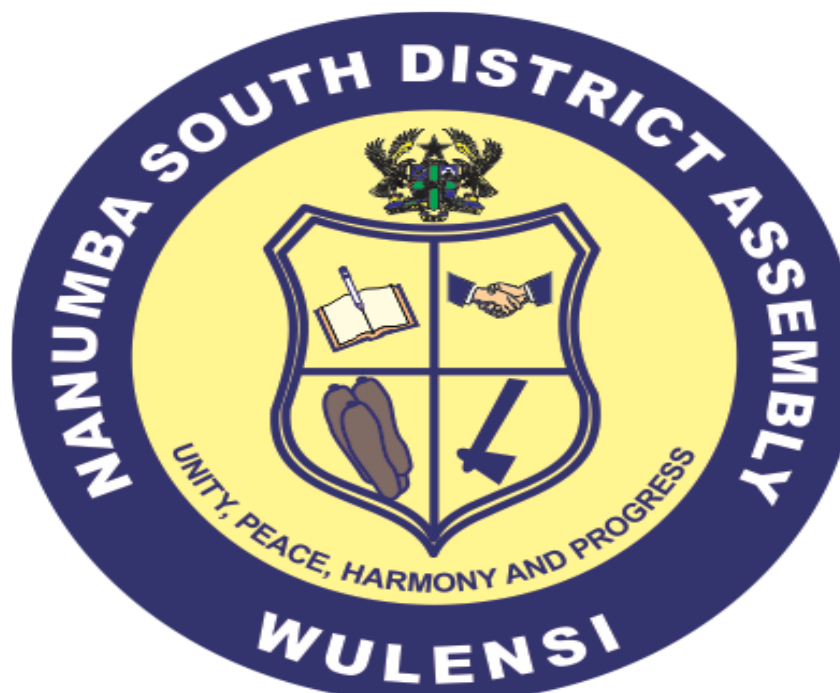


NANUMBA SOUTH DISTRICT ASSEMBLY

GENDER EQUALITY AND SOCIAL INCLUSION (GESI) STRATEGY



PREPARED BY:

**DISTRICT PLANNING COORDINATING UNIT
(DPCU)**

2025

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LIST OF ABBREVIATIONS

ACHPR	-	African Charter on Human and People's Rights
ADVANCE	-	Agriculture and Value Chain Development Project
BAC	-	Business Advisory Centre
BPfA	-	Beijing Platform for Action
CEDAW	-	Convention on the Elimination of All Forms of Discrimination Against Women
CHPS	-	Community-based Health Planning and Services
CLASS	-	Complementary Livelihood Assets Support Scheme
CRPD	-	Convention on the Rights of Persons with Disabilities
CSOs	-	Civil Society Organizations
CWSA	-	Community Water and Sanitation Agency
DEOC	-	District Education Oversight Committee
DHD	-	District Health Directorate
DOVVSU	-	Domestic Violence and Victim Support Unit
DPCU	-	District Planning Coordinating Unit
EPA	-	Environmental Protection Agency
FBOs	-	Farmer-Based Organizations
GBV	-	Gender-Based Violence
GES	-	Ghana Education Service
GESI	-	Gender Equality and Social Inclusion
GHS	-	Ghana Health Service
GPI	-	Gender Parity Index
GPSNP	-	Ghana Productive Safety Net Project
GPRS	-	Ghana Poverty Reduction Strategy
GRPB	-	Gender Responsive Planning and Budgeting
GSS	-	Ghana Statistical Service
IGA	-	Income Generating Activities
ICESCR	-	International Covenant on Economic, Social and Cultural Rights
JHS	-	Junior High School
KG	-	Kindergarten
LIPW	-	Labour Intensive Public Works
NADMO	-	National Disaster Management Organization
NCCE	-	National Commission for Civic Education
NDPC	-	National Development Planning Commission
NGOs	-	Non-Governmental Organizations
NHIS	-	National Health Insurance Scheme
NSDA	-	Nanumba South District Assembly
PHC	-	Population and Housing Census
PI	-	Productive Inclusion
PWDs	-	Persons with Disabilities
RPCU	-	Regional Planning and Coordinating Unit
SDGs	-	Sustainable Development Goals

SHS	-	Senior High School
SIGRA	-	Strengthening Investments in Gender-Responsive and Climate-Resilience Adaptation
SWCD	-	Social Welfare and Community Development
UNDP	-	United Nations Development Programme
UNFPA	-	United Nations Population Fund
UN Women	-	United Nations Entity for Gender Equality and the Empowerment of Women
WASH	-	Water, Sanitation and Hygiene

CHAPTER ONE

1.0 Introduction

The Nanumba South District was carved out of the former Nanumba District and inaugurated on 27th August 2004. The district is found in the eastern corridor of the Northern Region of Ghana and shares boundaries with Zabzugu District and the Republic of Togo to the East, East Gonja Municipality to the West, Nkwanta District of the Oti Region to the South-East, Nanumba North Municipality to the North and Kpandai District to the South-West. The district covers a land mass of about 1,789.2 km².

The population of Nanumba South district stands at 106,374 comprising 52,511(49.37%) males and 53,863 (50.63%) females respectively (2021 Population and Housing Census). About 82.1 percent of the population lives in the rural areas compared to 17.9 percent in the urban areas, which implies that the district is predominantly rural in nature.

In accordance with the Local Governance Act, 2016 (Act 936), the Nanumba South District Assembly is committed to advancing inclusive, equitable, and participatory development that responds to the diverse needs of its population. Recognizing that gender inequalities and social exclusion can limit access to opportunities and services, the Assembly has prioritized the development of a Gender Equality and Social Inclusion (GESI) Strategy. This strategy seeks to promote fairness, equal access to resources, and meaningful participation for women, men, girls, boys, and persons with disabilities, while addressing intersecting vulnerabilities related to age, socio-economic status, and geographic location.

The development of this document was informed by a consultative and participatory process involving key departments, traditional authorities, civil society actors, and community members. Deliberate efforts were made to capture the perspectives and lived experiences of women and men, girls and boys, and marginalized groups to ensure the strategy is responsive, context-specific, and aligned with the development aspirations of Nanumba South District.

1.1 International Commitments

The Government of Ghana has ratified a number of international, regional and national frameworks and protocols; such as the Beijing Declaration and Platform for Action of 1995; the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW); the Sustainable Development Goals (SDGs); the Universal Declaration of Human Rights; the International Covenant on Economic, Social and Cultural Rights (ICESCR); the African Charter

on Human and People's Rights (ACHPR); the Convention on the Rights of Persons with Disabilities (CRPD); and the Protocol on the Rights of Women in Africa, among others.

Ghana, along with other countries and development partners, have also agreed that as stipulated in the Beijing Platform for Action (BPfA), Sustainable Development Goal (SDG) 5 as well as other gender-related SDG targets, adequate and effective financing is essential in realizing the goal of gender equality and the empowerment of all women and girls. The UN Secretary General in his 23rd Review and Appraisal report, noted that under-investment in gender equality and women's empowerment has contributed to slow and uneven progress in all twelve critical areas of concern to the BPfA. Inadequate financing hinders the implementation of gender responsive laws, policies, and interventions. Additionally, data shows that financing gaps are sometimes as high as 90% with critical shortfalls in infrastructure, productive and economic sectors. Therefore, a gender-responsive focus on budget planning and increasing investments is crucial.

1.2 National Policy and Legal Frameworks

Ghana's National Gender policy provides a framework for promoting gender equality and women empowerment in Ghana. It outlines key strategies and commitment for achieving gender equality, including strengthening normative, legal and administrative frameworks. Examples of National Policy and Legal Frameworks are provided below.

Table1: Overview of the major national commitments to gender equality in Ghana

Year	Lead Institution	Objectives	Beneficiaries
1992	Government of Ghana	Ratification of the Convention on the Elimination of All Forms of Discrimination (CEDAW)	Women and girls, ensuring legal protection against gender-based discrimination
1998	Government of Ghana, Ministry of Gender, Children and Social Protection	Development of the National Gender Policy and its implementation Plan Implement gender mainstreaming in policies, programs and institutions	Men and women, promoting gender equality and women's empowerment across sectors
2003	Government of Ghana	GPRS (Ghana Poverty Reduction Strategy) 1 Gender mainstreaming into development programs and policies	General population including women
2004	Government of Ghana, Ministry of Gender, Children	Launch of the Domestic Violence Victim Support Unit. Provide legal	Women and victims of domestic violence ensuring their safety and access to justice

Year	Lead Institution	Objectives	Beneficiaries
	and Social Protection	protection for victims of domestic violence	
2006	Government of Ghana	Launch of GPRS 2 To continue the gender mainstreaming agenda	General population with a focus on marginalized groups including women
2006	Government of Ghana	Persons with disability Act 2006 (Act No. 715)	An Act that provides for persons with disabilities, to establish a National Council on Persons with Disability and to provide for related matters.
2012	Government of Ghana, Ministry of Gender Children and Social Protection	The Affirmative Action Act	Women in politics and decision-making
2012	Government of Ghana	Ratification of the Convention on the Rights of Persons with Disabilities (CRPD)	Persons with disabilities, ensuring the promotion, protection, and full enjoyment of human rights
2013	Government of Ghana, Ministry of Gender Children and Social Protection	Launch of the National Gender Policy and Action Plan for Gender Equality and Equity	Women children and marginalized groups with a focus on gender equity
2014	Civil Society Organizations	16 Days of Activism Against Gender Based Violence campaigns. Raising awareness and advocating to end gender-based violence	General population raising awareness about gender-based violence and promoting gender equality
2014	Government of Ghana	The Livelihood Empowerment Against Poverty Programme	People in vulnerable situations including widows, orphans and persons with disabilities
2015	UN Women, UNFPA, UNDP and others	Launch HeForShe campaign in Ghana. Promote gender equality and women's rights	General population, promoting involvement equality and male involvement
2016	Government of Ghana, Ministry of Gender Children and Social Protection and partners	Implementation of the National Plan of Action for the Elimination of Violence Against Women and Children in Ghana	Women and children, particularly those at risk of violence and abuse.

Year	Lead Institution	Objectives	Beneficiaries
2017	Government of Ghana	Establishment of the Affirmative Action Bill to increase women's participation in politics and decision-making.	Women in politics and decision-making.
2017	Ministry of Food and Agriculture	Planting for Food and Jobs	Small scale farmers including women
	Ministry of Food and Agriculture	Women in Agriculture. Focus on addressing gender disparities in the agriculture sector	Female farmers
	Agriculture and value chain Development (ADVANCE) Project	Improve gender equality in the agriculture sector	Supports women in various agricultural value chains
2019	Civil Society Organizations, including NGOs and women's organizations including women's right groups	Launch of the "16 Days of Activism Against, Gender-Based Violence campaign	General population, raising awareness about gender-based violence
2020	Government of Ghana	Land Act 2020 (Act 1036)	Gender equality and social protection provisions regarding non-discrimination for the acquisition of land
	Government of Ghana, Ministry of Gender, Children and Social Protection	Women's Empowerment Fund	Women entrepreneurs in the informal sector
2024	Ghana Enterprises Agency	Financial programmes to support women entrepreneurs and small and medium enterprises	Women entrepreneurs and small and medium enterprises
2024	National Development Planning Commission (NDPC)	Equality perspective, varying needs of men and women and living conditions; access to resources and human rights; unpaid care work	General population, promoting equality and involvement among gender

CHAPTER TWO

2.0 Intersectional Gender-Based Analysis

2.1 Commitment to GESI in Nanumba South District

The decentralization system currently practiced in Ghana is built around grassroots participation in development planning and implementation. Local Government Act, Act 936 identifies the District Assembly as the planning authority within its area of jurisdiction. The district has initiated several programmes and policies aimed at promoting inclusive development and ensuring that no one is left behind.

Nanumba South District is making efforts to promote disability inclusion. Steps are being taken to ensure that persons with disabilities (PWDs) are not left out of developmental activities. The district is working to make public buildings, schools and health facilities more accessible to people with physical impairments. The district provides training and mentorship programs for PWDs in areas such as hairdressing, beading, weaving and tailoring. Beneficiaries are also supported with start-up equipment to help them establish their own businesses. In addition, the social welfare and community development department carries out periodic community sensitization campaigns aiming at reducing stigma and awareness about the right and potential of PWDs.

This Gender Equality and Social Inclusion Strategy is part of overall efforts to advance gender equality while leaving no one behind. To enhance development and enable the construction of a new social order in the Nanumba South District, this strategy offers a particular focus on the intersection of gender and disabilities, which seeks to ensure the full engagement of all people in the district.

In line with the National Gender Policy theme of “*Mainstreaming Gender Equity and Women’s Empowerment into Ghana’s Development Efforts*”, this District Gender Strategy will therefore be based on:

1. Developing a comprehensive gender framework aimed at achieving an equitable development among diverse women and girls, men and boys, with a particular focus on those living with disabilities.
2. Ensuring that gender is mainstreamed into District development plans and programmes.
3. Reflecting the interests of diverse women and men equally and equitably.
4. Identifying the main issues negatively affecting the development of women and girls, men and boys, including persons with disabilities in the district.
5. Designing and implementing interventions that respond to the identified issues and promote inclusion and empowerment for all.

2.2 Socio-Cultural Context

Available data on the Gender Parity Index (GPI, 2020): KG 0.95, primary 0.93, JHS 0.87 and SHS 0.96 for Nanumba South District indicates gender gaps in participation, particularly at the Junior High School (JHS) and Senior High School (SHS) levels. In some households, there is a perception that investing in boys' education yields higher returns than investing in girls' education. Where differences in outcomes exist, they may be influenced by structural factors such as the unequal distribution of household responsibilities, betrothal, and forced marriage. This results in low attendance and completion rates of girls.

Within many households, women and girls play significant roles in domestic and care-related responsibilities, including childcare, water and fuel collection, food preparation, and care for sick family members. While these roles are valued within the social structure, the disproportionate share of unpaid care work undertaken by women and girls may limit their time and opportunities for education, economic engagement, and participation in community decision-making. Addressing this imbalance is essential to promoting equitable development outcomes.

The district's socio-cultural system is largely patriarchal, with men traditionally occupying primary decision-making roles within households and communities. Men typically hold chief roles, holding formal authority in traditional governance structures. Although women may also be selected as traditional women leaders, their roles often focus on advisory, welfare, and cultural functions and may not carry the same level of executive authority or control over land and community resources as that of chiefs. At the household level, men are generally recognized as heads of households, which can influence patterns of resource allocation and decision-making.

Child marriage remains an issue of concern. According to the 2021 Population and Housing Census (GSS), approximately 2.9% of girls in the district were reported to have experienced marriage before the age of 18. Early marriage increases the likelihood of school dropout, limits economic opportunities, heightens financial dependence, and poses maternal and child health risks. Continued community engagement and enforcement of existing legal frameworks are essential to address this challenge.

Polygamous marriages are permitted under certain religious and customary systems, allowing men to marry multiple wives, while women do not have equivalent rights. Christian, Islamic, and traditional religious institutions play an important role in shaping social norms and gender roles. In some contexts, interpretations of religious and cultural norms may limit women's participation in formal leadership positions, particularly within traditional and Islamic structures.

Unequal access to and control over resources particularly land, income, education, and decision-making power continues to affect women and men differently. Where resources are inequitably distributed, it can constrain inclusive and sustainable development. Strengthening gender equality and social inclusion within district systems is therefore critical to improving the wellbeing of all residents in Nanumba South District.

2.3 Economic Environment

Women and girls engage in almost all economic activities in the district, yet their incomes are often lower in comparison with their male counterparts. In the agriculture sector, men engage in cash crops production such as yam, cassava, cashew and mango plantation, whilst women engage in small holder farming, such as legumes and vegetable production due to limited access to farmlands. Women also assist their husbands throughout the farming processes including harvesting and marketing of farm produce. Women have control over the monies generated from their own farm production; however, they do not have control over revenues from their joint farms with their husbands. In most cases, the men decide what the monies are used for. To complement their income, women engage in shea picking and processing from their husbands' farms during the season.

Regarding livestock rearing, men are more engaged in this field than women due to traditional and cultural norms and roles, and men's greater access and control over resources such as land and funds.

Under the Ghana Productive Safety Net Project (GPSNP), Labour Intensive Public Works (LIPW) component, where beneficiaries earn daily wages to provide labour for access roads, dug-outs, small earth dams, and reclaimed degraded lands in some selected communities, the district prioritizes groups in vulnerable situations which include women, PWDs, single parent households and marginalized men to benefit from this project. Available data in the Nanumba South District Assembly 2024 Annual Progress Report indicates that 282 vulnerable beneficiary's households benefited from the project with 153 females and 129 males.

The Productive Inclusive (PI) aspect of the GPSNP under the Complementary Livelihood Assets Support Scheme (CLASS) seeks to benefit vulnerable households, with prioritization given to women and young girls including out-of-school girls, PWDs, single parent households, and some men in vulnerable situations. The CLASS provides support in the form of training, toolkits and grant to beneficiaries to establish Income Generating Activities (IGAs) of their choice for the benefit of their own households.

It should also be noted that while their male counterparts invest their incomes to expand their businesses, women use their proceeds to purchase ingredients to provide meals for their household. This makes it difficult for women to grow or sustain their businesses.

Men have more secondary income sources compared to women and engage in activities such as motorcycle (*okada*) taxi driving and artisanal work, while women rely on low-margin trading, further widening the economic gap (NSDA Annual Progress Report, 2024). In some instances, women must forgo these alternative economic activities due to childbearing and to attend their traditional gender roles in household chores and family care giving. A woman's ability to engage in any economic activity is also subject to their husband's approval.

With the picture presented above, there is therefore the need to empower women economically and to make efforts to redistribute domestic and care roles to provide women with opportunities to expand their businesses. This can go a long way to enhancing the welfare of all families.

2.4 Political Representation and Decision-making

Even though the positions of Member of Parliament and District Chief Executive are open to all sexes in the district, no female has either been appointed nor shown interest to contest such positions due to entrenched gender roles, low self-confidence, and historical and systemic discrimination against women and girls.

At the General Assembly level, there is only one (1) female elected assembly member out of the total of 28 elected members (representing 3.6%) and four (4) female Government Appointees out of 12 (representing 33.3%). This represents a total of 5 female assembly persons out of 42 (representing 11.9%) in the district. PWDs account for 4.2% of the general assembly (1 elected and 1 appointed member). Only 1 female is represented at the Executive Committee level of the Assembly (2024).

At the management level of the District Assembly, there are only two female representatives, comprising 13.3% out of a total of 15. The female representatives fill the roles of District Director of Education and the District Director of Agriculture.

At the community level, the head of the traditional authority is the Chief. Interestingly, that position is solely reserved for men. This is also the case at the family/household level where the head is automatically a male.

The general norm is that men continue to play an active role in the political administration of the district in contrast to women, who are underrepresented within these structures. This creates a situation where men's perspectives are represented and promoted, while those of women are not. It is therefore necessary to correct the inequality by enhancing gender-inclusive governance in the district. In addition, working with men as agents of transformation is key to sustainable change and reducing resistance to gender equality.

2.5 Access to Resources and Services

If human centered development is to be realized in the district, the District Assembly, in collaboration with traditional authorities, religious and opinion leaders, and NGOs, should institute appropriate measures to promote women's access to education, health, water and sanitation, and effective participation in decision making. Strengthening women's access and participation can generate multiple benefits, including improved agricultural production, enhanced household management, increased access to rights and entitlements, and strengthened environmental stewardship. Ultimately, advancing gender equality would contribute to the positive transformation of the district by enabling an inclusive and equitable economy for all.

The district has a total of nine hundred and seventy (970) persons with disabilities of all categories. Out of this, three hundred and eighty-three (383) of them are males, representing 39.5%, and five hundred and eighty-seven (587) are females, representing 60.5%. The most common type of disability in the district is physical disability. As a result of more PWD being registered with the district, efforts are made to ensure that all PWDs are allocated their share of the disability fund,

especially those in school and training centers. Some of these individuals have been supported financially to continue their work as seamstresses and traders, and to receive medical support.

However, much more needs to be done to increase PWD's accessibility to social and economic facilities. For instance, financial assistance to women, girls, men and boys in the most vulnerable situations, including people who are physically impaired, is insufficient and should be increased. Additionally, these groups of citizens are not fully engaged in decision-making, especially at community and household levels. Developing their skills in financial literacy, record keeping, and participation in local governance and decision making should be encouraged.

2.6 Unpaid Care Work

The burden of unpaid care work poses a significant barrier to female's economic advancement as detailed in the socio-cultural context above. The physical demands of care work, particularly water collection, which often requires long walks to distant sources, further hinder women's active participation in productive economic activities and community meetings.

These care responsibilities also reinforce gender gaps in education and decision-making. Girls frequently drop out of school to assist with household chores, perpetuating cycles of limited opportunity.

Climate change is intensifying these existing inequalities. Dry spell conditions force women to spend even more time searching for water, while floods and crop failures increase the time needed for food preparation and preservation. These climate impacts add to women's unpaid labor without corresponding support systems or recognition of this additional burden. Yet in spaces where climate decisions are made, the voices of women are conspicuously missing.

Current policies and programmes implemented by the district fail to adequately address these issues. The district lacks public childcare services or labor-saving infrastructure that could reduce women's care burdens. Water projects often do not consult women during siting of water facilities, missing opportunities to ease the burden of water collection duties. Most climate adaptation programs focus on male-dominated sectors, overlooking how care work affects women and girls and community resilience.

2.7 Unequal Impact of Climate Change

In the agricultural sector, approximately 94.5% of the population is engaged in farming activities, with women representing 39.7% of this workforce (APR NSDA, 2024). Despite their strong presence, women face systemic barriers such as limited access to land, technology and financial resources. Climate variability has further exacerbated their challenges, with prolonged dry spell and erratic rainfall patterns reducing crop yields and degrading soil quality. The impact on PWDs is particularly pronounced, as the physical nature of agricultural labor restricts their participation, thereby limiting their opportunities for economic empowerment.

The impacts of these climatic changes are further compounded by the increasing scarcity of water resources. The rivers, streams, and small earth dams that are crucial water sources for many communities in the district, are drying up due to the combination of reduced rainfall and increased evaporation, directly impacting access to water for both domestic and agricultural needs. This situation disproportionately affects women and girls, who bear the responsibility of water collection. In addition, the underground water table is receding, making it more difficult and expensive to extract water through wells, with consequences for both drinking water supply and irrigation. In many cases, women and girls are compelled to travel long distances in search of clean water, thereby reducing the time available for educational or income-generating activities, increasing their vulnerability to health issues and exposure to gender-based violence.

2.8 Commitment to Gender Responsive Planning and Budgeting (GRPB) within Nanumba South District Assembly

Budgeting processes in the district are informed by the Composite Budget Preparation Guidelines, which promote gender-based budgeting processes. While this approach is still being strengthened, it provides a structured pathway for ensuring that expenditure decisions are equitable and reflective of diverse community needs. However, gender-responsive budgeting tools such as gender budget statements and expenditure tracking systems are not yet fully institutionalized. While consultations with community stakeholders occur, the district still needs to formalize participatory budgeting processes that ensure that marginalized voices, particularly those of women, youth and PWDs, are heard and reflected in final budgets.

Table 2: Key Issues and Gaps of GESIn

S/N	Thematic Area	Identified Gaps	Proposed Solutions	Lead Institution
1	Disability Inclusion	➤ Inadequate funds for sustainable educational programs for PWDs ➤ Continued stigma against PWDs ➤ Inadequate allocation of funds for PWD-related activities, such as the PWDs common fund allocation ➤ Lack of accessible and user-friendly educational facilities for PWDs ➤ Lack of teaching and learning resources for the visually impaired	➤ Train journalists and conduct interviews with media hosts to fight stigma ➤ Link vocational training to Business Advisory Centre (BAC) business hub ➤ Develop partnerships with CSOs to co-create adapted guidelines that support the accessibility and disability inclusion of educational facilities and programs ➤ Invest in accessible systems, infrastructure, and accommodations for PWD ➤ Train teachers in inclusive education	Ghana Education Service (GES) Social Welfare and Community Development Works Department NGOs/CSOs District Planning Unit
2	Agriculture	➤ Women's limited access to productive resources such as farm machinery, farmland, fertilizers, storage facilities and credit ➤ Poor business management and entrepreneurial skills among women ➤ Lack of technical know-how of women in using farm machinery ➤ Limited market infrastructure in communities, affecting women traders ➤ Limited knowledge among rural women farmers on climate-smart and modern agricultural practices ➤ High school drop out for girls to support with agriculture activities	➤ Facilitate the formation of women-led farmer-based organizations (FBOs) and cooperatives to ease access to financial schemes ➤ Use culturally sensitive engagement and training to increase women farmers' skills on climate smart agriculture ➤ Provide business management and financial literacy training through BAC and other partners to women entrepreneurs and women-led businesses directly or indirectly linked to agriculture ➤ Work with community leaders to increase understanding of how equitable practices can benefit their communities and promote their co-creation and ownership through community dialogues	Department of Agric District Assembly NGOs/CSOs BAC

		➤ Gender norms and roles limiting women's agency and decision-making in the household, in communities, and over their income		
3	Climate Change	➤ Limited economic opportunities force women into unsustainable livelihoods like charcoal production, leading to bush burning and tree cutting, which worsens soil erosion and carbon emissions ➤ Dry spell leading to drying up of dams and streams due to erratic rainfall and overuse, forcing females to walk longer distances for water, which also affects crop productivity ➤ Absence of early weather warning leaves households unprepared for disasters like floods, warm temperatures and dry spell, with disproportionate impacts for women, children, the elderly and PWD who tend to stay at home for longer periods of time	➤ Train and financially support women to adopt alternative livelihoods such as cassava processing, beekeeping and mushroom farming to reduce reliance on charcoal burning ➤ Promote rainwater harvesting at the household level and invest in borehole drilling and mechanization to reduce water scarcity ➤ Establish community-based disaster response teams (including women, youth and PWDs) and train them in gender-responsive strategies and tactics to effectively respond to climate emergencies ➤ Invest in shelters for the protection of families and communities impacted by climate emergencies with gender-responsive and accessible infrastructure to support diverse needs, including those of PWD ➤ Partner with NADMO to introduce early weather warning information using radio, community information centers, and other relevant channels	Environmental Health Unit Department of Agriculture NADMO Works CWSA BAC
4	Cultural Norms and Social Structures	➤ Gender roles and stereotypes which prevent women's opportunities ➤ Patrilineal land ownership system restricts women's access and control of land, limiting their ability to cultivate high-value cash crops ➤ Patriarchal community leadership and household systems limit	➤ Organize community dialogues and sensitization sessions with traditional leaders, chiefs and landowners on the importance of access to land for women ➤ Support men's involvement in household and care responsibilities through behavior change communication programs	Traditional Authorities NCCE Social Welfare and Community Development Gender Desk Officer

		women's involvement in public decision-making ➤ Women disproportionately carry the burden of unpaid care work and household responsibilities	➤ Promote intergenerational and male-led advocacy on transforming social norms and breaking harmful gender stereotypes ➤ Engage community members in addressing climate-related challenges and co-creating equitable, inclusive, gender-responsive solutions ➤ Co-create a risk mitigation strategy with women in communities to address potential backlash	
5	Gender-Responsive Budgeting and Services	➤ Inadequate availability of funds despite 40% gender-related activities in the agricultural sector budget ➤ Insufficient understanding of what constitutes gender-related activities in gender-responsive budgeting ➤ Inadequate support services for gender-based violence survivors such as DOVVSU facilities, medical facility support ➤ Limited capacity of staff to effectively plan and implement gender-responsive budgeting	➤ Identify prevention opportunities such as GBV, climate adaptation, etc., that can help optimize resources and contribute to sustainability in the long-term ➤ Identify key gender-responsive services according to the needs of women, marginalized groups and PWDs and allocate sufficient funds for their delivery and sustainability ➤ Implement emergency support fund for survivors of gender-based violence ➤ Allocate resources for the incorporation of a gender perspective in the design of projects across all sectors ➤ Allocate adequate resources to support broader stakeholder engagement (focus groups with diverse women and diverse groups) in planning and budgeting processes	District Budget Analyst Planning Unit Social Welfare and Community Development Gender Desk Officer
6	Healthcare	➤ Limited access to NHIS registration services due to distance and lack of mobile teams ➤ Lack of functional hospital in the district to handle referrals or emergency care	➤ Identify opportunities for the prevention of health-related risks, including mental health among women and marginalized populations ➤ Partner with NHIS to conduct mobile registration exercises in hard-to-reach communities	District Health Directorate (GHS) Gender Desk Officer NHIS District Office Social Welfare and Community Development

		➤ Inadequate delivery beds and equipment in health centers and CHPS compounds endangering maternal health ➤ Lack of prevention strategies and inclusive infrastructure	➤ Advocate for speedy completion and equipping of the District Hospital under the Agenda 111 initiative ➤ Provide delivery kits, sterilization equipment and logistics to the hospital, health centers and CHPS compounds to improve maternal health outcomes ➤ Identify health issues experienced by women in agriculture and those related to climate change, including mental health, and develop a plan to progressively protect the most at-risk and impacted populations	
7	Governance and Representation	➤ Insufficient women's representation within political structures, with one elected female Assembly Member and four female government appointees representing 3.6% of the total 28 Assembly members and 33.3% out of 12 government appointees respectively ➤ Limited participation of women and PWDs in decisions making processes in the communities and the Assembly	➤ Provide leadership development & mentorship support for women to effectively engage in Assembly decision making processes ➤ Facilitate focus group dialogues with women and marginalized groups to gather their perspectives on the advancement of their roles in decision-making spaces ➤ Identify and engage male allies who will genuinely support/champion transformative women empowerment strategies and activities	Gender Desk Officer Social Welfare and Community Development Department NCCE Assembly Members

Table 3: Strategic and Practical GESI Needs Summary

Thematic Area	Practical GESI Needs	Strategic GESI Needs
Governance and Representation	➤ Increase the number of women and persons with disabilities (PWDs) involved in decision making at the Assembly. This can be done by identifying and recruiting diverse women and PWDs who are interested in participating in committees and in community dialogues. ➤ It is important to organize capacity-building programs such as leadership development and mentorship initiatives that target women and groups in vulnerable situations to build their confidence and skills for effective participation in governance.	➤ The district must put in place mechanisms that promote long-term gender-inclusive governance. This includes advocating for and institutionalizing incentives and affirmative action policies, such as quotas, that ensure political parties and appointing authorities prioritize gender balance. ➤ The district must also support women's political participation and leadership. ➤ The district should also integrate gender and social inclusion into its governance frameworks and processes to ensure that inclusivity becomes a permanent and cross-cutting principle. ➤ The district should promote shifting harmful norms that sustain rigid gender roles and hinder women's political leadership.
Education	➤ Support performing female students in need of financial resources through scholarships and mentorship opportunities. ➤ School infrastructure must be improved to include gender-responsive facilities such as changing rooms attached to WASH facilities and accessible infrastructure for girls and boys with disabilities. ➤ Deliver gender-responsive communication strategies and services for the prevention of and response to violence against women and girls and violence against children.	➤ When planning or budgeting, the district must prioritize the differentiated promotion of girl-child education in all its education policies and interventions to address the specific barriers faced by girls and boys to enroll and stay in school. ➤ Long-term programs should focus on advancing gender equality, including the reduction of dropout rates among girls, by addressing cultural, economic and safety-related barriers. ➤ Complementary education programs must be enhanced for out-of-school girls and adult women who never had formal education.
Climate Change	➤ Steps should be taken to train women and youth in alternative sustainable livelihoods such as beekeeping, cashew production,	➤ Gender approaches need to be embedded in resilience, adaptation, and mitigation strategies, including

	cassava and tomato processing and other eco-friendly income-generating activities. ➤ Households should be sensitized, encouraged and supported to install water harvesting systems. Drilling and mechanized boreholes should be constructed in water-scarce areas. ➤ Local disaster response teams should be trained and equipped to handle climate emergencies, including floods and dry spells through gender-responsive approaches. ➤ Gender-responsive early warning systems must be developed and made accessible to all community members.	community preparedness, capabilities, infrastructure resources, and services. ➤ Climate adaptation planning must be responsive to the needs and conditions of women, PWDs, and youth. ➤ Gender-responsive climate resilience should be a key component of the district's Environmental Management Plan. ➤ The Assembly must develop long-term partnerships with environmental CSOs and relevant national institutions like the EPA to access technical support and funding.
Cultural Norms and Social Structures	➤ It is critical to engage community stakeholders, especially traditional authorities, in dialogue aimed at shifting cultural practices that reinforce gender inequality, particularly as they impact the resilience of women, children, and communities facing climate change. ➤ Women must be supported to access land through community land-accessing arrangements and traditional dispute resolution platforms. ➤ It is important to hold community sensitization programs to address stereotypes and to promote shared responsibilities in caregiving and household chores. ➤ It is fundamental to deliver gender-responsive trusted care services for families, to allow women's involvement in paid activities and community leadership.	➤ The district must integrate gender-transformative approaches in its community development initiatives. This includes the formal and informal engagement of traditional leaders to promote rights-based education for men and boys and increase social permission to challenge deep-seated discriminatory behaviors. ➤ Cultural and religious institutions should be brought on board as key partners to create an enabling environment where both women and men can engage in care activities and thrive equally. ➤ District bylaws and community-level policies and communication strategies should reflect progressive gender norms and be enforced equitably.
Gender-Responsive Budgeting and Services	➤ The Assembly needs to approve policies and allocate resources to improve the safe collection of disaggregated data across sectors, including sex, gender, ethnicity, race, age, disability, and sexual orientation to inform budget design. ➤ The Assembly needs to allocate specific and adequate financial resources for gender-focused services and programs. This includes creating emergency support funds for survivors of	➤ The district must adopt a gender-responsive budgeting framework that is integrated into its Medium-Term Development Plans and annual action plans. ➤ Long-term planning must also ensure that all projects undergo consultations with diverse women and marginalized groups and a gender and social inclusion analysis before funding, implementation and evaluation stages.

	gender-based violence, providing psychosocial support and establishing safe shelters and referral mechanisms. ➤ Capacity building programs should be organized for the Assembly's planning, budget and finance staff to enable them to understand and implement gender-responsive budgeting principles. ➤ Women and groups in vulnerable situations must be actively involved in community and district-level budget planning sessions to ensure their needs are reflected in final plans.	➤ Budget must respond to the differentiated needs of diverse demographics, particularly focusing on closing gender and social inequalities and inequities.
Healthcare	➤ The district needs to liaise with the National Health Insurance Scheme (NHIS) to establish mobile registration centers in hard-to-reach areas. ➤ Existing health facilities must be equipped with delivery beds and emergency maternal health equipment to reduce maternal and child mortality.	➤ The Assembly should integrate gender and social inclusion in the district's health planning processes. This includes advocating for an equitable distribution of health outreach services. ➤ Effectively implement policies that prioritize reproductive health and preventive care, especially for women and adolescents.
Disability Inclusion	➤ Provide accessible physical infrastructure that caters to the needs of persons with disabilities. Existing schools and public buildings should be retrofitted to ensure accessibility for PWDs. ➤ Train more teachers in inclusive education methodologies and to supply teaching and learning aids specifically designed for children with special needs. ➤ Equip PWDs with livelihood and vocational skills to promote self-reliance, especially through linkages with the Business Advisory Centre (BAC).	➤ Disability inclusion must be mainstreamed into all sectors of the Assembly's work, including education, infrastructure and economic development. This involves policy reform and the development of district-specific guidelines that prioritize accessibility and equal opportunities. ➤ Sustained trusted partnerships with disability rights organizations should be established to support sustained inclusion efforts. ➤ Long-term public awareness campaigns are needed to combat stigma and discrimination and to change community attitudes towards PWDs.

Table 4: Intersectional Gender Equality and Social Inclusion (GESI) Strategy

Impact/Content Area(s)	Priority (1 being highest, 7 being lowest)	District objective	District actions	Evidence for gap or need and who will benefit	Responsible person/department for meeting the objective	Partners or champion institutions	Indicators/outputs that can be used to measure progress
Disability Inclusion	1	Objective 1: To increase PWDs inclusion in activities of the district and community and reduce stigmatization in society. Objective 2: To ensure easy accessibility to infrastructure and education for PWDs.	Intensify public/media campaigns to reduce stigma and eradicate discriminatory behaviors. Construct or add accessible amenities to existing public infrastructure. Provide PWDs with vocational trainings and BAC model. Develop partnership with CSOs to support Disability Inclusion in project implementation. Integrate designs accessible for PWDs into public facility/institution/building s/devices	Inadequate funds to support public and media engagement for PWDs programs such as sensitization and radio discussions Continued stigma and exclusion of PWDs Inadequate allocation of funds by government of Ghana for PWD-related activities Limited targeting of PWDs in CSO projects and programs	Works Dept., District Budget Unit, GES/ Education Directorate, Social Welfare and Community Development, NGOs/CSOs, District Planning Unit, BAC, DEHSU	NRCC, NSDA, Traditional leaders, GES, SWCD, BAC	Number of media/public/radio sensitization events held Changes in perceptions among selected audiences. Number of accessible public buildings Number of trainings conducted by BAC for PWDs Number of CSOs project/program

			Train teachers to accommodate the needs of students with disabilities and in the use of learning resources that can support their learning.	Inadequate accessibility of educational facilities for PWDs Lack of teaching and learning resources for the visually impaired			s targeting PWDs Changes in the experiences of people with disabilities using public infrastructure and services Number of Teachers trained on PWDs programs Changes in the experiences of inclusion by people with disabilities
Education	2	Objective 1: To improve teaching and learning outcomes and school dropout rates for girls. Objective 2: To expand educational support for out-of-	Construct WASH/changing room facilities suitable for both males and females in schools. Provide scholarships and mentorship for promising female students facing financial barriers.	Inadequate WASH/changing room facilities for Girls Inadequate incentives and mentorship for girls in schools	District Education Directorate, Assembly's Education Sub-Committee, DEOC	GES, NSDA, NGOs	Number of scholarships awarded to girls Changes in girls' performance at school Changes in the

		school and disadvantaged girls.	Expand school feeding programs to cover more schools, particularly in hard-to-reach areas.	Limited school feeding coverage			retention of girls in school Number of schools with gender-sensitive WASH/changing room facilities Changes in the experiences of girls at school Percentage increase in school feeding coverage
Environment/ Climate Change	3	Objective 1: To build the resilience of women, youth and children to climate-change risks. Objective 2: To enhance access to water and promote environmental conservation.	Train and support women to adopt alternative livelihoods such as cassava processing, beekeeping and mushroom farming to reduce reliance on charcoal burning. Increase ability for rainwater harvesting at the household level. Invest in borehole drilling and mechanization to reduce water scarcity.	Limited economic opportunities force women into unsustainable livelihoods like charcoal production, leading to bush burning and tree cutting, which worsens soil erosion and carbon emissions Dry spell leading to drying up of	District NADMO, Agriculture Department, Environmental Health Unit Gender Desk Officer	NRCC, SIGRA	Number of women trained in alternative livelihoods activities Number of women embarking in alternative livelihood activities Number of new water systems

			Establish and train community-based gender-responsive disaster response teams (including women, youth and PWDs) to effectively and adequately respond to climate emergencies. Partner with NADMO to introduce early weather warning information using radio and community information centers. Train women farmers on climate smart agricultural practices to strengthen their capacity for climate adaptation. Create/management of drainage system. Undertake tree planting and afforestation in communities and degraded lands to strengthen climate resilience.	dams and streams, forcing women and girls to walk longer distances for water, while also affecting crop productivity Absence of early weather warning leaves households unprepared for disasters like floods, warm temperatures and dry spells			(e.g., boreholes) installed and used Number of functional community gender-responsive disaster response teams formed Perception of people in communities regarding the response teams
Cultural Norms and Social Structures	4	Objective 1: To promote the transformation of discriminatory gender	. Promote intergenerational and male-led advocacy on	Cultural stereotypes reinforce gender inequality	District Coordinating Director,	NRCC, NSDA Norsaac Songtaba	Number of dialogue sessions with chiefs held

		roles and stereotypes that limit the rights and opportunities of women and girls Objective 2: To strengthen women's access to and control over land and productive resources by addressing patrilineal land ownership systems, enabling women to cultivate high-value cash crops Objective 3: To enhance women's meaningful participation in household and community decision-making processes by addressing patriarchal leadership and governance structures Objective 4: To reduce and redistribute women's disproportionate burden of unpaid care work and	transforming social norms and breaking harmful gender stereotypes. Conduct sensitization sessions with traditional leaders, chiefs and landowners on the importance of access to land for women. Organize community dialogues with traditional leaders on women's access to land. Create awareness campaigns on gender roles and shared household responsibilities Support men's involvement in household and care responsibilities through behavior change communication programs.	Gender roles and stereotypes which prevent women's opportunities Women in Nanumba South District have limited access to land and leadership roles because of patrilineal systems practiced Patrilineal land ownership system restricts women's access and control of land, limiting their ability to cultivate high-value cash crops Patriarchal community leadership and household systems limit women's involvement in	Planning Unit, Traditional Authorities NCCE Social Welfare and Community Development Gender Desk Officer	NOBRI DA GHANA Asawaba farms	Changes in behaviors among chiefs Changes in the perceptions of diverse women regarding gender relations and attitudes Number of men actively involved in male-led advocacy efforts Perceived improvement in access to decision-making by women Changes in males' perceptions regarding women's leadership
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		household responsibilities through supportive policies, services, and social norm change		public decision-making Women disproportionately carry the burden of unpaid care work and household responsibilities			Percentage of women reporting access to land Changes in women's access to credit and other economic empowerment resources Changes in the involvement of men in care and household activities
Governance and Representation	5	Objective 1: To increase women's participation and representation in decision-making and politics at all levels. Objective 2: To promote inclusive participation in governance processes at the community level.	Organize leadership training and mentorship programs for women and girls. Incorporate women and PWDs into key statutory sub-committees' discussions and decision-making processes in the Assembly. Make deliberate efforts to hold separate focus group	Women represent only 3.6% of Assembly Members (1 out of 28) and only 33% of government appointee members (4 out of 12), demonstrating low women's representation	District Coordinating Director, Planning Unit, Gender Desk Officer	NRCC, NCCE, NGOs/ CSOs (SIGRA) Traditional Authorities Gender Desk Officer	Number of leadership training sessions conducted Percentage increase in women's and PWDs' representation in sub-committees

			dialogues among women and marginalized groups to gather their perspectives and experiences for decision making. Identify and engage male allies who will support/champion women empowerment activities. Establish affirmative actions for the inclusion of women in decision-making bodies and positions.	Limited participation of women and PWDs in decision-making processes in the communities and the Assembly		Social Welfare and Community Development Department NCCE Assembly Members	Number of women participating in focus groups Quotas approved Changes in the number of women and PWD involved in decision-making at different levels
Healthcare	6	Objective 1: To improve maternal and reproductive health services in the district. Objective 2: To increase health insurance coverage for groups in vulnerable situations.	Provide essential maternal health equipment to health centers Partner with NHIS to conduct mobile registration exercises in hard-to-reach communities Advocate for speedy completion and equipping of the District Hospital under the Agenda 111 initiative	Equipment in health centers is inadequate Many residents are not enrolled in NHIS Limited access to NHIS registration services due to distance and lack of mobile teams	NHIS Desk Office District Health Directorate (GHS) Gender Desk Officer Social Welfare and Community Development	GHS	Number of new NHIS registrants (women and marginalized groups) Number of facilities equipped with child and maternal health equipment

			Provide delivery kits, incubator, phototherapy machine, sterilization equipment and logistics to the hospital, health centers and CHPS compounds to improve maternal health outcomes	No functional hospital in the district to handle referrals or emergency care Inadequate delivery beds and equipment in health centers and CHPS compounds endangering children and maternal health			
Gender Responsive Planning & Budgeting	7	Objective 1: To allocate funds for gender responsive activities Objective 2: To allocate emergency support fund for survivors of gender-based violence (GBV). Objective 3: To allocate funds for inclusive stakeholder consultations in	Train Assembly members and staff on Gender Responsive Planning & Budgeting (GRB) Allocate specific funds for gender-focused projects and support services for GBV survivors Implement emergency support fund for survivors of GBV Ensure gender perspective is incorporated in project design	Limited capacity of staff to effectively plan and implement Gender-Responsive Budgeting Inadequate funds for gender responsive activities Inadequate support services for gender-based violence survivors such as	DOVVSU, DHD, District Budget unit, Gender Desk Officer, Planning unit, Social Welfare & Community Development, District Education Directorate	NRCC, GDO, SWCD, DHD, DOVVSU, District Education Directorate	Number of staff/assembly members trained on GRB Number of GRB training sessions held Percentage of budget allocated to gender-related activities Number of gender responsive issues captured

		planning and budgeting	Ensure adequate resource provision to support broader stakeholder consultations (focus groups) in planning and budgeting processes	DOVVSU and medical services			in plans & budgets Number of women involved in budget preparation and hearings Changes in the number of sectors with gender-responsive allocations in the budget Changes in cross-sectoral allocations in the budget
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CONCLUSION

The development of this Gender Equality and Social Inclusion (GESI) Strategy for Nanumba District represents a critical step towards creating a more just, equitable and inclusive society. The issues identified, ranging from unequal access to resources, limited representation in decision-making, economic exclusion, inadequate healthcare and education access, to the disproportionate impact of climate change, are not just statistical gaps but lived realities that many women, girls, persons with disabilities and other marginalized groups in the district face daily.

This strategy offers not just a policy document, but a people-centered roadmap. It reflects the voices of the community, especially those who are often unheard. It is a call to action for duty bearers, traditional authorities, community leaders, development partners and citizens alike to work together toward inclusive governance, responsive budgeting and transformative change.

Nanumba South is not short of resilience or potential, and is rich in culture, solidarity and community spirit. But for the district to thrive in a truly sustainable and inclusive manner, that potential must be unlocked across gender, age, ability and background. Everyone must have a seat at the table, not as a token, but as an equal contributor to the district's progress.

By institutionalizing the actions and priorities outlined in this GESI Strategy and fostering partnerships that put inclusion at the heart of development, Nanumba South can become a model for inclusive local governance. The future we envision is one where girls finish school with confidence, women lead in decision-making spaces, persons with disabilities participate fully in public life, and all individuals, men and women, girls and boys, live and fully enjoy gender equality and their human rights, free from violence and discrimination.

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