The University of Ghana, McGill University, and World Vision are working with the local District Assembly, the Department of Agriculture (DoA), Ghana Health Service, Ghana Education Service, Heifer International, and the Upper Manya Krobo District (UMKD) rural bank in the UMKD of Ghana to strengthen local resources and services that will help improve health, nutrition, economic well-being, gender and diversity, and food security in rural communities.

**GENDER AND DIVERSITY CONCEPTS**

* Gender represents the social norms, roles, and relationships that are expected of women and men. These characteristics can differ between societies and cultures and can change over time within a given group¹.
* **Gender equality**: Refers to when women and men have equal opportunities to access social, economic, and political resources. This can include health services, education, employment, and household resources.
* **Gender equity**: Recognizes that services and opportunities may need to be offered differently based on the varying needs and interests of women and men.
* **Diversity**: The unique characteristics that make up a group of individuals. Recognizing and appreciating people’s varied backgrounds can improve community cooperation and strengthen social services².
* Inequalities more often than not affect girls and women and can be a major barrier to their development and freedom of choice³.

**References:**

**News From the Field**

**Differences in educational attainment and employment among mothers and fathers:**

**Educational attainment**

<table>
<thead>
<tr>
<th>Level</th>
<th>Mothers (n=1094)</th>
<th>Fathers (n= 708)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None/preschool</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Primary</td>
<td>40%</td>
<td>55%</td>
</tr>
<tr>
<td>Junior secondary</td>
<td>20%</td>
<td>24%</td>
</tr>
<tr>
<td>Senior secondary</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Post-secondary</td>
<td>5%</td>
<td>1%</td>
</tr>
</tbody>
</table>

(p<0.0001)

**Employment**

<table>
<thead>
<tr>
<th>Sector</th>
<th>Mothers (n=1094)</th>
<th>Fathers (n= 708)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Farmer</td>
<td>40%</td>
<td>45%</td>
</tr>
<tr>
<td>Fisherman</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Trader</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Vocational</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Salaried worker</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

(p<0.0001)

Fathers in UMKD have completed higher levels of formal education than mothers. More than half (59%) of fathers completed junior secondary school or above, while two-thirds (63%) of mothers had no or only primary education.

Fathers and mothers in UMKD hold different jobs. Half (51%) of fathers work as farmers, while the other half (49%) are employed in a variety of sectors. One-quarter (24%) of mothers are unemployed, one-third (33%) work as farmers, and one-third (33%) work as traders.
**Project Activities**

**Gender Workshop and Education Sessions**

*Nutrition Links* has promoted gender equality and improved gender knowledge by offering:

1) **A gender workshop for institutional staff members**
   - Included 10 women and 23 men from the Departments of Ghana Health Services, Food and Agriculture, Social Development, Environmental Health, National Commission for Civic Education, District Assembly, and UMKD Rural Bank
   - Gender concepts included definitions, analysis framework, planning, policy, equality, equity, mainstreaming, and diversity

2) **Community education sessions**
   - Two rounds of education were offered in 19 communities
     * Round 1: 526 women and 457 men
     * Round 2: 680 women and 618 men
   - Sessions were held to improve: (i) women’s decision making, (ii) nutrition and health knowledge, (iii) economic self-reliance, and (iv) capacity to improve the quality of household diets

3) **Radio Program on Rite FM**
   - Gender sensitization will be included as one of the weekly topics for the Rite 90.1 FM radio education programming

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Institutional staff and community members’ understanding of gender concepts greatly increased after participating in the workshops and education sessions. Participants said this training should be promoted throughout the district.

“The gender and diversity activity has brought peace to many homes because when a man helps his wife, she is satisfied and this reduces quarrels in a lot of homes. The woman is also able to rest which is good for her health”.

- Community chief

“Because of the gender and diversity training, the community has resolved to educate both their male and female children”

- Community elder

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Website:

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