
Gender Equality and Youth Inclusion Strategy for Wassa East District Assembly



Grace Ansah, Entrepreneur, Senchem, Wassa East District, June 2018 (Photo Credit: WAGES)

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By Afua Gyapomaa (Consultant)

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LIST OF ACRONYMS

BAC	Business Advisory Committee
CECI	Centre for International Studies and Cooperation
CSOs	Civil Society Organisations
DA	District Assembly
FOAT	Functional Organisation Assessment Tool
GEYI	Gender Equality and Youth Inclusion
GDO	Gender Desk Officer
MA	Municipal Assembly
MMDA	Metropolitan, Municipal, District Assembly
MTDP	Medium-Term Development Plan
NGOs	Non-Governmental Organisation
NYA	National Youth Authority
PHVMA	Prestea Huni-Valley Municipal Assembly
WEDA	Wassa East District Assembly
WAGES	West Africa Governance and Economic Sustainability in Extractive Areas
WUSC	World University Service of Canada
YEA	Youth Employment Agency

1.0 BACKGROUND

The World University Service of Canada (WUSC) and the Centre for International Studies and Cooperation (CECI) are jointly implementing the project, West Africa Governance and Economic Sustainability in Extractive Areas (WAGES), in three countries in West Africa, namely, Burkina Faso, Ghana and Guinea. In Ghana, the project is being implemented in the Prestea Huni-Valley Municipal and Wassa East District in the Western Region where the main economic activities of women, men and youth are primarily concentrated in agriculture and the mining sector.

WAGES seeks to support sustainable, broad-based and inclusive economic development, contribute to inclusive local economic development through the creation of jobs, especially for women and youth as well as initiate interventions to generate revenues for local businesses. Ultimately, at the end of project in 2021, it is expected that the capacity of women and youth in the two districts will be strengthened to enable them to participate in community decision-making processes and also have access to training and business development skills and services.

Prior to the implementation of WAGES in Ghana, a preliminary survey was conducted in the two project areas to investigate issues such as the level of involvement of women and youth in local governance; the level of expertise of government agencies (local, regional, national) in the integration of gender and the inclusion of youth in economic development process; the level of performance (economic and social) of businesses run by women compared to businesses run by men; the level of access of women and youth to information on employability, self-employment and local governance; the capacity and skills of women and young women to fully exercise their rights; among others.

The findings indicated that women and youth have very low representation and participation in decision making process at all levels and also due to low levels of education amongst the youth, they unable to have access to well-paying jobs in the mining industries and other district-based industries. It was also found that women are concentrated in women related jobs such as oil palm processing, sale and retail of goods, hairdressing and dressmaking.

One key recommendation from the findings of the survey was the development of a Gender Equality and Youth Inclusion (GEYI) Strategy for Wassa East to facilitate planning and development aimed at addressing specific needs of women and youth in extractive communities. This is the first GEYI Strategy for the Wassa East District

Assembly (WEDA). Its development has been possible with funding support from the WAGES project.

1.1 Purpose of the Gender Equality and Youth Inclusion (GEYI) Strategy

The purpose of the GEYI Strategy is to ensure the planning and implementation of district's projects and programs to promote gender equality and youth inclusion. The GEYI strategy therefore has been developed to:

- provide strategies through which GE and YI could be integrated in the planning and implementation of developed activities to promote economic empowerment of women and youth;
- ensure proper consideration of gender relations and age that contribute to equality between women and men, at all stages and in all spheres and activities;
- ensure that GEYI issues are sustainably integrated in development planning and activities from the onset and continue after the project has exited.

Ultimately, the GEYI Strategy is intended to assist WEDA align its Medium-Term Development Plan (MTDP) with the National Gender Policy and Ghana's Youth Policy goals and objectives. The GEYI Strategy will also serve as a guide for the District's overall planning and programming on GEYI in accordance with the goals of the WAGES.

1.2 Process of Developing the Gender Equality and Youth Inclusion (GEYI) Strategy

The information used in preparing the Strategy is based on information on the WAGES Gender Equality and Youth Inclusion (GEYI) and Operational Strategy as well as the 2018-2021 Medium-Term Development Plan (MTDP) of the WEDA. Other sources are the National Gender Policy and the Youth Policy for Ghana. Also, focused group discussions and interviews were conducted with some stakeholders; Assembly staff, women and youth groups in the District for more information.

A two-day field visit was undertaken to the operational area, Wassa East District (WEDA), to ascertain the information gathered from the secondary sources. The first day was used for a meeting with some staff of the Assembly; Gender Desk Officer, Planning Officer and the Deputy Coordinating Director during which an interview guide was used to solicit for information to aid in the development of the GEYI strategy. An interview was conducted with the Head of the Business Advisory Centre for triangulation and further information.

The second day was used to interact with women and youth groups in two communities, namely; Apetebi and Brofoyedru. The selection of these communities was based on existing and functioning women and youth groups. The criteria used to determine the number of women and youth who participated in the group discussions was based on willingness and availability of persons. This was used due to the nature of activities (trading) of most women and youth and the schedule for the assignment. In all fifteen males and nineteen females were met at Brofoyedru, and twenty-nine females met at Apetebi.

2.0 SITUATIONAL ANALYSIS

This section provides a brief overview of gender equality and youth inclusion issues in Ghana and the Western region.

The country has made some progress towards reducing gender inequality but its persistence hinders women participation and contribution to development. The patriarchal system continues to create inequalities between men and women while perpetuating stereotypes and norms on gender. According to the Ghana Living Standards Survey (GLSS 6, 2014), 30.2% of Ghana's population who are females five years and older, have never been to school compared to 20.8% of males. Only 10.7% of females within the same age group have completed high school compared to males (16.6%). In the Western region where Wassa East District is located, literacy levels for the population older than 11 years for females in the urban areas is 41.9% compared to 60.1% for males and in the rural areas, that of females is 26.9% compared to 46.4% for males. Overall, there is a literacy gender gap of 21.2% (females (33.6%) and for males (52.2%). The implication is the low levels of literacy of young women and women which affect their ability to participate in all aspects of social life.

For instance, women are almost three times more likely to be engaged in wholesale and retail trade (informal) as compared to men (females (28.0%) males (10.3%). On the other hand, men have almost three times more access than women to wage employment (formal) (29.5% for men compared to only 11.7% for women). Due to the informal nature of women economic activities, financial institutions are reluctant to offer them credit and do not generally offer them tools or services tailored to their special needs which further compounds their ability to expand their businesses. In urban areas for example, 45.4% of women and 54.6% of men save in banks which is lower for rural women as banks are mostly located in cities (Ghana Living Standard Survey (GLSS 6, 2014).

Furthermore, the level of women representation and participation in decision making at the national and local levels of governance has remained extremely low since Ghana

began practicing democracy. In Ghana's Millennium Development Goals (MDGs) Report (2013), in the Judiciary, only 29% of the Supreme Court Judges and 25% of High Court judges are women. In the Civil Service, 24% of Chief Directors are women. Further, at the local government level, only 14 of the 170 Municipal Chief Executives (MCEs) and District Chief Executives (DCEs), representing 8.2% were women. Out of a total 275 members in Ghana's Parliament, only 35 are women representing just 12.75%. At the local level, there has been a drop of women representation from 7.95% in 2010 to 4.65% in 2015 despite the various provisions in the design of the decentralization process in Ghana. These provisions include non-partisan system, freedom to use the local language for the business of the assembly and the discretion in creating additional sub-committees.

However, women remain constrained from entering local level politics due to lack of finances for campaigning, time constraints needed to manage domestic responsibilities and campaign activities and the masculinity of the political terrain. Other barriers include the widely-held perception that political activity is "dirty" and not for decent women; politics is best managed by men; lack of support from husbands and families; women's lack of public speaking skills and intimidation by male opponents. It is also worth noting that the subordinate position of women is supported by socio-cultural practices and a socialisation process, which socialises women and young women to accept these practices and inequalities. At the community and household level, the views of women and youth are not considered.

The distribution of the youth population and youth labour indicators as derived from the GLSS6 shows that the youth constitutes a little more than one-third of the population (34.1%). 29% of the total youth population in Ghana is currently attending school whilst 57% have completed, with 13.9% having no educational qualification. The youth face a myriad of challenges, which include unemployment and underemployment resulting from inadequate and inappropriate training for the job market and inadequate opportunities for youth participation in decision making among others. Among the population 15 years and older, 79.6% are economically active (94.8% are employed and 5.2% are unemployed), while 20.4% are economically not active. 67.8% of the youth population is employed, with the proportion of employed males (70.3%) being higher than females (65.8%). The unemployment rate is higher for persons with secondary education (11.7%) and those with post-secondary diploma education (9.1%). The rates of unemployment are however lower for persons with post graduate degrees (2.7%) and teacher training, agriculture and nursing training (2.8%). Therefore, there is a correlation between attaining higher education and employment. Thus, more young men are likely to find jobs in the formal sector than for females due to their low levels of education.

As it stands women and youth particularly young women are at a disadvantage due to their low levels of education, which affects their representation and participation in

decision-making and the economy. In the area of mining, throughout the chain of exploration, contracting and licensing, operations and extraction, value addition, tax and collection of royalties, revenue distribution and management, women, men and youth face different needs and opportunities. Extractive operations involve, among other things, laying pipelines and building refineries which are mostly considered the preserve of men. These activities also create displacement, often at the expense of income-generating activities such as farming, which is the mainstay of women's economic activities and household livelihoods. Additionally, when compensation is awarded, it is heads of households – typically men – who are the recipients, with women having little or no voice in accessing the benefits or making spending decisions. This loss of income has been shown to make women turn to alternative employment, including commercial sex work. Furthermore, the changes in social dynamics that mining operations bring about have been shown to increase community conflict and introduce social and health concerns, such as domestic violence, sexual abuse and harassment, alcoholism, and increased rates of HIV and AIDS, thus raising security concerns for women and children in communities.

Governments have over the years-initiated policy and administrative measures towards addressing gender equality and youth inclusion issues. For instance, Article 17 (1) and (2) of the 1992 Constitution of Ghana stipulates that all persons are equal before the law. This provision expressly guarantees gender equality and freedom of women and men, girls and boys from discrimination. It was based on this that the National Gender Policy was developed to provide broad policy guidelines and strategies to operationalize government's commitments within the context of the 1992 Constitution requirements, development frameworks as well as other international instruments such as the Convention on the Elimination of Discrimination against Women and the Beijing Platform of Action.

The Gender Policy focuses on mainstreaming gender equality, women empowerment and social protection concerns by strongly concentrating on the implementation of five policy commitments namely: women's empowerment and livelihood; women's rights and access to justice; women's leadership and accountable governance; economic opportunities for women; and gender roles and relations for achieving gender equality and women's empowerment targets. Similarly, the National Youth Policy of Ghana also provides guidelines for all stakeholders involved in the implementation of policies, programs and projects for the development of Ghanaian youth. However, the persistence of inequalities and exclusion narrated above amidst the policies require a more vigorous effort to ensure equity, equality and inclusion.

Hence, the WAGES project which seeks to support equality between men and women and the inclusion of young people by creating a more inclusive environment for women

and youth and strengthening the capacity of local and national structures in the mainstreaming of equality into development actions is laudable. Youth and women participation in development is essential not only for building a just society, but it is a pre-requisite for achieving political, social, economic, cultural and environmental security among people on a sustainable basis especially in extractive communities.

2.1 Analysis of Progress and Challenges of WEDA in Addressing Gender Equality and Youth Inclusion

The adoption of decentralization in Ghana's governance processes was envisaged to promote popular participation and bring governance to the doorstep of all people at the local level. Women and other disadvantaged groups including the youth were expected to actively participate in decision making, using that space. However, after three decades of implementing the decentralization system in Ghana, the expectation that the Local Governance Act 2016 and Medium-Term Development Plans (MTDPs) will promote the objective for its introduction has not been sufficiently realised. This section analyses the 2018-2021 Medium Term Development Plan (MTDP) of WEDA on programs/projects implemented for the period 2014-2017, projections for 2018-2021 and findings on discussions with some women and youth in the area.

The projects and programs implemented for MTDP 2014-2017 by WEDA were categorized according to the thematic areas of the Ghana Shared Growth and Development Agenda (GSGDA 11) namely; ensuring and sustaining macroeconomic stability, enhancing competitiveness in Ghana's private sector and accelerated agriculture modernization and sustaining natural resource management. The rest include oil and gas, infrastructure energy and human settlement, human development, productivity and employment and transparent and accountable governance. The criteria adopted in selecting programs and projects for MTDP 2018-2021 are based on prioritized issues guided by the impact of projects on large proportion of citizens especially the poor and vulnerable, its significant linkage effect on meeting basic human needs or rights, and its effect on the local economy.

Actions taken by the Assembly were aimed at addressing its numerous challenges which includes limited technical and entrepreneurial skills of the youth which has led to youth unemployment and underemployment among rural and urban youth, gender disparities in access to economic opportunities, poor quality of education at all levels, low application of technology especially among small holder farmers leading to comparatively lower yields among others and ineffective communication due to inadequate resources such as poor structures at the unit committee level among others.

There are limited employment opportunities especially for women and young women due to the low levels of literacy and also the notion that some jobs are classified and dominated by men as in the case of the mines. Subsistence and large-scale agriculture employs 70% of the workforce (comprising both males and females), only 5.6% of the workforce is found in the technical area, 0.2% in managerial and administrative positions and 2.9% clerical. Employment opportunities is very limited as there are only two large scale industries; Plantation SOCFINAF Ghana in Daboase and Golden Star Wassa Mines Limited in Akyempim but a number of micro enterprises for agro-processing can be found in most parts of the district. Whereas, young men and men are found more in formal work such as in the mines or in industries, women and young women engage in businesses such as gari and oil palm processing, garment production, hair and dressmaking, handicraft and retail trade in food items and clothing.

Therefore, through the Rural Enterprise Program (REP), the District organized entrepreneurial and management skills training on processing of agro products, soap and pomade making among others for 6,272 citizens as well as provided start-up kits and funds to 184 people. Two processing sheds were constructed and three renovated for cassava and oil palm processors in some communities to facilitate the process of production. Furthermore, the agricultural unit supervised and trained 10,962 farmers in the correct usage of agro chemicals. In all a total of 47,093 livestock and 22,467 poultry were vaccinated and programs on capacity building for the agriculture staff and farmers on crop and livestock production and aquaculture were organised.

These actions were good to some extent, but farmers still face challenges such as inaccessible credit because most farmers are unable to meet the prerequisites (collateral securities) for loans as well as high interest rates charged by the financial institutions in and outside the district as confirmed by the groups during the discussion. The Ghana Living Standard Survey (2014) indicates that 45.4% of women and 54.6% of men save in a bank which is lower for rural people as banks are mostly located in cities. The situation is no different from WEDA as all three banks operating in the district, namely; GN Bank, Lower Pra Rural Bank are located in Daboase and Atobiase and Fiaseman Rural Bank at Ateiku. Although the banks endeavour to serve the general public, majority of the people who live outside these towns have difficulties in accessing banking services.

The empowerment of women was considered important in the District's development. As such for the period under review, 2014-2017, WEDA took action to empower women on governance and supported 22 of the 44 identifiable women groups with funds, equipment and training on record keeping and other management skills. Additionally, the women were trained on income generating activities, but the Assembly was unable to provide start-up kits for them due to inadequate funding. Since no woman was

elected in any of the 21 electoral areas in the district, but there are 2 women out of a total of 9 appointed as assembly members, making women's representation at the assembly level only 7% could be part of the reasons why these actions were partly implemented. Again, the District may not have had an oversight over gender issues especially because the Planning Officer doubles as the Gender Desk Officer and may be overwhelmed with tasks hence her inability to properly monitor and ensure implementation of actions that promote gender equality. These affect transparency and accountability in governance.

The MTDP 2014-2017 was silent on actions aimed at addressing the concerns of the youth. Although, the Assembly implemented training on pomade and soap making, cassava and oil processing, garment design, bamboo utilisation and woodwork, the report does not state the target beneficiaries. Overall, out of the 137 programs and projects earmarked for 2014-2017, 23 were not implemented, 29 were partially implemented and 84 were fully implemented representing 18%, 21% and 61% respectively. This was as result of over reliance on the District Assemblies' Common Fund (DACF) coupled with delay in the release of the Fund and unexpected deductions from source, inadequate logistics for effective monitoring and evaluation, overambitious targets set in the plan due the enormity of the district's problems, non-functioning of the sub district structures and poor coordination among development actors thus increasing waste of limited resources among others.

Most of the concerns raised by the women and youth groups from Apetebi and Brofoyedru are what the Assembly has been addressing albeit its challenges. Since majority of the women are traders, farmers and are engaged in agro-processing, they complained of lack of markets and inaccessible roads that facilitate trading. Again, their helplessness to secure loans from the financial sector also hinders the expansion of businesses and income as they always operate at the subsistence level. The lack of vocational centres and factories also creates unemployment among the youth. The few who are able to attain higher education are unable to gain employment in the two industries located in the district because local content is not duly enforced. Other issues of concern were the lack of vocational centres and assembly's ineffective communication with the youth and women. Although, the Assembly indicated in the MTDP that several public education programs and community fora were organised to disseminate information to the citizenry in order to promote accountability, citizens are of the view that these were inadequate.

Therefore, projected actions for MTDP 2018-2021 seek to address the challenges encountered during implementation of programs/projects for 2014-2017. Some of the adopted strategies to resolve the problems mentioned earlier are to create an entrepreneurial culture, especially among the youth, develop modern markets and retail

infrastructure to enhance domestic trade, provide support for small- and medium-scale agro-processing enterprises through the “One District, One Factory” initiative to increase employment particularly for the youth. Other strategies include, encouraging women artisans and other trades people including farmers to form associations for easy access to information and other forms of support as well as developing and implementing additional initiatives for youth employment, including promotion of entrepreneurial skills.

Gender disparities in access to economic opportunities and youth unemployment and underemployment among rural and urban youth is a developmental issue that has been identified by the District. In this regard, actions planned for the period 2018-2021 include training 500 and supporting 100 youth and women in employable skills, establishment of a skills training centre at Atieku. Currently the District has no vocational training centre so this is a laudable initiative. Again, WEDA will support the formation of 15 youth cooperatives /groups and sensitise them on gender and youth inclusion in governance. The formation and strengthening of five (5) women groups, as well as organizing quality improvement and management training for 100 small scale enterprises and training of women groups on income generating activities. For most of these activities, the assembly will collaborate with WAGES to implement.

Hopefully, if WEDA is able to secure funding, all planned actions for 2018-2021 will be monitored and evaluated since there is tool to track progress on implementation. There is also a communication plan which seeks to educate and create awareness among stakeholders (including women and youth) on their roles to enhance information sharing and effective implementation. Subsequently, all quarterly and annual progress reports would be shared with relevant stakeholders including WUSC to ensure accountability and transparency of the MDTP.

2.2 Priority Issues Emerging from Analysis

From the foregoing analysis, it is evident gender inequality and youth exclusion issues continue to exist in areas of education, employment, access to power and decision making and resources. It is noted that illiteracy rates among females is higher than males, more females tend to work in the informal sector whereas males are better positioned to be employed in the formal sector (mining in this case) due to their access to years of schooling, training and skills.

It is gratifying that WEDA has through its MTDP implemented some actions aimed at reducing inequalities and exclusion. For instance, in WEDA's MTDP 2014-2017, some interventions were planned to alleviate citizens from economic hardship and improve the local economy of the district. Examples are the training of 10,962 farmers in the correct usage of agro chemicals, the provision of entrepreneurial and management

skills training on processing of agro products for 6,272 citizens and giving start-up kits and funds to beneficiaries who received soap and pomade making. Again, actions were taken to empower women and mainstream gender into socio-economic development by training some women on governance and strengthening their income generating activities. Considering there are more boys (10,257) in school than girls (9,037) for the primary school and 825 boys and 628 girls in the junior high school in 2017, the Assembly was able to construct a girl's dormitory at the Daboase Senior high school to enable more girls gain access to secondary education.

It is noted in the MTDP that the youth with no employable skills migrate to Accra, Kumasi and Ivory Coast for jobs other than agriculture mainly due to the worsening socio-economic situation in the rural, urban and peri-urban communities in the district. It is expected the MDTP will address youth unemployment but the progress report for MDTP 2014-2017 does not state actions taken for the period. Hence, there are no youth specific interventions in the plan to address employment conditions of the youth in the area. Although, the National Youth Policy of Ghana provides guidelines for all stakeholders including the Assembly to implement programs and projects for the development of Ghanaian youth. Arguably, it can be said that actions taken were to benefit all citizens, but it will be ideal to indicate in the MTDP how many women, men or youth, benefited from the interventions to track equality and inclusion in terms of project implementation. Nonetheless, the MTDP 2018-2021 has specific actions targeting women and youth economic development such as training for 500 and supporting 100 youth and women in employable skills, training of women's groups on income generating activities as well as forming and strengthening five women's groups and the establishment of a skills centre.

Against this backdrop, there is a need for the Assembly to strengthen the collection and use of data to assess the level of exclusion and inequality in the District and promote economic development. The effective implementation of any gender and youth program will be dependent upon the active participation of women and young people as well as commitment of the Assembly staff especially the Gender Desk Officer towards promoting GEYI in the planning and programming of the Assembly.

3.0 OVERVIEW OF THE GEYI STRATEGY

This GEYI Strategy shall guide all planning, programs and interventions in WED whether implemented by government, civil society or development partners to promote gender equality and youth inclusion. It takes into consideration the vision and mission of the Assembly as stated in the MTDP.

Vision

A model District that provides responsive socio-economic services for the benefit of its people.

Mission

The Wassa East District exists to mobilize financial, human and material resources to pursue policies, programs and projects with honesty, diligence and commitment in order to improve the quality of life of the people in the district.

GEYI Strategic Outcomes

The outcomes for the GEYI Strategy were reached as a result of analysing gender and youth issues in the country and WED. The analysis revealed the district's inability to reach out to most women and youth with information on programs are due to lack of resources. The analysis also confirmed the lack of employment opportunities for women and young people, although the Assembly has over the years taken actions aimed at improving local economic development. It is worth noting that constant engagement with the youth and women will make them appreciate the work of the Assembly and enable them to engage effectively to achieve development objectives of the Assembly. Women and youth can engage effectively if they are given relevant information, training and resources which in effect will empower them. Thus, certain actions should be taken to facilitate their ability to participate in decision making processes to enable them to be represented and also demand accountability. Since the Assembly does not operate alone, it is necessary the assembly collaborates with stakeholders within Wassa East to collectively work at addressing gender inequality and exclusion issues in the area.

In this regard, the outcomes for the GEYI Strategy are as follows:

1. Strengthened organizational and institutional capacity of Wassa East District
2. Strengthened capacity of women and youth to participate in local development and advocacy
3. Improved access to and control of available resources and opportunities by women and youth
4. Improved collaboration between Wassa East District Assembly and Stakeholders

The implementation framework below provides information on actions to be taken by the Assembly to achieve the GEYI outcomes.

4.0 IMPLEMENTATION FRAMEWORK

Table 1: Implementation Framework

Strategies	Key Interventions	Timeframe	Key Institutions/Actors	Outcome
Outcome 1: Strengthened organizational and institutional capacity of WEDA				
1.1 Deepening the integration and institutionalization of the relevance of gender planning and youth inclusion at the district level	1.1a Assess training needs of Gender Desk Officer (GDO) and staff of Assembly and train appropriately	2018-2022	<ul style="list-style-type: none"> • WEDA • Departments and agencies 	<ul style="list-style-type: none"> • Trained GDO and Assembly staff • Assembly staff and partners utilise gender planning, budgeting and analysis • Annual targets results/reports available • Data on youth, women and age available for analysis • Monitoring and evaluation reports
	1.1b Organise training and fora for GDO, Assembly staff, Assembly members, departments and agencies operating within WEDA on GEYI in planning, budgeting and program implementation			
	1.1c. Promote the production of sex/age disaggregated information about essential matters in all sectors, regarding the issues of women and youth			
	1.1d. Increase commitment and allocation of adequate resources to consolidate gender parity information in all programs and projects (Develop proposals soliciting additional financial support from Development Partners)			
	1e. Conduct regular monitoring and evaluation of programs and – projects on GEYI			

Strategies	Key Interventions	Timeframe	Key Institutions/Actors	Outcome
Outcome 2: Strengthened capacity of women and youth to participate in local development and advocacy				
2. Promoting actions towards increasing women and youth participation in decision making	<p>2a. Guarantee the implementation of policies, programs and projects addressing GEYI (National Gender Policy and Youth Policy)</p> <p>2b. Train women and youth on group formation, governance, leadership, self-esteem, advocacy etc. to demand accountability</p> <p>2c. Establish and support women and youth groups to dialogue with Assembly on their concerns</p>	2018-2022	<ul style="list-style-type: none"> • WEDA • Departments and agencies • Women • Youth 	<ul style="list-style-type: none"> • Assembly implement decisions for increased number of women and youth in decision making of Assembly • Trained women and Youth on governance etc.
2.1 Improving access to Education	2.1a Develop and implement programs and projects to facilitate continuous education and livelihood for young boys and girls trapped in the transitional gaps between Junior High Schools (JSH) and Senior High School (SHS), and SHS to Tertiary Levels			<ul style="list-style-type: none"> • Programs/projects developed • Scholarship for girls in place • More female teachers encouraged to teach in rural areas • Career counselling,

Strategies	Key Interventions	Timeframe	Key Institutions/Actors	Outcome
	<p>2.1b. Develop and implement scholarship schemes for girls and ensure they are retained in school to complete and move on to the next levels to avoid being victims of child and early marriage and motherhood situations that disempower them</p> <p>2.1c. Promote and enforce the availability of female teacher role models in schools and communities starting with rural and less endowed schools</p> <p>2.1d. Provide career counselling and mentorship for the youth on career choices</p>			<p>mentoring provided for youth</p> <ul style="list-style-type: none"> • Vocational centres established
2.2 Strengthening communication between citizens and District for increased accountability	2.2a. GDO leads Assembly team to organise sensitisation meetings to educate and disseminate information on district's programs through the implementation of Assembly's communication plan especially with women and youth groups			<ul style="list-style-type: none"> • GDO plan of action • Community assessment of impact of meetings
	2.2b. Undertake public education/sensitization forums on gender and youth policies and other governance policies and structures and use feedback from community for programming			
Outcome 3. Improved women and youth access to and Control of available Resources and Opportunities				

Strategies	Key Interventions	Timeframe	Key Institutions/Actors	Outcome
Promoting and implementing appropriate actions for women and youth economic empowerment	3a. Promote the development of database on employment records for men, women and youth in formal and informal sectors to track, evaluate and improve employment conditions for all	2018-2022	<ul style="list-style-type: none"> ● WEDA ● Partners ● Departments and agencies ● Financial Institutions ● Women ● Youth 	<ul style="list-style-type: none"> ● Economic empowerment policies implemented for improved livelihoods of women and youth ● Reviewed skills development program ● Financial and business support services received by women from banks ● Extension services readily available to women farmers ● Adequate logistics given to YEA and BAC for youth programs ● Annual fairs organised
	3b. Set special quota for women and youth in economic empowerment programs and activities (at least 40% in programs such as Planting for Food and Jobs)			
	3c. Review skills development programs and projects and target them at increasing decent employment for women and youth			
	3d. Promote secure and affordable financial services to women in the informal sector			
	3e. Improve access of agricultural extension services and adaptive research to women and youth by enforcing the implementation of extension services to cover gender equality and youth inclusion			

Strategies	Key Interventions	Timeframe	Key Institutions/Actors	Outcome
	3f. Provide logistics to existing youth and gender directorates/desks (BAC, YEA Gender officer) to coordinate and facilitate economic development activities for women and youth			
	3g. Organise annual fairs to increase knowledge and technological knowhow in local business and potential investment avenues for women and youth in the District and also create linkages			
	3h. Support women groups to coordinate and organise seminars on women economic empowerment			
3.1 Developing entrepreneurial and technical skills of women and youth	3.1a Conduct needs assessment as a pre-requisite for the design of skills development or training program for women and youth			<ul style="list-style-type: none"> • Needs assessment conducted • Women trained on business management and functional literacy • Trained women entrepreneurs on business skills • Start-up capital and kits provided for trained women and youth
	3.1b Promote entrepreneurship by providing business management and functional literacy training to women and youth groups			
	3.1c. Train women entrepreneurs in business development, book keeping and business management skills to enable them access financial resources			

Strategies	Key Interventions	Timeframe	Key Institutions/Actors	Outcome
	3.1d. Equip women and youth with entrepreneurial skills linked with start-up capital and kits			
Outcome 4: Improved collaboration between WEDA and stakeholders				
4. Collaborating and Coordination with Stakeholders	<p>4a. Engage with mining companies/industries on corporate social responsibility and local content (quota for employment and scholarships etc especially for women and youth)</p> <p>4b. Liaise with financial institutions/BAC/YEA to assist women and youth entrepreneurs in funding and business support services</p> <p>4c. Liaise with NGOs/CSOs/CBOs to organize training on governance, economic empowerment and other pertinent development issues for women and youth</p> <p>4d. Liaise with existing crafts persons to train youth and women on skills that can enable them provide services to mining and other companies</p>	2018-2022	<ul style="list-style-type: none"> • WED • Donors/Development Partners • Departments and agencies • Private sector 	<ul style="list-style-type: none"> • Documented evidence of WED youth employed in mining companies • Financial Institutions support women and youth in their businesses • Women and youth groups trained by NGOs/CSOs/CBOs

5.0 COSTING FRAMEWORK

Table 3: Costing Framework

SN	Interventions	Cost (\$)	Cost (GHS)
1a.	Assess training needs of Gender Desk Officer (GDO) and staff of Assembly and train appropriately		
1b.	Organise training and fora for GDO, staff, Assembly members, departments and agencies operating within WED on GEYI in planning and program implementation		
1c	Promote the production of sex/age disaggregated information about essential matters in all sectors, regarding the issues of women and youth		
1 d.	Increase commitment and allocation of adequate resources to consolidate gender parity in all programs and projects (Develop proposals soliciting additional financial support from Development Partners)		
1e.	Conduct regular monitoring and evaluation of programs and projects on GEYI		
2a.	Guarantee the implementation of policies, programs and projects addressing GEYI (National Gender Policy and Youth Policy)		
2b	Train women and youth on group formation, governance, leadership, self-esteem, advocacy etc. to demand accountability		
2c	Establish and support women and youth groups to dialogue with Assembly on their concerns		
2.1a	Develop and implement programs and projects to facilitate continuous education and livelihood for young boys and girls trapped in the transitional gaps between Junior High Schools (JSH) and Senior High School (SHS), and SHS to Tertiary Levels		

SN	Interventions	Cost (\$)	Cost (GHS)
2.1b	Develop and implement scholarship schemes for girls and ensure they are retained in school to complete and move on to the next levels to avoid being victims of child and early marriage and motherhood situations that does not empower them		
2.1c	Promote and enforce the availability of female teacher role models in schools and communities starting with rural and less endowed schools		
2.1d	Provide career counselling and mentorship for the youth on career choices		
2.2a	GDO leads Assembly team to organise sensitisation meetings to educate and disseminate information on district's programs through the implementation of Assembly's communication plan		
2.2b	Undertake public education/sensitization forums on governance (constitution, national acts and policies; youth and gender policies, mandate of assembly and role of citizens)		
3a	Promote the development of database on employment records for men, women and youth in formal and informal sectors to track, evaluate and improve employment conditions for all		
3b	Target women and youth in economic empowerment programs and activities (at least 40% in programs such as Planting for Food and Jobs)		
3c	Review skills development programs and projects and target them at increasing decent employment for women and youth		
3d	Promote secure and affordable financial services to women in the informal sector		
3e	Improve access of agricultural extension services and adaptive research to women and youth by ensuring the implementation of extension services to cover GEYI		
3f	Provide logistics to existing youth directorates/desks (BAC, YEA) to coordinate and facilitate economic development activities for the youth		

SN	Interventions	Cost (\$)	Cost (GHS)
3g	Organise annual fairs to increase knowledge and technological knowhow in local business and potential investment avenues in the District		
3 h	Support women groups to coordinate and organise seminars on women economic empowerment		
3.1a	Conduct needs assessment as a pre-requisite for the design of skills development or training program for women and youth		
3.1b	Promote entrepreneurship by providing business management and functional literacy training to women and youth groups		
3.1c	Train women entrepreneurs in business development, book keeping and business management skills to enable them access financial resources		
3.1d	Equip women and youth with entrepreneurial skills linked with start-up capital and kits		
4a.	Engage with mining companies/industries on corporate social responsibility and local content (quota for employment and scholarships etc.)		
4b	Liaise with financial institutions/BAC/YEA to financially assist women and youth entrepreneurs		
4c	Liaise with NGOs/CSOs/CBOs to organize training on governance and other pertinent development issues for women and youth		
4d	Liaise with existing craftsmen to train youth		
	Grand Total		

6.0 MONITORING THE PERFORMANCE OF THE STRATEGY

Table 4: Monitoring Plan

Outcome		Indicators	Data collection / frequency	By Who	Planned When/Actual	% Complete/ Remarks
1.	Strengthened organizational and institutional capacity of WED	Number of training for GDO and staff of Assembly % of DACF spent on gender and youth programs	Reports/monthly	WED		
2.	Strengthened capacity of women and youth to participate in local development and advocacy	Number of women and youth in decision making spaces Number of training organised by GDO and stakeholders Established vocational centre Number of female role models	Results on Elections Survey on women leaders in area	WED		
3.	Improved access to and control of available Resources and	Policies on economic development		WED		

Outcome		Indicators	Data collection / frequency	By Who	Planned When/Actual	% Complete/ Remarks
	Opportunities					
4.	Improved collaboration between WED and Stakeholders	<p>% increase in number of women and youth receiving financial assistance</p> <p>% increase in youth receiving scholarship and employment</p> <p>% increase in social responsibility by companies</p>	Reports from private business (banks and mines), BAC	WED		

7.0 Guidelines on Gender Equality and Youth Inclusion Planning and Programming

The Gender Equality and Youth Inclusion (GEYI) Guideline has been developed to enable WAGES better support WEDA in sustainably integrating GEYI in municipal planning and implementation as well as promote economic empowerment of women and youth.

In the world today, there exist differences between women, men and youth in various aspects of life; such as workloads, employment opportunities and remuneration, access, control over resources, human rights, culture and religion, politics, health, living conditions, etc. For instance, in many respects, the extractive industries can be seen as the most male dominated, and its operations, whether in terms of workplaces or on the local environments that host their operations are riddled with both actual and potential instances of gender-differentiation and discrimination. There are few opportunities for women to work in the sector and their voices and representation on the ground tend to go unheard in the processes of establishing and running the mines.

Evidence suggests that a gender bias exists in the distribution of risks and benefits in mining projects. Benefits accrue to men in the form of employment and income opportunities linked to extractives, while the costs, such as family/social disruption, and environmental degradation, fall most heavily on women. The gendered experience of mining significantly impacts the ability of men, women and the youth to participate in and equally contribute to development. Addressing gender bias issues in mining areas will not only increase the development effectiveness and sustainability of projects, but also increase growth and reduce poverty.

A successful approach to youth inclusion and gender equality should be based on a thorough understanding of the varying needs of women and the youth to create tailored programs that meet their specific needs. The Local government has a critical role in creating and supporting environments that enable everyone to achieve optimal wellbeing.

7.1 Integrating Equality and Inclusion in Program/Project

There is a need to undertake an analysis of differences such as roles/responsibilities of men, women and youth, access to and control over resources for men, women and youth; decision-making and power of men, women and youth; needs and potentials of men, women and youth; relationship between men, women and youth; and the impact that policies, programs/projects and services may have on them.

Basic gender analysis questions

1. What is the issue about?
2. Who is participating? (women, men, boys, girls)
3. Who has access and control? (women, men, boys, girls)
4. Who is doing what? (women, men, boys, girls)
5. Who is benefiting? (women, men, boys, girls)
6. Who is losing? (women, men, boys, girls)
7. Who is involved in the decision-making processes (women, men, boys, girls)
8. What can be done to ensure women and men benefit equally?
9. How can the inequalities be addressed (women, men, boys, girls)?
10. Will the recommendations promote gender equality and youth inclusion?

The concerns of women and youth need to be addressed from the onset, gender-constraints identified, and steps taken to fully incorporate women and youth concerns and perspective in the project design to ensure participation. Therefore, a successful program will depend largely on consultations with all stakeholders including women and youth at the start of project preparation and continuing throughout the life of the project.

Steps to consider at this stage

1. Clearly define the stakeholders involved: for whom and with whom will the project be carried out? Carefully identify which groups of people will be affected. Which stakeholder groups will be involved? (All the different groups of people who are directly affected by the project in this case women and youth, in the local community. The questions to ask may include: How will you ensure that the specific needs of women, and youth are considered? Examine whether specific policies or programs are required and look at modifying existing practice to ensure it promotes gender equality and youth inclusion.
2. Map out all stakeholders (women and youth) and find out their views and feelings about the local problems and major issues for improved understanding of their needs and expectations. For instance, in the case of mining communities what could be their peculiar concerns regarding the activities of the sector. Arrange meetings, focus group discussions and interviews with them to find out how it affects women and youth. To achieve this use sex-disaggregated data and consult with women and youth groups.

Note: It is important to listen to all stakeholder groups to obtain the points of view of women and men, girls and boys, are all taken into consideration such as age, profession, ethnic origin, or some other characteristic. In order that the personal opinions and feelings of as many people as possible are heard, make sure that both women and men are able to express themselves in meetings, discussions,

and other occasions for collecting or exchanging information. Gather data, research and feedback from community members.

3. Arrange separate meetings for women and for men if there is a possibility that the cultural gender role of the women makes them keep quiet when men are present. The same can also apply to different age groups. For example, young women and girls do not always express themselves in the presence of older women. Young men, too, do not necessarily say what they want in the company of older men.
 - Consider the time of the meeting. Women have different tasks in their families and in the community, so they use their time in different ways. Often a woman works full-time looking after her home and family and has very little other time to spare. Ensure meetings take place at the most suitable time for each group.
 - It is also important to listen to the different stakeholder groups; women and youth in connection with the concrete activities and technical solutions in the planned project. For example:
 - Where and when will training be arranged?
 - Who will represent the participating groups in planning and follow-up meetings?
 - Where exactly will the planned buildings be erected?
 - How should the project operations be scheduled with regard to the seasons and times of day?
 - When formulating indicators, it is important to remember:
 - To plan and develop indicators with the participation of as many of the stakeholders as possible so that the aspects which are important for the various stakeholder groups are also brought to light.
 - To include sex-disaggregate indicators
 - To develop quantitative and qualitative indicators for the progress made with regard to gender equality and women's participation and empowerment and youth inclusion.
 - To use combinations of both quantitative and qualitative indicators.
 - To make sure the indicators are based on reliable and appropriate sources and means of acquiring information.

How might your own values, biases and assumptions affect the process? Consider whether you have specific beliefs about women, men or young people role in society and how this could impact on your decision-making. How does the program or service perpetuate or overcome existing stereotypes and gender inequities? Reflect on whether

there are measures in place to rectify gender inequities/exclusion to ensure that women and young people have equal opportunities.

Collaboration with Stakeholders

WEDA will establish and sustain an enabling environment for the private sector, civil society to operate to ensure that women and youth have access to employment. There would be the need to embark upon capacity building programs for the Assembly/Unit Committee members, Assembly staff and departmental heads and strengthen the collaboration with all corporate bodies, NGOs and other development partners operating in WEDA. Thus, the GEYI Strategy seeks to strengthen coordination and partnership within the units in the Municipal Assembly as well as between the Assembly and other stakeholders such as the mining companies and financial institutions.

Implementation, Monitoring and Evaluation

The design of a participatory monitoring and evaluation system that actively involves women and youth is critical to GEYI outcomes. MA must also show commitment to gender equality and youth inclusion and reflect this priority in action plan and budget. The budget should track consistently the flow of resource allocation towards achieving gender equality and youth inclusion as stated in the Strategy.

Key questions to consider during the different phases of the project/program

Questions	Yes, No, N/A Provide evidence – what action is required? Specify changes required to policies, practices etc.
<p><i>Planning</i></p> <p>Is data about women and youth collected and analysed in relation to project/program?</p> <p>Is data about the needs of women and youth collected and analysed?</p> <p>Are women and youth consulted including those in diverse groups? Such as women and youth PWDs?</p> <p>Are barriers to participation of women and youth taken into account? (Time of day, caring responsibilities, having a safe and welcoming venue)</p>	
<p><i>Implementation</i></p> <p>Are there equal opportunities for women and youth to contribute to</p>	

Questions	Yes, No, N/A Provide evidence – what action is required? Specify changes required to policies, practices etc.
<p>making decisions during the program?</p> <p>Are equal and respectful relationships between women and youth fostered and promoted during the program?</p>	
<p><i>Monitoring and Evaluation</i></p> <p>Is usage data broken down by sex and age?</p> <p>Is there a plan of how to evaluate the impact of the project/program on women and youth?</p> <p>Did program/project change the situation of women and youth?</p> <p>Were funds spent on planned programs and actions on women and youth?</p> <p>Did you clearly define responsibilities, necessary information, and resources needed (financial and human resources) for Monitoring and Evaluation?</p> <p>Did you include in the Monitoring and Evaluation Plan the <i>why</i>, <i>when</i> and <i>who</i> is responsible for monitoring gender and youth outcomes;</p> <p>Did you use indicators that measure or describe gender equality and sex-disaggregation?</p> <p>Was budget allocation adequate to implement gender and youth related program/project?</p> <p>Did you include gender and youth perspectives in work plans at all times?</p>	

Hints on integrating gender and youth issues in planning

- Has DA incorporated a gender perspective in analysing economic, social and political factors related to the context in which it works?
- Are program objectives, strategies, assignments and results defined in a gender-specific manner?
- Are results and indicators clearly specified?
- Have you gathered adequate information and analysed issues from a gender and youth perspective?
- In formulating the goal and objectives of programs, were gender and youth issues considered?
- Did you consider gender and youth issues in designing strategies and activities for implementation?
- Are there enough resources to address actions on gender and youth?
- How will the project be monitored and evaluated?

Self-Assessment Questions

1. Is gender equality a human right? Must it be respected in all cultures?
2. Is gender equality a feature of your own family/friends/colleagues?
3. What inequalities can you see in your own family/work?
4. Who decides about what work women, men or youth do at work? Is it based on abilities or sex?
5. Do women, men and youth in the Assembly receive equal payment for work of equal value?
6. How can gender equality be promoted?
7. What deficiencies do you see overall in Ghana/District with regard to gender inequality and youth exclusion?
8. What are the particular problems of gender equality in the Assembly? What matters or themes are involved in DA's activities?
9. Who takes part in making decisions at community meetings? Are women and youth involved?
10. What gives rise to gender inequalities and exclusion? What are they?
11. How can these deficiencies be influenced?
12. Is inequality and exclusion discussed with the men, women and youth in the community?
13. Determine if baseline data and analysis is available to identify key gender issues in the community.

7.2 Recommendations on Integrating women and youth in technical and entrepreneurship trainings and fostering women and / or youth led small businesses

From a gender perspective, it is important to understand the specific constraints and incentives that impact women and youth businesses with respect to the type of program that are designed and implemented to ensure their effective participation. It is necessary to do an analysis before inception of any program design to reveal the constraints in order to tackle them appropriately. Women and youth are faced with constraints such as lengthy registration processes of business, licensing or permit process which due to women's low level of education are not able to proceed with business registration. There is also lack of information on formalization process of businesses as well as women's limited ability to own assets and inheritance due to customary laws.

Women and youth also face financial constraints such as less favourable profile with investors since they own small businesses, do not have adequate collateral and also have a preference for own savings to finance enterprises instead of credit from financial institutions hence their low financial market participation. Other constraints are lack of a combination of education, work experience, vocational and technical skills caused by women's lower educational attainment or social norms that limit their physical mobility, lack or limited access to technology due to affordability, lack of knowledge, and/or social norms. Women are more likely to start enterprise in sectors with low effective demand leading to lower profits and are not able to network effectively to harness resources to expand businesses and the lack of childcare and higher burden of household responsibilities; competing demands between market and household work for time due to family responsibilities.

Therefore, it is recommended that a training component on integrating women and youth in entrepreneurship should take into consideration the following.

- *Design programs that are tailored to the size and type of enterprise* as well as the capacity and needs of women/youth entrepreneur. The type of entrepreneur, size of the business and sector to be targeted can have a large impact on the provisions that are required to ensure participation of women and youth within project's target population. The duration and content of the training program can also be different depending on the entrepreneur being targeted, including the level of education, literacy and numeracy.
- *Use different communication channels* to reach women and youth entrepreneurs. Women and youth with small and medium enterprises or those who have accessed credit can be reached through the banks that they work with or women in business associations, while promoting awareness amongst women small

entrepreneurs (petty traders, oil processors) may involve working with community organizations or publicizing program at the market place or through the information van.

- *Provide gender training for program staff.* It may be necessary for all Assembly staff, to receive some gender training because gender-informed staffs are more likely to positively influence the outcome of the training on entrepreneurship. In this case BAC and YEA can be trained on gender and youth inclusion to enhance training.
- *Consider women's time, mobility and childcare constraints* during program design and implementation of training. Provisions that might help to alleviate constraints on women's time and mobility include coverage of transport costs or special attention given to the time and duration of the training program to ensure that it does not add to women's already heavy time burden or places them in potentially unsafe situations. Providing childcare to women can also increase the level of participation of women in such trainings since many women may choose not to participate in the training program due to lack of childcare options.
- *Promote social interactions and networking* activities among women and youth groups. Pairing trainees during training sessions or providing mentoring, business counselling and coaching services can encourage social interaction and networking. In addition to promoting the creation of networks, these activities help entrepreneurs engage more effectively with public and private institutions.
- *Ensure the collection of gender-disaggregated data, research and analysis* is done as part of reforms to integrate specific gender considerations. Preparatory assessments and consultations with women and youth groups should be used to assess whether constraints in accessing finance can be alleviated through better outreach and promotion of existing products or reducing high collateral constraints.

7.3 Recommendations on promoting women and youth employment in existing public and private sector organizations

MMDA partnering with the private sector on youth and women training or employment initiatives should be motivated by the need to ensure that the development of skills reflects actual or future needs in the extractive sector and labour market. Over the years, there has been little connection between the needs of industry and curricula at the tertiary level of education to offer training in non-traditional and emerging areas of

the economy. Notable issues that has given rise to youth unemployment are: limited provision of demand-driven tertiary education and skills training for the majority of Junior High School (JHS) and Senior High School (SHS) leavers, inadequate provision of technical and vocational education equipment, inadequate capacity of instructors and unstructured provision of apprenticeship, especially within the private and informal sectors.

In order to promote women and youth employment in existing public and private sector organisations in extractive communities the following is recommended.

- *Establish/Strengthen Business Advisory Councils* to provide advice and technical assistance to local businesses in the area of training and other aspects of youth skills and employment. The council can help organize firms' on-the-job training activities and facilitate their participation in employment services or internships. BAC to advise women and the youth on viable business opportunities and develop entrepreneurial programs as well as provide technical advice and capacity-building on public-private partnerships given the difficulties in implementing successful PPPs. BAC should also liaise with appropriate stakeholders to establish industrial estates that can increase employment opportunities for women and youth.
- *Implement labour-market policies such as local content in extractive sector* and provide labour-market training and work experience programs, job search assistance, career counselling and other employment services for young people. Promoting quality apprenticeships in the mining companies either informal or formal is a suitable solution for ensuring school-to-work transition particularly in the mining companies where jobs require specific skills sets. Create opportunities for education and training of girls / young women by providing them with scholarships.
- *Prioritize job creation and employment policies.* Providing jobs in the quantity and quality that is needed to curb unemployment will require action from governments. Hence, there is a need to follow through on the implementation plans of the National Youth Policy and the Gender Policy. These actions should be incorporated in Assembly's MTDPs. Support the development and implementation of institutional and policy frameworks conducive to youth employment and entrepreneurship. Specific attention focused at structural barriers that young women face in the labour market.

- *Encourage internship, volunteering and apprenticeship* schemes in support of young persons' transition from school to work or their reintegration into the labour market after long-term unemployment spells and as a means to the acquisition of skills. Provide incentives for private and public employers to hire young people or contract their services.
- *Address skills mismatch* through support for job centres and job market information systems. Direct efforts at greater coordination among businesses, policy makers and education and vocational training bodies in designing curricula based on labour market assessments and forecasts. Other efforts should be directed at strengthening labour information systems and making job market data easily available to youth. Upgrade youth skills to meet labour market demands through the provision of advanced infrastructure, curriculum and human resources for youth led empowerment programs. Train new and existing instructors on the program to enhance delivery and provide formal training for youth in various technical, vocational and entrepreneurial skills.
- *Promote investment in sectors with the potential for growth in addressing youth employment*, such as in tourism or farming. Include measures to support the development of regional and local economic development agencies that incorporate youth-specific initiatives.

8.0 Conclusion

There is an increasing need for effective techniques to measure progress of gender and youth programs in development. The impact of gender-sensitive policies on economic development, higher education achievement, and better quality of life in Ghana or metropolitan, municipal and district assembly (MMDA) depends on a focus on equality and inclusion as a major priority in development interventions. Gender equality is an internationally agreed goal and the promotion of equality and inclusion are preconditions for achieving sustainable social and economic development. Thus, all development projects must include these perspectives for progress in development. Local government has a critical role in creating and supporting environments that enable everyone achieve optimal wellbeing.

The Gender Equality and Youth Inclusion Strategy has considered issues on inequality and exclusion and provided some basic tips for Assembly Staff to include in programming to promote equality and inclusion. In order to realise the goal for developing the GEYI Strategy and Guidelines, it is recommended that Wassa East District, develop action plans with clear indicators for implementing and monitoring the GEYI Strategy; ensure Gender Desk Officer is adequately trained on gender planning

and programming to assist in the realisation of the objectives of the GEYI Strategy; as well as ensure that adequate resources are allocated for the implementation of the actions proposed under the GEYI Strategy.

APPENDICES

Appendix A: Gender Terms and Definitions

Sex and Gender: Sex refers to the biological differences between men and women, which are universal and do not change. Gender refers to social attributes that are learned or acquired during socialization as a member of a given community. Because these attributes are learned behaviours, they can and do change over time (with increasing rapidity as the rate of technological change intensifies) and vary across cultures. Gender therefore refers to the socially constructed attributes, activities, responsibilities and needs associated to men (masculine) and women (feminine) in a given society at a given time, as well as any member of a specific community within that society.

Gender Relations: Gender relations are concerned with how power is distributed between the sexes. They create and reproduce systemic differences in men's and women's position in a given society. They define the ways in which responsibilities and claims are allocated and the way in which each are value.

Productive work: This is work that produces goods and services for exchange in the market place (for income). *Reproductive Care/Work:* This includes but is not limited to child-bearing and nurture. It has increasingly been referred to as "social reproduction" to indicate the broader scope of the term than the activities associated with biological reproduction. Women and girls are mainly responsible for this work, which is usually unpaid. There is an intersection of peoples' productive and reproductive responsibilities with policy priorities, which has repercussions at all levels of an economy and society and is the principal focus of a gender analysis.

Differential Access to and Control over Resources: It is important to distinguish how men and women access resources, (land, labour, credit, income, etc.) and their ability to have control. Access gives a person the opportunity to benefit from the resource i.e. land to grow crops. Control allows a person to make decisions about who can and how one uses the resource (s) i.e. sell land.

Empowerment: Empowerment is about people, both men and women. It is a "collective undertaking, involving both individual change and collective action". Women's empowerment means developing their ability to collectively and individually take control over their own lives, identify their needs, set their own agendas and demand support from their communities and the state to see that their interests are

responded to. In most cases the empowerment of women requires transformation of the division of labour.

Discrimination: The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), approved by the United Nations in 1979, states that “Discrimination against women shall mean distinction, exclusion, or restriction made on the basis of sex which has the purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field” Systemic Discrimination: Systemic discrimination is caused by policies and practices that are built into the ways that institutions operate, and that have the effect of excluding women and minorities.

Gender Mainstreaming: It is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs in any area and at all levels. It is a strategy for making women’s and men’s concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres, such that inequality between women and men is not perpetuated.

Sex-disaggregated data: This data is collected and presented separately on women, men, boys and girls. It is quantitative statistical information on differences and inequalities between the sexes.

Gender Gap: A difference in any aspect of socio-economic status of women and men, it is not just a male/female gap. It is a gap that arises from the different socially assigned responsibilities ascribed by society to women and men.

Gender Equity: Gender Equity means that women and men are treated fairly according to their respective needs. A gender equity goal often requires built-in measures to compensate for the historical and social disadvantage of women.

Gender Equality: Gender Equality means women and men have the same rights and opportunities in all areas of life. It also means that all people are free to develop their personal abilities and to make choices without limitations imposed by strictly by gender. It does not mean that women and men have to become the same, but their rights, responsibilities and opportunities will not depend on whether they are born female or male.

Gender Responsive Budgeting: Gender responsive budgeting is an approach designed to mainstream the gender dimension into all stages of the budget cycle. In general,

gender responsive budgeting aims at analysing the different impacts of a state's national and local expenditure as well as revenue policy on women and girls, and on men and boys, respectively. In addition to the impact analysis, gender responsive budgeting comprises making proposals to reprioritise expenditures and revenues, considering the different needs and priorities of women and men. Depending on the country-specific context, other factors of inequality may also be focused on, such as age, religious or ethnic affiliation, or the place of residence (urban/rural, different provinces).

Gender Sensitive Programming: This promotes equality of the sexes in whatever development intervention initiated by the DA. The reality in Ghanaian context is that women and youth have lower status in society; less access to and control over resources, are less educated and have low participation in decision making. This necessitates the planning of initiatives aimed at enhancing the status of women and youth, give them access to and control over resources as well as enhancing their participation in decision making spaces.

Social Inclusion: can be defined as a series of positive actions to achieve equality of access to goods and services, to assist all individuals participate in their community and society, to encourage the contribution of all persons to social and cultural life and to be aware of, and to challenge, all forms of discrimination. An effective social inclusion results in individuals having an equal opportunity to make decisions that affect their quality of life. It ensures the fullest participation of all members of the community including youth and women. Inclusivity implies the obligation to integrate all actors (women, men, youth, and other disadvantaged groups) into the analysis of opportunities and constraints, the development of strategies and in the implementation of these strategies.

Appendix B: Interview Guide for WEDA

Introduction/Bio-Data

Position/Designation of contact person (s):

Policy environment

1. What is the Act/legal frameworks, including legislative instruments that govern the operations of local government in relation to gender equality?
2. What provisions are there in the legislative instrument that would require the DA to:
 - a. Design (MTP) and monitor programs from a gender perspective?
3. Does DA maintain contacts with Ministry of Gender, Children and Social Protection?
4. Is DA aware of the National Gender Policy and Youth Policy and using them to influence programming?
5. Does DA maintain contact with representatives (individuals and/ or organisations) of women/youth groups in the district? What is the nature of the contact/engagement?
6. Have there been discussions between DA and these representatives to formulate priorities for gender programming?
7. What is the mechanism for monitoring the trend on gender inequalities and youth exclusion in the district?

Operations

1. Does DA have a person(s) or unit/office responsible for gender program?
2. What specific functions is the person(s) or unit/office responsible for?
3. Are gender equality, women's empowerment and youth objectives formulated and translated into specific objectives, purpose, results and assignments?
4. Does the DA undertake activities to promote knowledge management on gender, like research, publications, documentation, seminars and meetings, network building etc.?
5. Are means (personnel/budget) available to realise gender and youth policy aims?
6. Does the DA offer opportunities (capacity building/ training, direct support/ backstopping, literature) to strengthen knowledge and vision of gender issues of staff? What kind of training has the staff received on gender related subjects?
7. How are gender equality and women/youth empowerment activities monitored?
8. What are the linkages with WAGES and DA programming?

Capability of Staff (Gender Desk Officers)

1. What are the goals/objectives/vision for DA's gender and youth program?
2. How do you determine whether a formulated gender/youth policy has been adequately translated into the necessary means: budget, personnel, and conditions?
3. Do you make effective and timely use of external expertise concerning gender (gender consultants, backstopping and internally available expertise)?
4. What initiatives have been taken by DA to promote capacity building on gender equality and youth inclusion?

Other sectors:

a. Agriculture

1. How do you mainstream gender equality and women's empowerment in your programming?
2. Do you consider integrating gender in your program and activities?
3. How do you assess whether a program is gender sensitive?
4. Do you make effective and timely use of external expertise concerning gender (gender consultants, backstopping and internally available expertise)?
5. What initiatives have been taken to promote gender equality and youth inclusion in your programs and activities? Consider issues such as women and in agriculture program

b. Education

1. Do you have sufficient knowledge of the issues involved in mainstreaming for gender equality and women's empowerment?
2. How often do you integrate gender in your program and activities?
3. How do you assess whether a program is gender sensitive?
4. Do you make effective and timely use of external expertise concerning gender (gender consultants, backstopping and internally available expertise)?
5. What initiatives have been taken to promote gender equality and youth inclusion in your programs and activities? Consider issues such as quality, facilities etc.

c. Health

1. Do you have sufficient knowledge of the issues involved in mainstreaming for gender equality and women's empowerment?
2. How often do you integrate gender in your program and activities?
3. How do you assess whether a program is gender sensitive?
4. Do you make effective and timely use of external expertise concerning gender (gender consultants, backstopping and internally available expertise)?

5. What initiatives have been taken to promote gender equality and youth inclusion in your programs and activities? Consider issues such as
 - Access to healthcare
 - Number of trained staff (midwives, nurses,

Business Advisory Centre

1. Do you have sufficient knowledge of the issues involved in mainstreaming for gender equality and women's empowerment?
2. How often do you integrate gender in your program and activities?
3. How do you assess whether a program is gender sensitive?
4. Do you make effective and timely use of external expertise concerning gender (gender consultants, backstopping and internally available expertise)?
5. What initiatives have been taken to promote gender equality and youth inclusion in your programs and activities? Consider issues such as
 - women and youth access to land and credit
 - skills training (vocational centres)
 - employment creation
 - alternative livelihoods
 - vocational

Question guide for focus group discussion

a. Women

- Are you employed?
- What work do you do?
- What is your level of education?
- What are some of the challenges that women face regarding education, health, employment
- Do you take part in making welfare decisions at home, community?
- Have you ever participated in any assembly meeting? Did you contribute to the discussions?
- What was it? How often?
- What do you expect from the DA in terms of employment, service delivery, and participation in decision making?

b. Youth

- Are you student/ employed/unemployed/self-employed?
- What work do you do?
- What is your level of education?

- What are some of the challenges that youth face regarding education, health, employment
- Do you take part in making welfare decisions at home, community?
- Have you ever participated in any assembly meeting? Did you contribute to the discussions?
- What was it? How often?
- What do you expect from the DA in terms of employment, service delivery, and participation in decision making of the assembly?

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