce threats to biodiversity linked to livelihood activities
- Activity 3.3: Work with stakeholder to provide feedback/ share lessons learned in best practices, workable approaches, and recommended actions to improve the effectiveness of forestry and agricultural enterprises
- Activity 3.4: Establish test plots to determine baseline greenhouse gas content (especially carbon) in a representative sample of land use areas under a variety of management regimes and monitor their changes in the production cycle

### **SUPPORT MEETING SUBSISTENCE AND BASIC NEEDS IN LIVELIHOOD STRATEGIES**

The scope of objective 3 focuses on agriculture, agroforestry, and forest based enterprises. Although these enterprises have the potential to substantially increase incomes in PROSPER areas, it is unclear to what extent livelihoods and livelihood strategies are based on incomes. Community economies around program sites, though not absolutely subsistence based, likely rely heavily on the forest and subsistence agriculture for food and fuel wood. Additionally, it is not clear to what extent increased incomes will benefit women and how women and men control additional income for the household.

As noted earlier, women are especially concerned with meeting their families' basic needs. Gender responsive interventions under objective 3 entail recognizing and supporting agriculture and the development of forest products to meet subsistence and basic needs as well as produce benefits from increased incomes. For example, this may be achieved through the introduction of fast growing trees for fuel wood around community forests, or tree species that have multi-use purposes (e.g. fruit as well as fodder).

### **TARGET FEMALE-HEADED HOUSEHOLDS**

It is important to focus interventions on female-headed households especially in post-conflict situations. Women often lag behind men in access to capital, ownership of resources, and skills training. In addition, women face cultural norms that imply heavy burdens of work and inhibit their mobility. For these reasons, female-headed households are more likely to be impoverished. Supporting female-headed households through objective 3 activities will target families that are most vulnerable. Identifying FHHs may be part of village profiling activities such as wealth ranking or social mapping.

## **EXPLORE ALTERNATIVES TO BUSHMEAT AND ANIMAL HUSBANDRY SUITABLE FOR WOMEN**

Cowpeas and other leguminous crops are useful for intercropping or green manure and can be an important source of protein. Although local people may not favor eating cowpeas, working with women to process and cook cowpeas may help increase their consumption. Educating women about the nutritional value of cowpeas may also help boost their consumption. Under Objective 3, PROSPER could explore these and other alternatives to bush meat protein that also would promote women's role in providing for their families.

There are a number of suggestions under Objective 3 that could serve the dual purpose of raising incomes and providing for subsistence needs, such as animal husbandry. Although goats are being promoted through the FED program, it is not clear to what extent goats are a woman's asset or a man's. It is sometimes the case that men own livestock and livestock meat while women own animal products such as milk. Further information is needed on the division of ownership of livestock which could be gathered through village profiling exercises (such as the resource card example given in Annex 4).

If larger livestock such as goats are not seen as a women's asset, it may be appropriate to explore other animal husbandry options that could benefit women. BRAC and CARE are both organizations that have worked on poultry raising with women in Liberia. While goats and larger livestock may belong to men, poultry is often a woman's asset. Although not very input intensive, poultry may help improve nutrition for families, raise incomes, and provide an alternative to bush meat.

Beekeeping and honey collection is another activity that is often a "woman's" activity. Although traditional beehives, hung on trees or in the forest, were not easy for women to manage, modern beehives and beekeeping may be maintained with relatively little demand on women's time or labor. Honey may be a good source of income for women without adding unduly to their burden of work.

## **CLARIFY OWNERSHIP AND ACCESS**

Questions of ownership and access are important when it comes to equitable improvements in livelihoods. For example, women may not traditionally "own" tree crops, but may lay claim to the tree products such as cocoa or palm fruit. In some cases, women may not own trees or tree products, but are allowed to keep income made from these products after processing. Often, women are very active in raising seedlings and in managing nurseries and can control some income gained from these activities. More information is needed on men and women's roles in agriculture, agroforestry, and non-timber forest products (NTFPs) in PROSPER field sites, when traditional roles may be subject to change, and where it is best to focus efforts for gender integration.

## **ENGAGE WOMEN IN VALUE ADDED PROCESSING**

For those products that are harvested or grown for sale, it would be helpful to identify additional processing that can be done locally. A gender value chain analysis (GVCA) could help uncover inefficiencies in agricultural or forest value chains arising from gender-based constraints. Questions of ownership, assets, and suggested activities may be made clearer through a GVCA.

Often, women are active in the first line of processing, including sorting and cleaning, cutting, drying, labeling, or storing. On small-holder farms, women are traditionally responsible for pressing oil palm fruit into red palm oil. New technologies for improved extraction and processing may save women's time and labor while also increasing income. Care must be taken, however, not to unwittingly

marginalize women with the introduction of a new, profitable technology. Experience shows that men can often “move in” on a traditional women’s activity with the introduction of new technologies. Special effort should be made to support and train women who process palm oil fruit or other agricultural or tree crops being processed using new techniques.

### **PROMOTE WOMEN’S LEADERSHIP IN LIVELIHOOD INSTITUTIONS**

Although women are active in agriculture and the collection of NTFPs, men often dominate positions of leadership within collectives for the sale and marketing of products. The PROSPER program may want to consider leadership training for women involved in Farmer Field Schools to encourage women’s leadership among agricultural and forest product collectives. If numeracy and literacy are barriers to women’s leadership in collectives, PROSPER may consider asking NAEAL to conduct NFE training programs for women in Farmer Field Schools. In addition, it is important to promote awareness of how including women in leadership positions in collectives can benefit the community at large.

**Table 3: Activity level suggestions for gender integration under Objective 3:**

Activity	Gender considerations	Gender tools/ action	Person/ Organization	Cost level
3.1	Women lack sources of income	Increase outreach and number of women in NTFP collector organizations	GIO, ASNAPP, Objective 3 team	LC
3.1	Women lack sources of income	Increase numbers of women in nurseries and seedling production	GIO, Objective 3 team, AGRHA	LC
3.1	Women not very involved in cultivation of tree species	Gender value chain analysis, new and/ or multiuse species for trees that also contribute to subsistence needs	GIO, Gender Expert, Objective 3 team, ASNAPP, AGRHA	
3.1	Women may be marginalized by new technologies	Ensure encouragement of women in farmer field schools and their adoption of new technologies	GIO, Objective 3 team, AGRHA	LC
3.2	Women lack productive assets	Contact BRAC and CARE to explore possibility of poultry raising, beekeeping, or other activities	GIO, Objective 3 team, AGRHA	MC
3.2	Women use biomass based fuels	Investigate potential for improved cookstoves or biofuels/ gas in program	GIO, Objective 3 team	LC
3.2	Lack of information on women and men's activities and ownership in agriculture and forest products	Gender value chain analysis, exploring new activities and value chain with high potential for women such as animal husbandry	GIO, Gender Expert, Objective 3 team, AGRHA, ASNAPP	
3.2	Women do not control income from agriculture, but do control income from other trading activities	Consider a microfinance program, such as one undertaken by FCI (in case study above) to look at supporting trading and economic activities where women are active and control income	GIO, Objective 3 team	
3.3	Lack of documented experience in gender and forest enterprises	Include lessons learned and best practices in community agriculture and forest enterprise manual	GIO, gender expert, Objective 3 team	MC
3.4	Poor adoption rates for alternatives to charcoal/ fuelwood	Examine women's preferences and constraints for improved cook stoves	GIO, Objective 3 team	LC

# 6. GENDER RESPONSIVE MONITORING AND EVALUATION UNDER PROSPER

To the extent possible, indicators related to data at the individual level are disaggregated by sex and age in the draft PROSPER Performance Monitoring Plan (PMP). These indicators capture PROSPER impact and progress across the three program objectives. Disaggregation by sex and age will help capture PROSPER outcomes for women and men of various ages provide information on equitable distribution of program benefits. Although PROSPER indicators are disaggregated thoroughly, targets are not, for the most part, with one exception. Currently, therefore, PROSPER has not set many defined goals for the participation of women and youth in its activities. After work planning for Year 1 is completed and work has begun in PROSPER field sites, estimates for many gender-related targets could be developed with a realistic sense of what is possible on the ground. This could be undertaken as part of the gender integration report, due 31 October 2012.

There is one indicator in the PMP that focuses solely on gender under Component 3. This indicator measures: proportion of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment). This is a FACTS indicator that has been integrated into the program framework and is the only indicator that carries gender specific targets for boosting women's participation in income generation programs. Current targets have been set to raise women's participation by 50% by years 4 and 5. It may be useful to review the targets for this indicator as well when field conditions become clearer.

# 7. CONCLUSION

The purpose of this gender assessment is not to be prescriptive, but to advance recommendations for consideration. Activity level recommendations for gender integration, many of which are easily implemented, are meant to illustrate how to pragmatically “do” gender integration. The more important overall recommendations, however, may be “big picture” initiatives. Implementation of program-wide recommendations for gender integration will support objective and activity level gender interventions. Foremost among these are social inclusion and gender sensitivity among men, leadership training for women, and recruiting female field staff.

There are serious obstacles to women’s participation under PROSPER, including low capacity for public participation, limited mobility, and heavy burdens of work. Boosting women’s participation in and benefits from PROSPER activities will not happen quickly and will depend on the sensibilities of staff to set reasonable goals. It is imperative that the PROSPER program not place undue hardships on women in the drive to garner their participation in program activities. Women and men’s participation should stem from the capacity and desire to engage in program activities for the benefit of themselves and their communities.

Gender norms and the low participation of women in development activities may at times seem intractable. However, experience demonstrates that, with persistence and flexibility, it is possible to encourage women’s participation in the most gender disparate places. dTS has also learned that re-framing gender awareness into social inclusion awareness helps people understand and identify which groups of people are marginalized and how to best include them in community development. In addition to long-term and spill-over benefits from improving women’s status, involving them can have positive benefits for meeting program goals and objectives. Efforts to integrate gender under PROSPER will ultimately be well worth the modest investment recommended.

# APPENDICES

# APPENDIX A. GENDER ASSESSMENT SOW

## SCOPE OF WORK (SoW)

### Liberia PROSPER

#### Development & Training Services, Inc. (dTS) SoW: Gender Expert

##### **Purpose:**

The specific objective of the work to be performed by dTS is to capacitate the PROSPER team to fulfill its commitment to ensuring women's full participation in the program and their receipt of an equitable share of program benefits. The accomplishment of this objective will entail technical assistance in defining, implementing and monitoring a comprehensive and actionable gender mainstreaming strategy, and targeted training of PROSPER staff and partners.

Position Title:	Gender Expert
Timing:	June 4, 2012–July 31, 2012
Place of Performance:	Monrovia, Liberia and the U.S.
Level of Effort:	27 days
Authorized Six-day Workweek:	Yes

##### **Background:**

The US Agency for International Development (USAID) has played a leadership role in promoting community forest management and land tenure reforms in Liberia. USAID supports community forestry activities as a means to assist the Government of Liberia to protect the country's extensive natural resource endowment for the betterment of its people; to promote clear and enforceable land tenure and property rights systems to protect the interests of poorer Liberians from elite capture; to increase investment of poorer Liberians in their land and thereby augment their income through the sustainable use of their natural resources; to encourage decentralization and greater participation of all Liberians in the governance of the nation; and to reduce the likelihood that the country will return to civil war.

To build on previous investments in the forestry and agricultural sectors, particularly the Land Rights and Community Forestry Program (2007-2011), USAID has contracted Tetra Tech to implement a new, five-year program (2012-2017) entitled People, Rules and Organizations Supporting the Protection of Ecosystem Resources (PROSPER). The overall goal is to introduce, operationalize, and refine appropriate models for community management of forest resources for local self-governance and enterprise development in targeted areas of the country. PROSPER is designed to accomplish that by improving human, legal, regulatory and institutional capacities in environmental awareness and wise stewardship of natural resources with the aim of extending community-based forest management as well as community based forestry and agricultural enterprise development throughout Liberia. In nine selected implementation sites in four counties, PROSPER will focus on approaches that increase the knowledge and capacity required to implement the legal and policy requirements for sustainable forest management; protect and enhance land tenure and property rights; promote environmental awareness and compliance; and ensure biodiversity conservation on the part of communities and their development partners.

To be successful, PROSPER needs to fully engage women in all activities, ensuring their active participation in forest management, improving opportunities for them as producers, processors, traders, and entrepreneurs, and facilitating their promotion of policy issues affecting gender, such as resource tenure. The

socio-economic and cultural challenges are formidable. Women have limited decision-making authority in public life, for example. Heavy family responsibilities place constraints on their time, and high illiteracy rates further limit women's access to many types of development interventions. Development program staff are often predominantly male, and often lack the sensitivity, training and tools needed to ensure that activities take into account the particular perspectives and needs of women, and that they bring women's experiences and abilities to bear on behalf of their communities.

In order to develop an effective strategy from the outset of the program for addressing gender barriers, and to periodically support PROSPER's staff and full-time Gender Mainstreaming Officer in implementing, monitoring, and refining that strategy, Tetra Tech ARD requires the services of Development and Training Services, Inc., (dTS) a firm with proven expertise in gender strategy development and integration in similar cultural and social contexts.

### **Summary of the dTS SoW:**

Development and Training Services, Inc. (dTS) will provide regular, short-term technical assistance in gender mainstreaming over the life of the PROSPER program. dTS will mobilize an expert to Liberia during the program start-up phase to assist the PROSPER team in conducting an initial gender assessment and will lead the preparation of a detailed, custom-made gender action plan that shall address gender across all program objectives and activities. Bringing comparative experience to bear from other relevant country contexts, dTS's gender expert will support the COP and PROSPER team, and mentor PROSPER's full-time Gender Mainstreaming Officer in launching and applying the gender strategy during Year 1.

**Reporting relationships:** dTS short-term technical gender expert charged with implementing this statement of work will report to the PROSPER Chief of Party in Liberia. She will work under the guidance of Dawn Traut, Senior HO Project Manager.

### **Activities/Tasks:**

To achieve the specific objective stated above, dTS shall carry out the following main tasks:

- Design, conduct, and prepare a PROSPER-specific gender assessment (**due 3 months from contract start date**) that will inform the definition of a program action plan for gender mainstreaming. This preliminary gender assessment will cover the following:
  - Prepare and submit for Tetra Tech ARD review and approval an assessment design proposal;
  - Lead implementation of the assessment in collaboration with PROSPER's Gender Mainstreaming Officer;
  - Organize preliminary meetings with gender specialist at USAID to understand USAID policy and compliance issues on gender
  - Meet with gender officers of selected USAID Liberia programs working in land, natural resources, and agriculture to gather relevant information for PROSPER;
  - Interview PROSPER technical staff to ascertain their awareness and concerns regarding gender issues and, their practical experience and skills in promoting opportunities for women and girls;
  - Taking into account relevant information available from gender-related assessments on Liberia, conduct a preliminary review of the PROSPER work plan with responsible technical team members.

- Propose a strategy for overcoming gender barriers in the design of program activities
  - The strategy shall include actions to be taken at the program level to strengthen general capacities of PROSPER staff and partners to support gender mainstreaming as well as specific measures required at the component and individual activity levels;
  - Present the strategy and associated approaches and tools at a full-team work session; gather and analyze feedback;
  - Refine and finalize strategy, approaches and tools as needed.
- Assist full-time PROSPER Gender Mainstreaming Officer in defining her individual work plan in Year 1 for supporting and monitoring implementation of PROSPER’s gender strategy
- Contribute to the definition of program indicators that will allow PROSPER to monitor progress toward equitable gender outcomes
- Provide orientation and training to PROSPER staff on gender mainstreaming and information/skills needed to implement PROSPER’s gender strategy

**Deliverables:**

- PROSPER-specific gender assessment that identifies challenges and opportunities for improving participation and benefits of women in specific PROSPER activities and outlines proposed strategies [Due July 23, 2012].
- Summary report of orientation/training of PROSPER staff on gender mainstreaming [Due July 30, 2012].
- Note outlining recommendations provided to PROSPER Gender Mainstreaming Officer on how to support application of PROSPER’s gender strategy [Due July 31, 2012].
- Recommendations of specific indicators to be tracked to assess progress in applying program’s gender strategy [Due July 31, 2012].

**WORK PLAN AND TIMELINE [INCLUDING PERSONNEL, LOE FOR EACH]**

<b>Role/Name</b>	<b>Yr 1 LoE 5/12-4/13</b>	<b>Yr 2 LoE 5/13-4/14</b>	<b>Yr 3 LoE 5/14-4/15</b>	<b>Yr 4 LoE 5/15-4/16</b>	<b>Yr 5 LoE 5/16-4/17</b>
STTA, Smita Malpani	60	30		30	
HO Tech Support, Dawn Traut	10	3		2	

June 4-8th – Desktop Review and Preparation for Trip (1 days)

June 9 – Travel to Liberia (1 day)

June 11-June 30th – Field Work (18 days)

July 1st – Travel to U.S. (1 day)

July 4- July 31st Synthesis, writing, revision, and submission of gender action plan, summary of orientation/training, note outlining recommendations to GMO on how to support gender strategy application (6 days)

## APPENDIX B. REFERENCES

Food and Agriculture Organization. Gender Mainstreaming in Forestry in Africa. Forest Policy Working Paper. No. 18. 2007.

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Y.H. Mai, E. Mwangi, and M. Wan. Gender Analysis in Forestry Research: Looking Back and Thinking Ahead. International Forestry Review. Vol. 13 (2), 2011. P. 245-258.

## APPENDIX C. LIST OF PEOPLE INTERVIEWED

No.	Organization	Contact person	Email address	Date
1	Center for Justice & Peace Studies (CJPS)	Joseph Howard, Executive Director	<a href="mailto:Jhowardsam2@yahoo.com">Jhowardsam2@yahoo.com</a>	06-21-12 10am
2	Sirleaf Market Women Fund (SMWF)	Robert Reeves, Community Specialist/ Varney Holmes, Program Officer	<a href="mailto:gbarlejoukarpeh@yahoo.com">gbarlejoukarpeh@yahoo.com</a>	06-21-12 12pm
3	Fauna & Flora International (FFI)	Mary Molokwu, Technical Advisor-Education/Research	<a href="mailto:marymolokwu@fauna-flora.org">marymolokwu@fauna-flora.org</a>	06- 21-12 2:30pm
4	Agribusiness in Sustainable Natural African Plant Products (ASNAPP)	Julie Dartey, Country Director/ Akua Okrah, Project Coordinator	<a href="mailto:Julie@asnapp.org.gh">Julie@asnapp.org.gh</a> <a href="mailto:akua@asnapp.org.gh">akua@asnapp.org.gh</a>	06-21-12 7pm
5	Rutgers University	H. Rodolfo Juliani	<a href="mailto:hjuliani@ci.rutgers.edu">hjuliani@ci.rutgers.edu</a>	06-21-12 7pm
6	Women and Children Advocacy (WOCAD)	Hawa Doe, Executive Director	<a href="mailto:womencadadvocacy@yahoo.com">womencadadvocacy@yahoo.com</a>	06-22-12 9am
7	National Association of Adult Education of Liberia (NAEAL)	Roye B. Bloh, Executive Director/ T. Doe Johnson, Education Officer	<a href="mailto:naealiteracy@yahoo.com">naealiteracy@yahoo.com</a>	06-22-12 11am
8	Monitoring & Evaluation Team, PROSPER	John Mason M&E STTA/ Darlington Vangehn M&E Specialist	<a href="mailto:dvangehn@ard-prosper.com">dvangehn@ard-prosper.com</a>	06-22-12 1pm
9	Action for Greater Harvest (AGRHA)	Saa Blama, Program Officer/ Christian Weah, Administration Finance Officer	<a href="mailto:Chrisecareministries2005@yahoo.com">Chrisecareministries2005@yahoo.com</a> <a href="mailto:blamass2002@yahoo.com">blamass2002@yahoo.com</a>	06-22-12 3pm
10	ACDI/ VOCA	Peter de Waard, Livelihood & Enterprise Development Leader / Hodo Bedell-Livelihood Specialist	<a href="mailto:pdewaard@acdivoca-lib.org">pdewaard@acdivoca-lib.org</a> <a href="mailto:jhodobedell@yahoo.com">jhodobedell@yahoo.com</a>	06-25-12 8:30am
11	Women NGOs Secretariat of Liberia (WONGOSOL)	Marpu Speare, Executive Director	<a href="mailto:Mspeare2@yahoo.com">Mspeare2@yahoo.com</a>	06-25-12 11am
12	Community Forestry Team, PROSPER	Dominic Kweme, Institutional Development Advisor	<a href="mailto:Dominic Kweme@yahoo.com">Dominic Kweme@yahoo.com</a>	06-25-12 2pm
13	USAID/ Liberia	Miriam White, Education Advisor/Ann Fleury, Gender Expert	<a href="mailto:mwhite@usaid.gov">mwhite@usaid.gov</a> <a href="mailto:afleury@usaid.gov">afleury@usaid.gov</a>	06-26-12 1:30pm
14	Conservation International (CI)	Borwen Sayon, Program Manager	<a href="mailto:bsayon@conservation.org">bsayon@conservation.org</a>	06-26-12 2pm
15	Forestry Development Authority (FDA)	Oretha Tarnue, Gender Focal Point/Victoria Cole, Manager, Forest Utilization	<a href="mailto:g.oretha@yahoo.com">g.oretha@yahoo.com</a> <a href="mailto:victoriayahcole@yahoo.com">victoriayahcole@yahoo.com</a>	06-27-12 11am

16	Action-Aid Liberia	Elizabeth Gbah, Program Manager/ Aisha Kamara, Field Officer	<a href="mailto:Elizabeth.gbah@actionaid.org">Elizabeth.gbah@actionaid.org</a> <a href="mailto:aishakamara@actionaid.org">aishakamara@actionaid.org</a>	06-28-12 9am
17	Foundation for Community Initiatives (FCI)	Julie Weah, Executive Director	<a href="mailto:fcommunityinitiatives@yahoo.com">fcommunityinitiatives@yahoo.com</a>	06-28-12 11am
18	Outreach and Education Team, PROSPER	Philip Sedlak, Outreach and Education Team Leader/ Noble Jackson, Community Outreach Advisor	<a href="mailto:Philip.Sedlak@ard-prosper.com">Philip.Sedlak@ard-prosper.com</a> <a href="mailto:Nobehjac_k@yahoo.com">Nobehjac_k@yahoo.com</a>	06-29-12 10am

## APPENDIX D. SUGGESTED PRA TOOLS FOR USE IN VILLAGE PROFILING ACTIVITIES

<b>Exercise: Daily activity clocks<sup>4</sup></b>
Description: Daily activity clocks illustrate all of the different kinds of activities carried out in a day. Looking at the different clocks for men and women helps compare relative workload as well as the best times for community meetings.
With whom: Separate male and female groups (can run concurrently)
Materials: Flip charts, tape, and colored markers
How to facilitate: <ul style="list-style-type: none"> <li>• Organize separate groups of women and men. Make sure to include youth and people from different socio-economic backgrounds.</li> <li>• Explain that you would like to learn what the community does on a typical day.</li> <li>• Ask the groups to prepare their clocks. You can start by asking what time they get up and how they generally passed the time yesterday.</li> <li>• Plot/ draw the activities mentioned. You can ask approximately how long each task takes and use tick marks (or other notation) next to the activity to indicate length of time.</li> <li>• Plot the activities in a circle. Where activities are done at the same time (child care and cooking, they can be noted in the same space.</li> <li>• Time permitting, ask participants to repeat this exercise for a different season.</li> </ul>
Key questions: <ul style="list-style-type: none"> <li>• What are the differences between men and women's clocks?</li> <li>• Who has the heaviest workload?</li> <li>• Are there areas where men and women work together?</li> <li>• Looking at these clocks, when is the best time for women to participate in a community meeting? For men?</li> </ul>
Hint: You could start by doing an activity clock for yourself and how you spent yesterday as an example.

<sup>4</sup> This tool was adapted from the FAO's "Conducting a PRA Training and Modifying PRA Tools To Your Needs. An Example from a Participatory Household Food Security and Nutrition Project in Ethiopia." <http://www.fao.org/docrep/003/x5996e/x5996e00.htm#Contents>

<b>Exercise: Venn diagram for institutions<sup>5</sup></b>
Description: This exercise identifies the formal and non-formal institutions and groups important to men and women in a community. In addition, it helps illustrate these groups' relative importance and who participates in them.
With whom: Men and women's separate groups (can run concurrently)
Materials: soft ground, sticks, local materials, OR big piece of paper, colored paper to cut out circles, tape, and colored markers
<p><b>How to facilitate:</b></p> <ul style="list-style-type: none"> <li>• Ask the participants which organizations/ institutions/ groups are found in the village and which ones are working there from elsewhere. Make sure to ask about small and non-formal groups. One way to do this is to ask the following questions: What kind of ways are there to help others? Which groups are organized around environmental issues (water, hunting, collecting NTFPs), economic issues (saving and credit, agriculture, livestock), social issues (health, education, religion, tradition, sport)? Who makes important decisions in the community?</li> <li>• Ask one member of the community to write down all the institutions and given each institution a symbol that everyone can understand.</li> <li>• Ask the participants to draw a big circle that represents themselves.</li> <li>• Ask them to discuss each how important each organization is to them. The most important ones are drawn as a big circle and the less important ones are smaller circles. The circles should be marked with the symbol of the institution.</li> <li>• Ask the group to describe why the organization is important and how/ who benefits from it. (Take careful notes of this discussion.)</li> <li>• Ask them to show the degree of contact/ cooperation that exists between themselves and those institutions. The institutions that are in closest contact with the group should overlap the most with the group's own circle. Institutions that cooperate less with the group should be farther away.</li> <li>• Ask if there are some institutions from which men or women are excluded. Ask if there are institutions from which the poor are excluded. Mark these institutions as such for the group to see.</li> </ul>
<p>Key questions:</p> <ul style="list-style-type: none"> <li>• What institutions are the most important and how does the group benefit?</li> <li>• Who benefits most from these institutions shown?</li> <li>• Who are the leaders from these institutions and what is their role in the community?</li> </ul>
Hint: If this seems difficult, you may want to start with an example.

<sup>5</sup> This tool was adapted from the FAO's "Conducting a PRA Training and Modifying PRA Tools To Your Needs. An Example from a Participatory Household Food Security and Nutrition Project in Ethiopia." <http://www.fao.org/docrep/003/x5996e/x5996e00.htm#Contents>

<b>Exercise: Roles and responsibilities chart</b>
Description: A roles and responsibilities chart details all of the tasks done by men and women, whether daily or less frequently. It illustrates the different roles that men and women have and shows relative burdens of work as well as how women and men support each other. This can be used as either a supplement or alternative to daily clocks in places where “clocks” used to symbolize time is a difficult concept for the community to grasp or when time is a constraint.
With whom: Mixed male and female group
Materials: Flip chart, colored markers, tape
How to facilitate: <ul style="list-style-type: none"> <li>• Make a chart with 4 columns, the left most for activities, one for women, one for both women and men, and one for men.</li> <li>• Start by asking the group what tasks they perform throughout the year. Some questions that can be asked are: what do you do for income generation, agriculture, livestock, in the forest, at home, as a family, as a community? Make sure to specifically include and ask women for their inputs.</li> <li>• List the activities, down the paper in the left most column. Where possible, include a symbol or picture for the activity.</li> <li>• Ask the group to identify who is responsible for the task, women, men, or both.</li> <li>• Make a mark in the corresponding column next to the activity. The mark should be clearly visible and preferably a different color for women only, men only, or both.</li> </ul>
Key questions: <ul style="list-style-type: none"> <li>• What are the most time consuming activities?</li> <li>• What are the most labor intensive activities?</li> <li>• Who has the heaviest workload?</li> <li>• How are men and women working together?</li> </ul>
Hint: If it seems that the group is very active and responsive, it may be a good idea to ask for the major tasks, giving the example of a very trivial, small task and a more substantive task.

<b>Exercise: Resource cards<sup>6</sup></b>
Description: Resource Picture Cards are useful for facilitating a discussion about who uses and controls resources in a non-threatening way. They show very clearly the resource base of both men and women. This could take place after a Resource Map exercise (particularly if a Resource Map is not done with separate men's and women's groups).
With whom: Men and women's mixed groups
Materials: 2 sets of resource cards
How to facilitate: <ul style="list-style-type: none"> <li>• Explain to the group that you want to learn about resource use and control.</li> <li>• Place three drawings on the ground (of a man, woman, and both) with enough space between them.</li> <li>• Ask the participants to think of resources they use (or to recall the resources they identified from the Resource Map).</li> <li>• Resource Cards (with pictorial symbols) can be used, or local materials to symbolize different resources. Resources can include firewood, water, livestock, tree products, education, money, etc.</li> <li>• Ask the participants to place the cards under the drawing of the man, woman, or both depending on who uses the resource.</li> <li>• Repeat this exercise in a separate space now focusing on ownership and control of resources.</li> <li>• Ask participants to compare the two different categorizations.</li> </ul>
Key questions: <ul style="list-style-type: none"> <li>• Which resources are scarce? Which resources are abundant?</li> <li>• Who collects and manages resources?</li> <li>• Which resources do both men and women use?</li> <li>• Who controls and makes decisions about resources?</li> </ul>
Hint: The resources used and controlled equally by men and women should be put in the "both" column. Otherwise, resources which are more used and controlled by men or women should put under the category for men or women (but not both).

<sup>6</sup> This tool was adapted from the FAO's "Conducting a PRA Training and Modifying PRA Tools To Your Needs. An Example from a Participatory Household Food Security and Nutrition Project in Ethiopia." <http://www.fao.org/docrep/003/x5996e/x5996e00.htm#Contents>