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USAID/LIBERIA GOVERNANCE AND ECONOMIC MANAGEMENT SUPPORT PROJECT (USAID-GEMS) LIPA GENDER MAINSTREAMING CONSULTANCY: CONSOLIDATED REPORT ON DELIVERABLES

DECEMBER 2013

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IBI International
2101 Wilson Blvd.
Suite 1110
Arlington VA 22201- USA
Tel: 1-703-525-2277
www.ibi-usa.com

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ACRONYM LIST

CSA	Civil Service Agency
DDG	Deputy Director General
DG	Director General
ECOWAS	Economic Commission of West African States
FGD	Focus Group Discussion
GAD	Gender and Development
GAM	Gender Analysis Matrix
GBV	Gender Based Violence
GCNA	Gender Capacity Needs Assessments
GEEF	Gender Equality and Empowerment Framework
GEFE	Gender Equality and Female Empowerment
GEMS	Governance Economic Management Support project
GFP	Gender Focal Point
GOL	Government of Liberia
HIV/ AIDs	Human Immune Deficiency
HRM	Human Resources Management
IT	Information and Technology
LIPA	Liberia Institute of Public Administration
M&E	Monitoring and Evaluation
MAC	Ministries, Agencies and Commissions
MDG	Millennium Development Goals
MOGD	Ministry of Gender and Development
NAC	National Aids Commission
NGP	National Gender Policy
PRSP	Poverty Reduction Strategy Paper
TOR	Terms of Reference
TOT	Training of Trainers
UN	United Nations
USAID	United States Agency for International Development
WID	Women in Development

I. INTRODUCTION

This report presents the deliverables that have been produced through the consultancy on gender mainstreaming conducted between November and December 2013 for the USAID Governance Economic Management Support (GEMS) project. According to the Terms of Reference (TORs), six deliverables were expected. However, during the course of the consultancy three additional deliverables were added, as can be seen below:

No.	Key Deliverable	Duration/Days
1	Activity Work Plan	3
2	Briefing on the status of gender mainstreaming in LIPA	5
3	Participation of women and men in LIPA organised courses	4
4	Assessment of LIPA training modules/curriculum for gender sensitivity	5
5	Results of Half-day Gender Capacity Needs Assessment Workshop	-
6	Talking points for the official opening of the Gender Sensitization Workshop by USAID Representative	-
7	Report on Gender Mainstreaming Sensitisation Workshop	5
8	Gender Mainstreaming course modules and delivery strategy	10
9	A brief report (prior to departure) summarizing work accomplished that includes observations on LIPA trainer capacity to deliver gender courses and to mainstream gender in future course offerings	2
	Total	34

An assessment of gender mainstreaming in LIPA's policies and practices was done through consultations with key informants as well as consolidations of responses throughout the consultancy.

A half-day workshop was conducted prior to the sensitization workshop in order to assess the capacity of LIPA staff in gender mainstreaming in order to address those gaps in the planning for the workshop.

Talking points for the Opening of the Gender Sensitization Workshop were prepared, with data collected from the review of documents.

II. DELIVERABLE I: GENDER MAINSTREAMING SPECIALISTS ACTIVITY WORK PLAN NOVEMBER-DECEMBER, 2013

Activity	Person to be consulted/ Activity Location	Responsibility/Collaborator	No. Of Days	Dates	Deliverable/Outcome
Work Contract Signature (exchanged online)	Home Country	Consultant	-	September, 2013	
Preparatory work, collection of documents and reports	Liberia	Consultant	-	October 31- November 1	1
Introductory/Orientation meeting with GEMS Management. Meeting Objectives: Introduce the Consultant to the Project	Training Advisor/GEMS Project	HR Manager	1	November 4	1
Meeting with Supervisor (Training Adviser) and Training Coordinator Meeting Objectives: Brief on the assignment Consultant confirms assessment objectives, needs, methodology based on understanding of TORs	Training Advisor/GEMS project and Training staff	-	1	November 6 Morning	1
Introductory meeting with LIPA management Meeting Objective Introduction to LIPA Meet with LIPA counterpart Arrange initial consultations	Deputy Director General (Research and Consultancy /LIPA	Training Advisor	-	November 6 Morning	1

Activity	Person to be consulted/ Activity Location	Responsibility/Collaborator	No. Of Days	Dates	Deliverable/Outcome
Submit Draft Work Plan, approval by Change Management Committee	Training Adviser/GEMS Project	Consultant	1	November 6	1
Initial consultation with Gender Mainstreaming counterpart at LIPA	LLIPA Counterpart	Acting DDG	1	November 6 2pm	
Comprehensive desk review of key documents and development of Activity Work Plan	Training Advisor and Team provide documents	Consultant	4	November 7-10	2
Consultation with LIPA	Deputy Director (Research and consultancy/ LIPA	LIPA Counterpart	1	November 11 10:00-11:00am	2
Consultation with MOGD	Director of Policy, MOGD	Training Coordinator/LIPA Counterpart	"	November 11 2:00-3:00pm	2
Consultation with CSA	Director, Training & Career Management, Wanneh Reeves /CSA offices	Training Coordinator/LIPA Counterpart	"	November 11 3:00-4:00pm	2
Meeting with Change Management Committee	Acting DDG Mr. Harris Tarnue	Deputy Director General (Research and consultancies)	1	November 12 10:00-11:00	2

Activity	Person to be consulted/ Activity Location	Responsibility/Collaborator	No. Of Days	Dates	Deliverable/Outcome
Design assessment tools and conduct gender analysis of LIPA training programs, participation, curriculum, consultancies Summarize, interpret results, prepare and present briefs	LIPA Counterpart to provide documents	Consultant Consultant	3	November 12-16	3
Conduct gender capacity needs assessment meeting	LIPA trainers and staff	Consultant/ USAID GEMS Training Team	1		
Design Gender Mainstreaming Sensitization Workshop	USAID GEMS/LIPA office	Consultant and LIPA Counterpart	3	November 18-21	4
Pre-workshop planning session with counterpart	LIPA	Consultant and LIPA Counterpart	2	November 22-23	4
Deliver Gender Mainstreaming Sensitization Workshop	LIPA Trainers		3	November 25-27	4
Design Gender Mainstreaming course modules	LIPA	Consultant	10	November 28- December 7	5
Prepare and submit Final Report	LIPA/ USAID GEMS	Consultant	2	December 9- 10	6
Total			34		

III. DELIVERABLE 2: A BRIEF ON GENDER MAINSTREAMING IN LIPA'S POLICIES, PROCEDURES, CURRICULUM

INTRODUCTION

The Government of Liberia (GOL) is a signatory to key international instruments on gender with a view to accelerating the achievement of gender equality as an essential ingredient for Liberia's social and economic development at all levels. The international instruments are complemented by a fairly strong policy and regulatory framework. The policy framework includes the National Gender Policy (NGP), the Gender Based Violence (GBV) Action Plan, and the National Gender Action Plan for the implementation of UN Resolution 1325. The regulatory framework is made up of several laws including the Gender and Development Act of 2001, laws against rape, an inheritance Act, and an Act ratifying the Protocol on the Rights of Women to the African Charter on Human and People's Rights¹.

Additionally, the GOL has an institutional arrangement to translate the requirements of these international and national instruments into relevant programs for achieving gender equality in the country. Unfortunately, despite the GOL's commitment, very little progress has been made to achieve gender equality in Liberia essentially because gender is not effectively mainstreamed in both the public and private sectors. Unless this is done, Liberia will lag behind in the achievement of its national development goals and aspirations.

The Agreed Conclusions 1997/2, reported as resolutions adopted by the UN² gender mainstreaming, is defined as "...the process of assessing the implications for women and men of any planned action, including legislation, policies or programs in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of all policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."

Accordingly, the goal of gender mainstreaming in any institution such as LIPA is to help it achieve a conducive, gender-sensitive working environment, which includes the enforcement of strategies for promoting equality in the recruitment of staff, provision of adequate facilities for both women and men, use of appropriate spoken and written language, and the elimination of sexual harassment. In addition, key staff of an institution should demonstrate the institution's commitment to gender equality in statements, speeches and communication they make on behalf of their institutions as well as in delivery of their work programs.

¹ Liberia National Gender Policy, 2009

² UN (2005) Resolution adopted by the General Assembly. 59/250. Triennial comprehensive policy review of operational activities for development of the United Nations system. New York: A/RES/59/250, p.13

THE CONTEXT

The National Context on Gender Equality

The UN's definition is reflected in the NGP, under which public sector institutions are required to use gender mainstreaming as a tool or strategy for eliminating gender inequalities in laws, programs, procedures and processes that affect the public. It is for this reason that the Civil Service Reform Strategy enshrines gender mainstreaming as an essential element in the implementation of the NGP within the public service. In particular, findings of the USAID GEMS Capacity Needs Assessment³ recognized the need for increasing gender awareness in the civil service institutions that assure “the involvement of women at all levels and in decision making, both as parts of efforts to mainstream gender equity in the GOL”. The report further notes that CSA recommends the following specific training actions:

- Gender sensitivity training should be conducted for all civil service personnel,
- Training should be provided in gender-based budgeting for Ministries, Agencies and Commissions (MACs), and
- Female employees should be given special attention in training and mentoring.

From the foregoing, it is clear that the Civil Service Agency (CSA), the Ministry of Gender and Development (MOGD), and the Liberia Institute of Public Administration (LIPA) are central to the implementation of the gender mainstreaming goals of the GOL.

USAID Values, Mandate and Commitment to Gender Equality

The USAID Gender Equality and Female Empowerment (GEFE) policy states that: “No society can develop sustainably without increasing and transforming the distribution of opportunities, resources, and choices for males and females so that they have equal power to shape their own lives and contribute to their communities.” It notes further that, “A growing body of research demonstrates that societies with greater gender equality experience faster economic growth and benefit from greater agricultural productivity and improved food security.”⁴ As noted above, the lack of gender mainstreaming capacity in the GOL can unfortunately hamper the achievement of these aspirations in Liberia. This has prompted USAID to support LIPA to address gender issues and concerns in the existing public sector training curriculum as well as designing a gender-mainstreaming course.

SITUATION ANALYSIS OF GENDER MAINSTREAMING AT LIPA

An assessment on gender mainstreaming in LIPA was carried out in November 2013 to determine, among other things, the policy environment for gender or gender related strategies, gender sensitivity of internal practices, procedures and relevant documents, and a gender focus in the curriculum. This was done through the assessment tools that helped review the existing curriculum as well as consultations with key informants at LIPA, MOGD and CSA. Results of the assessment were shared with LIPA management and the Training team at GEMS. Some findings were also presented to LIPA staff for validation during a Gender Sensitization Workshop. Findings of the assessment are presented below:

³ USAID GEMS (2012) Capacity Development Needs Assessment: Phase I: A pilot for 5 GOL MACs-CSA/LIPA/GEMS Task Team

⁴ USAID Gender Equality and Women's Empowerment Policy

Corporate Environment

LIPA has developed a set of operating principles with a major focus on three key issues: performance, people, and processes⁵. Gender equity as one of the institution's principles is stated as:

'We shall mainstream gender sensitive practices and concerns into our training, research and consultancy programs, recognizing the complementary roles of men and women in Liberia's development process.'

Policy Environment

Despite the assertion on gender equality, LIPA does not have an institutional gender policy in line with requirements of the National Gender Policy. In addition, there are no guidelines on gender in the operational manuals or documents reviewed, such as the LIPA Training and Development Policy and Customer Service Charter. In absence of a gender policy or guidelines for implementation of the NGP, it is an uphill task for LIPA to institutionalize gender mainstreaming as required by the NGP and USAID.

Champion on Gender Mainstreaming

Currently, LIPA does not have a unit, section or department to champion and coordinate gender and gender-related issues. As a result staff view gender as a woman's issue as confirmed by the fact that only female staff are nominated to attend what are viewed as women-related events organized by MOGD and the information gained at those events are rarely shared formally with the rest of the staff. The absence of a champion on gender in LIPA is clearly retrogressive to the achievement of meaningful gender equality in the institution. The establishment of a fully developed unit, section or department properly managed by both male and female staff and headed by an officer senior enough to command the respect of staff is strongly recommended. The officers should be trained in gender and gender mainstreaming in order to be effective in overseeing gender processes, to follow up gender issues at management level, and to ensure implementation of action plans developed at the Gender Mainstreaming Workshop⁶

Staffing

LIPA's efficiency and effectiveness in the delivery of quality training, research and consultancy services to the people of Liberia depends largely on the quantity, quality and motivation of its employees.⁷ This is in view of the fact that human resources constitute the most important and expensive resource available to LIPA.

Gender parity in LIPA staffing would be critical not only in ensuring that both women and men contribute to the realization of LIPA's values but also to ensuring that women's and men's needs and priorities are equally and equitably addressed in its programs and services. Furthermore, LIPA's role as the staff development arm of the GOL would be greatly enhanced if it led by example and was in the forefront in promoting gender mainstreaming in government and the private sector. For example, LIPA should be seen to comply with GOL's human resource

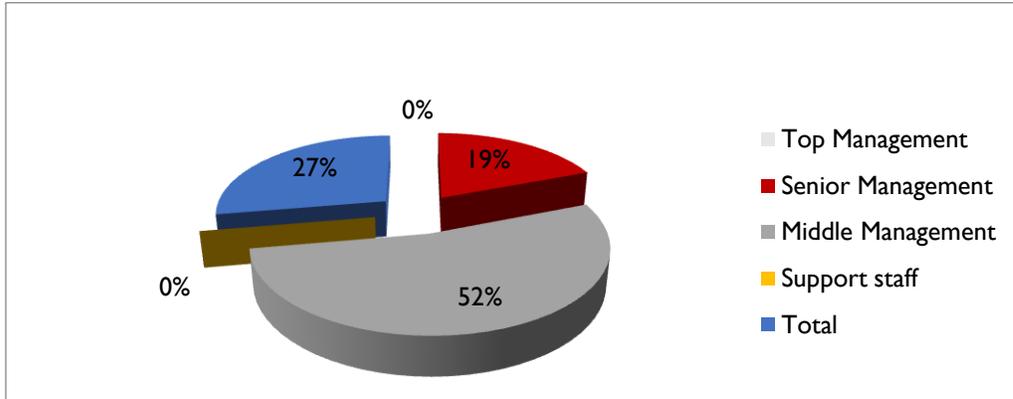
⁵ LIPA (2013) Customer Service Charter

⁶ Participants to the Gender Mainstreaming Sensitization Workshop held on November 25 developed individual Take Home Plans which address one gender concern at LIPA

⁷ LIPA Institutional Capacity Assessment, 2013

policies on equal access to employment for both women and men. Currently, this is not the case, as women constitute only 27% of the staff, which is below the national minimum representation of 30% as Figure I shows.

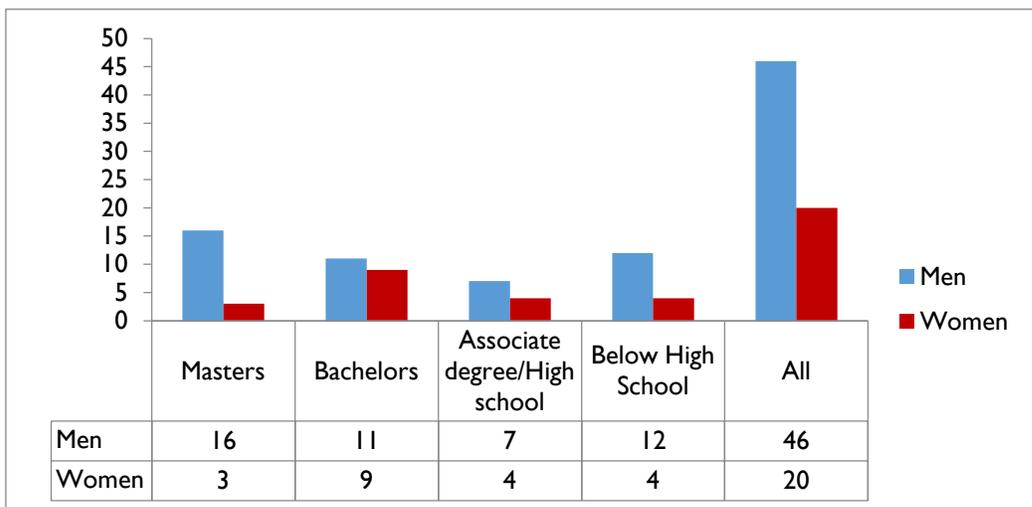
Figure I: Proportion of Women Staff at LIPA, Nov 2013



Various reasons were given for the low representation of women, especially in the top management level of LIPA. Most respondents believed that because of low women participation in national politics at senior levels, only men are appointed to senior LIPA management and to most critical decision-making positions elsewhere in the GOL. Some respondents said that lack of mentorship programs and low education levels for women also leads to slow progression from middle to senior management. Additionally, some respondents felt that most women lack the interest to advance in their education or to take on challenging tasks by themselves, thereby unwittingly allowing men to surpass them in their progression into senior and more challenging positions. The latter was confirmed by consultation with The Training Department, which revealed that LIPA has been supporting long term training of both women and men, but most women have not taken advantage of the opportunity, particularly due to family demands.⁸

Educational Qualifications of staff

Figure 2: Qualifications of LIPA Staff by Gender



⁸ Women staff however maintain that they have not been given adequate support when it comes to advanced training.

Figure 2 shows that only 3 women out of 16 staff has a Master's degree. A considerable proportion of women, 36% of the total staff, has associate degrees and 45% have first degrees. Thus while we have a considerable number of women with a basic professional degree, the majority of the women still lag behind in higher level qualifications that is necessary for steady professional development. Respondents attributed this to the absence of a gender responsive staff development policy that is supportive of women's career advancement. There were differences in reasons for the disparity between female and male staff. Women respondents reported that identification of staff for training is selective, often in favor of male staff. On the other hand, male staff attributed this to the unwillingness of the women themselves to take advantage of training opportunities. In general it appears that there are no systematic mechanisms for advertising training opportunities among staff and for participatory training needs assessment and selection. It would appear often top management determines the training list and top management is currently male dominated. Furthermore there appears to be no plan to train staff for the specific competencies required in the institutions based on its mission. For example in relation to gender, only one male staff had undergone a long-term training in gender studies in the past three years. Thus currently LIPA has no gender mainstreaming capacity and it would appear the lack of capacity might have led to the discontinuation of the Gender Mainstreaming and Women in Management courses initiated at LIPA some years ago. The LIPA Capacity Needs Assessment report supports some of these findings. The report notes that staff training needs and related selection of who gets trained are largely determined at the top levels and that staff training and professional development are not supported by development plans, which should be closely monitored by managers for their respective staff.

There is need for LIPA management, in collaboration with CSA and MOGD, to design strategies to encourage women's educational attainment in order to reducing the existing disparities. Such strategies can lead to ripple effects in improving the performance of female trainers thereby increasing participation of female civil servants in LIPA courses. There should be deliberate efforts to reach out to women staff on advertisements. In turn, women staff should develop a reading culture that enables them to advance their skills and competencies in order to compete favorably with men for jobs.

Human Resources policies

Available recruitment policies are said to be gender-neutral, requiring equal treatment between women and men in interview panels and shortlists.⁹ However, the reality is that there are still gender inequalities in some aspects of the recruitment process, which apparently favors men. One of the reasons for this is that there is still a small pool of qualified women in the country.

Change Management

In an effort to address the needs of staff and to ensure staff participation in the management of their affairs, the LIPA has established a Change Management Committee whose membership includes two women. The role of the committee in initiating and managing gender mainstreaming activities is yet to be established. However the committee seems to be a potential entry point for the introduction of gender mainstreaming. Although the consultant was unable to review the terms of reference (TORs), it is necessary that responsibilities for gender be included as one of the key tasks of the committee. The Gender Focal Point (GFP) will need to collaborate with the committee in the implementation of its activities.

⁹ Consultant was not able to view the HR policies available despite asking for them several times

Sexual Harassment Policy

Chapter 9 of the Civil Service Reform Strategy outlines the GOL's guidelines on sexual harassment. To implement the policy, CSA has a robust training program for orienting public servants on the policy guidelines and remedies. Institutions are expected to establish committees whose responsibility is to disseminate the policy as well as to monitor implementation and take appropriate action. However, consultations with LIPA show that LIPA has neither constituted a Sexual Harassment Committee nor has it oriented staff to the policy¹⁰.

Practices and Information Including Language

The library services are responsible for collecting, maintaining and sharing information on a wide range of subjects. Consultations made with a representative from Administration and Library Services and other heads of departments reveal that there is no policy on gender language. Therefore gender is inconsistently addressed in the documents.¹¹ The Customer Service Charter and the National Civil Service Training and Development Policy are silent on gender or women issues although these are key documents used to market the institution to outside customers.

Generally the institution's Library has a limited collection of publications. There were no resources related to gender apart from two copies on the National Gender Policy. There were also a few personal copies of gender documents belonging to the Librarian. The need for LIPA to serve as a training institute committed to promoting gender equality within itself and in the GOL to have sufficient learning and training materials on gender in its library cannot be emphasized enough.

Facilities

LIPA has recently refurbished its premises and has made improvements in addressing the sanitation needs of women and men. There are also appropriate desks for women and men staff in the training rooms. However, toilet facilities should provide for the specific needs of women. Currently there are gaps in the provision of sanitary services. In addition, as a non-residential facility there are no provisions for mothers and care center for young children. These are essential since many women with small children might be prevented from attending or completing training due to lack of children's day care facilities at most training institutions. Accordingly, LIPA should consider including the provision of day care facilities in the Strategic Plan that is currently under development.

GENDER MAINSTREAMING IN TRAINING CURRICULUM

The consultant carried out an analysis of ten of LIPA training modules using a simple assessment tool.¹²

The analysis shows that, except for the Modules on Monitoring and Evaluation (M&E) and Project Planning, which make reference to women or gender, all LIPA training modules are

¹⁰ A presentation on the Sexual Harassment Policy was delivered during the Gender Mainstreaming Sensitization Workshop

¹¹ See 5.0 the Analysis of LIPA Training Modules for gender responsiveness

¹² Analysis tool used is at Annex 6-I

silent on gender. There appears to be a strong collation between the exposure to gender mainstreaming and the gender content of modules¹³.

Similarly, copies of consultancies and research proposals made available to the consultant were silent on gender in all components (composition of consultancy/research team, justification, objectives, budget and M&E). In addition, the proposals contained very little data, let alone gender disaggregated data to enhance the credibility of the proposals.¹⁴

RECOMMENDATIONS

Policy

Develop a gender policy/strategy for LIPA in order to facilitate implementation of gender mainstreaming in the institution.

Human resources

Review the TORs of the GFP and ensure that her responsibilities are clearly articulated and communicated to all staff. LIPA in collaboration with MOGD could arrange to attach the GFP to a MAC that is performing well in gender mainstreaming, such as the Ministry of Agriculture.

To ensure that all staff at LIPA mainstream gender in their work, LIPA, through its HR sections, should include gender as a result area in every staff member's job description and ensure this is enforced. To motivate staff who are performing well, LIPA could introduce an award system (awards, trophy, certificates of recognition) to be awarded to best staff and department in gender mainstreaming.

Have a special forum for addressing gender issues in the office. In the interim, the change management committee can also serve as the committee to collaborate and institutionalize gender mainstreaming.

Capacity building

As a follow-up to the gender sensitization workshop, LIPA should practical hands-on training in gender analysis and mainstreaming of the curriculum. It is necessary to develop a simple assessment tool and checklist for assessing and reviewing the curriculum. Staff should be trained on the use of the tool.

Since operations staff is crucial in supporting the technical staff, it is imperative that all operations staff is sensitized on gender and mainstreaming in their own work.

Ensure that LIPA includes, as a requirement, the constitution of gender sensitive research teams for all consultancies and research. In addition, the TORs should include gender considerations. Consultancy teams should seek to achieve gender balance in order to market LIPA as an equal opportunities institution.

¹³ The trainer responsible for the two modules has had some exposure to gender through her involvement in MOGD meetings/events as the first LIPA Gender Focal Person.

¹⁴ An analysis of some training modules is available in the description of Deliverable 4

Resources

Gender mainstreaming training requires the use of participatory training techniques, including case studies, documentaries, etc. LIPA should seek the support of other development partners in order to support implementation of the gender-mainstreaming course.

Tools

There is a need to fast-track the development of guidelines or a template including checklists, for reviewing and mainstreaming gender issues in the curriculum.

Furthermore, adequate copies of the NGP, the Sexual Harassment Policy and other gender instruments should be made available in the Library as necessary tools for enhancing gender mainstreaming.

Procedures

Adapt, engender, and simplify operational procedures and practices and disseminate on a regular basis to all staff. For example, review the LIPA operations manual to ensure they incorporate gender issues. Additionally there is a need to develop a brochure illustrating appropriate gender language for the institution.

Partnerships: CSA and MOGD

Gender mainstreaming in LIPA needs to be enhanced through effective partnerships with other partners such as MOGD and CSA. LIPA should organize a meeting with CSA and MOGD in order to agree on a working relationship, especially in terms of implementation of the gender training at LIPA.

IV. DELIVERABLE 3: PARTICIPATION OF WOMEN AND MEN IN LIPA ORGANIZED TRAINING COURSES 2012–2013

INTRODUCTION

LIPA is a government institution established under the LIPA Act of 1969, with a goal of promoting capacity building in the Liberian public service. In this regard, it offers a variety of short-term and long-term courses ranging from pre-entry service training to on-the-job training, including the provision of basic academic training from a range of government positions¹⁵.

According to LIPA's Customer Service Charter of 2013, LIPA's customers include LIPA staff, cabinet, legislature, judiciary, ministries, agencies, development partners, the private sector, professional bodies, local government, vendors, media, and civil society.

LIPA provides capacity-building support for sustained quality service delivery by:

- Developing and providing high quality training programs in all forms;
- Developing and providing high quality training, research and consultancy services in public administration and management;
- Developing and providing high quality training, research and consultancy services in private sector management; and
- Providing high quality library and information services.

In order to achieve these goals, LIPA has developed a set of operating principles with a major focus on three key issues: performance, people, and processes. Gender equity is one of the institution's principles:

"We shall mainstream gender sensitive practices and concerns into our training, research and consultancy programs, recognizing the complementary roles of men and women in Liberia's development processes."

As such it is envisaged that LIPA will mainstream gender in all its programs in training, research and consultancies, and library services; it will also ensure equitable participation of women in its programs, in line with the National Gender Policy. According to LIPA management, although the training policy is silent on gender inclusion or considerations, all employees have equal opportunities to apply and be admitted for LIPA training.

This consultancy sought to conduct an analysis of the training courses conducted by LIPA in the last three years in order to determine the extent to which women have benefited from participating in the trainings in line with the mandate of LIPA and to identify possible challenges and opportunities for women's participation.

¹⁵ Civil Service Charter. 2013

METHODOLOGY

The consultant prepared a simple assessment tool to help respond to the following questions:

- What types of courses were conducted by LIPA in the last 3 years?
- How many women and men participated in the courses?
- What was the source of the participants?
- Were there any differences in the participation of women and men?
- Are there deliberate efforts to recruit and retain women participants?
- What is the proportion of women trainers at LIPA?

The consultant analyzed attendance sheets for courses and compiled data in a table that summarized the information by gender and year.

LIMITATIONS

Because the attendance sheets were not uniform, some data was missing, rendering the information incomplete. For example there were three types of sheets that were utilized at different times:

- Name, institution, men, women, email address, phone number
- Name, institution, phone number
- Name, institution, email address

The information was therefore analyzed only for those attendance sheets with disaggregated data.

FINDINGS

1. LIPA conducts on-site and satellite training courses within and outside Monrovia. There are equal opportunities provided to both women and men to apply for training at LIPA. Trainees can sponsor themselves if institutions are unable to pay for the training.
2. In 2013 more trainees sponsored themselves as compared to 2012. A majority of self-sponsored trainees were women. It was not immediately clear why this was the case, raising the question whether institutions did not have eligible women candidates to send to LIPA or women were simply left out due to gender bias. It is important for LIPA to follow up and conduct an in-depth assessment to find the reasons for this in order to ensure that women candidates are not disadvantaged by reason of their gender.
3. The analysis further shows that there were more courses conducted in 2012 than the courses organized in 2013. It therefore follows that there were more participants to LIPA training in 2012 than in 2013 (Figure 3). Management attributes the smaller number of courses in 2013 to the rise in costs and the inability of institutions to meet their obligation for fees.

Figure 3: Participation in LIPA Organized Courses 2012–13

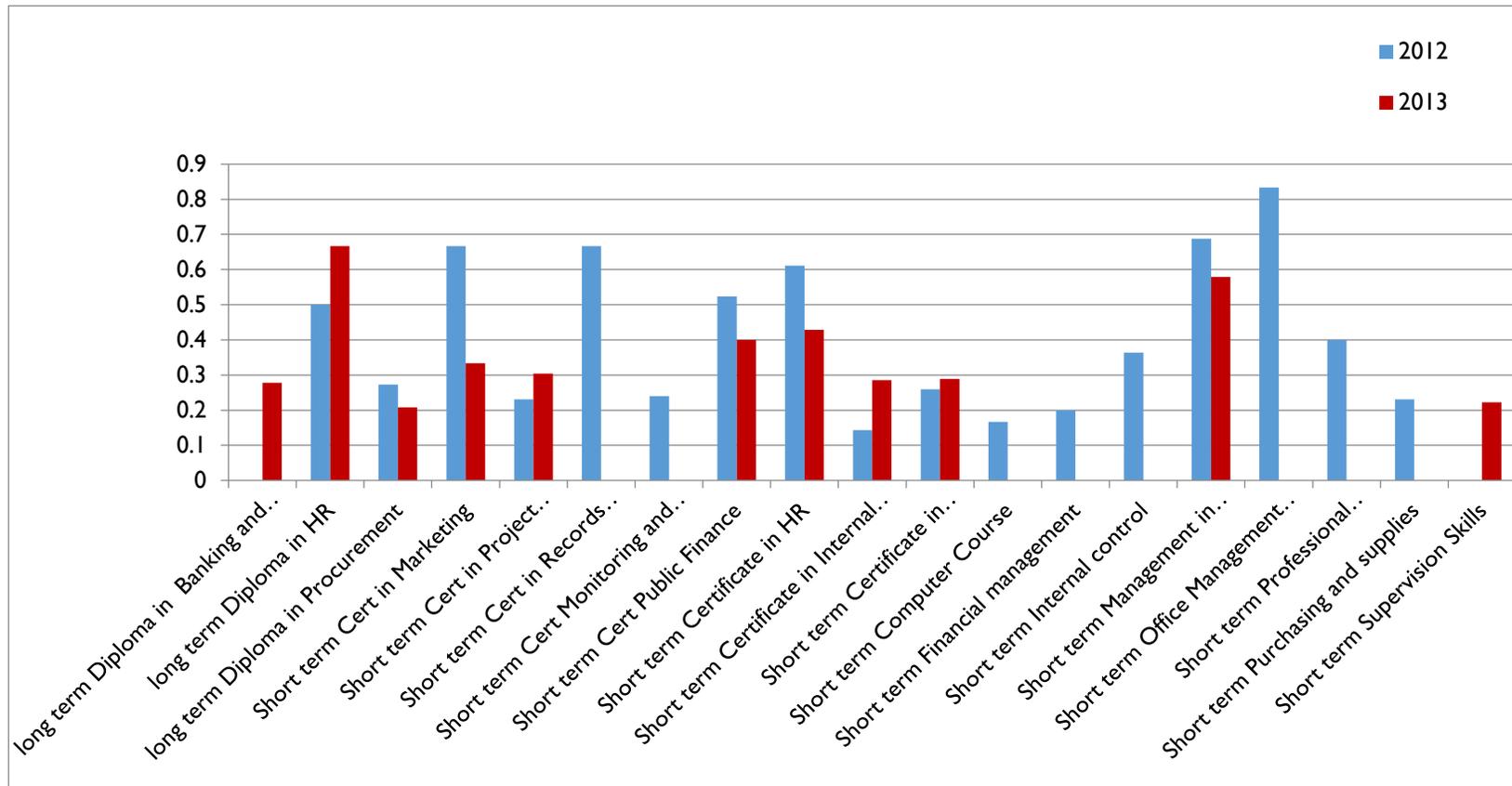
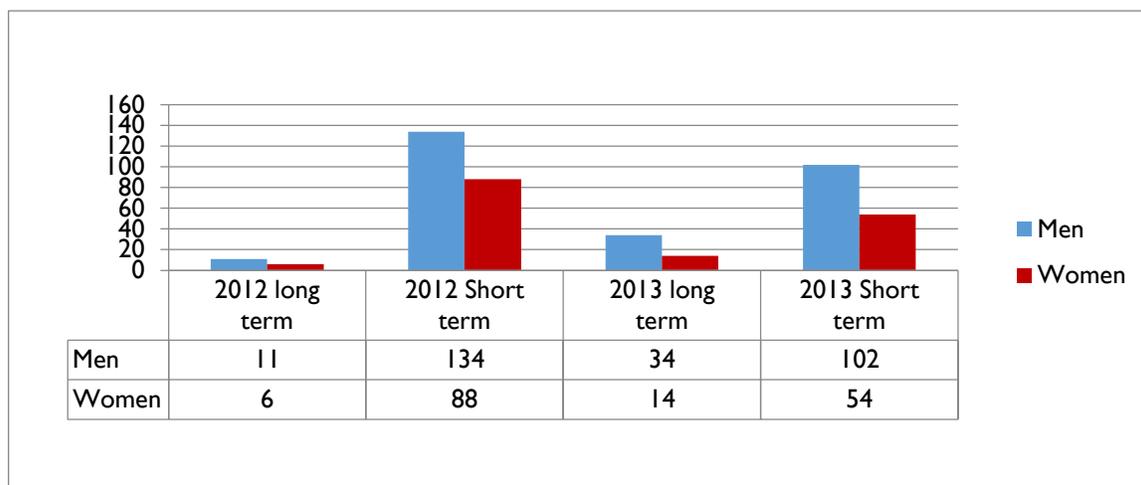


Figure 4: Number of Women and Men Participants in LIPA Courses



4. While both women and men attended short-term and long-term training courses between 2012 and 2013, the number of men was more than the number of women attending. In general, both women and men tended to attend short-term courses rather than long-term courses. Considering that most long-term courses are self-sponsored, it seems that these training courses are beyond the means of most employees. LIPA should find ways to source extra funding for the courses in order to increase participation levels, especially of women. In view of the need to encourage females to participate in professional development courses at LIPA, particular attention could be given to encourage development partner assistance in targeting women employees.
5. Women's participation in all courses conducted by LIPA is below 30%. Figure 5 shows that the highest female participation was recorded in the certificate course in management, with over 50% female participants. This is followed by certificate course in HR, procurement, and public finance. The lowest participation of women was recorded in financial management, supervision skills, and computer courses. These findings are consistent with findings elsewhere in USAID GEMs, which indicate low participation of women in IT in the MACs¹⁶.
6. There is a similar trend being depicted in the overall participation of women in decision making in the public sector as demonstrated by the number of women in decision-making position in the public sector in Figure 6.

¹⁶ Personal communication with GEMS IT specialist, November 2013

Figure 5: Participation of Women and Men by Course Type

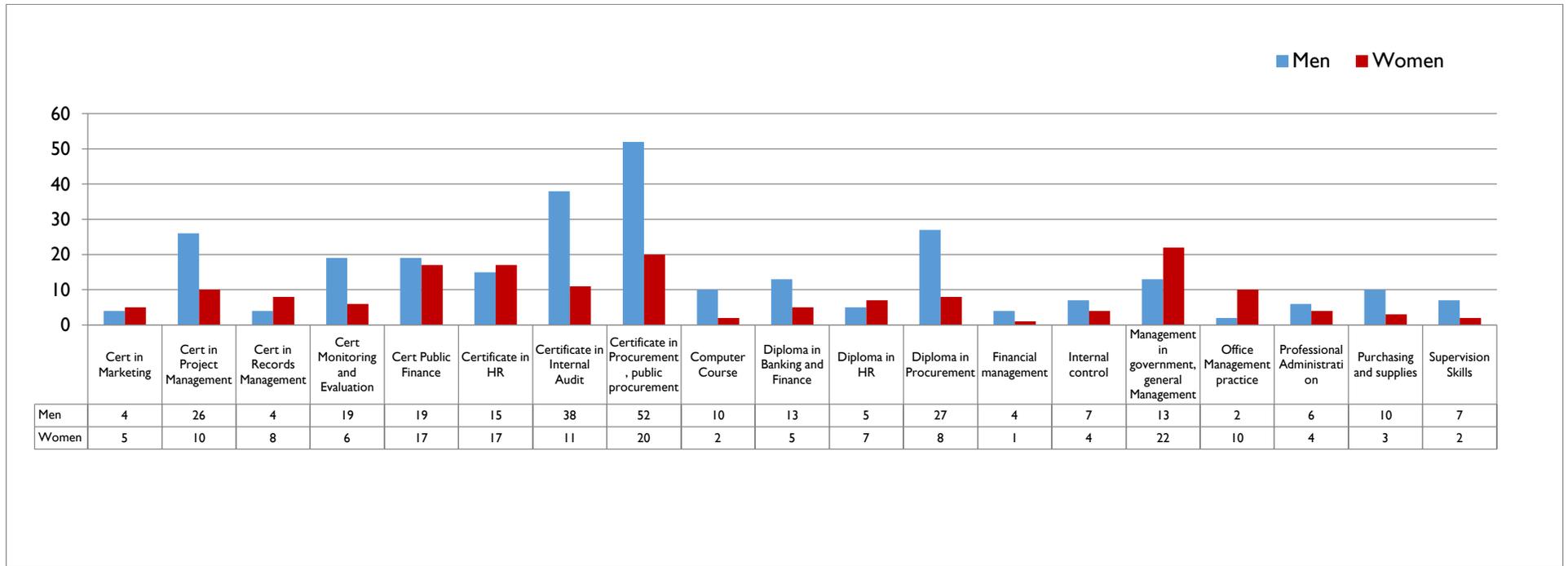
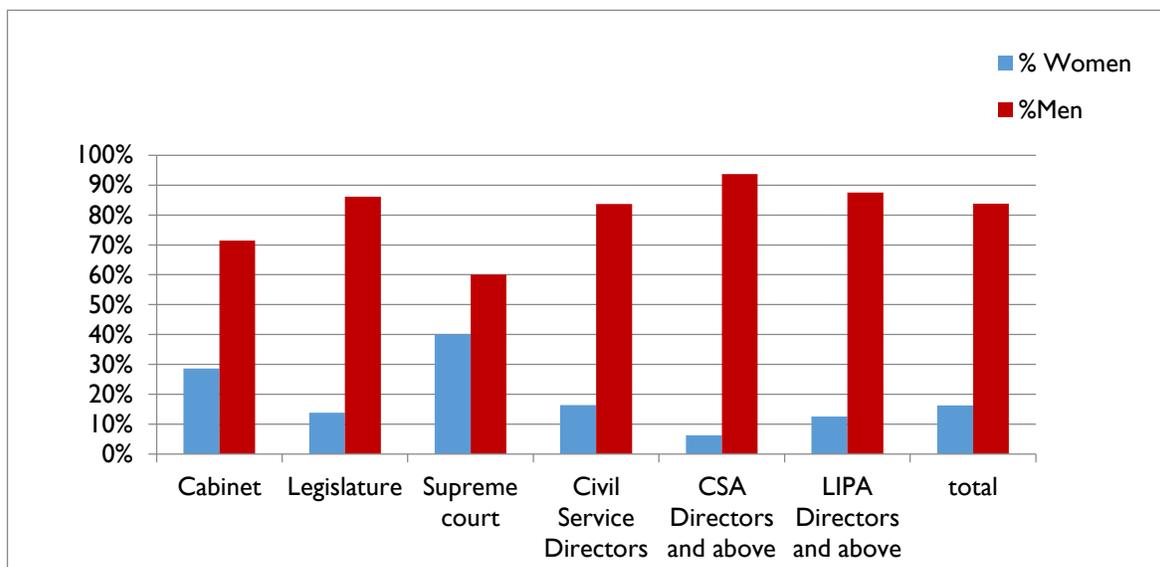


Figure 6: Female and Male Representation in Higher Public Services



7. The attendance sheets analyzed did not record the grades of staff, which could have given an indication of the performance levels of women who are accessing LIPA training. Thus this data does not show whether the trainees at LIPA are at decision making level or not. It is important to enhance the performance and capacity of women who are already in decision making levels so as to act as role models of other women in the system. LIPA might wish to conduct further analysis using well-designed assessment tools to obtain more accurate data on the participant's grades.
8. More women attended day courses than evening courses. The attendance sheet of more than one course showed remarkable variations in attendance of women in morning and evening classes.

OBSERVATIONS/RECOMMENDATIONS

1. There is a need to further explore reasons for women's low participation in all LIPA courses, duration and timing of training, and other factors, such as advertisement and recruitment criteria, in order to determine ways to address the gaps and suggest the most suitable schedules that work well for women employees in order to encourage them to attend.
2. Devise ways to improve women's participation in decision making at LIPA as well as improve the participation of women trainers. This strategy is likely to attract women to attend LIPA courses as the trainers can act as role models especially to the lower and middle – level public servants.
3. Considering LIPA's mandate to build the capacity of public sector institutions, efforts should be made to deliberately select women trainees on a gender-based capacity needs assessment in the MACs. LIPA can assist the MACs in conducting a training needs assessment to identify training needs of the female public servants who might not be accessing training due to several limitations.

4. Introduce women-specific courses to enhance skills in public sector management among women. There is clearly a need for a Women in Management course, a Women's Leadership course, and other mentoring courses and services for women at LIPA.
5. Conduct an analysis on reasons why there are few women in some courses such as audit or project management. Make deliberate efforts target women in MACs to apply for these courses.
6. Review and mainstream gender in LIPA's training and development policy and customer service charter to facilitate female participation in LIPA's courses. The course advertisement should deliberately and expressly state that "LIPA is an equal opportunities government institution committed to promoting gender equality and therefore encourages both women and men to apply". The adverts should also specifically encourage women to apply for courses in IT or project or finance management.

V. DELIVERABLE 4: ASSESSMENT OF LIPA TRAINING MODULES/CURRICULUM FOR GENDER SENSITIVITY

A sample of LIPA training modules was analyzed using a simple analysis tool (annexed in Inception Report) to determine the extent to which gender is incorporated in the objectives, content, methodologies, of the existing Modules.

Training course	Gender issues	Extent of gender mainstreaming in Module	Gender gaps
M&E Curriculum Development	<p>TORs of Monitoring Officers</p> <p>The sensitivity of those collecting data</p> <p>Monitoring tools should be gender sensitive</p> <p>Some monitoring methods not conducive</p> <p>Appropriate to collect social and qualitative data that is useful in gender equality</p> <p>Gender disaggregated data</p> <p>Timing of surveys, monitoring visits/assessment</p> <p>Interviewing techniques to capture responses from females, young people</p>	<p>No gender or example for women is mentioned in the objectives, content, materials and sensitive indicators, targets, etc.</p> <p>There is mention of gender under the topic situation analysis. It is acknowledged that communities are not homogeneous- there are differences due, among others, to gender</p> <p>Emphasis is made on the need for researchers to be informed about this</p> <p>Same section mentions groups for women as a forum for focus group discussion (FGD) differences</p> <p>A note on sex composition of groups when recruiting participants</p> <p>Those conducting FGDs should be same sex- hope the reasons are covered in the training</p> <p>Use of his/her</p> <p>Example: referring to woman, a Mrs. X</p> <p>Calls for the use of an equal number of women's and men's FGDs</p>	<p>Gender in the objectives and content materials</p> <p>Under topic designing questionnaire, there is an opportunity to categories the 'participants' not seen as a homogeneous category</p> <p>Under Closed format interview, there is an opportunity to give examples on differences between men and women</p> <p>A gender responsive introduction of the subject indicating the importance of considering differences between men and women, in methods and types of information to be collected: materials, strategy to be used, examples</p>

Training course	Gender issues	Extent of gender mainstreaming in Module	Gender gaps
Diploma in Development Management	<p>Gender issues in general</p> <p>How to incorporate gender in policy processes</p> <p>Gender disaggregated data</p>	<p>No gender issues incorporated, no mention on how policies need to be responsive to gender</p>	<p>Objectives of the course should reflect the desire to incorporate gender in policy formulation</p> <p>Also introduce the available development policies including the National Gender Policy</p>
Marketing Management	<p>Women not able to explore markets due to lack of information</p> <p>High illiteracy levels among women leads to lack of use of marketing information</p> <p>Distance to markets affects women's ability to access and utilize markets</p> <p>There are men and women customers with different needs</p> <p>Gender issues in physical markets such as access to technology, access to sanitary facilities</p> <p>Use of IT by women</p>	<p>No mention of women or men as beneficiaries of marketing</p> <p>No mention of how gender in marketing affects overall success in marketing</p> <p>Strategies do not show how maximum participation of women in the class will be achieved</p> <p>Methodologies for achieving participation</p>	<p>Define market in terms of people-men and women</p> <p>Analyze markets and include need for gender analysis of physical markets</p>
Customers Service	<p>Customers are women and men</p>	<p>All illustrations are gender biased; no picture of women</p> <p>Use of <i>he</i> for customer</p>	<p>The content has a lot of entry points for incorporating gender issues- in needs assessment of customers, presentation, voice, self-confidence, dressing</p>
Records Management	<p>Data on women in records management</p> <p>Differential role of men and women</p>	<p>No issues related to male and women users, portrayal of materials, naming records</p>	<p>Gender disaggregation of records</p> <p>Dissemination and use between men and women</p>
Purchasing and Supply	<p>Customers' perspective have gender issues</p> <p>Identifying suitable and appropriate supplies for women and men</p> <p>Needs assessment of clients: men and women, people with disabilities</p> <p>Negotiation for purchasing with male and female salespeople</p>	<p>No gender issues incorporated in the objectives, content, materials, methodologies,</p> <p>Examples from real life situations</p> <p>Involve female participants</p>	<p>Content analysis to identify gender issues in purchasing and supply</p> <p>Formulate gender objectives to address those issues</p> <p>Formulate content</p>

Training course	Gender issues	Extent of gender mainstreaming in Module	Gender gaps
Public Sector Budgeting	<p>Training/sensitization of budget officers</p> <p>Differential budgetary objectives for women's and men's needs</p> <p>Allocations to gender related activities</p> <p>Budget statements that are sensitive to gender needs</p> <p>Gender monitoring of expenditures</p> <p>Proportion of budget to gender initiatives</p>	No mention of gender issues in budgeting and in allocation and expenditure controls	<p>Objectives of gender budget</p> <p>How to develop gender budgets</p> <p>Who should develop gender budget</p> <p>Gender sensitivity in budget allocations</p> <p>Gender in expenditure controls</p>
Managing the Boss	<p>There are male and female bosses</p> <p>Differences in management styles between men and women</p> <p>There are fewer women bosses</p> <p>Men are likely to feel intimidated by female bosses because of socialization processes</p> <p>How to avoid stereotyping in work place</p>	<p>Here is reference to his/her on some topics. Other topics are gender neutral despite the topic referring to 'people'</p> <p>The topic has recognized that there are some psychological barriers in the workplace- an implicit assertion of male female differences.</p>	Topic on supervisory skills should be gender sensitive- should avoid reference to a supervisor as a male person
Research and Consultancies: Terms of Reference for Training Firms	<p>TORs need to recognize gender in the objectives, composition of the consultancy team, need for gender expertise in the team, and the need to address gender</p> <p>Gender disaggregated data to be collected, methodologies</p>	The TORs are silent on any gender reference	<p>The qualification and experience – add gender expertise as added advantage</p> <p>Composition of consulting firm- consider stating that gender representation will be observed to the extent possible</p> <p>Market LIPA as an equal opportunities institution- publicize the gender equity mission principle in the proposals</p>

Training course	Gender issues	Extent of gender mainstreaming in Module	Gender gaps
<p>Research and Consultancies:</p> <p>Concept note: Proposal on Executive Procurement Workshop</p>	<p>Identification of participants and participating institutions</p> <p>Gender considerations in identification of services such as equipment, consultation of female and male clients</p>	<p>Background spells no data on the teaching staff available or the composition of staff</p>	<p>LIPA is not training in gender, nor is currently mainstreaming gender in its courses</p> <p>Mention that LIPA reaches out to variety of participants, men, women and including women organizations</p> <p>The training of top government officials should take advantage of introducing some basic gender issues in procurement</p>
<p>Expression of interests for the National Aids Commission</p>	<p>HIV/AIDs and gender are intertwined. AIDs has a female face</p> <p>Objectives should be gender sensitive</p> <p>The target group- consultants should express desire to ensure gender representation in the participants</p>	<p>Women in Leadership Training for Action Aid is mentioned as one of the courses LIPA has organized</p> <p>LIPA has also conducted leadership training for 115 leaders</p> <p>Data will show LIPAs interests and commitment to address women's and gender issues</p>	<p>This being a n HIV AIDs assignment, the team of consultants should as much as possible include a balance of men and women</p> <p>Team needs to demonstrate knowledge of key mission of the consulting organization – reflected in the background or introduction</p> <p>Need for more gender data to justify the proposal</p>

VI. DELIVERABLE 5: A BRIEF ON GENDER CAPACITY NEEDS ASSESSMENT WORKSHOP HELD ON NOVEMBER 19, 2013

INTRODUCTION

The Gender Capacity Needs Assessment Workshop (GCNA Workshop) was held on November 19 as part of pre-workshop planning activities under Deliverable 3 of the gender Mainstreaming Consultancy. The Deputy Chief of Party, Mary Hogan, opened the GCNA workshop.

The purpose of the GCNA Workshop was to provide baseline information on gender capacity among LIPA staff. Specifically it was intended to:

- Brief staff on the objectives of the Gender Mainstreaming consultancy and seek their input in the implementation of the consultancy;
- Determine the knowledge and understanding of LIPA staff of gender terminology and gender mainstreaming; and
- Assess whether LIPA staff perceive operational policies, procedures and practices of LIPA to be gender-sensitive or responsive to gender.

A total of 25 participants, mainly LIPA trainers and heads of sections, were invited to the GCNA workshop. Due to unforeseen circumstances, only 16 participated. The participants were asked to complete a Gender Capacity Needs Assessment questionnaire. (Annex 6-1). Thirteen LIPA trainers (8 men and 5 women) completed the questionnaire. The participants were divided into two groups to consolidate, discuss, and provide a summary of each group's responses. The purpose of the group work was to determine whether there were differences between male and female staff in terms of their knowledge and skills relating to gender, as well as their specific training needs.

FINDINGS

Departments Represented

Eight of the staff members were from Research Department, three from the Training Department, and 2 from Administration.

Attendance in Gender Training

Only one trainer (male) had ever received gender training in the last three years. He attended a 12 month Gender Studies course at the University level. He is a potential trainer/leader in the gender mainstreaming course at LIPA and deserves to be supported.

Familiarity with Gender Terminology

Almost all male and female staff was familiar with gender terms such as gender issues, gender equality and gender mainstreaming. All the women were familiar with the National Gender Policy as compared to only half of the men who were familiar with the policy. The majority of women and men were not familiar with the other commonly used gender terms, especially

gender, gender bias, gender sensitive indicators, and gender disaggregated data, affirmative action, gender research and practical and strategic needs.

Application in Own Work

Only half of the staff reported using international, regional, and national instruments on gender such as the Constitution of the Republic of Liberia, Agenda for Transformation, Liberia Poverty Reduction Strategy, MDG reports, National Gender Policy Domestic Violence Law, and the Beijing Platform for Action. Application of the provisions from these instruments can enhance the trainers' course delivery and help them contextualize their training within the framework of the Government of Liberia's priorities on gender. However considering that the majority of the trainees had not attended any training on gender before, it is unlikely that they would be able to use these instruments effectively.

Interestingly, as compared to women, almost all men have used the Republic of Liberia Constitution, the Agenda for Transformation, and the Poverty Reduction Strategy Paper (PRSP). Half of the men and none of the women had seen or used gender related instruments such as Beijing Platform of Action, the Protocol on the Rights of Women in Africa, domestic violence law and inheritance law. The explanation for this disparity appears to be that more men than women reported in their groups to have attended meetings outside LIPA on GOL policy or program meetings. It is important that men and women are given equal access and exposure to information and training for Liberia to address gender inequalities effectively and ensure the attainment of its development goals.

Competency/Skills in Gender

Both women and men indicated that they had skills in gender mainstreaming, and gender sensitive reporting. This finding does not tally with the initial findings and the fact that only one male staff had attended a gender mainstreaming course. It is possible that respondents were addressing awareness of the terms rather than the actual skills. On the other hand, available information throughout LIPA program documents and consultations suggests the contrary—absence of skills in gender analysis and mainstreaming, which is indicated by absence of gender sensitive policies, practices and curriculum.

Gender in Internal Structures, Practices, Policies, Procedures

All women reported that practices, procedures and policies were not conducive to gender mainstreaming. They cited the absence of gender-sensitive policies, separate sanitation facilities for men and women, and an internal gender policy. The women also felt that more men than women are given the opportunity to attend meetings or workshops. On the other hand, the majority of the men felt that LIPA had a policy framework on human resource, procedures and training and that sanitation facilities were available at the institution. These contradictory responses show that participants had difficulties to respond to the questions due to differing understanding of what constitutes gender sensitive HR policies practices and procedures.

Almost all of the 13 participants did not know whether financial rules and procedures were gender sensitive or not. This finding suggests that staff may not be familiar with financial regulations in general and appears to support the findings of the LIPA institutional assessment.

Resources Available to Promote Gender Mainstreaming

All participants reported that LIPA had adequate human resources and ability to implement gender-mainstreaming activities. However, the majority observed that the institution does not have adequate resources including equipment, training materials, funding and information of gender. In particular, one participant commented that:

“Gender mainstreaming is a very new concept, so people are not yet prepared for it.”

This comment emphasizes that LIPA is in dire need of technical and material assistance in order for its staff to implement gender mainstreaming effectively and efficiently.

Type of Support Needed to Mainstreaming Gender in LIPA:

The majority of participants (both women and men) prefer to receive face to face training on almost all topics relevant to gender, such as templates/guidelines on international gender instruments and the NGP, examples of gender Issues in Liberia, gender and development interventions in Liberia, gender analysis, gender based violence, gender sensitive report writing, and gender analysis of the curriculum. Both women and men did not favor online courses. It is possible that this is a result of LIPA’s challenges in accessing the Internet.

These findings suggests the need for more in-depth, hands on training on key gender mainstreaming skills involving more participatory methods using Liberian examples.

Top Challenges to their Role as Trainers:

Men and women cited the following challenges:

Women	Men
Limited participation of women in training	Few women were interested in professional development
Women always shy away from responsibilities	Issues affecting women have not been identified
Little respect for women staff	Women are shy, not able to participate in activities at the institution
Women do not attend off shore training	Lack of funds and equipment
	Women staff refuse to participate in training
	Women need coaching and counseling on important issues

These responses show that (1) more men than women completed answering the question in full; (2) the women did not understand or were unable to identify challenges faced by women at their work place; (3) the men reported more challenges than the women; (4) almost all the men identified a challenge faced by women at the workplace rather than the women themselves; and (5) none of the women identified any challenges faced by men at the workplace. The only plausible explanation to these responses is that probably women face more challenges than men

at LIPA as is the case in many work environments elsewhere. To address these challenges, the participants recommended the following solutions:

Male staff proposed that management should hold individual consultation with female employees about their problems, resolve female staff complaints effectively and efficiently, provide gender-sensitive facilities for women at the workplace, and create a counseling mechanism for female employees.

Women staff recommended sensitization training for male staff so they can be able to appreciate and address women’s concerns properly.

Priority Interventions to facilitate gender mainstreaming at LIPA:

Participants suggested the following interventions in priority order:

1. LIPA Gender Policy
2. LIPA Gender Mainstreaming Unit
3. Gender mainstreaming training modules
4. Gender mainstreaming training of trainers (TOT)
5. Gender responsive staff development policy

Recommendations by Women and men Participants

Women	Men
Create a Gender mainstreaming Unit	Training on gender policies
Gender Mainstreaming TOT	Course on Women in Leadership
MOGD to help LIPA develop a LIPA Gender Policy	CSA should ensure that recruitment policies consider gender issues

ASSESSMENT CONCLUSION

The assessment shows that both men and women staff at LIPA have limited and no skills in gender analysis and mainstreaming. The knowledge and skills gaps in gender mainstreaming are evident by the absence of gender mainstreaming competencies among female and male staff. The most some members of staff, mainly men, have in this regard is a limited knowledge of gender terminologies they have come across in development documents or heard while attending various ordinary development meetings without appreciating their relevance to Liberia’s development.

Throughout the assessment, it was clear that with adequate resources and technical assistance including training, both female and male staff are committed to learn and deliver gender mainstreaming at LIPA. In addition, both women and men prefer to attend a face-to-face gender training to better conceptualize the gender issues and speed up the acquisition of the necessary technical knowledge and skills to effectively promote gender equality at the work place. The assessment further reveals the need for development of guidelines and examples related to gender analysis, gender mainstreaming, and the provision of gender equality tools such as the NGP and other national and international documents on gender.

Therefore, as a first step towards addressing the findings of this assessment, a three-day Gender Mainstreaming Sensitization workshop is strongly recommended to build upon the outcome of this assessment, enhance collective responsibility among women and men trainers and other staff at LIPA on the need to address gender mainstreaming; sensitize LIPA staff on key gender terminologies, and contextualize gender mainstreaming within LIPA's operating framework and mandate. Other interventions to institutionalize gender mainstreaming in LIPA will need to follow the sensitization workshop.

List of Participants to the Gender Capacity Needs assessment Workshop held at LIPA on November 19

1. Tom N.Fannoh
2. Kukor J.Greene
3. Rufus M.Koon
4. Rachel N.Geebae
5. Ibrahim Y.Sheriff
6. S.Eddie Duwah
7. E.L.Freeman
8. Richard Greenfield
9. Lucy J.Bondo
10. Reginald K.Gaye
11. David K.Swen
12. Atty Harris F.Tarnue
13. Ruth T.Duncan
14. Konah B.Jah
15. Jacob D.Davies
16. Fatima E.N.Stewart
17. William B.Boxton II

ANNEX 6-I GENDER CAPACITY NEEDS ASSESSMENT FOR LIPA STAFF ASSESSMENT TOOL

The purpose of this questionnaire is to solicit information on gaps in gender mainstreaming in LIPA. Information gathered will only be used for this purpose. It will take approximately five minutes to complete the questionnaire.

1. Personal details

Name (optional)..... Designation.....Sex... F... M...

Department

2. Have you attended any Gender training in the last three years?

Training Course	Certificate		Institution	Duration	Year
	Yes	No			

3. Which of these terms are you familiar with?

	Yes	No
National Gender Policy	<input type="checkbox"/>	<input type="checkbox"/>
Gender issue	<input type="checkbox"/>	<input type="checkbox"/>
Gender analysis	<input type="checkbox"/>	<input type="checkbox"/>
Gender mainstreaming	<input type="checkbox"/>	<input type="checkbox"/>
Gender equality	<input type="checkbox"/>	<input type="checkbox"/>
Gender bias	<input type="checkbox"/>	<input type="checkbox"/>
Practical and strategic gender interests	<input type="checkbox"/>	<input type="checkbox"/>
Affirmative action	<input type="checkbox"/>	<input type="checkbox"/>
Gender sensitive indicators.	<input type="checkbox"/>	<input type="checkbox"/>
Gender disaggregated data	<input type="checkbox"/>	<input type="checkbox"/>
Gender research	<input type="checkbox"/>	<input type="checkbox"/>

4. Which of these International, Regional and national instruments have you ever used?

	Yes	No
Constitution of the Republic of Liberia	<input type="checkbox"/>	<input type="checkbox"/>
Agenda for Transformation: Liberia Rising 2030	<input type="checkbox"/>	<input type="checkbox"/>
Liberia Poverty Reduction Strategy 2008-11	<input type="checkbox"/>	<input type="checkbox"/>
National Millennium Development Goals reports	<input type="checkbox"/>	<input type="checkbox"/>
National Gender Policy 2009	<input type="checkbox"/>	<input type="checkbox"/>
National GBV Plan of Action 2006	<input type="checkbox"/>	<input type="checkbox"/>
National Plan UN Security Council Resolution 1325	<input type="checkbox"/>	<input type="checkbox"/>
Policy on Girl Child Education 2006	<input type="checkbox"/>	<input type="checkbox"/>
Gender and Development Act 2001	<input type="checkbox"/>	<input type="checkbox"/>
Domestic Relation Law	<input type="checkbox"/>	<input type="checkbox"/>
Inheritance Act 1998	<input type="checkbox"/>	<input type="checkbox"/>
Rape Law 2005	<input type="checkbox"/>	<input type="checkbox"/>
ECOWAS Gender Policy	<input type="checkbox"/>	<input type="checkbox"/>
AU Solemn declaration on Gender Equality 2004	<input type="checkbox"/>	<input type="checkbox"/>
AU Protocol on the Right of Women in Africa 2005	<input type="checkbox"/>	<input type="checkbox"/>
Beijing Declaration and Platform for Action 1995	<input type="checkbox"/>	<input type="checkbox"/>
CEDAW 1979	<input type="checkbox"/>	<input type="checkbox"/>
USAID Gender Equality & Female Empowerment Policy	<input type="checkbox"/>	<input type="checkbox"/>

5. Which of the following competencies do you apply in your work?

	Yes	No
National Gender Policy provisions	<input type="checkbox"/>	<input type="checkbox"/>
Gender analysis and mainstreaming	<input type="checkbox"/>	<input type="checkbox"/>
Use of gender disaggregated data	<input type="checkbox"/>	<input type="checkbox"/>
Use of gender related examples	<input type="checkbox"/>	<input type="checkbox"/>
Generating gender based targets.	<input type="checkbox"/>	<input type="checkbox"/>
Gender language	<input type="checkbox"/>	<input type="checkbox"/>
Gender sensitive report writing.	<input type="checkbox"/>	<input type="checkbox"/>
Gender research	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

6. In your opinion do you think the following internal structures, policies, procedures, facilities and practices are conducive to gender mainstreaming at LIPA and your work?

Item	Yes	No	Don't Know	Remarks
Human Resource Policies				
Recruitment procedures				
Other work related Policies, Operations & Procedures				
Financial Rules and regulations				
Technical related policy e.g training policy				
Sexual Harassment policy, if any				
Office facilities (available or not, conducive or not) e.g. steps, baby-sitting space, for persons with disabilities				
Office sitting arrangements				
Toilet and sanitary facilities				
Other (Identify)				

7. Which of the following descriptions apply to resources and equipment for gender mainstreaming indicated below:

Description	Funds	Human	Information	Equipment	Materials	Time
Available						
Not available						
enough						

Remarks:.....

8. Please provide areas where you would like to receive additional support and how that should be given

Areas	I would like face to face support or training	I would like examples, best practices	I would like templates, guidelines	I would like to do on-line training
National Gender Policy				
International gender instruments				
Gender and development				

Areas	I would like face to face support or training	I would like examples, best practices	I would like templates, guidelines	I would like to do on-line training
interventions in Liberia				
Gender analysis of the curriculum				
Gender mainstreaming in the curriculum				
Gender language				
Generating gender sensitive targets and indicators				
Use of gender disaggregated data				
Gender budgeting				
Gender sensitive report writing				
Gender based research proposals				
Sexual harassment in the work place				
Gender based violence				
Other (specify)				

9. Considering your job as a trainer at LIPA, which top 3 challenges are you facing with gender mainstreaming in your work?

- (A).....
- (B).....
- C.....

10. Suggest 3 options that LIPA should adopt to address those challenges

- (A).....
- (B).....
- (C).....

11. Identify 5 most critical interventions LIPA should adopt to facilitate gender mainstreaming in your training program? (Prioritize 1-5)

	Priority
LIPA Gender policy	<input type="checkbox"/>
LIPA Gender strategy	<input type="checkbox"/>
LIPA Gender Mainstreaming Unit	<input type="checkbox"/>
Gender mainstreaming training modules	<input type="checkbox"/>
Gender Training of Trainers	<input type="checkbox"/>
Gender responsive staff development policy	<input type="checkbox"/>
Gender sensitive facilities (e.g. sanitary bins, hooks for bags in toilets)	<input type="checkbox"/>
Gender language	<input type="checkbox"/>
Other (Elaborate)	<input type="checkbox"/>

12. Give your general recommendations on how LIPA/MOGD /CSA can facilitate and support your gender-mainstreaming initiatives.

LIPA.....

MOGD.....

CSA.....

Thank you for your cooperation

VII. DELIVERABLE 6: TALKING POINTS FOR USAID REPRESENTATIVE MR. ROOSEVELT TULE AT THE OPENING CEREMONY OF THE GENDER MAINSTREAMING SENSITIZATION WORKSHOP

1. USAID is pleased to support LIPA in its efforts to strengthen gender mainstreaming capacity of its staff.
2. The relevance of the workshop to USAID's principles cannot be over emphasized.
3. USAID investments are aimed at achieving three overarching outcomes for all people, especially important for men and women who are marginalized or excluded due to ethnicity, gender identity, lack of income, disability, or other factors.
4. Available data on Liberia shows gender inequalities in almost all the sectors of the economy. There is need to bridge the gap between men and women in terms of access to resources and opportunities, and benefits from development.
5. A synopsis of the gaps from available data:
 - Women head almost 30% of households. Although women make day-to-day decisions in those households, their access to resources, information, and capital is limited.
 - The average household size is 5, which increases women's childcare and household burdens, raising possibilities of older female children staying out of school because of household chores. This leads to low educational attainment among girls and women.
 - Fertility rates in rural areas range between 6.5 and 2.8. Almost 30% of girls 15-19 have begun child bearing. When adolescent children have a child they are likely to drop out from school.
 - 56% of women as opposed to 39% have never attended any school. Only 10 % of the teachers are women. There are fewer female role models for girls in the rural areas.
 - HIV/AIDS is more prevalent among women and young girls, leading to several adverse effects on health, education, and the economy.
 - 81.6% of Liberian women report having one or more experiences of gender based violence during and after the war. GBV leads to various forms of psychological, physical, economic effects on women's socio-economic wellbeing.
 - 63% of Liberians live below the poverty line; 48.8% live in extreme poverty. Many of these are women.
 - The NGP recommends that at least 30% women representation in politics and decision-making processes. Presently women constitute less than 30% of government, legislature, and private sector employees. Recent assessments of participation rates in LIPA training courses show that less than 30% of the participants in all LIPA courses are women.

- There is a need to address these inequalities and ensure that women and girls are accorded the necessary opportunities and environment to contribute to their own development and that of their families.
- The Civil service is responsible for the provision of services to the people. If change has to occur, the civil service should be more equipped with skills for analyzing gender dimensions of sectorial policies and programs.

⇒ Data Source: USAID Gender Needs Assessment, 2009

6. USAID recognizes that gender equality and female empowerment are core development objectives, fundamental for the realization of human rights, and key to effective and sustainable development outcomes.
7. No society can develop sustainably without increasing and transforming the distribution of opportunities, resources, and choices for males and females so that they have equal power to shape their own lives and contributes to their communities.
8. A growing body of research demonstrates that societies with greater gender equality experience faster economic growth and benefit from greater agricultural productivity and improved food security.
9. Empowering women to participate in and lead public and private institutions makes these institutions more representative and effective; Increasing girls' and women's education and access to resources improves the health and education of the next generation; and women can play critical roles as effective peace advocates, community leaders, and champions of civil and human rights.
10. Therefore the principle in the USAID Policy Framework 2011-2015 is to "Promote Gender Equality and Female Empowerment." The policy seeks to operationalize this principle across all USAID policies and practices by supporting outcomes to:
 - Reduce gender disparities in access to, control over, and benefit from resources, wealth, opportunities, and services – economic, social, political, and cultural.
 - Reduce GBV and mitigate its harmful effects on individuals and communities so that all people can live healthy and productive lives.
 - Ensure mutual respect and dignity for women in order for them participate freely and equally in economic and political decision making at the regional, national and local levels.
11. Therefore, recipients of USAID assistance are expected to adapt these into specific results with gender-responsive targets and indicators in their strategic plans and project design at the country or sub-national level.
12. In this regard GEMS as a USAID project has adopted the USAID gender policy in all its initiatives with GOL public sector institutions.
13. LIPA is a key GOL-sponsored institution and a GEMS beneficiary institution with the mandate to provide training and advisory services to build civil service capacity in Liberia. As such, it is an important partner in the implementation of both the USAID and GOL Gender Policies.

14. This Workshop aims at building LIPA's capacity in gender and enabling LIPA's trainers to mainstream gender-responsive issues and concerns into training, research and consultancy programs.
15. It is hoped that as a result of this training, LIPA trainers will be empowered to recognise gender insensitivity in their courses, training materials, and methodologies and be lead trainers in gender mainstreaming and women empowerment courses for not only the public sector, but also the private and NGO sectors.
16. Recognize representation of women and men in the training- gender is not about women; it is about the relationship between women and men.
17. Hope knowledge gained will go a long way in institutionalising gender in all MACs and in advancing LIPA's own institutional development goals and those of the GOL.

VIII. DELIVERABLE 7: REPORT ON GENDER MAINSTREAMING SENSITIZATION WORKSHOP FOR LIPA TRAINERS HELD AT LIPA FROM NOVEMBER 25–27, 2013

INTRODUCTION

Gender equality is central to the Government of Liberia's overall development goal as laid down in the Poverty Reduction Strategy Paper (PRSP) and the Agenda for Transformation-Liberia Rising. Both recognize gender as a crosscutting issue and central to all development policies and strategies in Liberia. LIPA as a training institution for public sector institutions is key in building the requisite capacity in gender mainstreaming at all program stages and in the key government policies and strategies at all levels. A systematic capacity development program in gender that provides technical and training skills to facilitate LIPA's trainers' capacity to deliver and coordinate gender-mainstreaming training, research and consultancy programs for the public sector thereby will enhance the institutionalization of gender in the country. Clearly, the Government of Liberia recognizes the importance of gender equality as a catalyst for national development.

A gender capacity needs assessment conducted in November 2013 for all LIPA trainers indicates capacity gaps among all staff, men and women, in gender analysis and mainstreaming. This is particularly due to the lack of gender sensitization training opportunities for staff as well as the absence of gender guidelines and tools for analyzing training curriculum and for ensuring that gender objectives, content, methodologies and materials are systematically included in all LIPA programs and services. Further, LIPA trainers were not familiar with gender equality instruments such as the NGP that give the trainers the mandate for ensuring gender equality and gender parity in their work and job specifications. A gender mainstreaming sensitization workshop was conducted at LIPA from November 25 to 27, 2013 in order to address the identified gaps and provide first steps in assisting trainers and key staff to develop and deliver gender mainstreaming and gender responsive courses for public service.

OBJECTIVES OF THE WORKSHOP

The main objective of the workshop was to build capacity of LIPA trainers through provision of clarity and technical knowhow on gender terminologies, gender and development concepts, social construction of gender, and gender analysis and mainstreaming in order to enable trainers to adequately and effectively identify gender issues and concerns in their training curriculum, research work and working environment.

Specific Objectives

It was expected that by the end of the workshop participants would be able to

- Explain the difference between gender and sex;
- Define key gender concepts and terminologies such as gender, gender equality, gender equity, practical and strategic interests, empowerment, gender analysis and gender mainstreaming, gender bias, gender issues, gender disaggregated data, etc.;

- Explain the process of social construction of gender and why gender is a development issue;
- Obtain clarity on gender analysis tools and techniques;
- Employ simplified ways for identifying gender issues, gaps and challenges and how to address these issues through the process of gender analysis and mainstreaming; and
- Produce an individual plan of action for follow-up work on gender in LIPA.

A total of 28 participants attended the workshop (14 women and 14 men) on the first day, 23 participants (11 women and 12 men) on the second day, and 20 participants (10 women and 10 men) on the third day. Certificates were issued to 21 participants who consistently attended the workshop. (See Annex 8-II)

SUMMARY OF SESSIONS

Workshop opening

Mr. Roosevelt Tule, a USAID representative, opened the workshop. In his opening remarks Mr. Tule gave an overview of key gender issues in Liberia and the measures USAID was taking to facilitate the GOL's efforts to address gender issues. Specifically, he described how USAID's Gender Policy, through the GEMS Project, is supporting the implementation of the GOL Gender Policy. He also outlined the relevance of the LIPA gender-mainstreaming consultancy to the achievement of USAID's overall development objectives. He informed the participants that USAID now requires that all USAID supported projects should mainstream gender at all levels.

In their remarks, the MOGD representative, Mr. A. Ndobehwolie Borlay, and the Acting Director General (DG) who is the Deputy Director General (DDG) responsible for Administration, Mr. Harris, echoed Mr. Tule's remarks and emphasized the need to build capacity at LIPA and in the GOL in gender advocacy, research, mainstreaming, monitoring, and evaluation to accelerate progress in the achievement of Liberia's national development agenda. In this regard, they welcomed the gender sensitization workshop as a major step forward in the process of addressing some of the gender gaps at LIPA. In particular, Mr. Harris called for the re-introduction of the gender and women in management courses at LIPA.

Introductory Activities

The workshop commenced with a session to get to know each other. The facilitator asked the participants to form buzz groups of two people, spend ten minutes to get to know each other, and share their preferred name, their expectations and one thing they liked about a person of the opposite gender. At the end of the session, each participant introduced himself/herself and briefly presented a summary of the introductory conversation in his/her buzz group in line with the guidelines provided by the facilitator. The participants also agreed on the workshop rules including starting and closing times. This session helped set the stage and the participants to open up discussion on a topic that is often regarded as culturally sensitive in most African societies. The preliminary gender attributes identified by the participants in this session and the workshop expectations are in the Annex 8-III.

Understanding Gender

In order to put the outcome of the introductory session into the gender context, two participants, one male and one female, volunteered to come to the front and act as reference

points for a detailed analysis of attributes of women and men. The facilitator asked the participants to freely write down their first impressions about the male and female volunteers. The notes were collectively analyzed, sorted out into two separate categories headed “Man” and “Woman”, and posted on a flip chart. The idea was to stimulate the participants’ sense of gender and help them identify the source of gender stereotyping that exists in most African societies. In the interactive discussion that followed, the participants began to appreciate that their understanding of gender was based not on what men and women are capable of doing but essentially on cultural norms and behavior attributed to men and women by society. Annex 8-III shows the behavior attributes identified by the participants. This session helped prepare the participants for the key question: What is Gender?

Gender Concepts and Terminologies

In this session, participants attempted to answer the question “What is Gender?” The session involved an interactive discussion on the difference between the terms gender and sex and their relationship, and the role of the male gender and female gender and the male sex and female sex. The aim was to help put various gender terminologies and concepts in their proper perspective and demonstrate their respective functions in society. In this regard, the facilitator presented to the participants key gender terms and concepts. In the interactive discussion that followed, participants volunteered various definitions of each of the terms and concepts. As expected, the participants were not able to fully articulate accepted definitions of the terms and concepts. Using practical statements on gender and sex, the facilitator helped the participants to view gender as a socially determined concept and sex as biologically determined differences between men and women. This session challenged the participants to tackle gender stereotyping and understand gender as a development issue within the Liberian context.

Why Gender is a Development Issue

The facilitator asked participants to define development in their context. A discussion on what constitutes development followed. The facilitator then asked participants to discuss the following questions:

1. Does gender equality exist in your community? In other words is gender part of the development equation in your community?
2. If so, give examples of gender equality initiatives in your communities

Results of the discussions led to the conclusion that, although inequalities still exist, there was progress being made to empower Liberian girls and women and afford them the chance to participate in decision-making processes.

The facilitator presented statistics on main socio-economic indicators in Liberia (Annex 8-IV) which confirmed that there were inequalities between women and men in almost all the sectors of the economy.

After some discussion, participants acknowledged the need to tackle the root causes of the inequalities in order to achieve Liberia’s development goals. Some male participants suggested that women were not willing to improve themselves and that they were lazy. The facilitator responded by drawing the participant’s attention to the definitions of gender –from the Gender Game- indicating that addressing gender inequalities requires the concerted efforts of both

women and men based on mutual respect and a genuine desire to promote gender equality as catalyst for national development.

This session was important in setting the stage on the type of inequalities the gender mainstreaming course at LIPA will need to address, especially by training GOL sectoral staff to identify gender issues in their sectors.

Social Construction of Gender

The facilitator introduced the topic by giving out a handout titled *Lie of the Land* showing women conversing about their reproductive roles and how that is not valued as work by the society. The picture was an eye opener for the participants. The facilitator emphasized that the women's low view of their own work was due to the socialization process, which determines what is right for women and men in a given culture.

The facilitator then led participants into an exercise to define frequently used terms such as society, ideology, matriarchy, patriarchy, and culture. Participants were asked to volunteer to find the missing definitions of the terms and to give examples of how the term relates to social construction.

This was followed by a lecture on the socialization process. The facilitator explained how societal norms, values and practices, are shaped, learned, accepted, internalized, entrenched and perpetuated from one generation to the other forming the societal expectations of "real" men and women and their roles and responsibilities.

In order to understand how these values are learned, participants were asked to identify institutions that were responsible for constructing gender in the society. Participants presented outcomes of their discussions using various training methods, such as role-plays, songs, illustrations, and proverbs. The institutions identified included family/home, school/education, religion, folk role, and peer influence. This session and the exercises enhanced participants' understanding of ways in which the society entrenches and perpetuates gender roles that lead to gender inequalities.

In conclusion, the facilitator emphasized that social construction of gender is the basis of existing gender gaps, biases, issues and concerns in many societies.

From Women in Development (WID) to Gender and Development (GAD)

The facilitator presented an interactive lecture on the evolution of the WID concept to the GAD concept, pointing out the major differences between the two approaches. The facilitator further explained that WID is used as a strategy in the GAD approach, especially where there is a need to provide support to women in order to empower them to be at par with men in opportunities and access resources and benefits.

The facilitator presented a list of international and national instruments on gender and asked participants to explore details on the key gender provisions of each of the instruments in their own spare time.

To give practical illustrations on the use of gender instruments in promoting the achievement of gender equality and empowerment of women, guest speakers from MOGD and CSA made detailed presentations as follows:

- I. The National Gender Policy: the role of LIPA in implementation by MOGD

2. The Sexual Harassment Policy implementation by CSA

The session was concluded with a call for efficient partnership among the three institutions in order to ensure that these policies are widely disseminated and utilized by public servants. Each participant received a copy of the National Gender Policy.

Gender analysis Tools

The facilitator introduced gender analysis by presenting a 30-minute documentary called “Voices of Young Mothers in Malawi”. The documentary was developed in 1997 and was based on a gender research on the factors contributing to teenage motherhood in Malawi. The study was commissioned in three rural districts in Malawi with the highest drop-out rates of girls from school. Participants were led into a discussion of the issues arising from the documentary, the relevance of the issues to the Liberian context, lessons learned, and how they would apply lessons from the documentary in their own settings. The facilitator then gave a lecture on the concept and importance of gender analysis and presented to the participants the following gender analysis frameworks:

⇒ The Harvard Analytical Framework—Gender Roles Framework

This framework systematically assesses the roles and responsibilities of women and men in the community, their position, how resources are allocated to women and men, and who among them has access and control of those resources. Further, it assesses the various factors affecting the division of labor and the allocation of resources. It operates on the premise that when women and men have access and control over resources, they are able to make decisions that increase their productivity and increase their efficiency. The framework further assesses the extent to which the roles, and access to and control over resources, impact or are impacted by a program intervention.

⇒ The Moser Gender Planning Framework

This framework looks at reproductive, productive, and community management roles, assessing practical and strategic needs, as well as access to and control over resources. Specifically the framework helps in assessing who makes decisions about assets, how women manage their various roles, and how planned intervention will affect these.

⇒ The Gender Analysis Matrix (GAM)

This framework operates on the premise that gender analysis cannot be transformative unless people themselves do it since the requisite knowledge about any community rests within the community itself. The matrix therefore assesses the projects/objectives impact on men’s and women’s labor practices, time resources and other socio-cultural factors.

⇒ The Gender Equality and Empowerment Framework (GEEF)

This framework is derived from the premise that women should be empowered if poverty has to be reduced and that women’s ultimate empowerment moves from welfare, provision of resources, to actual control of those resources and assets.

⇒ The Social Relations Approach

The social relations framework emphasizes the fact that development is a process of increasing human wellbeing, not just economic growth and increased productivity. It therefore determines people's rights, responsibilities and claims over other resources.

Others frameworks listed were:

- ⇒ Farming Research Systems and Extension
- ⇒ Gender Analysis in Organizations
- ⇒ The People Oriented Planning Framework
- ⇒ The ABC of Gender Analysis.

Tools that are used in most of the frameworks include:

- Roles: Who does what? When? Where? How? How much?
- Types of work: the triple roles of productive, reproductive and community work.
- Access and control of resources and benefits.
- Influencing Factors.
- Project cycle analysis: impact of interventions on women and men.
- Gender needs: practical and strategic.

The facilitator gave examples for each of the tools. In plenary, the facilitator led participants to analyze a hypothetical case study of a family in Grand Bassa using the Harvard Framework of Analysis (See Annex 8-V).

Following this example, participants brainstormed the key gender issues at LIPA. A list of the identified issues is attached at Annex 8-VI.

To further practice gender analysis skills participants were divided in 3 groups to discuss the underlying causes of the gender issues identified and actions to be taken using the following guiding questions:

1. What are gender issues at LIPA? In considering this question, participants were asked to determine the roles and responsibilities of female and male staff, who has access to and control over resources and benefits in the institution, and the influencing factors – such as existing policies, practices, and technologies.
2. What is the underlying cause for the issues?
3. What should be done to address the issues? Participants were asked to be as specific as possible.

Group responses are at Annex 8-VII.

The facilitator concluded this presentation by stating that a good and complete gender analysis leads to better and focused gender-mainstreaming initiatives.

Gender Mainstreaming in Programs/Projects

Having gone through the gender analysis exercise, the facilitator made a short presentation on gender mainstreaming. She highlighted that information obtained through a gender analysis should be used to mainstream gender concerns in policies, programs, practices, etc. The facilitator presented a lecture asking participants to share examples under each topic as follows:

- What is gender mainstreaming?
- Why mainstream?
- What is the mainstream?
- What is being mainstreamed?
- Gender mainstreaming strategies.
- How to mainstream.
- Levels of mainstreaming- institutional, program.
- Example of mainstreaming at a program level. The participants noted and agreed on the need for more time for a though discussion on gender mainstreaming in LIPA's programming processes and operations.

Action Planning

The facilitator presented a short lecture on Action Planning and the importance of a Take Home Plan, explaining that participants needed to commit to taking action individually on at least one gender issue raised during the workshop. A Take Home Plan template was presented to the participants with an illustration on how to complete the plan. The participants were asked to identify one gender issue, formulate a SMART objective, create a strategy, determine actions to implement the objective, indicate resources required, identify responsibility centers, and set the time frame within which actions will be taken.

The plans would help participants to take personal commitment to address gender issues and practice gender mainstreaming in their work. A summary of the Take Home Plans is in Annex 8-VIII.

Workshop Evaluation

Evaluation of the workshop was two-fold: a daily questionnaire was completed by each participant and an end of workshop evaluation was completed on day three of the workshop.

In addition, the participants completed a Mood Meter at the end of each day. The majority of participants indicated that they were extremely happy because of their active involvement in exercises and discussion. Only three of the participants indicated that their mood was just fine. The reasons given were that the timing of the sessions was too tight.

USAID-GEMS conducted the daily evaluation and the end of workshop evaluation. The results of the evaluation and detailed list and details of all participants can be accessed from the Training Coordinator's office.

WAY FORWARD AND CLOSING

The facilitator concluded by asking participants to confirm whether the objectives set for the workshop were achieved or not. Participants explained that the workshop was timely and that objectives were fulfilled. They committed themselves to using the knowledge gained in identifying gender gaps in their work. All participants recommended that GEMs should support a detailed training of trainers course at LIPA so as to enable them acquire skills in training others on gender mainstreaming and in conducting gender analysis of their curriculum and training methodologies. During the workshop, the facilitator in collaboration with the GEMs training team and LIPA identified some potential trainers in gender mainstreaming based on their overall participation and understanding of and demonstrated commitment to gender (Annex 8-IX). The Chief of Party of USAID-GEMS, Ms. Vicky Cooper, presented certificates to 21 participants, 11 of whom were women. On behalf of the Director General, Mr. Harris, the DDG responsible for Administration, officially closed the workshop.

ANNEX 8-I. LIST OF PARTICIPANTS TO LIPA GENDER MAINSTREAMING SENSITIZATION WORKSHOP

1. Ibrahim Y. Sheriff
2. Ara Chea
3. E.Lahaii Freeman
4. Banti Brownell
5. William B. Boxton, ii
6. Rufus M.Koon
7. Frances S.Jarsayway
8. Richard Greenfield
9. Fathia E.N.Stewart
10. Denise J.Swah
11. Lawao N.Mulbah
12. Prarl J.L.Brent
13. Roosevelt Tule
14. N.Mamatu G.King
15. A.N. Borlay
16. Dorithy M.Kiepeeh
17. Kukor J.Greene
18. Konah B.Jah
19. Reginald K.Gaye
20. S.Eddie Duwah
21. D.Casar Freeman
22. Gus B.Freeman
23. Jacob D.Davies
24. Milton Y.Benneh
25. Laurel S.Fallah
26. Christian Browne
27. Lucy J.Bondo
28. Poullette Findley

ANNEX 8-II. GENDER MAINSTREAMING SENSITIZATION WORKSHOP SCHEDULE

Nov 25-27, 2013

Time	Activity
Monday November 25, 2013	
8:30-9:00am	Registration and Opening breakfast
9:00-10:00	<ul style="list-style-type: none"> Welcome Remarks and introductions by GEMS Communications Officer, Ms. Bantie Forscher Remarks by Director of Policy, Ministry of Gender and Development, Mr. A. Ndebehwolie Borlay Statement by USAID GEMS Official opening by Director General, LIPA, Honorable Oblayon Nyemah
10:00-10:30	Introductory to the workshop
10:30-12:30	Building Gender Awareness <ul style="list-style-type: none"> Gender verses Sex
12:30-1:15	Lunch break
1:15-2:30	<ul style="list-style-type: none"> Why is gender a development issue
2:30-4:00	Social Construction of Gender
4:00-4:15	Day's evaluation
Tuesday November 26, 2013	
8:30-9:00	Registration and Breakfast
9:00-9:15	Re-cap
9:15-11:00	From Women in Development (WID) to Gender and Development (GAD)
11:00-12:30	International and National Instruments on Gender <ul style="list-style-type: none"> Presentation of National Gender Policy implementation by MOGD, Mr. A. Ndebehwolie Borlay
12:30-1:15	Lunch break
1:15-4:00	Gender Analysis & Frameworks <ul style="list-style-type: none"> Voices of Young Mothers video
4:00-4:15	Day's Evaluation
Wednesday November 27, 2013	
8:30-9:00	Registration and Breakfast
9:00-9:15	Re-cap
9:15-12:00	Gender Mainstreaming in Projects and Programs
12:00-1:00	Action Planning
1:00-1:30	Workshop Evaluation
1:30-2:30	Closing and Certificate presentation
2:30	Closing Lunch

ANNEX 8-III. INTRODUCTION SESSIONS: ONE THING I LIKE ABOUT THE OTHER SEX

1. Men are serious about family
2. Women smile
3. Men are protective
4. Women are our partners
5. Men are affectionate
6. Women have splendid ideas
7. Men transfer knowledge to women
8. Women are partners in progress
9. Men are generous
10. Women are caring
11. Women are understanding
12. Women are enduring
13. Men are selfish
14. Women are partial
15. Men are protective

ANNEX 8-IV. SOCIO-ECONOMIC FACTS ABOUT LIBERIA

Source: USAID Gender Needs Assessment, 2009

- Women head almost 30% of households. Although women make day-to-day decisions in those households, their access to resources, information, and capital is limited.
- The average household size is 5, which increases women's childcare and household burdens, raising possibilities of older female children staying out of school because of household chores. This leads to low educational attainment among girls and women.
- Fertility rates in rural areas range between 6.5 and 2.8. Almost 30% of the girls 15-19yrs have begun child bearing. When adolescent children have a child they are likely to drop out from school.
- 56% of women as opposed to 39% have never attended any school. Only 10% of the teachers are women. There are fewer female role models for girls in the rural areas.
- HIV/AIDS is more prevalent among women and young girls, leading to multiple adverse effects on health, education, and the economy.

- 81.6% of Liberian women report having one or more experiences of gender based violence during and after the war. GBV leads to various forms of psychological, physical, and economic effects on women’s socio-economic wellbeing.
- 63% of Liberians live below the poverty line, 48.8% in extreme poverty. Many of these are women.
- The NGP recommends that at least 30% of women representation in politics and decision-making processes. Presently women constitute than 30% of government, legislature, and private sector employees.
- Recent assessment of participation rates in LIPA training courses show that less than 30% of the participants in all LIPA courses are women.

ANNEX 8-V. CASE STUDY ON JOHANA AND ESTELLE

Johana and Estelle have 5 children, 2 boys and 3 girls. They have a small village in Owens Grove, Garand Bassa. Johana is employed in a small shop in town as a cleaner/messenger. Many people from this village work in Owens Grove and have to travel daily to and from town.

When he comes home in the evening he must bring with him foodstuffs like sugar, flour and at the end of the month he buys a kilogram of meat.

Estelle works in the farm and is helped by her children, especially during weekends. Every morning she must wake up to prepare breakfast for the family. Her two children, Tocha and Kim, are pupils in the local primary school and she has to prepare them for the school. Their father has no time, he says, because he too must leave very early for Owens Grove town.

Estelle does some market gardening by growing sweet potatoes, cassava, for sale in the local market. She also rears some chickens. To supplement the family income she sells some local brew.

Johana thinks that his wife is getting more money from her income generating activities and does not give her any money from his job. He often asks Estelle to give the money she earns to him as the head of the household.

ANNEX 8-VI. GENDER ISSUES IN LIBERIA AND LIPA

Gender Issues in Liberia as identified by Workshop participants

1. Sexual and gender based violence
2. Limited education among women and girls
3. Early marriages
4. Low participation of women in all activities
5. Cultural values against girl children
6. Lack of opportunities for advancement of women
7. Limited awareness of women’s values
8. Few women in professional fields

Gender Issues at LIPA as Identified by Participants

1. Low participation of women in courses
2. Low number of women trainers/staff
3. Low numbers of men in finance section
4. No women in top-level management
5. Low educational levels among women
6. Inadequate facilities in toilets for women
7. Some equipment not gender friendly (staff bus)
8. All drivers are male

ANNEX 8-VII. SUMMARY GROUP DISCUSSIONS ON GENDER ISSUES AT LIPA

Group	Issue	Why	What should be done
I	Low participation of women in LIPA courses	Reproductive and community responsibilities prevent them from participating Lack of self confidence Lack of support	Mutual understanding of family planning between men and women and hiring of baby sitters Encourage women to participate in workplace activities Encourage career development programs starting from secondary school
	Low numbers of men in finance section	It is generally believed that women are better at managing finances than men	Qualified males should be encouraged to apply for positions in Finance section
	Men are dominating at top management		Encourage gender balance and gender sensitivity
II	Low number of women trainers	Limited educational opportunities Women not given the opportunity Not working on existing talents Women are not assertive, do not take the initiative	Equal opportunities should be provided Encourage mentorship Challenge positively – encourage them to go for it Gender policy when it comes to training
	No women in top level management	Top level are appointed by president	Encourage women to take part in politics
	All drivers are male	Perception and cultural belief that driving is for men There are no applications from females Females are denied or not encouraged by HRM	Create awareness in order to change attitudes Encourage qualified females to apply HRM section staff should be sensitized in gender
III	Why is educational level among women at LIPA low?	Lack of willingness among female staff to seek advanced studies Family problems- support; husbands not willing to allow wives to go for studies	Females should be encouraged to seek advanced studies, increase their self confidence Husbands?
	Equipment- Staff bus not gender friendly	Type of bus purchased	Management should consider purchasing a stepping stool for the bus

ANNEX 8-VIII. SUMMARY OF TAKE HOME PLANS

Name	Objectives	Strategy	Actions resources	Target group	Responsible	Resources	Time frame
Kukar Green	Increase women's capacity in the workplace	Visit MACS to determine training needs	⇒ Brief head of department ⇒ Organize meeting for women ⇒ Set up a gender unit	Women staff	GFP	Stationery Equipment	Dec 2-30 th
Richard Greenfield	To increase women participation in LIPA training courses	Establish women's related course	Recommend to DDI	Academic	Academic Registrar	Self	2014-15
Lawuo M Mulbah	Gender equity	Fair benefit and resources between men and women	Creating more training programs	Men and women	Self	Same status rights and responsibilities	Short-term
Konah Jah	To eliminate reduce gender gaps	Awareness, motivation and self confidence	Capacity building	Female staff	Administration	Logistics, funds	2 years
Dorothy Meatee-Kiepeek	Create awareness at CSA as it relates to gender equity	Briefing my supervisor Sensitization meeting Posting of cards bearing gender equity messages		Supervisor Middle level male servants CSA Premises	Self	\$250 Stationery	1 day Jan-Feb Jan
Christian Brown	Sexual harassment	Create awareness	Stop sexual harassment	Men and women			2-3 months
Ibrahim Sheriff	To promote gender balance at the Finance Section of LIPA	Encourage qualified LIPA male employees to apply for positions in the Finance section, using merit-based recruitment process	Recruitment Process through CSA	Male employees	HR department	Educational credentials and CV	Nov-2013- march 2014

Name	Objectives	Strategy	Actions resources	Target group	Responsible	Resources	Time frame
Emmanuel Freeman	To encourage more female participation in training activities in LIPA	Mentoring	Identify willing and able female staff	All first degree holder	Academic registrar	Stationery	Dec 1-30,2013
Denise J Suah	To increase staff and clients knowledge in gender mainstreaming	Place poster sheets with information in gender mainstreaming on wall of offices	Create awareness in gender mainstreaming	Men and women	Self	Poster sheets and markers	2 months Dec 2013-14
Pearl J Brent	Reduce women's subordinate position in relation to men	Campaign	Women's awareness workshop	Women	Self	Office and stationery	Next month
Lucy Bondo	Promote more male participants in library management	Encourage management of University of Liberia to incorporate Library science in its courses		Personnel working as Librarians	Librarian at LIPA		Jan-Feb 2013
Rufus Koon	Encouragement of women participation in education	Workshop	Awareness forum	Women 15-20	LIPA	Refreshments	Feb 2 2014 1 month
Gus freeman	Promote the employment of five women in the research department	Develop a taskforce that would involve women participation	Sell idea to Deputy Director for Research and Consultancy Develop TORs that accommodates women	Management Women	Self Department of research		Dec 2-7 Dec 8-13
Jacob Davis	To increase number of women attending LIPA courses	Create awareness in training registration	Involve my boss Equal participation	Accounting graduates	Facilitator/co-facilitator		As per training schedule

Name	Objectives	Strategy	Actions resources	Target group	Responsible	Resources	Time frame
	especially Internal Audit						
N Mamatu G King	To increase women's participation in decision making in senior management	Distribute questionnaires to GFPs in MACS	Use questionnaire to gather information	All MACS with GFPs	Policy Division MOGD	Transport, cards, stationery	3 months Division already doing this. I am the Focal Person)
Reginald Gaye	Equal workload	Gender research	Establish why few women in top positions	Females	Gender Expert	Resources/ materials/internet	3 weeks Nov 20-Dec15

ANNEX 8-IX. SUGGESTED NAMES OF TRAINERS OF TRAINERS IN GENDER MAINSTREAMING

No.	Name	Gender
1	Gus B. Freeman	M
2	Emmanuel Lahaii Freeman	M
3	Lawuo M. Mulbah	M
4	Fathia E. N. Stewart	F?
5	Frances S. Jarsayway	F?
6	D. Caesar Freeman	M
7	Kukor J. Greene	M
8	A. Ndebehwolie Borlay	M
9	Richard G. Greenfield	M
10	Gaye Reginald	M
11	Jacob Davies	M
12	Ibrahim Sheriff	M
13	Konah Jah	F

IX. GENERAL RECOMMENDATIONS AND WAY FORWARD

1. Train a core team of trainers at LIPA who will eventually become the GOL gender trainers team responsible for building gender capacity in the GOL institutions.
2. LIPA needs to, as a matter of priority, send to be trained the Gender Focal Person and at least 2-3 staff members, men and women who can be alternate Gender Focal Persons and champions in the institutionalization of gender at LIPA.
3. The capacity-building strategy needs to be reviewed to include the training on gender for LIPA staff taking into account the recommendation by CSA for special considerations to be given to female staff training. In addition, the plan should take into account the training of male and female civil servants in gender mainstreaming and gender budgeting as stipulated in the Civil Service Reform Strategy.
4. M&E is key to successful implementation of gender equality goals. LIPA should ensure that its M&E is gender responsive and that all trainers in the institution collect gender disaggregated data. To improve the quality of training data, LIPA needs to harmonize all the existing formats of attendance sheets.
5. LIPA should consider taking advantage of the ongoing strategic planning process to incorporate gender into the strategy. For example a working session could be organized for LIPA staff to identify gender issues to be addressed in the strategy. Such issues may include the development of a LIPA gender Policy, the creation of a gender unit, short- or long-term training for staff in gender mainstreaming, gender training of trainers, the establishment of a Gender Trainer of Trainers team, phased training of sector staff in gender mainstreaming, the development of women in management and leadership courses, the development and delivery of a gender budgeting course, and a review of LIPA training curriculum for gender sensitivity.
6. USAID-GEMS needs to implement the recommendations of the Gender Assessment of 2009 and 2013 and support the MACs to institutionalize gender in their policies and programs. To do this, USAID-GEMS might need to engage a gender specialist to work with selected MACs and LIPA (on a pilot basis) and assist them with technical expertise to develop sectoral gender policies and strategies. The specialist could also work with LIPA in implementing a phased gender-training program for the pilot MACs.

X. REFERENCES/ DOCUMENTS REVIEWED

1. Greenberg Marcia (2009) Gender Assessment USAID/Liberia, May 2009
2. USAID Policy (March 2012) Gender Equality and Female Empowerment Policy
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4. USAID Liberia GEMS (2012) Liberia Institute of Public Administration: Assessment report and Capacity Development Plan
5. USAID GEMS (May 2013) Gender Assessment Report
6. USAID GEMS Renewal and Transformation: Findings from user needs assessment of LIPA Library Services
7. USAID (December, 2012) LIPA Rebranding and Change Management Workshop
8. USAID (2012) Capacity Development Needs Assessment: Phase I: A pilot for 5 GOL MACS- CSA/LIPA/GEMS Task Team led by Tejeda, Felipe
9. USAID GEMS (2012) Capacity Development Needs Assessment: Phase I: A pilot for 5 GOL MACs-CSA/LIPA/GEMS Task Team

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USAID/Liberia Governance and Economic Management Support (USAID-GEMS)

Coconut Plantation, UN Drive

Adjacent to Atlantis Guest House

Mamba Point,

Monrovia, Liberia

Tel: 231 (0) 88-688-3502

www.gemsliberia.com

IBI International

2101 Wilson Blvd

Suite 1110

Arlington VA 22201- USA

Tel: 1-703-525-2277

www.ibi-usa.com