



GENDER MAINSTREAMING
STRATEGY

Our Voice, Our Rights, Our Future



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| | |
|----------------|-------------------------------------------------------------------------------------------|
| CSOs | Civil Society Organisations |
| DACF | District Assembly Common Fund |
| GFD | Ghana Federation of Disability Organisation |
| GOG | Government of Ghana |
| ID | Intellectual Disability |
| IG | Inclusion Ghana |
| INSTRAW | United Nations International Research and Training Institute for the Advancement of Women |
| IQ | Intelligent Quotient |
| LEAP | Livelihood Empowerment Against Poverty |
| MOs | Member Organisations |
| NGO | Non-Governmental Organisation |
| PSHG s | Parent Self Help Groups |
| PWID s | Persons with intellectual disability |
| SAs | Self-Advocates |
| UN | United Nations |
| UNICEF | United Nations Children's Fund |



1. Introduction and Background

1.1 About Inclusion Ghana

Inclusion Ghana (IG), a member of Inclusion International, Down Syndrome International, Inclusion Africa and Autism Society of West Africa, is the peak network body working to reduce stigmatization and ensuring full inclusion of all persons with intellectual disability and their families by advocating for their rights and needs. Registered in November 2009 and officially operating since October 2010, Inclusion Ghana exists to provide equal opportunities and inclusion for all persons with intellectual disability in Ghana.

IG currently has over 200 parent self-help groups and self-advocate groups who constitute the district and sub-district branches of the organization. IG is also a member of the Ghana Federation of Disability Organizations (GFD), the national voice for all persons with disabilities. GFD allows only for national representation of different categories of disabilities and therefore has 8 members for which IG represents the category for intellectual disabilities.

Intellectual disability is usually characterised by significant limitations in both intellectual functioning [generally recognised as an intelligent quotient (IQ) below 70] and in adaptive behaviour, which covers many everyday social and practical skills. This disability originates before the age of 18. Persons with intellectual disabilities have limitations in 2 or more of the following adaptive skills: skills in language; reading; writing; mathematics; reasoning; memory; empathy; social judgment; the ability to make and retain friendship and similar capacities; self-management like personal care and organising work tasks. Examples of persons who are at risk of having intellectual disabilities include persons with down syndrome, autism, cerebral palsy, fetal alcohol syndrome etc.

1.2 Background to the Gender Strategy

Since its inception, IG has grown significantly with an overwhelming interest in its work. IG presently work through its regional, district and sub-district structures set up with membership drawn from Parent Self-Help Groups (PSHGs), Self-Advocate Groups and registered NGOs with focus on intellectual disability [referred to as member organisations (MOs)]. These PSHGs are made up of parents and/or caregiver. The PSHG model has been adopted by IG because most PWIDs are unable to express themselves and communicate easily, therefore it is their parents/caregivers that speak on their behalf.

Available data on PSHG membership indicates that fathers constitute about 28% of PSHG membership but occupies most of the leadership positions in the PSHGs. Men tend to quickly take up leadership roles (chair, treasurer, secretary) in the PSHGs to the detriment of women who form majority of PSHG membership. Two pieces of research on child protection related issues in Ghana undertaken in 2010 and 2013¹ showed a wider national problem with fathers abandoning their children during times of stress. There is also a large body of evidence on the general abuse of women's rights. Without specific data however, one can only speculate about the rate among families with PWIDs being disproportionately high. PSHG members largely attribute the gender make-up of their group (more women than men) to gender based division of labour within their family.

This strategy outlines the plans for integrating gender concerns into Inclusion Ghana's work.

¹UNICEF/GOG 2010 and 2013

1. Introduction and Background

1.3 Purpose of this Strategy

- To ensure that IG mainstreams gender concerns into all its activities and contribute to gender equality thus, identifying key barriers to women and men's participation in governance and PSHGs activities. IG considers that it is important to pay attention to gender issues during project design, monitoring, implementation and evaluation, as a cross-cutting priority.
- The need for this gender strategy arises from the fact that gender plays a key role in determining economic growth and poverty reduction. The importance of gender equality is also reflected in many international and national agreements that IG and its partners are committed to. Although there have been efforts by international and national bodies to promote gender equality, male dominance and the general preference for male leadership affect women's participation and access to opportunities. This gender strategy is therefore a guide to mainstreaming gender into the governance structure of IG and to ensure that all activities and programmes at all levels are responsive.
- The overall goal of this gender strategy is to reduce gender inequalities by identifying appropriate actions to increase male and female participation for inclusive development. This implies ensuring that both women and men participate in governance and PSHG activities as well as caring for PWIDs and that both are able to benefit from the opportunities that IG brings. Promoting gender equality will also equip staff, members and build the capacity of women and men to ensure gender equality and respect for individual rights within the organisation.
- The gender strategy consequently sets out concrete outputs that Inclusion Ghana can use to achieve gender equality outcomes within the next few years and contribute to the long-term improvement of both women and men's active involvement within the organisation. It is also aimed at developing and strengthening men's participation as members at the grass root to ensure gender equality.
- The document will further serve as a guide to enable IG to account for its equality agenda and also as a reference for gender monitoring and evaluation at IG.

1.4 Approach and Methodology

A participatory and interactive approach was employed in gathering information and understanding the core gender issues in IG. An open discussion where individuals were allowed to express their views was employed. Participants were put in groups to discuss the gender issues identified and to come out with strategies and actions to addressing them. Each group then made a presentation on a particular gender issues alongside strategies and actions identified by the group. Constructive criticisms and feedback were then made by other participants in order to fine-tune and arrive at a collective decision.

The analysis of the problems and development of the gender strategy was done by members of IG drawn from the secretariat, the board, and parents self help and self advocate groups in some selected district branches. Suggestions, feedback and recommendations were noted down and have been factored into this strategy to help achieve the objectives.

2. The Country and Organizational Context

2.1 Disability and Gender Situation in Ghana

The right to a decent and meaningful life in the society under conditions of freedom, dignity, autonomy and equality is a fundamental human right guaranteed by the Constitution of Ghana². These rights have further been enshrined in numerous international Declarations and Conventions³ (of which Ghana is a signatory) and national laws⁴ that sufficiently safeguard the fundamental right of Persons with disabilities (PWDs). However, for most PWDs, particularly women with disabilities, enjoyment of these rights is often very challenging and at times impossible.

Gender inequality is undoubtedly a global phenomenon and has over the past decades occupied a central position in international discourse. It is a cross-cutting issue that exists across Ghana and in every sector of society and thus no area of life is completely free of gender relations, concerns, or issues. In Ghana for instance, gender imbalances continue to be profoundly entrenched in societies and it is deeply rooted in traditions and cultures with women and girls being the worst affected. Whilst females constitute the majority (51.3%) of the Ghanaian population⁵, they are the most impoverished and marginalized group. In many instances, development approaches tend to ignore peculiar needs of women/girls resulting in gaps in access and control over resources, participation and decision making, etc. The centrality of gender equality, women's empowerment and the realization of women's rights in achieving sustainable development has been increasingly recognized in most development programmes. Gender equality is therefore not just a matter of political concern or compassion to women but an issue of development effectiveness.

Women with disabilities particularly experience multiple disadvantages on account of gender and disability. They often experience what is termed triple jeopardy as they are discriminated against on account of gender, disability, and sometimes geographic region. Available evidence shows that various forms of oppression women with disabilities face reinforce each other, resulting in unequal opportunities for women and men with disabilities. Men with disability for example, have more years of education compared to women and are more likely to have jobs than women with disabilities. Women with disabilities who work often experience unequal opportunities at their workplaces, including pay for equal work. They are also less likely to work in managerial and official positions but more like to work as sales and service workers.

This in the long-run affect the way institutions treat women with disabilities in terms of employment, their participation, involvement in decision making and the pay they receive.

The World Development Report 2012 for instance states that “Gender equality is a core development objective in its own right. It is also smart economics. Greater gender equality can enhance productivity, improve development outcomes for the next generation, and makes institutions more representative”⁶.

²Chapter 5 of the 1992 Constitution. Particularly, Article 29 guarantees the basic rights of PWDs

³These International Declaration and Convention include; The UN Declaration on Human Rights, 1948, the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities, 1993, the UN Convention on the Rights of Persons with Disability, 2006, the African Charter on Human and People's Rights and the African Decade of the Disabled 2000-2009.

⁴See Persons with Disability Act, 2006, the Children Act 1998, the Labour Act, 2003

⁵Ghana Statistical Service, Provision results of the 2010 Census.

⁶World Development Report 2012, Gender Equality and Development, page xx

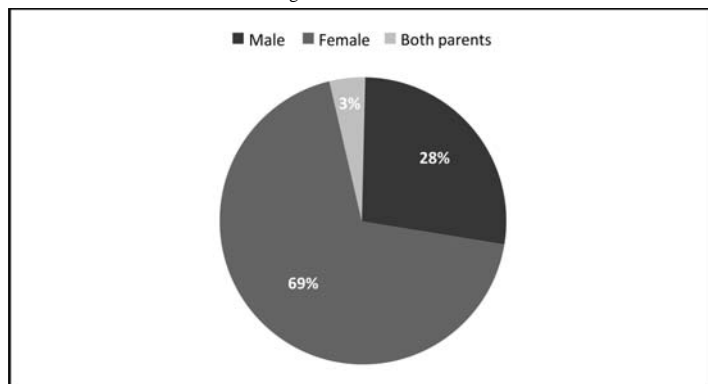
2. The Country and Organizational Context

In this regard, IG recognizes the need for Gender Equality and Women Empowerment as key to strategic growth of the organisation and in respect of attaining sustainable national development. Efforts to ensure that women and men enjoy equal opportunities are among the principles that define the quality of IG's work.

2.2 The Gender situation in PSHG

The table below show an analysis of the gender distribution of members of the existing PSHGs.

Figure 2.1 Distribution of PSHG



Source: Database of IG, 2017

Data from IG's PWID database indicates that approximately 69% of parents self-help group members are women while 28% are men. In analyzing the trends in fathers/male caregivers involvement in PSHG activities over the years, various reasons accounted for the low involvement of men in PSHGs activities and programmes. Among other things, it was revealed that most fathers prefer to work to bring in income for the family upkeep while women assume the responsibility of taking care of the children and therefore has to participate more in PSHG activities than men. This is a socially constructed norm where the man assumes the role of head of family and has the responsibility of providing family needs while the woman takes up domestic responsibilities including being the sole care taker of the children.

It was also found that, some fathers due to socio-cultural norms reject children with intellectual disability (ID) with the perception that such children are evil. Most fathers therefore disassociate themselves from such children to avoid societal stigma and as such will not take part in PSHGs activities. The whole responsibility of caring for the child with ID is therefore on the woman.

One other reason for this trend was attributed to the fact that men could not handle the stress of caring for children with IDs and because they have to provide for the family, do not have the patience and time. Caring for children with IDs requires time and patience and men indicated that, women are best suited for this role as they are by nature caring and can handle stress relatively more than men do.

2. The Country and Organizational Context

2.3 Gender SWOT Analysis of PSHG

The table below presents the strengths, weaknesses as well as the opportunities and threats faced by PSHGs as it relates to gender. It sets the tone for the gender strategy for IG.

| SWOT Analysis for Parent Self Help Groups (PSHG) | | |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Positive | Negative |
| Internal | <p>Strengths (Internal capacities)</p> <ul style="list-style-type: none"> • High commitment of the leadership of IG to improve the participation of men in PSHGs • The creation of a gender and inclusion representative to ensure integration into activities • Advocacy and public events such as community durbars, radio programmes to create awareness and educate men to participate • Proactive men engaged in PSHGs • Training, workshops and conferences to build capacities of PSHGs • MOs supporting PSHGs at the district and regional level | <p>Weaknesses (Internal Limitations/challenges)</p> <ul style="list-style-type: none"> • Low participation of fathers/male care givers of PWIDs • Strong socio-cultural norms which influence the decision of men to participate and places the woman as the care taker of children • Stigma associated with PWIDs which cause fathers and male care givers to reject PWIDs • Low educational levels of parents of PWIDs • Low level of leadership capacity among parents of PWIDs • Low capacity of parents of PWIDs to voice out or take part in decision making • Low self-esteem among PWIDs • Inadequate resources at the IG secretariat to provide the needed support to PSHGs through MOs • Inability within the PSHGs to sustain activities financially |
| External | <p>Opportunities (positive external factors):</p> <ul style="list-style-type: none"> • The District Assembly Common Fund (DACF) and Livelihood Empowerment Against Poverty (LEAP) are opportunities made to reduce poverty and may have empowered some IG members. • The joint Disability Project which enabled IG to strengthen collaboration with the disability movement as well as develop and test a district intervention model | <p>Threats (external limitations/ challenges):</p> <ul style="list-style-type: none"> • Hesitance of members of local disability movement towards inclusion of IG • Internal tensions within the Disability Movement in Ghana • Limited inclusion of gender balanced PWID representatives in local and regional GFD Councils and ongoing advocacy by the Councils |

3.0 The Gender Mainstreaming Strategy

3.1 Introduction to the Strategy

This section presents the strategy outlined to address the gender issues identified by participants. The objectives considered in this document are:

1. Improve the level of awareness of the national and local councils of IG, staff, women, men and members on issues of gender equality to promote a gender sensitive workplace environment. This will contribute as much as possible, to the reduction of gender based inequalities that may exist in the IG project area.
2. Integrate gender dimensions into the organization programmes in order to create conditions for equitable access by men and women to project resources and benefits.
3. Increased men's participation in PSHGs at the community, district and regional level to ensure equal participation in project implementation and decision-making processes at all levels.
4. Monitoring and Evaluation

3.2 Key Definitions in the Strategy

The following are key terminologies used in this strategy. The terms however as defined and used in this strategy, are based on lessons and practices from Ghana, as well as lessons around the world and documentations made by the United Nations International Research and Training Institute for the Advancement of Women (INSTRAW).

| Terms | Operational Meaning |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Affirmative Action | A set of procedures designed to eliminate discrimination against members of a disadvantaged group within a culture, mainly by enhancing their priorities, visibility and interests towards a holistic development of that culture or society |
| Empowerment | Refers to the process and outcome of actions taken by men and women towards taking control of their lives (setting their own agenda, gaining skills, increasing self-confidence, solving problems, and developing self-reliance). In this context, empowerment of women is an essential process in the transformation of gender relations including division of labour. The process addresses the structural, systemic and underlying causes of subordination and discrimination through increased women's capability to make strategic life choices. |
| Gender Equity | Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women. |
| Gender | Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two |

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| | sexes on a differential basis. Whereas biological sex is determined by genetic and anatomical characteristics, gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them. |
| Gender Equality | Gender equality entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. |
| Gender Integration | Refers to a process of including gender perspectives and issues into a system that is not gender sensitive. |
| Gender Mainstreaming | Refers to a goal oriented process that recognizes that most institutions consciously and unconsciously serve the interests of men and encourages institutions to adopt a gender perspective in transforming themselves. It promotes the full participation of women in decision-making so that women's needs move from the margins to the centre of development planning and resource allocation. It is also regarded as "the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated ⁷ . |
| Gender Policy | Refers to guiding principles to a course of action arrived at by decisionmakers to address a particular issue or issues. An organization's policy that integrates gender in the mainstream of its activities. The policy also designates institutional arrangements, responsibilities, management functions and tools/guidelines for mainstreaming |
| Gender Sensitive | Refers to the state of knowledge of the socially constructed differences between women and men, including differences in their needs, as well as to the use of such knowledge to identify and understand the problems arising from such differences and to act purposefully to address them. |

3.3 The Strategy

Below are the key gender issues identified within IG and the various strategies, actions suggested to address the gender gaps and to ensure gender equality at all levels of operations within IG

GENDER ISSUE 1: Low participation of men in PSHG activities

| No | Strategies | Activities | Performance Indicators | Responsible | Frequency/Time |
|----|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------|----------------|
| 1 | Sensitisation of men to participate in PSHG activities | 1. House to house visitation and group session to improve couple communication as well as one on one engagement with men to encourage them | Number of men participating in PSHG activities Number of | PSHG members Gender and Inclusion Representative Member | Quarterly |

⁷by ECOSOC, 1997. Agreed Conclusions 1997/2, 18 July 1997. UN Economic and Social Council, 12

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|---|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------|-----------|
| | | <p>on taking part in PSHGs</p> <p>2. Assigning roles to men in PSHGs to sustain their interest</p> <p>3. Community durbars to raise awareness and educate men on the need to participate in PSHGs</p> <p>4. Public Announcement (radio, TV, Public or open fora)</p> <p>5. Visitation to religious place of worship</p> | house to house visitation and one on one engagement with men | Organisations | |
| 2 | Sustaining the interest of men in the PSHG meetings | <p>1. Acknowledge their presence at meetings</p> <p>2. Involving them in decision making</p> <p>3. Assigning them responsibilities in the PSHGs</p> | Number of active men participation in PSHG sustained | PSHG members Gender and Inclusion Representative Member Organisations | Quarterly |
| 3 | Male role models advocating for gender equity in PSHGs | Men sharing testimonies of the impact and importance of being part PSHG to fellow men and the community at large to promote positive change. | Number of male role models who share their testimonies | Men in PSHG Gender and Inclusion Representative | Quarterly |

GENDER ISSUE 2: Low participation of women in leadership positions and decision making

| No | Strategies | Activities | Indicators | Responsible | Frequency/Time |
|----|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------|----------------|
| 1 | Conducting appraisal on women participation in leadership and governance | Monitor and Evaluate all stages of activities to ensure women's participation in leadership and the extent to which they are involved in key decision making | Number of women occupying leadership positions and involved in key decisionmaking | Executives | Twice a year |
| 2 | A quota system to ensure adequate women participation in governance and leadership | <p>1. Conduct baseline survey to establish the number of women participating in governance</p> <p>2. Create appropriate roles for women</p> <p>3. Sensitise women to take up leadership roles</p> <p>4. Build capacities of women in governance and</p> | 40% of leadership should be reserved for women to encourage their participation | IG Secretariat | Twice a year |

3.0 The Gender Mainstreaming Strategy

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|---|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------|-----------|
| | | leadership 5.Put systems in place to encourage women participation | | | |
| 3 | Sustaining the interest of women in leadership roles | 1.Workshops and training programmes to build the confidence of women 2.Assist women develop action plans to build their level of confidence | Number of action plans developed Extend of knowledge gained and implemented by women | Executives at all levels | Quarterly |

GENDER ISSUE 3: Inadequate gender consideration in programming and activities of IG (child care, venue of meeting, logistics, time of meeting, etc.)

| No | Strategies | Activities | Indicators | Responsible | Frequency/Time |
|----|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------|
| 1 | Equal consideration for both PWID/child and Support person/parent who attend activities | 1.Provide same transportation to both PWID/child and parent/support person 2.Provision of special diets where necessary 3.Request that parents/caregivers who will require special care should give prior notice to IG | Number of complaints received from parents who attended with children Number of parents with children or PWIDs with support persons who attend activities | Organizer of activity | Whenever activity is carried out |
| 2 | Participation of both (if possible) parents in activities | Invitations for programmes should be addressed to both parents | Number of parents who attend activities together | Officer in charge of sending invitations | Whenever activity is organised |
| 3 | Accessibility and convenience of Venue for activity to all participants. | 1.Assess the venue to ensure it is disability friendly 2.Invitation letters should request information on participants who will have particular accessibility needs 3.Capture data on persons who require special care | Number of participants who report difficulty using facilities available at the venue | As above | As and when programmes are organised |
| 4 | Gender-sensitive capacity building programmes, | 1.Both males and females (parents and self-advocates) should be well represented | Ratio of females to males ingender | IG Secretariat, council | As and when programmes are organised |

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|---|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------|
| | workshops, trainings and conferences organise | in capacity building programmes 2.Ensuring both parents of PWIDs take turns to attend various capacity building programmes | capacity building workshop Number of capacity building programme attended by each parent of PWID in project year | executives& MOs | |
| 5 | Less stressful travelling arrangement programmes | 1. Participants from far places and with PWIDs to arrive a day before the start of activity 2.Hold activity at relatively central location where many participants will have reduced travelling distances 3.Hotel rooms should be made immediately available to participants who travel during the night to attend activity | Number of participantswith PWIDswho attend programmes | IG Secretariat | As and when programmes are organised |

GENDER ISSUE 4:Fair representation/ participation of women in leadership position and decision making at the district, regional and national level structures.

| No | Strategies | Activities | Indicators | Responsible | Frequency/Time |
|----|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------|----------------|
| 1 | Build capacities at all levels on gender equality | 1.Organise trainings, workshops, conferences and seminars to build capacities at all levels on gender equality 2.Policy analysis and advocacy to transform structures and institutions for greater gender equity for men and women. 3.Develop women specific policies and programmes as well as positive legislations at all levels | Number of trainings, workshops and conferences organised on capacity building | IG Secretariat MOs PSHG executives | Quarterly |
| 2 | Challenging social norms that create discrimination and perpetuate prejudices against women participation in leadership and decision making | Campaigns, interactive plays and radio and other public events to promote community mobilization and public dialogue around the acceptability of equitable gender norms | Number of campaigns, radio and other public events organised | IG Secretariat MOs, PSHG executives | Quarterly |
| 3 | Team building | 1.Dynamic team building | Number of dynamic team building | | Quarterly |

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|---|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------|
| | | workshops and training organized 2. Conduct team work and group exercises during workshop, trainings and seminars | workshops and organised | | |
| 4 | Affirmative actions | 1. Organise gender sensitive activities and programmes in the operational areas to help eliminate discrimination against women and other vulnerable groups. 2. Design programmes and training that will help women acquire new skills 3. 40% quota of women's representation | Number of programmes and training organised | IG secretariat | Yearly |
| 5 | Motivation | Celebrating commitment and dedication of women (eg giving tokens/awards to motivate committed and dedicated members) | Number of dedicated and committed women celebrated | IG Secretariat MOs PSHG executives | Monthly |
| 6 | Getting influential mothers into PSHGs | 1 Organise outreach and community durbars to sensitise and encourage the participation of women particularly women with influence 2 Identify influential women within area of operation and encourage them to join PSHGs | Number of influential mother active in PSHGs Number of influential women identified | MOs PSHG executives and members Gender and Inclusion representative | Quarterly |

4. Implementation of the Strategy

4.1 The Organisation

The responsibility for implementing this gender strategy lies on many shoulders including the IG Secretariat, the councils at the national, regional and district level as well as the member organisations (MOs). The National Council shall bear a large share of this responsibility with support from the Gender and Inclusion Representative. The gender and inclusion representative at the national level will coordinate the implementation of the gender strategy together with the its representative at regional and district levels.

4.2 Guidelines for implementing the Strategy

Guidelines to implement the gender strategy will be defined at the various levels for action. It is the responsibility of management, executives, MOs and the gender and inclusion representatives for putting these guidelines into practice and operationalising them in their area of operations.

4. Implementation of the Strategy

4.3 Resources

The implementation of this strategy will require the mobilisation of adequate resources, particularly financial resources to ensure effective and efficient implementation for desired results. It is important for management of IG to provide the gender officers in their units with the funding needed for effective implementation of the strategy. IG should also organise gender workshops and conferences as well as make financial resources available to enable staff take part in training courses and net work meetings.

4.4 Monitoring and Evaluation

The overall implementation, monitoring and evaluation of the Gender Mainstreaming strategy will rest with the National Council and IG Secretariat, including all Gender and Inclusion Representatives at the community, district and regional level. A monitoring and evaluation system for tracking and evaluating gender mainstreaming in IG's work will be developed. This system will take into consideration quarterly and annual submission of gender mainstreaming reports from the community, district and regional levels

The secretariat and Gender and Inclusion Representatives will promote and guide the implementation of the strategy. In addition to providing overall support for mainstreaming gender equality in IG and PSHG activities, they will be resource persons for various actions that would need to be taken, and as and when appropriate, joint work and collaboration between programmes will also be encouraged.

The ultimate responsibility and accountability for the implementation of this Gender Mainstreaming Strategy rests with the National President, District and Regional Council Executives. The day to day implementation of the strategy rests with every staff, MOs, PSHGs and Gender and Inclusion Representatives. All Council executives are responsible and accountable for providing active leadership in implementing this strategy and ensuring that all staff members:

- are aware of this responsibility;
- are capacitated to carry it out;
- achieve the goals and targets set out in this strategy in their field of responsibility

4. Implementation of the Strategy

The table below summarises the responsibilities for gender mainstreaming at various levels of the IG.

| Position | Responsibility |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| National Council | <ul style="list-style-type: none"> • Provide general leadership on integrating gender issues into IG's work • Provide funds for implementation of activities • Provide guidelines to mainstreaming gender into programme activities • Hold district and regional council executives answerable for their gender mainstreaming responsibilities |
| IG Secretariat | <ul style="list-style-type: none"> • Provide leaderships to councils to promote gender equality and gender mainstreaming in programme activities • Develop gender policy guidelines in implementing the gender strategy • Collaborate with council executives to monitor progress in implementation of the gender strategy |
| Regional Council | <ul style="list-style-type: none"> • Recognise the nature and relevance of gender issues that contribute to gender inequalities in the region • Ensure activities take adequate account of priority gender issues • Monitor the implementation of gender-related policies in project activities • Assist District Council in developing gender action plans and monitoring their implementation • Represent the district on regional gender platforms |
| District Council | <ul style="list-style-type: none"> • Recognise the nature and relevance of gender issues that contribute to gender inequalities at the district level • Ensure activities take adequate account of priority gender issues • Monitor the implementation of gender-related policies in project activities • Assist PSHGs at the community level in developing gender action plans and monitoring their implementation • Represent the PSHGs and SAs on district gender platforms |
| PSHGs/SAs | <ul style="list-style-type: none"> • Identify key gender inequality issues in the community • Identify reasons/gender barriers to men's participation in PSHGs • Advocate to promote gender equality for PWIDs |
| MOs | <ul style="list-style-type: none"> • Develop partnerships with other civil society organizations working on gender at a district and regional levels • Assist the district and regional staff with technical support and information • Determine demand/need for gender capacity building programmes particularly for men to get them involved in PSHG activities |

4.5 Strategic Interventions for Gender Integration

Gender issues are cross-cutting and the following strategic interventions have been identified to consistently and comprehensively incorporate gender into IG's operations.

4. Implementation of the Strategy

- **Gender Analysis:** Gender analysis is an important step towards integrating gender into programs and activities. With support from the gender and inclusion representative, IG will take agender perspective in analysing both internal operational documents and external documents such as policies and area assessments. Analytics will be performed with the goal of informing all subsequent interventions
- **Knowledge Management:**To best integrate gender approaches into IG activities, IG's gender and inclusion representative will prepare and make available relevant resources, tools, and information, as well as documents and share good practices, to facilitate continuous learning and awareness of the gender dimensions in disability, specifically in relation to PWIDs. Knowledge management efforts will be undertaken with the goal of providing IG staff and other stakeholders with the tools and information necessary to integrate agender perspective into their activities.
- **Capacity Building:**Capacity building is an important component of this strategy, and will be geared towards enabling IG staff to identify entry points for gender integration within their spheres of influence. In order for the entire IG team to ensure that the gender dimensions are given due attention in IG activities, they must understand that gender integration is necessary and is the responsibility of all involved in implementing IG activities. Capacity building activities for IG staff, members and stakeholders facilitated by the gender and inclusion representative, will be aimed at creating an understanding of the linkages among gender, disability and development as well as identifying the entry points for gender integration.
- **Promotion of Women's Participation in All Areas:**Effective gender integration requires considering the gender dimensions of project interventions from project conception through to project evaluation. Accordingly, IG's Monitoring, Evaluation and Learning Co-ordinator, with support from the gender and inclusion representative at the National Council, will ensure that the monitoring and evaluation plan includes gender-related indicators and measures accordingly. The goal of gender-sensitive monitoring and evaluation is to track IG's results relating to women's empowerment and to identify short falls for timely improvement interventions.

5. Conclusion

This strategy seeks to promote gender parity which can legitimately advance the interest of women and promote men's active participation in PSHGs, since they have left the care of PWIDs to women. The strategy will facilitate efforts at mainstreaming gender and enable members to identify development goals, participate in development efforts and benefit equally from programmes. The strategy will also facilitate measures at ensuring men actively take part in PSHG activities.

The key issues have been identified in the strategy. It is proposed that IG secretariat supports the implementation of this strategy through earmarking a modest budget at both the national and district levels. This could include, for example, the cost of an intern and the use of the staff development fund for training and seminars. With capacity building and training, it is believed that men will get involved and contribute effectively to improving the lives of PWIDs.

The care for PWIDs should not be left on the women alone but requires collective efforts of both parents. To ensure that men are adequately involve in PSHGs and in caring for PWIDs, it is important to first ensure that activities of PSHGs are not women centered. This will serve as a motivation and encourage men to participate effectively as they won't feel left out. As a source of motivation and to further ensure the participation of men in PSHGs, women should be given skill training to enable them to contribute to the upkeep of the family. This reduces pressure on men and they would intend be encouraged to participate in PSHGs activities and programmes.

Also, proactive men already in PSHGs should visit and encourage their fellow men to get involved in PSHGs, and share their stories and the importance and benefits of being part of PSHGs and in caring for PWIDs. They can also be made to speak in public events such as radio shows, outreach programmes, community durbars and during advocacy activities. In these events, men should be encouraged to attend PSHGs meetings and assist with caring for PWIDs.

Gender Mainstreaming Strategy



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