USAID/PROSPER
GENDER INTEGRATION PLAN

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Acknowledgments

Executive Summary

OVERVIEW

This PROSPER gender integration plan builds on the strategies proposed in the PROSPER gender assessment conducted in July 2012, and details concrete gender-related activities to undertake during Year 1 of PROSPER (FY 2013). The gender integration plan addresses the following:

- Monitoring gender under PROSPER
- Gender-related activities, outcomes, and a suggested timeline that build on PROSPER's Year 1 work plan
- Suggested actions for gender interventions at new field sites taking into account village profile activities.

Tetra Tech has a full-time Gender Integration Officer (GIO) 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. But they can be used by technical staff in all three program components (education/outreach, community forestry, livelihoods) 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.**

CHALLENGES

Women in Liberia, particularly in rural areas, face serious obstacles to their participation in development programs. In PROSPER sites, high rates of illiteracy, poverty, and violence against women as well as limited access to healthcare and heavy burdens of work undermine women's ability to engage with the program. These factors, in conjunction with cultural norms which do not encourage women's public participation or leadership, pose challenges to the delivery of gender inclusive and equitable programming.

In addition to field realities that constrain women's participation in development programs, significant challenges to gender integration exist at the institutional level as well, most notably, time and funding limits. 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. It is important that PROSPER staff, implementing partners, and beneficiaries understand this. If not, gender integration can easily become marginalized, giving way to other demands on PROSPER's resources. **To move from simply securing women's representation in program activities to building capacity for their active participation will require significant investments in time, staff and partner resources, and funding.**

STRATEGIES

Several overarching strategies and key recommendations to support gender integration under PROSPER were identified as part of the PROSPER Gender Assessment and inform the activities proposed in the PROSPER Gender Integration Plan.

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. Gender disaggregated information and analyses would support gender-responsive programming across the three PROSPER objectives. Such information would support the design of gender activities that are aligned with traditional norms and values and the setting of reasonable goals to boost more equitable participation of men and women in the PROSPER program. Data collected would also help identify existing community institutions or leaders that could serve as entry points or champions for PROSPER field activities and women's participation.

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 to improve their access to programming and their capacity for active participation. Training programs aimed at helping women and other underrepresented groups to develop self-confidence and public speaking, negotiation, and leadership skills can help PROSPER improve the quality of inclusive community forestry programming. In some cases, it may be helpful to provide separate spaces for women to ask questions about community-based natural resource management and "practice" public speaking.

PROSPER should focus on the "quality" of women's participation rather than "quantity". For example, setting targets for women's attendance at meetings may be helpful, but only if those targets are supported with measures to increase their participation, such as leadership training or encouraging men or youth champions for women's engagement with PROSPER activities. Enforcing targets for women's participation, given their heavy work load, can come at a cost to their other responsibilities. To justify women's commitment of time to project activities, PROSPER should support their capacity for meaningful participation and engagement. In general, the long-term success of community forests rests on the inclusive, active participation of a broad cross-section of the local population.

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. 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 GIO, 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.

DESCRIPTION OF GENDER IMPLEMENTATION SCHEDULE

The implementation schedule of gender activities, discussed at the end of the Gender Integration Plan, details gender specific inputs to support the overarching PROSPER Year 1 work plan along with a suggested timeline. The following describes proposed gender activities under the three components.

GENDER ACTIVITIES UNDER COMPONENT 1: EDUCATION OUTREACH AND AWARENESS

Under PROSPER, curriculum and outreach materials which depict men, women, boys, and girls would promote inclusivity. Illustrations or references to women in non-traditional occupations such as forest guard or scientist may help children and adults challenge traditional stereotypes about women's capacity for natural resource management. In addition, mentoring women students at the Forestry Training Institute (FTI) by linking them with women professionals working in natural resource management would help support future women professionals in the forestry sector. PROSPER should also reach out to women's NGOs (which are well organized through the Women's NGO Secretariat of Liberia), and build their capacity for advocacy on natural resource management. The Foundation for Community Initiatives is a strong environmental and women's NGO that should be included in PROSPER civil society initiatives.

Given their different roles in society, women and men are likely to use natural resources differently. Outreach campaigns under PROSPER should make specific efforts to target men and women differently. Some issues may be more relevant for men or women. For example, hunting may be more relevant for men whereas firewood collection may be more relevant for women. Women and men may have disparate literacy rates and access to media. Messages that are conveyed pictorially or orally through puppet shows, skits, or posters may be the best way of reaching women and illiterate people. In PROSPER field sites, information should also be translated into local languages to reach a broad segment of the population.

GENDER ACTIVITIES UNDER COMPONENT 2: FOREST MANAGEMENT AND BIODIVERSITY

PROSPER teams have collected gender-specific information at field sites during village profiling exercises. It is important that this gender-specific information be used to guide outreach activities. Women and men may have detailed knowledge about different aspects of the forest given their different roles and relationship to the forest. Inclusion of women in conducting biodiversity assessments may give a more comprehensive picture of forest resources.

Working through existing community institutions for women can be helpful in gaining local people's acceptance and trust; however, the first step to encouraging women's participation is gaining men's understanding. In communities where women's capacity for public participation is weak, leadership

training for women is important. In some cases, separate spaces for women and men to meet and discuss community-based natural resource management can be constructive. **Well-designed and well-delivered leadership training helps improve the quality of women's engagement in community natural resource management, during and beyond the life of the project.**

Forestry professionals and students could also benefit from learning about the importance of inclusive community forestry. Legal and policy briefs or FTI curriculum materials that identify salient points about the CRL should point out the extensive consultative processes and transparent nature of community forestry in the law. PROSPER should also include best practices from the Community Forestry Handbook developed under LRCFP to promote women's participation and inclusive community forestry. Similarly, the bio-monitoring handbook to be developed by PROSPER should include any best practices used to promote women and illiterate people's inclusion in biodiversity assessments and monitoring.

GENDER ACTIVITIES UNDER COMPONENT 3: COMMUNITY-BASED LIVELIHOODS

Value chain analysis for non-timber forest products (NTFP) and agricultural products should include information about women and men's specific roles along the value chain. Products selected for piloting should provide significant opportunities for women to earn income. When conducting outreach on potential new products or income-generating opportunities in field sites, it would be helpful to use outreach strategies as outlined above, i.e. target women's particular interests, use pictorial or oral descriptions, and translate information into local languages. In addition, a focus on income generation and products with which women traditionally have experience or expertise will be less threatening than prodding women into areas that are traditionally under men's purview.

Although women can be quite active in income generation groups, they are less likely to hold positions of leadership. Training in basic literacy and numeracy for women may help give them the skills needed to assume leadership positions. Leadership training detailed under Component 2 may also support women's leadership in income generation groups.

SITE-SPECIFIC GENDER INTERVENTIONS

Gender, by its nature, is contextual and rooted in local socio-economic conditions. For this reason, gender interventions should be formulated on a case-by-case basis. Under PROSPER there are seven new field sites where village profiling activities have occurred and preliminary data has been collected. Each site is distinctive in many ways, from market access and infrastructure to literacy and exposure to donor activities. The unique nature of each site reveals different opportunities for gender integration. In all sites women's knowledge of English is limited, and so information should be translated into local languages to the extent possible. The excerpts of site-specific recommendations below are preliminary and based on the PROSPER Site Selection Report, draft village profile reports, and staff knowledge of field sites.

- <u>Barcoline community</u>: Women's relatively high literacy and business acumen suggest a focus on income-generating activities as well as promoting women's participation in biomonitoring surveys and managing scientific knowledge of the community forest.

- <u>District 4</u>: Women's relatively low capacity and men's potential suspicion of women's public participation imply the need for finding and supporting gender champions, conducting

outreach on the importance of women's participation for sustainable forest governance, gaining men's acceptance, and – potentially – organizing leadership training for women.

- Sehyi community: The Advancing Youth Project (AYP) operates in Sehyi community. It would be constructive to work with AYP to encourage non-formal education and outreach for women and men about community forestry and the benefits of inclusive participation.

- Gblor community: The community is relatively open to women's involvement in donor activities. Given good connectivity to Tappita and other markets, it would be helpful to support and organize women's groups for income generation, formalize their associations, and link them with BOTPAL or other distributors.

- Beatuo community: In this community, PROSPER staff report some uncertainty and uneasiness about women's public participation. Supporting gender champions, conducting outreach to gain men's buy-in, and organizing preliminary leadership training or discussions in local languages with women's community groups by female community mobilizers would bolster women's participation in PROSPER.

- Sehzueplay community: Youth are a powerful and active constituency in this community. It would be helpful to engage youth support and energy under PROSPER activities. In addition, youth may have different ideas about women's public participation than do elders. One way to engage youth may be to support them in moderating community meetings with women, and translating information into local languages.

- Boe and Quilla community: This community hosts a group of refugees from the Ivory Coast. Although the host community ethnicity is Gio, refugee ethnicity is Gio and Krahn. It would be important to understand the dynamics between the refugee and host communities and any disparities in access to or decision-making about land and forest resources. Also, information should be communicated in languages accessible to both Gio and Krahn populations.

- Gba and Zor communities: In these field sites community forests were set up under the Land Rights and Community Forestry project. Women in these field sites could benefit from technical training to support income generation activities; specifically: training on seed propagation, planting, and management. In addition, women would be served by training on operation and maintenance of machinery and new technologies that were introduced to help with post-harvest processing.

MONITORING AND EVALUATION

The current PROSPER Performance Management Plan (PMP) includes 22 indicators. Fourteen of these indicators are disaggregated by gender. The majority of gender-disaggregated indicators are at the individual level, although there are additional indicators that capture gender impacts which are institutional and policy/ issue based. For these indicators, gender disaggregated data can be one way of tracking progress made on relative benefits of PROSPER programming for women and men. In particular, it would be important to analyze those indicators tracking information related to impact of PROSPER activities on community members at PROSPER field sites.

Currently, gender-related targets are not part of, nor are they recommended for, the PMP. As stated earlier, gender targets may obscure the emphasis placed on the quality of gender-related interventions in the drive to meet number driven targets. Rather, gender disaggregated information should be

viewed as feedback for PROSPER staff and implementing partners to help them understand the process of and efforts made toward equitable programming. Gender disaggregated information about community participation may help PROSPER staff to be cognizant of field and outreach activities' impacts on women and men.

Although it would be helpful to include additional gender disaggregated data in the PROSPER PMP, information gathered about gender-related initiatives should primarily be collected in a qualitative manner. Qualitative reporting would support gender integration that is process-oriented and focused on the quality of women's participation rather than forcing staff to meet pre-determined gender targets. This would be best done through an internal Gender Monthly Report to document PROSPER processes, activities, and outcomes.

Contents

Acronyms

AGHRA	Action for Greater Harvest
AML	Arcelor Mittal Liberia
AYP	Advancing Youth Project
BOTPAL	Botanical Product Association of Liberia
CBO	Community Based Organization
CFWG	Community Forestry Working Group
CI	Conservation International
CJPS	Center for Justice and Peace Studies
CRL	Community Rights Law
CSO	Civil Society Organization
DCOP	Deputy Chief of Party
dTS	Development and Training Services, Inc.
EPA	Environmental Protection Agency
FACTS	Foreign Assistant Coordination and Tracking System
FCI	Foundation for Community Initiatives
FDA	Forest Development Authority
FFI	Fauna and Flora International
FTI	Forestry Training Institute
GIO	Gender Integration Officer
LRCFP	Land Rights and Community Forestry Project
M & E	Monitoring and Evaluation
NAEAL	National Adult Education Association of Liberia
NGO	Non-Governmental Organization
NRM	Natural Resource Management
NTFP	Non Timber Forest Product
PMP	Performance Management Plan

PROSPER	People, Rules and Organizations Supporting the Protection of Ecosystem Resources
PUP	Private Use Permit
USG	United States Government
USAID	United States Agency for International Development
WONGOSOL	Women's Non-Governmental Organizations Secretariat of Liberia

1. Introduction

1.1 PROGRAM DESCRIPTION

The Liberia 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 (CRL). 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 seven newly-selected sites as well as three implementation sites previously set up under LRCFP, 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.

1.2 GOAL AND METHODOLOGY

In July 2012, Development and Training Services, Inc. (dTS) was contracted by Tetra Tech to undertake a gender assessment for the PROSPER program. The gender assessment identified constraints to integrating gender in the PROSPER program. In addition, the gender assessment provided strategies at the program, objective, and activity levels to support gender integration and the equitable distribution of program benefits.

To build on this gender assessment, Tetra Tech contracted dTS to formulate a gender integration plan. The Scope of Work for the gender integration plan is attached as Annex 1. The gender integration plan addresses the following:

- Gender-related activities that build on PROSPER's first annual work plan (FY 2013)
- Suggested actions at new field sites for gender interventions, given village profile activities
- Monitoring gender under PROSPER

In preparation for the gender integration plan, dTS reviewed the gender assessment and its associated strategies alongside the PROSPER Year 1 work plan and scheduled deliverables as well as draft reports from village profiling activities. Other project and related documents were reviewed to contextualize PROSPER activities and objectives. A list of the documents reviewed is provided in Annex 2. A workshop conducted with PROSPER staff solicited their ideas on gender activities by task and for specific field sites. dTS also interviewed PROSPER staff who had conducted village profile activities to understand site-specific conditions relevant for gender-related activities. As a result, the gender integration plan contains preliminary recommendations for site-specific gender activities, gender-related activities by task, suggested timelines that correspond to the PROSPER work plan, and gender-related outcomes. These are described in the main body of the gender integration plan, and are detailed in an implementation schedule of gender activities included towards the back of the gender integration plan.

As an additional activity, dTS delivered a guest lecture on gender and social inclusion in community forestry to students and faculty at the Forestry Training Institute (FTI). The lecture was derived from information and strategies contained in the PROSPER gender assessment. A copy of this lecture was given to FTI to distribute to students. A copy of the presentation was also given to the PROSPER team.

1.3 GENDER AND SOCIAL INCLUSION ARE CRITICAL TO COMMUNITY FORESTRY SUCCESS

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.[1]

There are risks, however, 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.[2] Thus, in heterogeneous communities, community forests may actually exacerbate inequity. Strong institutions and thoughtful, proactive

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

[2] Harini Nagendra. Heterogenity and Collective Action for Forest Management. UNDP Human Development Research Paper. November 2011.

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.[3] Just as women and the landless may benefit from the forest, the converse may hold true as well.

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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.

2. Gender Assessment Background

Implementing partner, dTS, designed a gender assessment for the PROSPER program to support effective gender integration. The following section summarizes the main findings.

2.1 CHALLENGES TO GENDER INTEGRATION

The difficulties of implementing gender responsive and inclusive programming under PROSPER cannot be overstated. Women in Liberia, particularly in rural areas, face serious obstacles to their participation in development programs. In PROSPER sites, high rates of illiteracy, poverty, and violence against women as well as limited access to healthcare and heavy burdens of work undermine women's ability to engage with the PROSPER program. These factors, in conjunction with cultural norms which do not encourage women's public participation or leadership, pose challenges to the delivery of gender inclusive and equitable programming.

In addition to field realities that constrain women's participation in development programs, significant challenges to gender integration exist at the institutional level as well, most notably, time and funding limits. PROSPER is an ambitious five-year program that aims to support community forestry initiatives in ten sites in Liberia, improve environmental education and awareness in a country with a broken education system, and increase incomes in communities with limited access to markets. This notwithstanding, it will require significant investments in time, staff and partner resources, and funding to move from simply securing women's representation in program activities to building capacity for their active participation.

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. If this is not well understood by PROSPER staff, implementing partners, and beneficiaries, gender integration can become marginalized and give way to other demands on PROSPER's resources.

2.2 STRATEGIES TO SUPPORT GENDER INTEGRATION

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's 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 and analyses would support gender-responsive programming across the three PROSPER objectives. Collecting such information supports the design of gender activities that are aligned with traditional norms and values and the setting of 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 the 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 to improve their access to programming and their capacity for active participation. Organizing training programs to help women and other underrepresented groups to develop self-confidence and public speaking, negotiation, and leadership skills can help PROSPER improve the quality of inclusive community forestry programming. In some cases, it may be helpful to provide separate spaces for women to ask questions about community-based natural resource management and "practice" public speaking. Female community mobilizers working with established formal or informal women's groups in the community may be best positioned to do this. 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 their 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. Working with existing women's groups to disseminate information and encourage discussion about natural resource management and PROSPER activities could also build capacity for engagement. Leadership training may also be incorporated into other PROSPER capacity building activities heavily attended by women such as non-formal education, puppet shows, and income generation programs.

PROSPER should focus on the "quality" of women's participation rather than "quantity". For example, setting targets for women's attendance at meetings may be helpful, but only if those targets are supported with measures to improve their participation, such as leadership training or encouraging men or youth champions for women's engagement with PROSPER activities. Enforcing targets for women's participation, given their heavy work load, can come at a cost to their other responsibilities. To justify women's commitment of time to project activities, PROSPER should support their capacity for meaningful participation and engagement.

DOCUMENT EXPERIENCES AND LESSONS LEARNED

The Community Rights Law passed in 2009 provides an opportunity to devolve decision-making and management power to forest communities in Liberia. This is a critical period for setting precedents 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 GIO, 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.

3. Description of Gender Implementation Schedule

The implementation schedule of gender activities, discussed at the end of the Gender Integration Plan, details gender specific inputs to support the overarching PROSPER Year 1work plan. Activities specified draw directly from strategies identified in the Gender Assessment. Gender-related outcomes at the activity level are identified as well as a timeline for activities that is coordinated with the overall project work plan. In Annex 3, a chart detailing gender-specific considerations in Year 1 deliverables is also presented. The section below describes gender activities as part of the Gender Integration Plan.

3.1 GENDER ACTIVITIES UNDER COMPONENT 1: EDUCATION OUTREACH AND AWARENESS

CHALLENGE STEREOTYPES

Gender is a cultural construct, susceptible to changes in cultural norms and assumptions. Under Component 1, some proposed initiatives require little or no cost, but may help to challenge gender stereotypes. First, curriculum materials for environmental education developed under PROSPER should include depictions of girls, boys, men, and women throughout. Illustrations or references to women in non-traditional occupations, such as forest guard, government official, or scientist, can help both boys and girls go beyond traditional stereotypes and think broadly about the potential for women to be engaged in natural resource management at various levels.

Another way to support women in non-traditional roles in forest management may be to invite women professionals to the Forestry Training Institute (FTI) from FDA, EPA, CSOs, and the University of Liberia to speak about their own careers and mentor female students. FTI is making gradual headway in attracting female students. Measures such as these would help to support their retention and perhaps job placement upon graduation.

GATHER GENDER-DISAGGREGATED INFORMATION

Given men and women's specific uses and priorities for natural resources, different access to various types of media, and differences in literacy, it would be helpful to gather gender-disaggregated information in field tests for both an environmental curriculum and outreach campaign. Gender disaggregated field-testing of materials and approaches can help uncover any discrepancies in reaching boys and girls or men and women. These discrepancies may be discussed, addressed, and documented with the Community Forestry Working Group (CFWG) or among PROSPER staff and implementing partners. Lessons learned and best practices should form a part of the manual to be produced on public outreach and awareness.

TARGET MEN AND WOMEN SPECIFICALLY

Given their different roles in society, women and men are likely to use natural resources differently. Outreach campaigns under PROSPER should make specific efforts to target men and women differently. When planning outreach, there are at least four factors to take into consideration in order to determine if gender-specific strategies are required. **First, is the issue more pertinent to men or women?** For example, hunting may be more relevant for men, whereas NTFP or firewood collection may be more relevant for women. **Second, what media should be used to target men or women?** In Liberia, women's access to radio and newspapers is limited compared to men's access to these media outlets. Puppet shows, skits, or posters may be better options when trying to reach women. **Third, how literate is the local population?** Women's literacy rates are lower than men's, but in some places literacy for the population as a whole may be low. Under these circumstances, messages that are conveyed pictorially or orally may be the best way of reaching a community. **Fourth, what language do local people speak?** In a diverse country such as Liberia, with different languages and ethnic groups, it may be particularly important to include translation of outreach material into local languages for women.

BUILD NGOS' CAPACITY FOR NRM ADVOCACY

Liberia has a strong national network of women's organizations. Although several of them work directly on natural resource management, most do not know about the Community Rights Law (CRL) and its implications for resource rights for women and communities. Women's NGOs of Liberia (WONGOSOL) is the secretariat for a variety of women's groups throughout the country, from Monrovia-based NGOs to CBOs based in rural areas. The secretariat is quite well organized for advocacy and distributing information to its members. PROSPER should take advantage of WONGOSOL's capacity and distribute information on NRM and the CRL to women's organizations. The Foundation for Community Initiatives (FCI) is a strong NGO that has been recognized internationally for its work on gender and natural resource management in Liberia. PROSPER should invite FCI to be included in the CFWG and other PROSPER activities to build civil society capacity.

3.2 GENDER ACTIVITIES UNDER COMPONENT 2: FOREST MANAGEMENT AND BIODIVERSITY

COLLECT AND ACT ON GENDER-SPECIFIC INFORMATION

PROSPER teams have collected gender-specific information at field sites during village profiling exercises. It is important that this gender-specific information be used to guide outreach activities. For example, information on women and men's formal and informal institutions can be helpful when designing outreach materials or formulating entry point activities for the community. In the more mature sites in Northern Nimba where rules development is to occur, using gender-specific knowledge is particularly important. Rules that limit access or activities in and around the forest should be sensitive to women's activities, particularly where women use the forest to meet basic needs (e.g. fuel wood, medicine, and food). Rules that are simple, clear, and do not cause undue hardship for women should be arrived at through a consultative process that makes a concerted effort to solicit women's opinions. Outreach around the rules is particularly important for women who may be new to formal procedures such as permitting.

BUILD CAPACITY FOR INCLUSIVE COMMUNITY FORESTRY

Building capacity is critical for setting up community forestry that is inclusive and transparent. Trust and support among men in the community is a prerequisite for women's involvement in PROSPER activities. Without men's understanding of the importance and benefits of inclusive community forest institutions, pushing women's participation can create a potentially dangerous backlash. The first step to building women's capacity is gaining men's understanding.

In communities where women's capacity for public participation is particularly weak, leadership training for women is important. In some cases, separate spaces for women and men to meet and discuss community-based natural resource management can be constructive. Leadership training can help women "practice" public speaking, negotiation, and critical thinking in safe spaces prior to engaging them in community meetings or serving as a part of community forestry institutions. Gender initiatives in community programs often focus simply on boosting numbers of female participants. Well-designed and well-delivered leadership training helps improve the quality of women's participation, during and beyond the life of the project.

Forestry professionals and students could also benefit from learning about the importance of inclusive community forestry. Legal and policy briefs that identify salient points about the CRL may point out the extensive consultative processes and transparent nature of community forestry in the law. The logical extension of these points is that community forestry is meant to be inclusive and represent the interests of all community members -- men, women, or other underrepresented groups. Curriculum development for students at FTI on community forestry and inclusive participation will help support future forestry professionals that understand and have the capacity to implement community forestry that is true to the spirit of the CRL.

BOOST ACCESS TO TECHNICAL KNOWLEDGE

Forest communities have a tremendous amount of knowledge about their local resources. Women and men may have detailed knowledge about different aspects of the forest given their different roles and relationship to the forest. Inclusion of women in the process of biodiversity assessments can give a more comprehensive picture of forest resources. Using local languages and pictorial representations for bio-monitoring can improve access to technical knowledge and processes for women and illiterate people. This will allow women and illiterate people to participate in bio-monitoring and contribute their scientific knowledge to forest management.

DOCUMENT BEST PRACTICES

PROSPER should review and revise the Community Forestry Handbook developed under LRCFP and include best practices used to promote women's participation and inclusive community forestry. Similarly, the bio-monitoring handbook that PROSPER will develop should include any best practices used to promote women and illiterate people's inclusion in biodiversity assessments and monitoring.

3.3 GENDER ACTIVITIES UNDER COMPONENT 3: COMMUNITY-BASED LIVELIHOODS

USE GENDER-SPECIFIC INFORMATION TO DESIGN ACTIVITIES

Value chain analysis for NTFP and agricultural products should include information about women and men's specific roles along the value chain and products should be selected for piloting that

provide significant opportunities for women to earn income. When conducting outreach on potential new products or income-generating opportunities in field sites, it would be helpful to use outreach strategies as outlined above; i.e. target women's particular interests, use pictorial or oral descriptions, and translate information into local languages. For example, when forming income generation groups, using local languages and oral explanations to recruit and train women in collection or cultivation, processing, and management would increase the numbers of women and illiterate people who could understand and participate in PROSPER livelihood activities. In addition, a focus on income generation and products with which women traditionally have experience or expertise will be less threatening than prodding women into areas that are traditionally under men's purview. Similarly, training on farming techniques should target women and their specific agricultural tasks in order to increase adoption rates.

BUILD CAPACITY FOR LEADERSHIP

Training for women in income generation groups may help them assume leadership positions. Although women can be quite active in income generation groups, they are less likely to hold positions of leadership. Training in basic literacy and numeracy for women may help give them the skills needed to assume leadership positions. Leadership training detailed under Component 2 may also support women's leadership in income generation groups.

4. Site-specific Gender Interventions

Gender, by its nature, is contextual and rooted in local socio-economic conditions. For this reason, gender interventions should be formulated on a case-by-case basis. Under PROSPER, there are seven new field sites where village profiling activities have occurred and preliminary data has been collected. Each site is distinctive in many ways, from market access and infrastructure to literacy and exposure to donor activities. The unique nature of each site opens different opportunities for gender integration.

Following village profile activities, PROSPER staff participated in a workshop to share thoughts on how to integrate gender in the PROSPER work plan and to make recommendations on gender-specific activities in project field sites. Following this, village profile teams were also interviewed to understand site-specific conditions that might be relevant from a gender perspective. Although raw data had been collected from village profiling activities, analysis on the implications of this data has not yet been done. The recommendations below are preliminary; they are based on the PROSPER Site Selection Report, draft village profile reports, and staff knowledge of field sites. These recommendations may be subject to change with additional information or a change in circumstances. Nonetheless, the descriptions below illustrate how different characteristics of a field site may affect the emphasis placed on different types of gender-related interventions.

4.1 GRAND BASSA COUNTY

BARCOLINE COMMUNITY

Barcoline is accessible in terms of both transportation and communication. The community is in close proximity to Buchanan, and cell phone coverage is excellent. There are several predominantly women's social groups as well as a fish preservation group for income generation. Literacy, numeracy, and business acumen are relatively high among women in Barcoline. Men are also relatively supportive of women's involvement in activities outside the home. Women in Barcoline have a relatively high capacity for public engagement, and some speak articulately in mixed group meetings. In Barcoline, as is true for all PROSPER field sites, women's understanding of English is more limited than men's.

Livelihoods in the area are fairly diverse, and include rice and cassava farming, processing of coconut and wild oil palm, fruit production, agroforestry, livestock, charcoal production, NTFPs, and handicrafts. The prospect of tourism in the area is not far off, with a nightclub, swimming pool, and restaurant planned on Newcess beach. It is unclear what sort of impact tourism will have on biodiversity.

Barcoline residents, particularly the women, seem to be entrepreneurial and relatively literate. For this reason, livelihood activities and women's participation in them should be encouraged. Gender value-chain analysis may help clarify which activities have opportunities for women's participation.

In Barcoline, there is a well-organized women's group that has been trained in fish preservation for income generation. There is not a strong market for preserved fish, however, and the group has been inoperative due to lack of seed money.

Barcoline community could also be a candidate for introducing new types of enterprises that require higher literacy and communication skills. For example, tourism may open opportunities for nature guides or handicrafts which cater to tourists; women's relatively high capacity in this area, combined with men's support, may enable them to participate in these sorts of activities. Improved cook stoves or ovens for charcoal or fish drying may be another opportunity for women to gain technical skills in building and maintaining stoves. Income generation for sustainable livelihoods under PROSPER may be able to break new ground for women and men in Barcoline.

Given women's relatively high literacy and numeracy skills, Barcoline may also be a site where women are encouraged to participate in bio-monitoring surveys. Engaging women in the technical and scientific collection and analysis of data about their natural resources may enable them to speak more authoritatively on natural resource management in their community. This, in turn, would further support women's contribution to decision-making about forest resources. In bio-monitoring as well as income generation activities, PROSPER staff should rely on local languages to the fullest extent possible so as to maximize involvement from all segments of the community.

DISTRICT 4

District 4 has benefited in recent years from some water and sanitation and adult literacy programs sponsored by Concern Worldwide, but the NGO has since withdrawn from the area. Youth in this community are quite powerful, and can influence decision-making. There are no strong women leaders in this community, and capacity of women generally is not very high. Women speak predominantly in local languages, and do not speak in mixed group settings.

In District 4, the forest is relatively inaccessible and can only be reached by an hours' walk on footpaths. Still, the paramount chief in the area was an active proponent of the CRL. The forest in the area is mostly primary forest, with many threatened and endangered species. In District 4, the inhabitants of many towns farm on the fringes of the forest. Livelihoods are mostly subsistence-based. Although some mining and production of sugar cane and rubber is being conducted, it is on a small scale.

Given the low capacity of women and the lack of women leaders in District 4, it will likely be important to focus on leadership training for women. Outreach and education for men would also be important, to help them understand the importance of women's participation in PROSPER activities. In addition, gaining the support of the paramount chief, who was an ardent supporter of the CRL, would be critical to promote women's participation. It also would be constructive to engage youth and gain their support for the project as well as women's participation. Awareness-raising activities and training on improved soil fertility techniques such as composting and green manure would help increase productivity of the land and reduce the impetus for shifting cultivation as the project moves forward. It would be especially important in District 4 to make sure outreach materials are oral or pictorial and in local languages in order to reach women and illiterate people.

4.2 NIMBA COUNTY

SAYEE COMMUNITY

The Sayee community is not far from Sanniquellie, and is fairly well connected by roads. Some years ago in Suakuze town, which is part of the Sayee community, a female town chief violated a taboo or social norm that led the elders to bar women from serving as town chiefs. Nonetheless, according to informant interviews, women in the Sayee community do own property and participate in decision-making. In Sayee, women are organized in informal groups, to provide support to friends in need and as a way for women to socialize. Men are also fairly supportive of women's public participation and engagement.

Community members in Sayee are concerned about Arcelor Mittal (AML) mining activities that restrict access to land and farming. The Sayee community is aware of the LRCFP project and its activities in previous field sites in Northern Nimba, and expressed enthusiasm for the formation of a community forest under PROSPER. The Advancing Youth Project (AYP) is operating in the area, along with other donor-financed water and sanitation activities. Conservation International (CI) is exploring the possibility of a conservation agreement between the community and AML. There are few well-defined livelihoods activities which women and men organize around collectively.

In Sayee, given the community's enthusiasm for protecting the forest, women's capacity for leadership and decision-making, and men's support for women's engagement, entry point activities for PROSPER could include leadership development and awareness raising on natural resource management, but at a higher level. It would be especially helpful for outreach programs in Sayee to promote awareness of the importance of inclusive community forestry among men and women. In Sayee, an understanding of the link between inclusive community forestry institutions and sustainability outcomes may help support the participation of women and underrepresented groups.

In Sayee, it would be helpful to coordinate with AYP and its adult literacy programs to support non-formal education about community forestry. Informing community members about their legal rights to land may help clarify avenues available for protecting the forest and allay community concerns about AML mining activities. It would be particularly helpful to work with existing informal women's groups to help them understand their rights to land and opportunities to participate in decision-making. In addition, given proximity to Sanniquellie, and relatively high capacity of women in the area, it would be helpful to identify and organize livelihood activities for NTFP harvesting or cultivation. In Sayee, non-formal education and outreach activities should use local languages wherever possible to broaden women's access to information.

GBLOR COMMUNITY

In the Gblor community, there are a number of donor and NGO-supported activities already underway in the areas of water and sanitation, health, and livelihoods. Women in the Gblor community have relatively high levels of literacy and some have the capacity to speak in mixed group settings. The history of donor and NGO activities in the area has lessened the community's suspicion of outsiders and left them more open to women's public participation.

The Gblor community, like many in Nimba, enjoys decent road connections with other centers of commerce. Given that most towns in the area are engaged in the collection of NTFPs and that women's capacity for participation is fairly high, gender-related interventions could focus on income generation for NTFP collectors' organizations.. Despite several organizations' work with farmers,

agriculture, and livelihoods, there are not many formal groups organized for income generation. In Gblor, it would be constructive to support and organize groups for income generation, formalize their associations, and link them with BOTPAL or other distributors.

A clan boundary dispute in the Gblor community may present challenges for PROSPER programming. Although the dispute involves only a small portion of the proposed community forest, its repercussions on the communities involved could be broader. It may be advisable for PROSPER to lend its support to local efforts to resolve the dispute. Outreach and information on the boundary dispute and associated decisions on resource access and benefits should be accessible to women and men in both communities, translated in local languages, and may require fora where women and youth leaders as well as elders from both communities are able to meet and discuss their viewpoints.

BEATUO COMMUNITY

In Beatuo community there is some precedent for women's leadership – one of the town chiefs is a woman. Although she is not formally educated, she wields considerable power. Despite this example, most women in Beatuo community have relatively low levels of capacity for public participation. Literacy rates are disproportionately low for women as compared with men. Most women do not speak at public gatherings. Although there have been some NGO and donor-led health and sanitation activities in the past, they are no longer active. In Beatuo community, there is some uncertainty and uneasiness about women's public participation.

Beatuo is host to a displaced community of refugees from Ivory Coast. Although the displaced community is of the same ethnicity as the host community, has intermarried and enjoys a good relationship with the host community, there may be some differences in access to decision-making and land tenure. It would be important for PROSPER to understand any differences in priorities for and access to forest resources between the host and displaced communities.

In Beatuo, certain confidence-building measures could go a long way towards allaying community concerns about PROSPER and women's participation. Female community mobilizers from PROSPER's implementing partner, the Center for Justice and Peace Studies (CJPS), could play an instrumental role by educating women about the project and conducting preliminary leadership training. There are several women's groups with which community mobilizers could interact and begin discussion on natural resource management and forestry issues. As in other PROSPER field sites, information transmitted orally and in local languages will have the best chance of reaching women in the community more broadly.

Male buy-in and support for women's participation would also be key for inclusive community forest processes and institutions. Outreach and awareness targeting men, and information on the connection between inclusive community forestry and positive outcomes and benefits would be helpful. In addition, PROSPER may want to identify "champions" for women's public participation such as the female town chief described above, youth leaders, or receptive elders to support women's public participation in their community.

SEHZUEPLAY COMMUNITY

Sehzueplay community is located off the main road from Ganta to Tappita, with good access to local markets. Women are active in trading, while men are engaged more in clearing land and farming. In Sehzueplay there is a loan organization for market activities that is primarily used by women. The

Concerned Women group in Sehzueplay provides a forum for women in the community to gather and support one another. Other mixed groups such as farmer associations, youth groups, and religious groups also are active in the area. Men tend to dominate the leadership of these groups.

NGOs including Mercy Corps, Save the Children, and Tear Fund have worked in Sehzueplay in the past but are not currently active in the community. There is some support for women's leadership in the area, although women do not generally speak in mixed group settings. Youth, by contrast are quite powerful and can sometimes trump the decisions of elders in Sehzueplay.

In this site it would be helpful for PROSPER to reach out to youth and engage them in project activities. Their support and energy could contribute enormously to outreach and awareness activities. Youth may also have different ideas about women's public participation than do elders. One way to engage youth may be to enlist their support in moderating community meetings with women and in translating information into local languages.

Leadership and natural resource management training for women in cooperation with the Concerned Women group may be an option, assuming the support and buy-in of male leaders in the community. Given the economic activity of women in the area and the good access to markets, it would be advisable to explore sustainable NTFP livelihood opportunities. Women who participate in collector groups or other income-generating cooperatives may also benefit from leadership and business training.

BOE AND QUILLA COMMUNITY

Boe and Quilla is a large, dispersed community. Although connected by roads to Tappita, it is not as accessible as Sehzueplay. There have been a number of donor and NGO activities in Boe and Quilla, especially those to support a refugee community from Ivory Coast. Although the ethnicity of the host community in Boe and Quilla is Gio, the displaced community includes members from both the Gio and Krahn ethnic groups. It would be important to understand the dynamics between the refugee and host communities and any disparities in access to or decision-making about land and forest resources.

As in Sehzueplay, youth wield quite a bit of power in Boe and Quilla. Women in the community, by contrast, are not as powerful. A Concern Women group operates in the community to provide a platform for support and social gathering for women. Support for women's public participation is not very strong in the community, and women are not as economically active as their counterparts in Sehzueplay.

In Boe and Quilla, it may be helpful to work with the Concern Women group to conduct training on leadership and natural resource management, assuming the support and buy-in of male leaders in the community. In conducting leadership training, it would be helpful to solicit participation from the refugee community and members of the Krahn ethnic minority. In producing outreach and awareness materials, PROSPER should translate messages into local languages accessible to both the Krahn and Gio populations.

GBA AND ZOR COMMUNITIES

In the more mature field sites of Gba and Zor communities where community forests were set up under LRCFP, women are quite knowledgeable about community forestry and are motivated to participate. Women in these field sites could benefit from technical training to support income
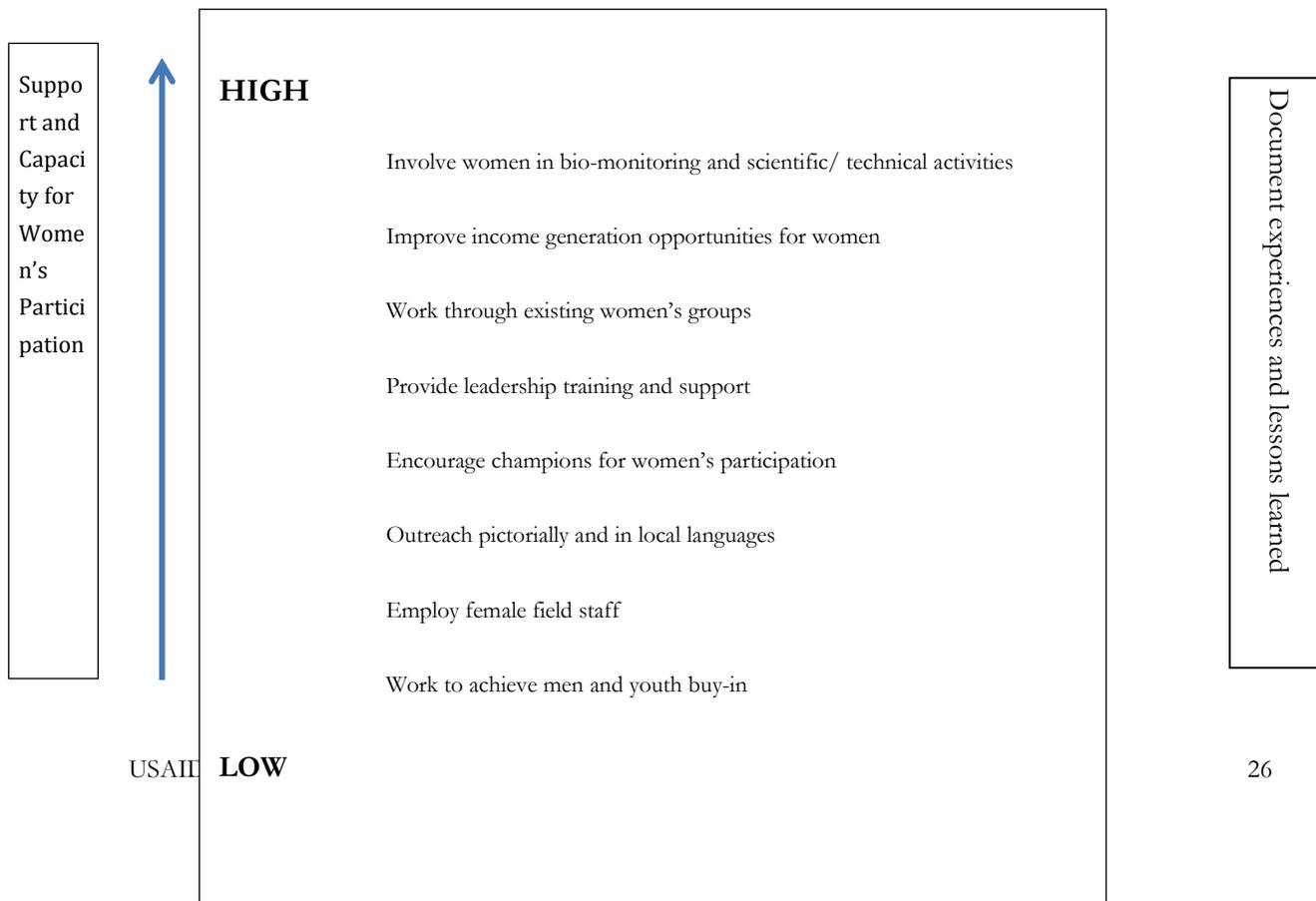
generation activities. For example, training on seed propagation, planting, and management would help women become more proficient in cultivating crops for sale. In addition, new technologies and machinery were introduced in field sites to help with post-harvest processing. It would be helpful for women to receive training on the operation and maintenance of new machinery.

5. Typology of Gender-Related Interventions According to Level of Women's Capacity

As noted above, gender is context specific and rooted in local socio-economic conditions. Pushing messages about "women's empowerment" may create a backlash and dangerous conditions for women in the community as well as field staff. Strategies for gender integration that were identified in the PROSPER gender assessment and that inform the PROSPER work plan should be applied after assessing community support for women's participation as well as women's capacity to participate. Not all gender integration strategies may be appropriate for all field sites. It may be that some field sites require intensive confidence-building measures while others are sufficiently supportive of women's participation.

The figure below describes gender integration strategies that may be considered at varying levels of community support and capacity for women's participation under PROSPER. It is possible, and even hoped, that a community's place on the spectrum illustrated below will change over time, and with continued PROSPER support.

Figure 1: Illustrative strategies for gender integration given varying levels of support and capacity for women's participation under PROSPER

Support and Capacity for Women's Participation

HIGH

Involve women in bio-monitoring and scientific/ technical activities

Improve income generation opportunities for women

Work through existing women's groups

Provide leadership training and support

Encourage champions for women's participation

Outreach pictorially and in local languages

Employ female field staff

Work to achieve men and youth buy-in

Document experiences and lessons learned

6. Monitoring Gender Under the PROSPER Program

6.1 MONITORING GENDER USING THE PROSPER PERFORMANCE MANAGEMENT PLAN

The current draft of the PROSPER Performance Management Plan (PMP) includes 22 indicators. Fourteen of these indicators are disaggregated by gender. The majority of gender-disaggregated indicators are at the individual level, although there are additional indicators that capture gender impacts which are institutional and policy/ issue based. For these indicators, gender disaggregated data can be one way of tracking progress made on relative benefits of PROSPER programming for women and men. In particular, it would be important to analyze those indicators tracking information related to impact of PROSPER activities on community members at PROSPER field sites.

The following indicators would be particularly helpful in understanding gender-specific impacts of PROSPER programming related to community forests in PROSPER field sites:

- 2.1.2: Number of community members trained in the management of their community forestry areas (e.g. biomonitoring, permitting) – *Custom/Output*

- 2.1.3: Number of community members who have applied conflict management skills to manage land conflict issues – *Custom/Output*

- 3.1.1: Number of new agribusiness/forestry enterprises formed to support program assisted value chains – *Custom/Output*

- 3.2.1: Number of individuals who have received USG-supported short-term agricultural sector productivity training - *FACTS/Output (ref.4.5.2-7)*

- 3.2.2: Number of farmers and other who have applied new technologies or management practices as a result of USG assistance – *FtF/Outcome (ref.4.5.2-5)*

Currently, gender-related targets are not part of, nor are they recommended for, the PMP. As stated earlier, gender targets may obscure the emphasis placed on the quality of gender-related interventions in the drive to meet number driven targets. Rather, gender disaggregated information should be viewed as feedback for PROSPER staff and implementing partners to help them understand the process of and efforts made toward equitable programming. Gender disaggregated information about community participation may help PROSPER staff to be cognizant of field and outreach activities' impacts on women and men.

6.2 MONITORING GENDER THROUGH PERIODIC GENDER REPORTS

The PMP is an important tool for monitoring the progress of PROSPER activities and impact. Monthly reports are another way of qualitatively documenting PROSPER processes, activities, and outcomes. Although it is helpful to include gender disaggregated data in the PROSPER PMP, it is recommended that information gathered about gender-related initiatives primarily be collected in a qualitative manner through an internal Gender Monthly Report. Qualitative reporting would support gender integration that is process-oriented and focused on the quality of women's participation rather than forcing staff to meet pre-determined gender targets. Although this report need not be lengthy, it can serve to highlight and document both small and large initiatives and outcomes related to gender and social inclusion more broadly.

Although the GIO will have the overall responsibility to compile and produce the Gender Monthly Report, she would be supported by the M&E Specialist and require input from all technical staff and implementing partners. The Gender Monthly Report will allow PROSPER staff and partners to consider their efforts to promote inclusive programming, share lessons learned, highlight best practices, and document achievements. Although called the "Gender" Monthly Report, staff should also use it as an opportunity to reflect on and document broad efforts towards social inclusion for youth, the very poor, underrepresented ethnic groups, displaced people, people with disabilities, or other vulnerable groups. It is recommended that the Gender Monthly Report be an internal document shared among PROSPER staff and implementing partners rather than an additional deliverable for USAID. However, it is hoped that the Gender Monthly Report will be useful in preparing PROSPER monthly, quarterly, or annual reports for USAID. If it is found that a gender monthly report does not allow sufficient time elapsed to capture staff efforts, monthly reporting may be revised to quarterly reporting.

7. Conclusion

In the gender integration plan, gender-related activities and outcomes are presented along with a timeline for implementation that is aligned with the overarching PROSPER work plan. Strict targets to enforce numbers of women participating in PROSPER activities may not foster real engagement of women, and may even inadvertently create a backlash against women's participation or PROSPER more generally. The activities presented in the gender integration plan are meant to focus efforts on the quality of women's participation in PROSPER and social inclusion more generally.

To promote communities' receptivity to women's participation in PROSPER activities it is also recommended that the local context be evaluated to determine support and capacity for women's participation. The PRA tools provided in the PROSPER gender strategy would help in gauging institutions, burdens of work, and resources available to men and women. In addition, basic observer methods and interviews with local leaders would provide valuable information on women's status in their community.

The gender integration plan provides preliminary suggestions on gender-related activities in the different PROSPER field sites. Although these may be further clarified with additional information and changing circumstances, these initial ideas illustrate the way different field conditions may affect the gender integration strategies deployed. To help the PROSPER team determine which strategies may be most appropriate, a typology of illustrative gender integration strategies across varying levels of support and capacity for women's participation is presented. It is hoped that this typology will assist the team in identifying the most appropriate gender integration strategies given specific field conditions.

In addition to the field realities of women's constraints to participation, significant challenges to gender integration exist at the institutional level, most notably, time and funding limitations. PROSPER is an ambitious five-year program that aims to support community forestry initiatives in ten sites in Liberia, strengthen 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.

To build accountability with regard to gender and social inclusion in PROSPER programming, two specific measures are recommended. The first, and perhaps most important, would be to document efforts made toward gender and social inclusion in internal "Gender Monthly Reports". Qualitative reporting in the Gender Monthly Reports would support gender integration that is process-oriented and focused on the quality of women's participation rather than forcing staff to meet pre-determined gender targets. The second measure would be to make an effort to specifically include gender in PROSPER deliverables. Some recommendations on how to do this are provided in Annex 3. Although it may not make sense to include gender as a part of every deliverable, it would be helpful to look at each deliverable and to see whether and how gender and social inclusion can inform project deliverables and outcomes.

Fundamentally, community forestry under the CRL stipulates a model of community management that is transparent, open, and rooted broadly in the community. In this regard, gender and social inclusion have a critical role to play in community forestry in Liberia and the PROSPER program specifically. Supporting gender and social inclusion in the PROSPER programs activities is fundamental to establishing the kind of broad-based community forestry that is envisioned in the CRL.

Implementation Schedule of Gender-Related Activities

Component 1: Education, Outreach and Awareness

Intermediate Result 1: Increased educational and institutional capacity to improve environmental awareness, NRM, biodiversity conservation, and environmental compliance

IR 1.1: Improved capacity of MOE to deliver formal and non-formal primary and adult education curricula on natural resource management and governance

Activities/ Outcomes	Gender Tasks	Q1	Q2	Q3	Q4	Personnel resources
Activity 1.1: Collaboratively support development and/or modification of primary formal and non-formal school curricula to increase knowledge and understanding related to natural resources, their management, and the related rights and responsibilities of government and citizens **Gender related outcomes**: • Improved equitable representation of men, women, boys, and girls in curriculum material	**Primary formal, grades 1-6**					
	1 – Revise formal environmental education primary curriculum to include depictions of men, women, girls, boys, people with disabilities	▨				GIO, Component 1 team, NAEAL, Rutgers
	2 - Revise formal primary environmental education curriculum to include depictions of women in non-traditional occupations (such as scientist or forest guard)	▨				

Component 1: Education, Outreach and Awareness

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Activities/ Outcomes	Gender Tasks	Q1	Q2	Q3	Q4	Personnel resources
• Improved capacity to target women and men for environmental education through themes of particular relevance to each gender	3 – Provide instruction and support for teachers to promote boys' and girls' classroom participation and engagement with environmental curriculum		▓			
	4 – Collect gender disaggregated information during field testing of revised curricula		▓	▓		
	5 – Include discussion of any gender related discrepancies, lessons, learned, or best practices in Year 1 review of pilot program				▓	

Component 1: Education, Outreach and Awareness

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Activities/ Outcomes	Gender Tasks	Q1	Q2	Q3	Q4	Personnel resources
	Adult and non-formal education					
	6 – Prioritize targeted environmental themes important for women as well as men		▓			
	7 – Field test revised non-formal and adult education material with women's groups in test site			▓		
	8 – Disaggregate results of field test by gender to the extent possible			▓		

Component 1: Education, Outreach and Awareness

Intermediate Result 1: Increased educational and institutional capacity to improve environmental awareness, NRM, biodiversity conservation, and environmental compliance

IR 1.2: Improved capacity of CSOs to design and conduct outreach campaigns to increase public awareness of natural resource and environmental management issues

Activities/ Outcomes	*Gender Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
Activity 1.2: Collaboratively support the development of outreach campaigns to increase public awareness of natural resource and environmental management issues **Gender related outcomes**: • Increased awareness among both women and men about natural resource management and their rights, as well as avenues for participation	1 – Invite FCI to participate in the CFWG and other PROSPER activities to build civil society capacity	▨				
	2 – Solicit ideas and themes that may be particularly relevant for rural women at CFWG workshop	▨				GIO, Component 1 team, NAEAL, CJPS
	3 – Develop outreach materials that can be accessible to women and/ or illiterate audiences (e.g. using pictorial representation, local languages, and appropriate media)		▨	▨		
	4 – Field test outreach materials with both women and men, literate and illiterate audiences			▨		
	5 - Discuss lessons learned and best practices in targeting women and illiterate people in stakeholder workshop			▨		
	6 – Include strategies on how to target women, illiterate people, or other marginalized groups in				▨	

Component 1: Education, Outreach and Awareness						
Intermediate Result 1: Increased educational and institutional capacity to improve environmental awareness, NRM, biodiversity conservation, and environmental compliance						
IR 1.2: Improved capacity of CSOs to design and conduct outreach campaigns to increase public awareness of natural resource and environmental management issues						
Activities/ Outcomes	*Gender Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
	public outreach and awareness manual				▓	

Component 1: Education, Outreach and Awareness						
Intermediate Result 1: Increased educational and institutional capacity to improve environmental awareness, NRM, biodiversity conservation, and environmental compliance						
IR 1.3: Improved capacity of FTI to develop and deliver a community forestry curriculum						
Activities/ Outcomes	*Gender Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
Activity 1.3: Develop a community forestry curriculum and support capacity development of FTI staff to implement **Gender related outcomes**: • Improved capacity of FTI faculty to teach about the importance of social inclusion in	1 – Visiting lecture on gender and social inclusion at FTI	▓				GIO, Component 1 team, FFI, Rutgers
	2 – Strengthen FTI curriculum to address social inclusion and inclusive consultation in community forestry	▓				
	3 – Support FTI faculty by building capacity to teach about importance of social inclusion in community forestry		▓			

Component 1: Education, Outreach and Awareness						
Intermediate Result 1: Increased educational and institutional capacity to improve environmental awareness, NRM, biodiversity conservation, and environmental compliance						
IR 1.2: Improved capacity of CSOs to design and conduct outreach campaigns to increase public awareness of natural resource and environmental management issues						
Activities/ Outcomes	*Gender Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
community forestry processes and institutions	4 – Develop gender and social inclusion criteria for FTI student and faculty research proposals		▆	▆		
	5 – Invite women speakers who are forestry professionals from FDA, EPA, or CSOs to speak to students about career development at FTI.				▆	

Component 1: Education, Outreach and Awareness						
Intermediate Result 1: Increased educational and institutional capacity to improve environmental awareness, NRM, biodiversity conservation, and environmental compliance						
IR 1.4: Improved capacity of civil society and community organizations to contribute to NRM, land and environmental policy development						
Activities/ Outcomes	*Gender Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
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 **Gender related outcomes**: • Improved understanding among CFWG of the importance of social inclusion in community forestry • Improved capacity of women's CSOs to advocate for equitable land and environmental policy	1 – Develop material or presentation on gender and social inclusion for CFWG		▨			GIO, Component 1 team, Component 2 team
	2 – Reach out to FCI for their participation in the CFWG or other PROSPER civil society activities	▨	▨			
	3 – Prepare materials/ presentation for women CSOs on NRM, resource rights, and advocacy		▨			
	4 – Liaise with WONGOSOL (attend Secretariat meetings, coordinate with steering committee) to provide network members with information and materials on NRM, resource rights, and advocacy			▨	▨	

Component 1: Education, Outreach and Awareness						
Intermediate Result 1: Increased educational and institutional capacity to improve environmental awareness, NRM, biodiversity conservation, and environmental compliance						
IR 1.5: Increased capacity of Community Forest Development Committees to develop effective environmentally-sound development programs for the use of social development funds						
	Gender Tasks	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
Activity 1.5: Train communities receiving benefits sharing funds from commercial logging and key partners such as the NBST board, FDA, private sector actors, and others on more effective and environmentally-sound development programs for their communities **Gender related outcomes**: • Training on NBST proposal development that includes consultation with women in field sites, keeping in mind that women's priorities are often closely aligned with meeting their children's and basic family needs	1 – Develop manual on preparing proposals to NBST by CFDCs including gender impacts of programs, strategies to consult with women and other groups, and methods for integrating the concerns of underrepresented groups in proposals					GIO, Component 2 team

Component 2: Forest Management and Biodiversity

Intermediate Result 2: Improved community-based forest management leading to more sustainable practices and reduced threats to biodiversity in targeted communities

IR 2.1: Increased community capacity for forest management

Activities	*Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
Activity 2.1: Build community capacity for forest management **Gender related outcomes**: • Improved capacity of women and underrepresented groups' capacity to participate in PROSPER activities and community forestry institutions • Increased awareness and understanding among women about forest rules in Northern Nimba site	1 – Include information on gender specific roles and community institutions for women and men in community profiling	▨				GIO, Component 1 team, Component 2 team, CJPS, NAEAL
	2 – Liaise with County Gender Officers to appraise them of PROSPER activities and get information on CSO/ donor activities focused on gender	▨				
	3 – Target community forestry outreach and awareness to women as well as men, and illiterate audiences	▨				
	4 - Review and revise CF Handbook to include tips on promoting social inclusion	▨	▨	▨	▨	
	5 – Work with CJPS to discuss appropriate field sites to deploy leadership training	▨	▨			
	6 – Work with CJPS to design leadership training, both formal modules, and leadership development strategies in field sites	▨	▨			
	7 – Leadership training and capacity building with women's groups to support participation in		▨	▨		

Component 2: Forest Management and Biodiversity

Intermediate Result 2: Improved community-based forest management leading to more sustainable practices and reduced threats to biodiversity in targeted communities

IR 2.1: Increased community capacity for forest management

Activities	Tasks	Q1	Q2	Q3	Q4	Personnel resources
	community forestry		▧	▧		
	8 – Encourage women who have been given training to serve in community forestry institutions		▧	▧	▧	
	9 – Identify and work with community gender champions in field sites, particularly male gender champions	▧	▧	▧	▧	
	10 – Reach out to men and male leaders to explain efforts for including women in PROSPER activities and support male buy-in	▧	▧	▧	▧	
	11 - Explore options for promoting women's participation in community forestry institutions through constitution/bylaws for CFMBs in new sites		▧			
	12 – Promote rules development in consultation with women's groups in Zor, Gba, and Bleih	▧				
	13 – Develop rules in N. Nimba that are simple, clear, precise, and easily communicated orally or pictorially	▧	▧			

Component 2: Forest Management and Biodiversity						
Intermediate Result 2: Improved community-based forest management leading to more sustainable practices and reduced threats to biodiversity in targeted communities						
IR 2.1: Increased community capacity for forest management						
Activities	*Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
	14 – Conduct education and outreach on rules that target women on issues of particular interest, such as permitting of NTFPs	�	▮			

Component 2: Forest Management and Biodiversity						
Intermediate Result 2: Improved community-based forest management leading to more sustainable practices and reduced threats to biodiversity in targeted communities						
IR 2.2: Strengthened capacity of FDA, EPA, and CSOs to support sustainable forest management						
Activities/ outcomes	*Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
Activity 2.2: Strengthen capacity of FDA, EPA, and CSOs to support sustainable forest management **Gender related outcomes**: • Increased awareness among FDA, EPA, and CSOs of the importance of inclusive	1 – Include information on importance of inclusive participation of women and men in training for community forestry of a cadre of government representatives				▮	GIO, DCOP, Rutgers

| participation in community forestry | | | | | ███ | |

Component 2: Forest Management and Biodiversity

Intermediate Result 2: Improved community-based forest management leading to more sustainable practices and reduced threats to biodiversity in targeted communities

IR 2.3: Legal framework for community forestry and LTPR improve and simplified on the basis of recommendations from stakeholder consultations

Activities/ outcomes	*Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
Activity 2.3: Support development of legal framework for community forestry and land tenure and property rights **Gender related outcomes**: • Greater awareness on the importance of inclusive consultative processes regarding forest resources	1 – Include information on the importance of inclusive consultative processes under the Community Rights Law			███		GIO, DCOP, Rutgers

Component 2: Forest Management and Biodiversity						
Intermediate Result 2: Improved community-based forest management leading to more sustainable practices and reduced threats to biodiversity in targeted communities						
IR 2.4: Increased use of forest ecosystems data to support the design of community outreach materials and programs						
Activities/ outcomes	*Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
Activity 2.4: Increase knowledge of forest ecosystems and design appropriate interventions **Gender related outcomes**: • Increased access to technical knowledge and processes for illiterate people	1 – Involve illiterate people and women to the extent possible in biodiversity assessments by using pictorial symbols and oral instruction	�damage				GIO, Component 2 team, FFI
	2 – Include strategies for promoting participation of women and illiterate people in Biomonitoring Handbook				�damage	

Component 3: Community-based Livelihoods

Intermediate Result 3: Improved community-based livelihoods derived from sustainable forest and agricultural-based enterprises in targeted community areas

IR 3.1: Increased number of sustainable agro/forest – based enterprises

Activities/ Outcomes	Gender Tasks	Q1	Q2	Q3	Q4	Personnel resources
Activity 3.1: Build community capacity for forest management **Gender related outcomes**: • Value chains and products identified with opportunities for women's involvement and increased income • Targeted training for women and men in business and organizational skills	1 – Identify women and men's roles in various value chains for NTFPs, agroforestry, and agricultural products	▓				GIO, Component 1 team, Component 3 team, NAEAL, Rutgers
	2 – Identify opportunities in value chains for boosting income generation that lend themselves to women's roles and expertise	▓				
	3 – Identify income generating groups where women are active and may benefit from leadership and business training	▓				
	4 – Design leadership and business training to develop women's leadership of income generating groups	▓	▓			
	5 – Deploy training on leadership and business to income generating groups			▓	▓	
	6 – Conduct outreach for women to encourage their participation in livelihoods activities, particularly for new products		▓	▓	▓	

Component 3: Community-based Livelihoods						
Intermediate Result 3: Improved community-based livelihoods derived from sustainable forest and agricultural-based enterprises in targeted community areas						
IR 3.2: Reduced threats to biodiversity linked to livelihood activities						
Activities/ Outcomes	*Gender Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
Activity 3.2: Reduce threats to biodiversity linked to livelihood activities **Gender related outcomes**: • Increased capacity for improved farming practices for women and men based on division of farm labor	1 – Tailor Level I and II training programs about improved farming practices for men and women based on their roles in farming: tasks for which women are responsible may require training that is oral and translated into local languages					GIO, Component 3 team, AGHRA
	2 – Include discussion of whether improved cook stoves are feasible and effective in study of charcoal use					

Component 3: Community-based Livelihoods

Intermediate Result 3: Improved community-based livelihoods derived from sustainable forest and agricultural-based enterprises in targeted community areas

IR 3.3: Increased information available to stakeholder concerning best practices to improve effectiveness of forestry and agricultural enterprises

Activities/ Outcomes	*Gender Tasks*	*Q1*	*Q2*	*Q3*	*Q4*	*Personnel resources*
Activity 3.3: Work with stakeholders to provide feedback/share lessons learned in best practices, workable approaches, and recommended actions to improve the effectiveness of forestry and agricultural enterprises	1 – Include discussion at stakeholders workshop on targeting women and men in agricultural and forestry value chains as well as how to promote women's leadership in producer organizations					GIO, Component 3 team, AGHRA
Gender related outcomes: • Improved information available to stakeholders on NTFPs and other value chains which offer opportunities for increasing women's income	2 – Use appropriate media, pictorial representation, and local languages, to reach women and illiterate people for outreach on NTFPs and agriculture activities					

Component 3: Community-based Livelihoods

Intermediate Result 3: Improved community-based livelihoods derived from sustainable forest and agricultural-based enterprises in targeted community areas

IR 3.4: Improved data on greenhouse gas content (especially carbon) present in forest areas under different management regimes

Activities/ Outcomes	Gender Tasks	Q1	Q2	Q3	Q4	Personnel resources
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 through the production cycle **Gender related outcomes**: • None identified	None identified					

Annex 1: Scope of Work

SCOPE OF WORK (SoW)

Liberia PROSPER

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

DRAFT

Purpose:

The specific objective of the work to be performed by dTS is to support the PROSPER team to fulfill its commitment to 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 to define, implement and monitor a comprehensive and actionable gender mainstreaming strategy, inclusive of targeted training of PROSPER staff and partners.

Position Title: Gender Expert

Timing: October 1, 2012–November 30, 2012

Place of Performance: Monrovia, Liberia and the U.S.

Level of Effort: 29 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 10 selected implementation sites , 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 project 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 Integration 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 integration over the life of the PROSPER program. dTS mobilized an expert to Liberia during the program start-up phase to assist the PROSPER team in carrying out an initial gender assessment and strategy. To build on this, dTS will lead the preparation of a detailed, custom-made gender integration plan that shall address gender across all program components and activities, with a focus on profiles of project field sites. Bringing comparative experience to bear from other relevant country contexts, dTS's gender expert will support the COP, DCOP and PROSPER team, and mentor PROSPER's full-time Gender Integration Officer to launch and apply 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 Deputy 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:

- Meet with PROSPER staff and Gender Integration Officer (GIO) to review approaches and specific actions undertaken to date by PROSPER and identified in first annual work plan to ensure full engagement of women in program activities.

- Prepare **_gender integration plan_** for PROSPER (due 6 months from contract start date) that takes into account socio-cultural specificities of PROSPER target counties. The gender integration plan shall address any gaps in equitable programming under PROSPER as well as identify opportunities that improve project performance through gender related programming. The overall preparation of the gender integration plan will cover the following:

  - Review of the final PMP and PIRS
  - Analysis of available knowledge and data including information gathered during village profiling activities;
  - Data gathering through consultation and interviews with CSOs, key government counterparts, and other donor organizations;
  - Proposed integration of gender into the PROPSER program's implementation and PMP at the program, objective, and activity levels;
  - Identification of the gender sensitive and social inclusion interventions for specific ethnic or religious groups as necessary;
  - Potential challenges to women's effective participation and attainment of desired outcomes, _taking into account any known social and cultural specificities of PROSPER target counties_ (may include field visits to selected sites);
  - Opportunities and outcomes potentially available to women (and/or girls) which allay equity concerns while also promoting project effectiveness and sustainability;
  - Specified targets or milestones to be achieved;
  - Recommendations on a timeline and resources needed to implement suggested gender related interventions.

- Assist Gender Integration Officer (GIO) and M&E Officer to develop specific practices and tools to document PROSPER's implementation of its gender integration plan;

- Contribute to the development of data collection strategies and tools that will allow PROSPER to monitor progress toward equitable gender outcomes according to the indicators established in the program performance management plan (PMP).

- Assist GIO to identify and outline a potential "success story" for incorporation in PROSPER's first quarterly report for FY 2013;

- Assist full-time PROSPER Gender Integration Officer (GIO) to define her individual work plan in Year 1 to support and monitor implementation of PROSPER's gender integration strategy and plan, and to prioritize activities for GIO involvement; and

- Provide guidance and technical assistance remotely to PROSPER Gender Integration Officer on an as-needed basis.

Deliverables:
   a. Gender integration plan [Draft due October 30, 2012; final version due Nov. 5, 2012].
   b. Note to GIO detailing gender integration plan and further defining her work plan
   Work Plan and Timeline [including personnel, LoE for each]

Role/Name	Yr 1 LoE 5/12-4/13	Yr 2 LoE 5/13-4/14	Yr 3 LoE 5/14-4/15	Yr 4 LoE 5/15-4/16	Yr 5 LoE 5/16-4/17
STTA, Smita Malpani	60	30		30	
HO Tech Support, Dawn Traut	7	3		2	

October 3-7:Review, Discussions with team, Develop Outline, and Preparation for Trip (3 day)

October 8: Travel to Liberia (1 day)

October 10: October 30: Field Work (18 days)

October 31: Travel to U.S. (1 day)

November 1- 5: Synthesis, writing, revision, and submission of gender integration plan, (4 days)

November 6-30: Revision of draft plan, as required (2 days).

Total LOE

 29 days

Annex 2 References

Development and Training Services, Inc. PROSPER Gender Assessment. USAID/Liberia. 31 July 2012.

Tetra Tech. Land Policy and Institutional Support (LPIS) Project: Women's Land Rights Study. USAID/ Liberia. February 2012.

Tetra Tech. PROSPER Annual Work Plan, FY 2013. USAID/Liberia. 12 October 2012. DRAFT.

Tetra Tech. PROSPER Final Site Assessment Report. USAID/Liberia. August 2012.

Tetra Tech. PROSPER July Monthly Report. July 2012

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Julie T. B. Weah. Women and Forests in Liberia: Gender Policy and Women's Participation in the Forest Sector of Liberia. Brief #1 of 4 in African Women's Rights to Forests: Gender in Forest Management and Policy in Central and West Africa. Rights and Resources Initiative. September 2012.

Tetra Tech. PROSPER. Draft Community Profile Summary: Barcoline Community. October 2012.

Tetra Tech. PROSPER. Draft Community Profile Summary: District 4, Kpoblen Clan. October 2012.

Tetra Tech. PROSPER. Draft Community Profile Summary: Sayee Community. October 2012.

Annex 3: Deliverable Charts For PROSPER, Year 1

Component 1: Education, Outreach, Awareness		
Activity	Deliverable	Gender considerations/ actions
1.1	Report summarizing findings of review of formal primary school curriculum, adult literacy curriculum, and non-formal education materials, and identifying opportunities to integrate environmental themes	• Identify environmental issues particularly important to women and opportunities for integrating those in the curriculum
1.1	Environmental curriculum materials field-tested	• Include girls, boys, men, women, people with disabilities in materials • Direct teachers to involve girls and boys in classroom participation • Gender disaggregate pre- and post-exposure test
1.1	Year 1 Education Review workshop with CDWG to review lessons learned, best practices, and to assess the formal, adult education, and non-formal curricula, as revised and tested	• Discuss any gender discrepancies in exposure test results • Highlight best practices and lessons learned in environmental education for women and girls
1.2	Series of brochures, radio programs, community theater and video products developed to educate the Liberian public in community forest development, land tenure and property rights, and environmental awareness	• Include themes particularly relevant for women (NTFPs, permitting, future sustainability) • Use media accessible to women and illiterate audiences • Use pictorial representation where possible to reach illiterate audiences • Translate into local languages where possible
1.2	Public outreach and awareness building approaches field tested with relevant GoL agencies, target communities, and other identified stakeholders along the themes of sustainable natural resource management, land tenure and property rights, environmental compliance, and community-based forest management	• Field test with a variety of stakeholders, including women and youth • Include women's groups in implementation sites for field testing
1.3	Community Forestry curriculum elements are identified and teaching training needs assessment performed to plan for curriculum implementation	• Explore developing a module about social inclusion and gender responsive community forestry
1.4	National-level forum advocating for citizen and community rights with regard to tenure, property rights, protection, and management of forest resources is established and operational	• Provide information to CFWG on the importance of gender and social inclusion in community forestry • Liaise with WONGOSOL and women's CSOs working on natural resource management or livelihoods to engage

		them in advocacy for community forestry • Engage FCI in the CFWG
1.5	No deliverables during this period	

Component 2: Forest Management and Biodiversity		
Activity	Deliverable	Gender considerations/ actions
2.1	Community Forest Management Handbook revised/developed and used by stakeholders	• Include best practices for social inclusion in community forestry processes and institutions
2.2	No deliverables during this period	
2.3	Legal analysis and three (3) policy briefs	• Consider policy brief comparing PUPs and community forests as spelled out under the Community Rights Law highlighting the importance of transparent, inclusive community forestry in the case of the latter.
2.4	Biodiversity assessments completed for new sites	• Reach out to women to encourage involvement in biomonitoring with species in local languages and pictorial representations
2.4	Biodiversity Monitoring Handbook for Community Forest Managers revised/developed and available	• Include strategies for including women and illiterate people in managing technical knowledge, such as pictorial representations, basic numeracy, and oral explanations

Component 3: Community-Based Livelihoods		
Activity	Deliverable	Gender considerations/ actions
3.1	Sector surveys and analyses for selected forestry and agricultural value chains	• Consider women and men's activities along the value chains surveyed • Include value chains with strong opportunities for women's participation • Propose how to move women "up" the value chain into value added processing to boost incomes
3.2	No deliverables during this period	
3.3	No deliverables during this period	
3.4	No deliverables during this period	