



DRAFT CROSS-CUTTING ISSUES  
(GENDER, YOUTH and ICT)  
ASSESSMENT & INTEGRATION PLAN

USAID's LIBERIA ENERGY SECTOR SUPPORT PROGRAM  
(LESSP)

CONTRACT 669-C-10-00-0059-00  
Strategic Objectives SO #1 through #4

Prepared for: USAID Liberia

Prepared by: Dawne Deppe  
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## Acronyms

CESLY	Core Education Skills for Liberian Youth
CSET	Center for Sustainable Energy Technology
EHELD	Excellence in Higher Education for Liberian Development
ENERGIA	International Network for Gender and Sustainability Energy
ESG	Energy and Security Group
FLY	Federation of Liberian Youth
GOL	Government of Liberia
ICT	Information and communication technology
LEC	Liberia Electricity Corporation
LESSP	Liberia Energy Sector Support Program
LOIC	Liberia Opportunities Industrialization Centers
LTA	Liberian Telecommunications Authority
MoE	Ministry of Education
MLME	Ministry of Lands, Mines and Energy
MoGD	Ministry of Gender and Development
MoPC	Ministry of Post and Communications
MoYS	Ministry of Youth and Sport
NRWP	National Rural Women's Program
NVE	Norwegian Water Resources and Energy Directorate
PRS	Poverty Reduction Strategy
REFUND	Rural Energy Fund
RREA	Rural and Renewable Energy Agency
TOT	Training of Trainer
TT	Tetra Tech
TVET	Technical and vocational education and training
UNDP	United Nations Development Programme
UNIFEM	United Nations Fund for Women
USAID	United States Agency for International Development
WI	Winrock International

## **I. Introduction**

The U. S. Agency for International Development's (USAID) Liberian Energy Sector Support Program (LESSP) contract was awarded to Winrock International (WI) in October 2010 under USAID Contract 669-C-00-10-00059-00. The Winrock International implementing team includes Energy and Security Group (ESG) and Tetra Tech ES Inc. LESSP was developed by USAID in response to the priority set by the Government of Liberia (GOL) of rehabilitating energy infrastructure, which is an integral component of the nation's macroeconomic development strategy as set forth in the Poverty Reduction Strategy (PRS).

The goal of LESSP is *a Liberian energy sector with strengthened capacity to promote rapid, sustained and broad-based growth*. LESSP energy infrastructure improvement is designed around three key Objectives/Intermediate Results:

1. GOL's (specifically, the Rural Renewable Energy Association) capacity for rural energy establishment and management strengthened
2. Increased access to sustainable and affordable electricity for rural populations
3. Increased access to sustainable and affordable electricity for urban populations through the expansion of the Monrovia power grid

With its focus on improving energy infrastructure, LESSP activities and results can positively impact some cross sector areas important to USAID including local capacity building, democracy and governance, environmental sustainability and economic growth. With its program activities LESSP will take into consideration ways to integrate youth, gender and information, communication technology (ICT). For example, to the extent practicable, LESSP will seek to:

- Provide employment opportunities to Liberians in the implementation of the construction of pilot plants and electricity sector value chain.
- Build capacity of Liberian local government, women, and youth to manage and maintain electricity infrastructure.
- Increase citizen's participation with local government on the identification and prioritization of community needs for electricity access.
- Support local communities and governments to leverage private resources to provide affordable and accessible electricity services.
- Encourage community participation and empowerment in the planning, design, construction, and maintenance of electricity infrastructure.
- Demonstrate the U.S. commitment to Liberia's reconstruction and poverty alleviation.

## **II. Purpose of This Plan**

The LESSP program can benefit from integrating women, youth, and ICT, where applicable, with improved uptake of new renewable energy technologies (and reduction of environmentally harmful practices), expansion of the paying customer base (both households and small and medium enterprises) and increased community participation and support for project activities. The program can contribute to cross-cutting concerns important to USAID by improving health, education and economic conditions of disadvantaged groups to reduce conflicts caused by unequal distribution of resources, mitigating the disproportionately negative effects of unsustainable energy use and practice on the poorest and most isolated populations, and contributing to Liberia's economic growth.

This Cross-Cutting Issues (Gender, Youth, ICT) Integration Plan has been prepared to serve as a guide to the LESSP team throughout the development of annual work plans and implementation of the project activities to keep cross-cutting issues at the forefront of planning, design, training, community ownership transfer, as well as the selection of beneficiaries and trainees.

### III. Summary of Literature Review

For a complete list of documents consulted for this plan, see Annex A.

**Gender.** Gender disparities and imbalances are common in every sphere of Liberian life, and in most cases, it is women that are disproportionately disadvantaged by these disparities and imbalances.<sup>1</sup> To reduce poverty and accelerate post-conflict development, there is no question that Liberia must more effectively engage the female half of its population.

Women and girls play a central role in Liberia's economy as consumers and producers. Currently, these roles come principally through the informal sector – agricultural production and petty trade of goods and services in local marketplaces. They remain absent in important sectors for reconstruction such as public works and infrastructure. With regard to energy, women and men consume energy differently (for example, women use more firewood and charcoal, given their role in cooking, whereas men may be more responsible for purchase of flashlights and batteries for lighting) and serve in different roles for producing energy (for example, women may predominate in the production of biomass, whereas men may predominate in skilled labor that builds and maintains electricity systems).

For LESSP, the risks of leaving gender disparities and imbalances unaddressed are missed opportunities to expand the customer base and the production base for renewable energy, as well as a decreased probability of establishing commercially viable pilot projects. If energy service does not address women's energy needs, one can assume that half the population will not be motivated to pay for this service or support its management, operations and maintenance.

The gender-based constraints that have the largest impact on LESSP includes GOL policies, plans, practices and procedures that have not factored in the interests and needs of women, the absence of women's voices in community planning processes and a lack of women's access of training for the most profitable sectors of employment in Liberia. LESSP's goal of increased access to relevant energy technologies can address these constraints for mutual benefit.

LESSP Objective 1 to strengthen RREA's capacity can positively affect gender disparities by mainstreaming gender issues into national level planning, budgeting, and reporting; Objective 2 to increase access to sustained and affordable energy in rural areas can address gender disparities through participatory engagement in pilot project design and planning to ensure women will want to be paying customers and also to expand their access to skilled labor training in infrastructure; and Objective 3 to increase access for sustained and affordable energy in urban areas can address gender imbalances by supporting inclusive mobilization and advocacy campaigns of the entrepreneurial benefits of electricity and responsibilities to pay for electricity service.

**Youth.** In Liberia, youth is defined by the GOL as those between the ages of 15-35, with the rationale behind such a broad definition of youth that 14 years of warfare have left "over-age youth" ill-equipped to cope in a post-war society.<sup>2</sup> Youth are a heterogeneous group with diverse interests and

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<sup>1</sup> Liberia National Gender Policy, Ministry of Gender and Development, Liberia 2009

<sup>2</sup> USAID Liberia Youth Fragility Assessment 2009

needs. The GOL has prioritized economic empowerment as the vehicle for youth transformation and Liberia's post-conflict stability. Improving youth economic status serves as a unifying theme for donors, policymakers, community leaders, parents and youth themselves.

With Liberian life expectancy declining to as low as 45 years of age, youth are now or will become the dominant group in society, most affected by change and also the most likely agents of change.<sup>3</sup> However, given traditional power structures at household and community levels, youth interests are often reduced to solving the "youth problem" rather than realizing youth aspirations and opportunities.

Youth-related opportunities for LESSP include this population's very strong interest in vocational training and enterprise development. In response, GOL investments are being scaled up in technical and vocational education and training (TVET), which is currently focused on building a national TVET Commission to provide an institutional anchor for TVET and implementation of the National Capacity Development Framework.<sup>4</sup> This strategy offers a coordination mechanism for the various line ministries and private institutions providing vocational training, and more focus on building human capacity for sectors that are of significant growth potential for Liberia – including infrastructure for basic services.

Youth are also very engaged in church activities, generally idealize an equitable society when it comes to ethnicity, and generally feel optimistic about the future – making youth a key positive factor for LESSP's community mobilization and organizing roles.<sup>5</sup>

For Objective 1, LESSP's primary interest is to mainstream awareness of youth issues as part of the capacity building plan for the RREA. Youth serve as the most likely source for skilled labor to be developed for building and managing pilot power plants under Objective 2, and are by far the largest demographic group of potential customers and entrepreneurs for paid electricity in Objectives 2 and 3. The project's long-term sustainability will depend on multi-generational engagement for community-based management of power systems, leveraging youth interest and skills against adult leadership and decision-making roles.

**Information and Communications Technology.** Liberia is lacking the advanced ICT infrastructure and technical human resources capacity to gain any meaningful economic and social development promise of ICT and globalization.<sup>6</sup> The GOL has undertaken ambitious efforts in order to achieve improvements in the telecommunications and Internet connectivity areas.<sup>7</sup> However, the starting point for the Ministry of Post and Communications, the Draft Policy for National ICT and Telcom 2009, is daunting, particularly for populations outside of Monrovia. Less than 40% of rural Liberians have a radio in the household (virtually none have a television). Mobile phones are present in 9% of rural households and virtually none have computers.<sup>8</sup>

One of the primary constraints for telecommunications access is the lack of electricity. This inhibits both personal use of ICT as well as the expansion of ICT services. Expansion of electricity access in key areas such as schools, health clinics, universities, agriculture marketplaces could have a considerable effect on rural ICT use. Currently, rural Liberians view mobile phones as mainly a tool for emergency and

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<sup>3</sup> National Youth Policy, Ministry of Youth and Sports, 2006

<sup>4</sup> Liberia National Capacity Development Strategy, Ministry of Planning and Economic Affairs, 2010

<sup>5</sup> USAID Liberia Youth Fragility Assessment 2009

<sup>6</sup> Howard III, F. A. (2008). Thesis Abstract: Information communication technology and Liberia with respect to globalization

<sup>7</sup> USAID's Rapid Assessment for Internet Access Initiative, 2009

<sup>8</sup> Liberia Demographic Health Survey 2007

security, and as a way to stay in touch with family and friends.<sup>9</sup> This may indicate the use of mobile phones for business purposes is underdeveloped.

For LESSP Objective 1, the Draft Policy for ICT and Telcom’s ambitious goals for establishing e-government in Liberia should be considered as a topic of training and capacity building for the RREA. The policy sets that government institutions with related functions are to interface with each other using an e-government communications system that provides electronic data sharing as well as access to the information highway by 2013. For Objectives 2 and 3, the primary interest will be to introduce and promote the use of ICT as households and institutions are electrified, as well as promoting ICT enterprise opportunities.

#### IV. Summary of Consultations with Potential Collaborators

For a complete list of meetings held for preparation of this plan, see Annex A.

**Institutional Strengthening of the Energy and Water Resources Sectors in Liberia 2010 – 2015 Programme (Norwegian Water Resources and Energy Directorate (NVE) and the Ministry of Lands, Mines and Energy).** Consultations were held for LESSP to coordinate with the Programme’s Cooperation Areas 5 and 6, wherever possible. Relevant tasks/activities of the Programme and opportunities for LESSP to collaborate include:

NVE/MLME Programme Tasks/Activities related to LESSP Cross-Cutting Issues	LESSP Opportunities for Collaboration
<b>Cooperation Area 5 (Rural and Renewable Energy)</b>	
Well-qualified local gender specialist and REFUND manager in RREA	Support for gender mainstreaming training and capacity building of the gender specialist (and possibly the MLME Gender Focal Point) through LESSP Objective 1’s Training Plan
A gender-oriented, financially, technically and environmentally sound Rural Energy Master Plan to be prepared by the EU.	Assist the RREA to recruit and mobilize expertise to support gender considerations in the design and development of the RREA Master Plan under Objective 1 activities.
<b>Cooperation Area 6 (Gender Aspects and Women’s Empowerment)</b>	
Knowledge among staff from MLME, LEC and RREA on why and how to gender mainstream their work.	Coordinate Objective 1’s training activities so that LESSP-related training fills gaps on gender mainstreaming vs. duplicating NVE/MLME efforts. For example, splitting trainees between NVE/MLME (MLME and LEC trainees) and LESSP (RREA trainees).
Women with technical knowledge of modern, decentralized energy services and productive uses.	Replication under Objective 2 of trainings delivered at community level by NVE/MLME or jointly develop curricula for mutual use if not already existing.
Women with access to credit solutions for acquiring modern energy equipment.	Promote the REFUND and other credit mechanisms among LESSP beneficiaries. Objectives 2 & 3 for electricity-enabled enterprise

<sup>9</sup> M.L. Best, E. Wornyo, T. Smith, J. Etherton, “Uses of Mobile Phones in Post-Conflict Liberia,” Proceedings from ICTD ’09 3rd International Conference on Information and Communication Technologies and Development, IEEE Press, Piscataway, NJ, USA ©2009

	development.
Well-informed women providing input to energy policy making	Seek local women's groups focused on infrastructure or basic services for integration into community electricity cooperative management under Objective 2.

**USAID/Liberia's National Rural Women's Program (NRWP), Women's Campaign International.** This program, launched in September 2010, supports capacity building of the Ministry of Gender and Development's Rural Women's Structures at county level, and in some cases district level. The project is active in all counties in Liberia, focusing on capacity building and training for the Structures in business skills, organizational capacity, leadership, agriculture/vocational training (focused mostly on post-harvest processing and marketing) and financial literacy of Structure's members. The project is currently conducting community assessments of agribusiness opportunities for women.

Rural Women's Program tasks/activities as related to LESSP Cross-Cutting Issues	LESSP Opportunities for Collaboration
Organizational development and leadership training for Rural Women's Structures (June-November 2011).	Ensuring leaders from the Rural Women's Structures are invited to LESSP Objective 2's planning and training activities for construction and management of pilot plants, given basic skills they already acquired with the NRWP.
Financial literacy and basic business management training for women (June-November 2011); includes practical agricultural training in production, preservation and processing.	Facilitate linkage between trainees and REFUND for electricity-enabled enterprise development. Host a joint workshop between NRWP and RREA to discuss collaboration and create a fact sheet on enterprise opportunities to disseminate to Rural Women's Structures.

**Ministry of Gender and Development.** The goal of the Liberia National Gender Policy is to mainstream gender in the national development processes, enhance women's and girl's empowerment for sustainable and equitable development; and create and strengthen gender responsive processes and structures and mechanisms in which both women and men can participate and benefit from development programs on an equal basis.<sup>10</sup> The policy's focus on mainstreaming gender in the line ministries is of particular interest for LESSP, as is its establishment of county level structures for women's empowerment. Areas of collaboration and coordination to consider include:

Ministry of Gender and Development tasks/activities as related to LESSP Cross-Cutting Issues	LESSP Opportunities for Collaboration
The MoGD has designated a Gender Focal Point in each ministry, including the MLME. The MoGD is supposed to build capacity of the Gender Focal Points on how to influence policy within their institutions.	Orient the MLME Gender Focal Point into LESSP activities, and coordinate gender-related capacity building training for him/her within Objective 1's Training Plan. Disseminate LESSP project plans and reports to MLME Gender Focal Point.
MoGD supports the National Rural Women's Program (noted above). This program is to enhance women's access to credit, land, extension services, energy, water, health, education,	Engage Rural Women's Structures during Baseline Study and Objective 2's Feasibility Studies assess capacity and interest in participating in community-based management and administration of power

<sup>10</sup> Liberian National Gender Policy, Ministry of Gender and Development (MoGD), 2009

improved technology and market information.	projects.
MoGD and Policy support Gender Coordinators at county and regional levels.	Engage County Gender Coordinator as enumerator for community development aspects of Baseline Study and Objective 2 Feasibility Studies. Disseminate LESSP project plans and reports to County Gender Coordinators.

Ministry of Gender and Development tasks/activities as related to LESSP Cross-Cutting Issues	LESSP Opportunities for Collaboration
<p>The Gender Policy mandates that affect the MLME (and RREA) include:</p> <ul style="list-style-type: none"> <li>o 30% women employed at all levels of government by 2012</li> <li>o Gender-responsive budgeting completed by 2012</li> <li>o Sex-disaggregated data by 2015</li> <li>o Allocates a minimum of 30% of national budget for gender mainstreaming by 2015</li> </ul> <p><i>(MoGD is to provide guidelines for policy implementation and evaluation by 2011)</i></p>	<p>Ensure Objective 1 capacity building training content includes information dissemination to MLME and RREA on these mandates (ideally using the MoGD's guidelines that are to be completed in 2011).</p>

**Ministry of Youth and Sport/Federation of Liberian Youth.** The vision of the National Youth Policy is to position young people both as major source of human capacity and as agents for the advancement and innovation in all aspects of life.<sup>11</sup> To date, the Ministry has focused on filling gaps in educational and vocational training for older youth and strengthening youth structures for civic participation. This has included the decentralization and expansion of the Federation of Liberian Youth (FLY) and county level Liberian Opportunities Industrialization Centers (LOIC) for vocational training. Areas of the MoYS and FLY activity where LESSP may be able to support include:

Ministry of Youth and Sport and the Federation of Liberian Youth tasks/activities as related to LESSP Cross-Cutting Issues	LESSP Opportunities for Collaboration
<p>The MoYS/FLY has established County Youth Secretariats with County Youth Coordinators. The mandate of the secretariats is to supervise and coordinate the implementation of the National Youth Policy at county level.</p>	<p>Engage Secretariat members during Baseline Study and Objective 2's Feasibility Studies; assess capacity and interest in participating in community-based management of power plants.</p>
<p>Operation of the LOICs for vocational training for out of school youth.</p>	<p>Recruit LOIC construction and electrical graduates for more advanced vocational training for pilot plant construction under Objective 2's renewable energy curriculum development tasks.</p>

**USAID's Core Education Skills for Liberian Youth (CESLY) Project (Education Development Center).** This project is implemented in 6 counties, including LESSP's counties, with the Ministry of Education (MoE) as the main GOL counterpart. CESLY aims to assist Liberian youth in

<sup>11</sup> A National Youth Policy for Liberia, Ministry of Youth and Sport, 2005

developing the skills and attitudes necessary to progress in the conventional academic system or through non-formal livelihood training programs. Three components of the project include Accelerated Learning, Non-Formal Education, and Apprenticeship Program, in order to assist Liberian youth in developing the skills and attitudes necessary to progress in the conventional academic system or through non-formal livelihood training programs.

CESLY tasks/activities as related to LESSP Cross-Cutting Issues	LESSP Opportunities for Collaboration
Non-Formal Education component delivers training to out-of-school youth in 18 schools, focusing on literacy & numeracy, work-readiness & career exploration, life skills including health and ecology.	Target CESLY graduates for technical training in construction and maintenance for pilot plants in Objective 2, given their existing workforce skills built by CESLY.
Apprenticeship Program places graduates of the Non-Formal Education and Accelerated Learning components in employment apprenticeships for up to 12 months, with stipends provided by CESLY	CESLY could support apprenticeships within LESSP for its graduates – providing stipends and tools for graduates that LESSP trains and employs to construct and maintain pilot plants under Objective 2.

**USAID’s Excellence in Higher Education for Liberian Development (EHELD) Project (Research Triangle Institute).** Through this project, two Centers of Excellence will be created - for agriculture at Cuttington University College, and for engineering at the University of Liberia - that will serve as models in Liberian higher education, equipping students with the knowledge and skills to meet current and future workforce requirements in the private, public and non-governmental organization sectors. Activities include new curricula development, faculty exchange, research capacity development, management capacity development, scholarships and infrastructure inputs.

EHELD tasks/activities as related to LESSP Cross-Cutting Issues	LESSP Opportunities for Collaboration
Curricula strengthening in engineering, including internships.	Under Objective 2, provide technical assistance in the development of modules and courses in renewable energy engineering.
Increasing student interest in engineering disciplines.	Collaborate with EHELD to develop a career-guidance awareness event in renewable energy engineering under Objective 2.

**Liberia Opportunity Industrialization Centre (LOIC).** LOIC is currently offering vocational training courses in Carpentry, Plumbing, Computer Literacy, Electricity, Tailoring, Agriculture and Weaving in Monrovia. They operate vocational training centers in 6 counties, and are currently recruiting new trainees in Gbarnga area. They are considering organizing their over 45,000 graduates into an alumni network, to also serve as work brigades for collective action.

Liberia Opportunity Industrialization Centre activities as related to LESSP Cross-Cutting Issues	LESSP Opportunities for Collaboration
Establish a database of graduates and alumni of the vocational training programs	Target LOIC graduates for technical training in construction and maintenance for pilot plants in Objective 2, given their existing skills built by LOIC.

**Ministry of Post and Communications (MoPC).** Implementation of the county’s draft ICT Policy will be overseen by the National ICT Governing Board, comprised of ICT for Development (ICT4D) Steering Committee, which include members from Government of Liberia Ministries, the Liberia Telecommunication Authority (LTA), mobile, fixed and ISP operators and other sectors stakeholders. The Board oversees, monitors and evaluates the operations and implementation of the ICT objectives and programs. While the policy is still in draft form, LESSP could begin coordinating discussions that would ensure ICT opportunities are capitalized.

MoPC tasks/activities as related to LESSP Cross-Cutting Issues	LESSP Opportunities for Collaboration
The draft ICT Policy mandates that by 2013, government institutions with related functions interface with each other using communication systems (e-government) that provide electronic data sharing as well as access to the information highway.	Ensure Objective 1 training content includes capacity building to facilitate RREA and MLME e-government linkage.
The draft policy also aims to provide universal access and service access to rural communities with a minimum of 5000 inhabitants by 2013.	<p>Under Objective 1, facilitate coordination between MLME/RREA and the Liberian Telecommunications Authority (LTA) on the overlapping needs for energy and ICT network access in order to achieve this goal.</p> <p>Under Objectives 2 &amp; 3, create a fact sheet on ICT-related enterprise opportunities available with newly-accessed electricity, to distribute among LESSP targeted communities.</p>

## V. Recommendations for Cross-Cutting Issues Integration

The following recommendations are presented to supplement collaborations suggested above, and also to provide measurable goals for cross-cutting issues that are entirely attributable to LESSP.

**Objective 1: GOL’s capacity for rural energy establishment and management strengthened.** The NVE/MLME is implementing capacity building with regard to gender for RREA. LESSP’s RREA Training Plan, developed in 2011, is currently being implemented for six senior staff, though with regard to gender and youth, no specific needs were identified for FY2011. For FY2012, 2013 and 2014, the Training Plan will be revisited and priority training activities will be selected for implementation for the RREA. Cross-cutting issues and opportunities will be considered with each new year of training. New staff members may join the RREA including a Gender & Energy Specialist.

Some senior staff had identified ICT-related training needs, including use and application of *Renewable Energy Project Analysis Software (RETSscreen)*, and financial management software such as *Quickbooks*. Training institutions with strengths in ICT mainstreaming were screened and considered within the Training Plan, as were organizations in Liberia capable of training one RREA director who is responsible for community outreach utilizing radio technology.

- **Recommendation #1:** The RREA Training Plan for FY2012 or FY2013 includes a gender/youth sensitivity training for all senior and technical staff. A one-two day training,

which can easily be added on to another training as a module, will assist the staff to integrate gender across the institution. Winrock International has an existing curriculum that could be adapted for this context, called *Leadership for Change* that has been delivered to institutional leaders across Africa for over 15 years. Please see Annex B for a description of the training and resources required. This training could be delivered by a Winrock master trainer or perhaps a Liberian NGO working on gender or youth issues. Should *Leadership for Change* not be the most appropriate, existing training programs may likely be available within Liberia. For example, the United Nations Fund for Women (UNIFEM), recently (December 2010) conducted training at the county level on gender responsive budgeting and mainstreaming for community-based organizations.

- **Recommendation #2:** After the RREA Gender and Energy Specialist is hired, LESSP and NVE/MLME should coordinate and determine if it would be appropriate for LESSP to provide more in-depth training on gender analysis, gender mainstreaming, and gender and energy. This will largely be determined by the candidate hired, and their existing qualifications and credentials. For the more technical topic on gender and energy, the International Network for Gender and Sustainability Energy (ENERGIA) hosts an online course “Concepts in Gender and Energy for Project Planning and Policymaking” and co-developed with UNDP the *Gender and Energy for Sustainable Development: A Toolkit and Resource Guide*. ENERGIA Africa, with a Ghana presence, provides individual capacity building trainings and Training-of-Trainers (TOT), as well as a coaching and networking program. An internship at ENERGIA in Ghana may prove useful for the Gender and Energy Specialist under the LESSP FY2012 Training Plan. However this kind of activity is not part of the current scope of work for LESSP.
- **Recommendation #3:** Led by the RREA (to build internal capacity for research and program development), LESSP could support the publication of a case study on women and youth in Liberia with regard to renewable energy. This document would focus on development potentials and opportunities for women and youth, and also an analysis of how women and youth can and do support renewable energy development. LESSP subcontractor, the Center for Sustainable Energy Technology (CSET), could conduct and produce this analysis within the existing budget line item – utilizing expertise at the Federation of Liberian Youth and the Ministry of Gender and Development, both of whom have some research capacity. Preliminary discussions have been held with CSET, FLY and MoGD, and all have agreed on the lack of data in Liberia on this topic, and their interest in supporting a study. This kind of activity would best be considered in FY2013 or FY2014.
- **Recommendation #4:** Prioritize ICT-related training goals of the RREA, to facilitate RREA staff interest and participation in linking ICT to renewable energy goals.

**Objective 2: Increased access to sustainable and affordable electricity for rural populations.**

The establishments of two hydro power and two biomass power plants will involve a long planning/design process, during which time communities need to be mobilized in order to foster demand, to build localized technical skills for construction and maintenance, to build capacity for local management of the energy resources built and to envision the economic opportunities that come with increased access to electricity. Ensuring women and youth are included in all aspects of this community mobilization is important to the long-term commercial viability of the pilot plants.

- **Recommendation #5:** LESSP grant funding will support mobilization and capacity building for local operation and management of its four pilot projects. Review of potential grant recipients should consider opportunities and roles for women and youth as a screening and selection criteria.
- **Recommendation #6:** In the competitive subcontracting process for plant construction, include directives to employ women and youth. Youth are likely to be well-represented among skilled and unskilled labor.

**Objective 3: Increased access to sustainable and affordable electricity for urban populations through the expansion of the Monrovia power grid.** In the original scope of work LESSP was to manage contributions for the procurement of electricity distribution materials (e.g. meters, wires, transformers, etc.) to connect low and middle income customers to the grid. However, the LEC has approached USAID and Winrock and requested that LESSP support a comprehensive Training and Development Program (TDP) for LEC employees instead of procurement of distribution equipment. LEC believes that an equally important need is to build the manpower capacity of the LEC employees. At the time of this report the LEC has not yet finalized the plan and USAID has not yet approved this change of support. If it does move forward, then the revised purpose of Objective 3 will be for LESSP to manage the funding of a comprehensive Training and Development Plan for LEC employees with a view to enhancing their skills in managing LEC's generating and T&D systems and to accelerating the construction of electricity connections to low and middle income customers.

**Recommendation #7:** With the implementation of the Training Development Plan, ensure that gender is addressed throughout the design and delivery of the training modules.

- **Recommendation #8:** Provide advisory services and technical assistance to the LEC for their outreach and education campaigns, on the benefits of electricity access and paying tariffs, as well as featuring the new economic opportunities that electricity offers, to ensure that women and youth in Monrovia are adequately targeted.

## **Annex A. Documents Consulted and Meetings Held**

### Documents Consulted for Gender:

*Assessment of Liberia's National Rural Women's Program*, Women's Campaign International and Ministry of Gender and Development (funded by USAID), 2009  
*Bong County Development Agenda 2008-2012*, Ministries of Planning and Economic Affairs and Internal Affairs, 2008  
*Gender Assessment for USAID in Liberia*, Marcia E. Greenberg, 2009  
*Gender and Energy for Sustainable Development: A Toolkit and Resource Guide*, United Nations Development Programme and International Network for Gender and Sustainability Energy, 2004  
*Institutional Cooperative Agreement between the Norwegian Water Resources and Energy Directorate and the Liberia Ministry of Lands, Mines and Energy*, September 2010  
*Liberia: Poverty Reduction Strategy—Progress Report 2010*, International Monetary Fund, 2010  
*Lofa County Development Agenda 2008-2012*, Ministries of Planning and Economic Affairs and Internal Affairs, 2008  
*National Gender Policy*, Ministry of Gender and Development, 2009  
*National Gender Policy's Strategic Results Framework and Plan*, Ministry of Gender and Development (MoGD), 2009  
*National Energy Policy*, Ministry of Lands, Mines and Energy, 2009  
*Nimba County Development Agenda 2008-2012*, Ministries of Planning and Economic Affairs and Internal Affairs, 2008

### Meetings Held for Gender:

Ministry of Gender and Development, Deputy Minister Andrew Temeh  
Ministry of Lands, Mines and Energy, Gender Focal Point Martina Greenfield  
Norwegian Water Resources and Energy Directorate, Senior Advisor Kim Chi Tran-Gulbrandsen,  
Women's Campaign International, Executive Director Nancy Wallace

### Documents Consulted for Youth:

*Bong County Development Agenda 2008-2012*, Ministries of Planning and Economic Affairs and Internal Affairs, 2008  
*Liberia: Poverty Reduction Strategy—Progress Report 2010*, International Monetary Fund, 2010  
*Liberia National Capacity Development Strategy*, Ministry of Planning and Economic Affairs, 2010  
*Liberia Youth Fragility Assessment*, Aguirre Division of JBS International, Inc. and Associates for Global Change, 2009  
*Lofa County Development Agenda 2008-2012*, Ministries of Planning and Economic Affairs and Internal Affairs, 2008  
*National Energy Policy*, Ministry of Lands, Mines and Energy, 2009  
*National Youth Policy for Liberia*, Ministry of Youth and Sports, 2005  
*Nimba County Development Agenda 2008-2012*, Ministries of Planning and Economic Affairs and Internal Affairs, 2008

### Meetings Held for Youth:

Core Education Skills for Liberian Youth project of Educational Development Center, Project Director, and Simon James  
Federation of Liberian Youth, President Augustus Zayzay

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Meetings Held for ICT:

Ministry of Post and Communications, Director of ICT, Mohammed Kamara

## Annex B: Leadership for Change Training Curriculum Description

### LEADERSHIP FOR CHANGE

<b>What it is:</b>	Winrock International's flagship <i>Leadership for Change</i> training program delivers traditional skills training in social awareness and empowerment, leadership, teambuilding, and strategic planning complemented with the development of life skills in order for its participants to effect social change within their institutions, communities and families.
<b>It's History:</b>	The <i>Leadership for Change</i> program was originally designed in the early 1990's specifically for African women in advanced degree programs within the African Women's Leadership in Agriculture and Environment (AWLAE) program. Since its inception, the design has been continually adapted and refined, and delivered to thousands of participants throughout Africa as well as in China.
<b>Who can be Trained?</b>	<p>The <i>Leadership for Change</i> training program can be delivered to civil society organizations, community-based organizations, government institutions, political parties, businesses, schools and universities, faith-based institutions, and professional associations. Participants from or working with marginalized groups such as women, ethnic/tribal minorities, at-risk youth, lower castes, orphans, child laborers, and the rural poor will particularly benefit from the life skills development included. Training can be delivered to men, women and youth above age 18.</p> <p>Curriculum is designed for groups of 25 participants, ideally working in the same organizations, or related consortiums.</p>
<b>Themes of the Training:</b>	Training focuses on four thematic skills areas - Social Awareness & Empowerment; Leadership/Professionalism; Teambuilding; and Strategic Planning. Life skills development includes self-confidence building, risk-taking and conflict resolution.
<b>Time &amp; Technical Resources Needed for Training Delivery:</b>	<p>The <i>Leadership for Change</i> training bouquet can be customized along the four themes to result in a training program between two and ten days. Follow-up sessions of 2 days each can be added for the Strategic Planning track.</p> <p>Most training would require 3-5 consultant days for curriculum adaption and manual customization, and an additional four to seven days to translate the Participants Workbook into another language.</p> <p>Two days of training the trainer is recommended, plus two preparation days and two reporting days for the trainer. A trainer and co-facilitator (ideally from a senior member of program staff) are recommended for training delivery.</p>
<b>Available Training Materials:</b>	<ul style="list-style-type: none"><li>• Trainer's Manual</li><li>• Participant's Workbook</li></ul>

**LEADERSHIP FOR CHANGE THEMES & SESSION BOUQUET**

<b>Sessions of Leadership for Change Training</b>	<b>Gender (Diversity &amp; Inclusion)</b>	<b>Leadership/ Professionalism</b>	<b>Teambuilding</b>	<b>Strategic Planning</b>
1. Welcome (5)	X	X	X	X
2. Overview of Your Program? (30)	X	X	X	X
3. Workshop Expectations, Goals and Schedule (15)	X	X	X	X
4. How the Group Operates (10)	X	X	X	X
5. Set-Up of Workshop Committees (10)	X	X	X	X
6. Ground Rules for Gender Discussions (15)	X			
7. Defining Gender (75)	X			
8. Boys Do, Girls Do (75)	X			
9. History & Perspective on Gender (45)	X			
10. Status of Women and Men (30)	X			
11. Gender Issues in an Organization (120)	X			
12. Stress and Gender Roles in Two Arenas (75)	X			
13. Subtle Forms of Gender-Based Treatment (90)	X			
14. Changing Gender Roles (90)	X			
15. Sexual Harassment (105)	X			
16. Areas of Future Research (15)	X			
17. Research and Planning-Around Gender (90)	X			
18. Summarizing Gender (60)	X			
19. What Makes A Pioneer' (120)		X		
20. Non-Traditional Pioneering Leaders (45)		X		
21. Creating Pioneer Portraits (15)		X		

<b>Sessions of Leadership for Change Training</b>	<b>Gender (Diversity &amp; Inclusion)</b>	<b>Leadership/ Professionalism</b>	<b>Teambuilding</b>	<b>Strategic Planning</b>
22. Pioneer Interviews – Preview (5)		X		
23. Pioneer Interviews in Pairs (30)		X		
24. Pioneer Interviews– Introduction (75)		X		
25. Risk-Taking for Pioneers (60)		X		
26. Sharing Our Experiences (60)		X		
27. Affirmations & Self-Confidence (15)		X		
28. Building Self-Confidence (90)		X		
29. The Nibble Theory (30)		X	X	
30. Understanding Ourselves (MBTI) (60)		X	X	
31. Leadership and Leadership Power Sources (90)		X	X	
32. Power in the Workplace (75)		X	X	
33. Oral Communication and Presentation (120)		X	X	
34. Giving Feedback (105)		X	X	
35. Teambuilding (120)		X	X	
36. Time Management (90)		X	X	
37. Motivating Staff (120)		X	X	
38. Dealing with Conflict (150)		X	X	
39. Bringing about Change (60)		X	X	
40. Turning Opposition into Support (75)		X	X	
41. What Constitutes Success (45)		X	X	
42. Messages for Success (45)		X	X	
43. How People Advance (60)		X	X	
44. Barriers to Advancement (90)		X	X	
45. Visibility & Networking (90)		X	X	
46. Mentoring (75)		X	X	
47. Beginning an Action Plan (60)			X	X

<b>Sessions of Leadership for Change Training</b>	<b>Gender (Diversity &amp; Inclusion)</b>	<b>Leadership/ Professionalism</b>	<b>Teambuilding</b>	<b>Strategic Planning</b>
48. Forming Action Groups (60)			X	X
49. What Constitutes Success (45)			X	X
50. Creating Individual Action Plans (75)			X	X
51. Creating Action Plans for Institutions (120)			X	X
52. Action Group Reports (120)			X	X
53. Evaluation & Affirmations (90)	X	X	X	X
<b>Total Training Time in Minutes/Days:</b>				
<b>3540 minutes/10 days</b>	<b>1045 minutes/3 days</b>	<b>2175 minutes/6 days</b>	<b>2140 minutes/6 days</b>	<b>640 minutes/2 days</b>