



**REPORT ON REGIONAL WORKSHOP ON CLIMATE CHANGE & GENDER MAINSTREAMING IN FOR MOLE NATIONAL PARK ENCLAVE, BONO EAST AND EASTERN REGION.**



**AUGUST 2021**



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## **1.0 Background**

The Environmental Protection Agency (EPA) in collaboration with the National Adaptation Project Management Unit has been providing continuous technical support on capacity building for the Metropolitan, Municipal and District Assemblies (MMDAs) to mainstream Climate Change Adaptation and Gender issues into sector plans, programs and activities as a country.

The Climate Change Department has a planned Capacity Building Workshops for the MMDAs which started in 2019 to help in the mainstreaming of Climate Change and Gender into their programs, plans and Activities.

These planned Capacity Building workshops was designed for all MMDAs within the country and had been held for the Central and Westerns Regions (now Western and Western-North) in 2019 and was to continue for the benefit of all regions however, the COVID-19 set in to disrupt the calendar.

Key officers in the various MMDAs were identified as key actors (the Coordinating Director, Planning Officer, Budget Officer, Agric Officer, Gender Officer, Environment & Sanitation Officer, Regional Gender Officer, and representatives from relevant CSOs) in the decision-making process at the assembly level

The 2021 edition of the capacity building workshops target the Mole Enclave, , selected districts in the Bono East Districts and Eastern Region. The Workshop on Climate Change and Gender mainstreaming was to aid the establishment and fully functioning Climate Change and Gender desk at the various Assemblies above mentioned jurisdiction.

## **2.0 Introduction**

The Climate Change department invited expected participants who were strategically selected based on their work schedule to influence mainstreaming and various interventions in Climate Change and gender issues in their respective areas of operations.



The three planned workshops were held from the 16<sup>th</sup> of August, 2021 to 27<sup>th</sup> August 2021 at the Catholic Guest House, Damango, Premier Palace Hotel, Techiman and Capital View Hotel, Koforidua respectively.

The main objective for the regional workshops as presented by Dr. Antwi-Boasiako Amoah was to create awareness, build knowledge and capacity of Assemblies on climate change and gender issues. The workshop was specifically designed to enable participants to:

- Incorporate climate change issues into programmes of the Assemblies.
- Understand why climate change is important to the Assemblies' work.
- Understand the fundamentals of climate change science, greenhouse gas emissions and mitigation, climate change risk and adaptation.
- Understand the gender dimensions of climate change and how they are relevant for the work of the Assembly.

This report has been divided into three distinct parts. Part one will focus on the workshop held in Damango on the 16<sup>th</sup> and 17<sup>th</sup> August, 2021, Part two will also concentrate on the workshop held at Techiman on the 18<sup>th</sup> and 19<sup>th</sup> August, 2021 and Part three will elaborate on the Workshop held at Koforidua on the 26<sup>th</sup> and 27<sup>th</sup> August, 2021.

### **3.0 Part One - Damango Workshop**

Participants arrived in the evening of Sunday, 15<sup>th</sup> August 2021 and the workshop started on Monday, 16<sup>th</sup> 2021 and run through to Tuesday, 17<sup>th</sup> August 2021.

Participants present at the workshop were from five main districts around the Mole enclave namely:

- West Gonja Disrtrict
- North Gonja District
- Sawla-Tuna-Kalba district
- Mamprugu Moagduri District
- Wa East District

Annex A (Participant list for Damango Workshop)



The workshop started at 9:00am in the morning after breakfast with an opening prayer by a participant.

### 3.1 Welcome Address

Mr. Isaac Kofi Ntori from A Rocha Ghana who collaborated with EPA welcomed all participants present to the workshop and in his opening remarks stated that Climate change is happening because of the actions and inactions of human beings.

Mr. Ntori further mentioned that human activities are emitting excessive amount of carbon dioxide and other greenhouse gases into the atmosphere and this is driving up the temperature and causing extreme weather conditions.

He further highlighted that the social and domestic roles of women often make them disproportionate users of natural resources and that Climate change impact causes these resources to become scarcer and therefore increases women workload and makes them more vulnerable.

He reinforced that although women have intricate knowledge about natural resources, the disparities in decision making processes prevent them from adequately contributing to climate-related planning and development processes.

Mr. Isaac Ntori in his final expression advocated that recognizing the importance of involving women as decision makers was imperative and stakeholders at all levels of climate change decision making processes could contribute to successful long-term solutions to climate change

The EPA Area Head for Damango, Mr. Jimah Louri in his opening remarks as well mentioned how glad he was for the collaboration with the MMDAs on this all-important sensitization exercise on Climate Change and Gender Mainstreaming.

Mr. Louri challenged participants to take advantage of this important exercise to achieve the needed goals.

## 3.2 Pre-Evaluation Session

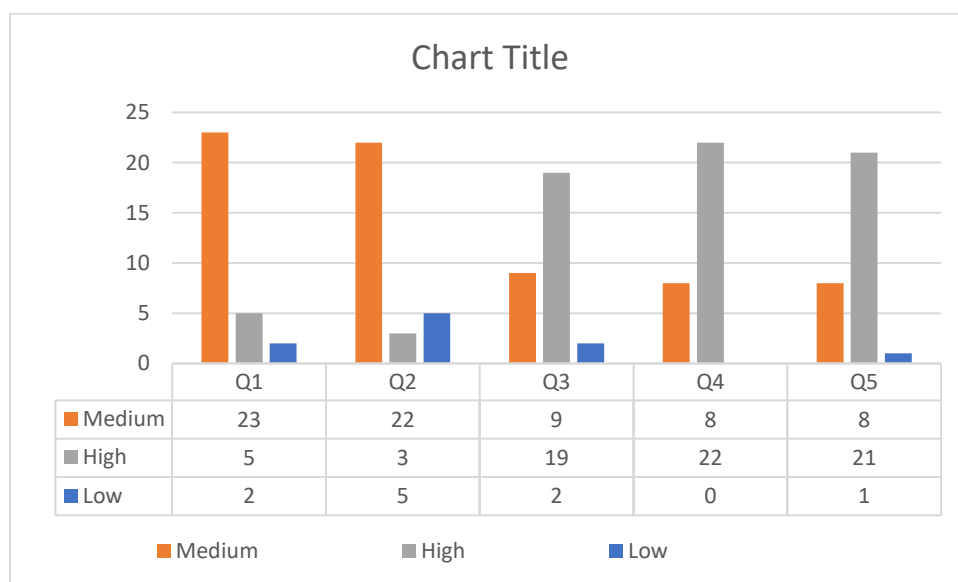
Before the workshop started, participants were given pre-evaluation questions to determine their level of understanding on the various topics to be presented and discussed.

Participants who attended the sensitization workshop were fifty (50) in all, out of which 5 (2.5%) were females. In all, the representation from the various assemblies and CSOs were made up of 95% (47) of the participants. There were representations from Damango Agriculture College, Forestry Commission and National Disaster and Management Organization (NADMO).

### 3.2.1 Pre-Evaluation Analysis

Below is the data representing section B of the pre-evaluation questions and the following were the five questions asked:

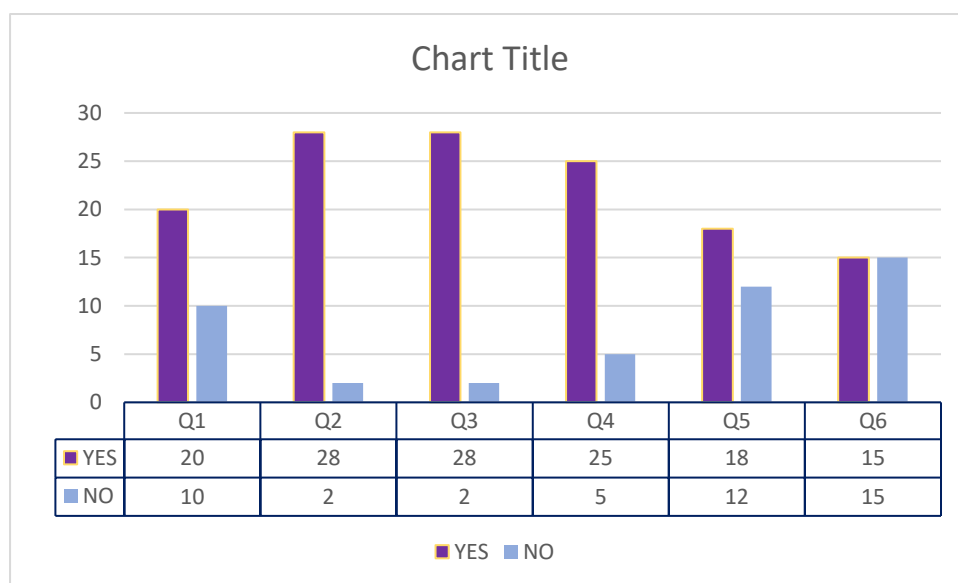
1. what is your knowledge level in Climate Change?
2. what is your knowledge level on global warming?
3. How does human activities affect climate change?
4. how important is climate change to you personally?
5. how does climate change affect people in your district?



8 Participants who scored high in questions 1 and 2 shared their understanding of the difference between global warming and climate change.

Section C of the pre-evaluation focused on the unlisted questions:

1. Have you ever been involved in Climate Change activity (projects, plans, programmes)
2. Do you think anything can be done to tackle climate change?
3. Do you believe you have a role to play?
4. Have you even taken or do you regularly take, any action to tackle climate change?
5. Do you have any knowledge in climate and gender?
6. Have you heard about National Adaptation Plan?



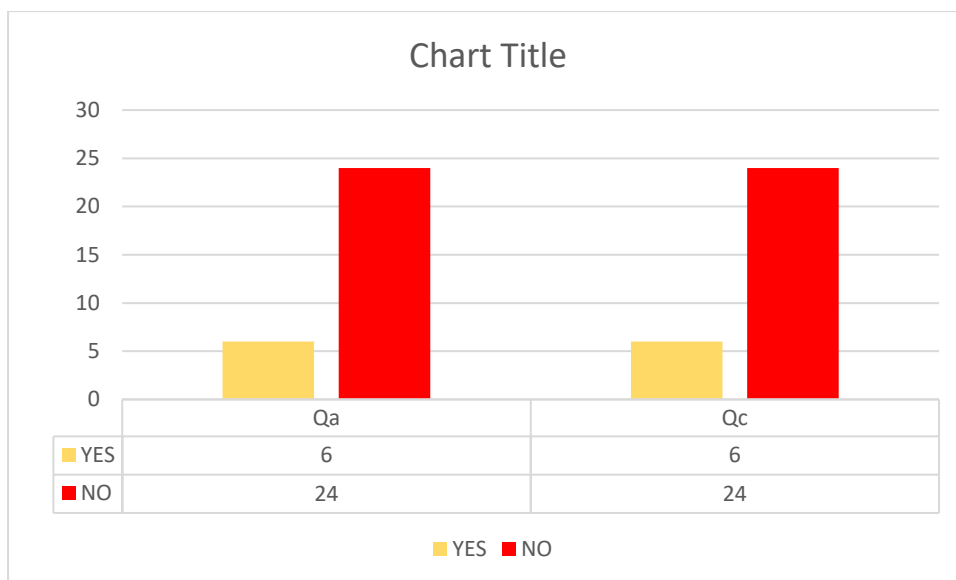
Participants were further asked to give two things that could be done to tackle climate change and the following were the responses:

- ✚ Planting of trees
- ✚ Proper management of waste
- ✚ Reduce or stop fossil fuel use
- ✚ Introduction of technology into climate change
- ✚ Desist from activities that adversely affect the environment
- ✚ Consented efforts by all persons in education at all levels
- ✚ Reduction of deforestation
- ✚ Promotion of sustenance of nature based solutions
- ✚ Reducing to barest minimum anthropogenic activities relating to climate change
- ✚ Environmental education
- ✚ Awareness creation



- ✚ Reducing emissions, tackling deforestation and embarking on restoration of degraded lands and forests
- ✚ Crop rotation
- ✚ Zero/no tillage cropping
- ✚ Sensitization on bush fires and indiscriminate wood logging and sand winning
- ✚ Best methods of farming
- ✚ Enforcement of environmental protection laws by stakeholders and institutions
- ✚ Empower especially women and provide alternative livelihood for most affected areas
- ✚ Introduce climate smart activities
- ✚ Reinforcement the concept of green economy
- ✚ Attitudinal change
- ✚ Putting to practice the knowledge acquired

#### Section E of the Pre-Evaluation Analysis



The above table is depicting responses to question “a” of the pre-evaluation asking participants whether they have been involved in any mainstreaming process:?. And Q “c” which was probing on whether the participants have been involved in mainstreaming gender into climate change”?

Ten (6) participants who responded yes to the above Qa indicated the following to be steps in mainstreaming:

- ✚ District Planning officers integrated agreed issues into the medium-term plans and subsequently monitored its progress
- ✚ Climate change was considered in drafting annual action plans which involves outlining activities that seeks to tackle climate change, budgeting for activities and seeking for funds to implement those activities
- ✚ Agricultural farmers are being trained on how farming can be done without disturbing or polluting the environment
- ✚ Farmers are thought on how to regulate to use of chemicals to minimize the effect on the environment
- ✚ The views of all people are taken into consideration especially the marginalized groups in the community
- ✚ Climate change activities are included in the annual budget to mitigate climate change effect (encourage tree planting, sensitization on bush burning and indiscriminate wood logging)

Ten (8) participants who responded NO to the above Qc indicated the following as the steps that were taken to mainstream gender into climate change

- ✚ About 60% of community projects are undertaken by women
- ✚ equal involvement for both men and women in community engagements
- ✚ The views of all people are taken into consideration most especially the marginalized groups in the community (women and people living with disability)
- ✚ Incorporating marginalized groups in decision-making concerning climate change
- ✚ Actively involving both sexes at every stage of the community led total sensitization
- ✚ Process of deliberate policies and strategies to involve all equally in an integrated climate risk management programme (a programme organized by GIZ)

The final question asked participants was the importance of mainstreaming gender and climate change into development plan process.

Responses by participants

- ✚ Roles of both sexes are clearly defined on who is supposed to do what at what time. This also gives both sexes the opportunity to venture into areas which traditionally was believed to be reserved for some sexes
- ✚ It gives full participation of everybody especially women

- ✚ The opportunity is given to all to participate and involve all in climate change activities
- ✚ To appreciate the respective gender roles and responsibilities
- ✚ It enhances successful accomplishment of objectives
- ✚ Gender issues will be incorporated into plans for needed attention
- ✚ Ensure policy makers give gender and climate change the needed attention and approval
- ✚ It creates awareness amongst all sexes in society on climate change issues to be able to adopt measures at mitigating its impacts and adaptation
- ✚ It is an aspect requiring attention in actions to mitigate climate change risks and also important function for adaptation to ensure success
- ✚ It ensures the sustainability of the project since the vulnerable (women) views are taken into consideration
- ✚ To make individuals less vulnerable to climate change issues
- ✚ To ensure the benefits of climate change adaptation covers all affected persons equeally
- ✚ Potential of teaching the menace of climate change Considering the vulnerability of women
- ✚ It enables both sexes to realize their roles as it affects the environment and what contribution they can offer to protect the environment
- ✚ More inclusive decision-making, stakeholder participation in climate change and policy programme formulation and implementation
- ✚ Mainstreaming brings uniformity to activities

### 3.3 Presentations

There were four presentations in all which focused on Climate ‘change 101, Overview on Climate Change Risk and Vulnerabilities in Ghana, Climate Change and Gender and finally the National Adaptation Plan Project.

3.3.1 Presentation on Climate Change 101 and tackled the following topics by Dr. Antwi-Boasiako Amoah

- Integrated framework of Climate Change
- Explanation of some terminologies indicating
- The relations and linkages between the various terminologies
- Human influence in warming the climate
- Impacts of climate change



- Humans
- Environment
- Infrastructure
- Natural Resources
- How the environment would be under different warming scenarios.

### 3.3.2 Overview: Climate Change Risk and Vulnerabilities in Ghana by Dr. Antwi-Boasiako Amoah

- Principles of climate change vulnerability: exposure, sensitivity, adaptive capacity.
- Why consider climate resilience in planning?
- Resilient Development
- Climate information is relevant at all stages/levels of decision making.

#### Vulnerability

- Exposure
- Sensitivity
- Significance of non-climate stressors in decision making
- Process for climate resilient planning
- Identification and prioritization of climate vulnerabilities: address for resilience
- Climate Vulnerability assessment tool
- Analysis of Existing Situation/Compilation of the District Profile
- Tracking Adaptation & Measuring Development – measurements of driving & response variables, and processes in the theory of change.
- National Policies & Strategies that aligns with Climate Change

### 3.3.3 Presentation on Climate Change and Gender by Kanton Salifu Issifu (ABANTU for Development)

- Main objective
- Specific Objectives
- Gender Terminologies
- Understanding the Nexus between Gender and Climate Change
- Adaptation Options
- Joint Principles for Adaptation (JPAs)
- Way forward/Conclusion



3.3.4 Presentation on National Adaptation Plan by Dr, Antwi-Boasiako Amoah

### 3.4 Discussions and Contributions from participants on the Presentations

After the presentations, there were requests for further elaboration on the following issues:

1. Climate Change and Global warming
2. Greenhouse effect
3. Impact of Global warning aquatic life.
4. Negative effect on agro-chemicals used by farmers.
5. Causes of inadequate rainfall.
6. How cattle farming affects the environment.
7. Coping mechanism and Adaptation
8. Gender disparity and gender equality



The above questions were adequately and extensively discussed by Dr. Antwi-Boasiako Amoah and Mr. Kanton Salifu Issifu to the satisfaction of the participants.

Before the workshop ended on the second day, each participant was tasked to share what that have grasped during the two day works. Below are what participants shared with the resource persons

### 3.5 Participant experiences shared

1. Learnt the difference between coping mechanisms and Adaptation.
2. Learnt how to apply the Climate lens in planning developmental projects.
3. Communicating plans and various activities done at the district level.
4. Make sure every activity done has a touch of Environmental impact (adopt environmentally friendly approach)
5. Incorporate Gender Issues (Gender Mainstreaming).
6. Consider Gender & Culture research (Recommendation).
7. Consider sustainability aspects of our projects.
8. Consider the vulnerable in the society you are planning for.
9. Wholistic and integrated planning.



10. Transfer rate at the district assembly level affects planning.
11. Solution to Climate Change is wholistic since everyone is generally affected.
12. Engage opinion leaders and sensitize them on Climate Change issues.
13. Implementation and Enforcement is key.
14. Aid NADMO in the district to add climate change in annual planning.
15. Modelling and Scenarios are key in planning.
16. Find ways of addressing Gender parity at the workplaces.
17. Incorporate Climate Change curriculum and give practical examples.
18. Community and sustainable based ideas to enhance mitigation efforts.
19. Advocate for funding to implement environmentally friendly activities  
(Recommendation).
20. Establish a hub to collect bankable proposals from the various districts to attract funding  
(Recommendation).
21. Global warming causes Climate Change.

### **3.6 Post-Evaluation**

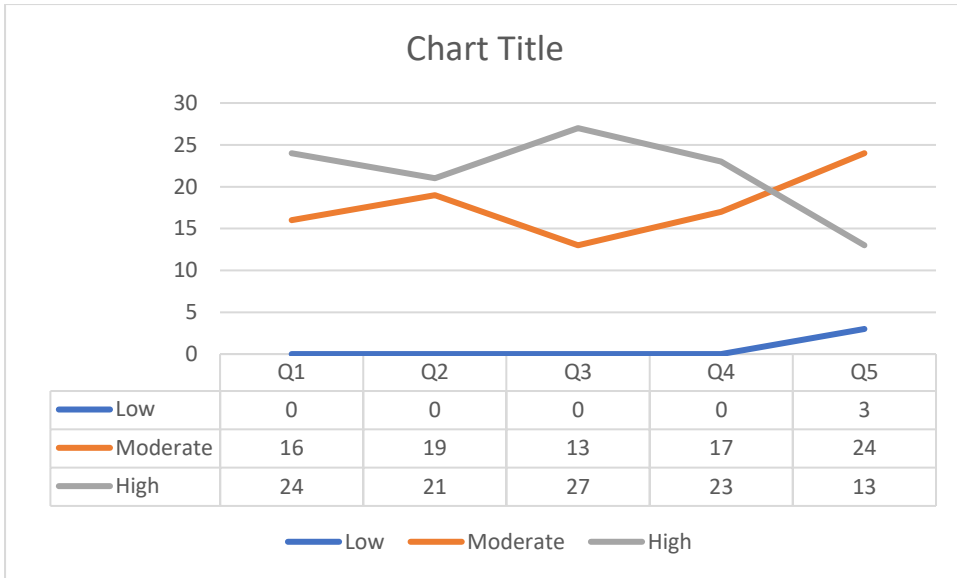
The participants finally took some time to respond to the post-evaluation questions that have been distributed for them to ascertain whether the two-day sensitization workshop has been beneficial and will be beneficial to their work?

#### 3.6.1 Analysis

Below is the data representing section B of the post-evaluation questions and the following were the five questions asked:

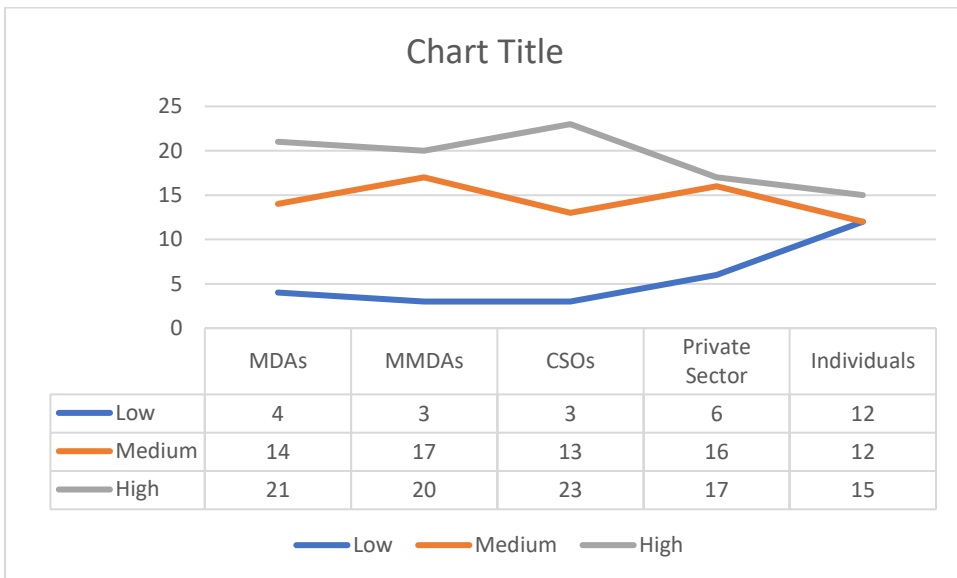
Level of understanding

1. Presentation on climate 101
2. Difference between Global warming and Climate Change
3. Gender and Climate Change
4. Mainstreaming Gender and Climate Change in projects, programmes and plans
5. Presentation on NAP



In the section C of the post evaluation participants were asked to tick the roles of the following whether low, medium or high

1. MDAs
2. MMDAs
3. CSOs
4. Private Sector
5. Individuals



Section E

### 3.7 Closing Remarks by EPA Ag. Regional Director

The EPA District Head in his closing remarks thanked all participants for the active participation throughout the two-day sensitization programme and urged them to go back and put to practice the new knowledge acquired on Climate change and gender mainstreaming.

The workshop ended at 2:10 pm.

## 4.0 Part Two – Bono East Region

Participants arrived in the evening of Wednesday, 18<sup>th</sup> August 2021 and the workshop started on Thursday, 19<sup>th</sup> 2021 and ended on Friday, 20<sup>th</sup> August 2021.

Participants present at the workshop were from five main districts around the Mole enclave namely:

- Atebubu
- Pru East
- Pru West
- Techiman



Annex B (Participant list for Bono East Workshop)

The workshop started at 9:00am in the morning after breakfast with an opening prayer by a participant.

#### **4.1 Opening Remarks**

Mr. Anthony Bright Kojo Duah, The Acting Regional Head of the EPA Bono East Region in his welcome address expressed how honoured he was to welcome all participants to the sensitization workshop on climate change and gender mainstreaming designed for the Assemblies and CSOs within the Bono East Region.

Mr. Duah mentioned that Ghana's effort to incorporate gender and climate change issues as well as mitigation strategies into the sector plans, programmes and activities have yielded some results over the years, however, there is still a long way to go.

He further cited current observation on temperature and rainfall patterns as well as recent extreme weather events in Ghana indicate climate change is happening and that the women, men and children of Ghana will continue to experience the impacts of climate change in the future and that the recent disasters in Kumasi, Accra and Tamale as well as the increasing temperatures are warning signs that call for urgent action.

Mr. Duah assured that one of the solutions in tackling these problems confronting the country is to build capacities, the purpose for which all are present to take the needed steps in our quest to adapt and mitigate the climate crisis.

Mr. Duah urged all participants present to share experiences and knowledge to make the session and interactive one.

#### **4.2 Pre-Evaluation Session**

Before the workshop started, participants were given pre-evaluation questions to determine their level of understanding on the various topics to be presented and discussed.

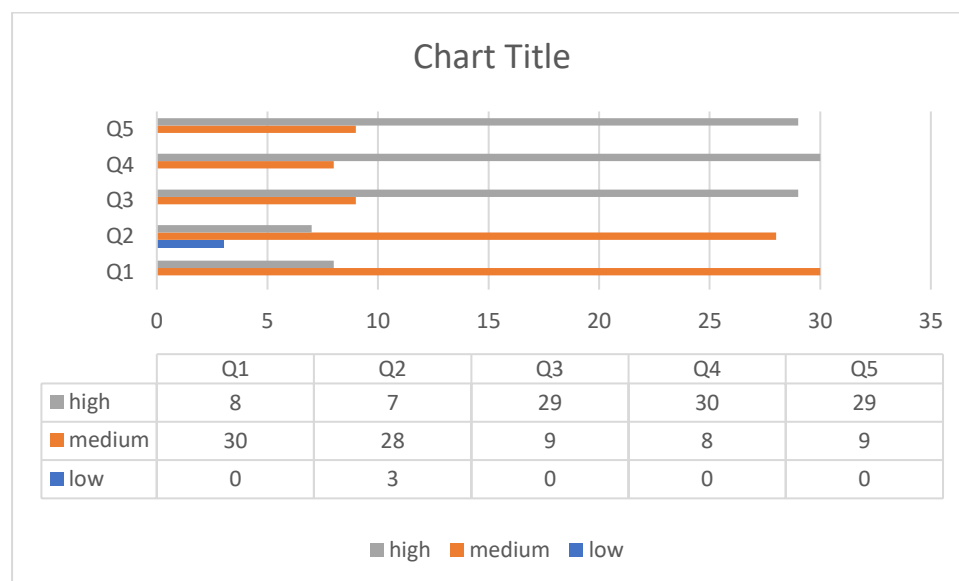
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made up of 95% (47) of the participants. There were representations from Damango Agriculture College, Forestry Commission and National Disaster and Management Organization (NADMO).

#### 4.2.1 Pre-Evaluation Analysis

Below is the data representing section B of the pre-evaluation questions and the following were the five questions asked:

1. what is your knowledge level in Climate Change?
2. what is your knowledge level on global warming?
3. How does human activities affect climate change?
4. how important is climate change to you personally?
5. how does climate change affect people in your district?



38 participants in total partook in the pre-evaluation. 8 participants representing 21 percent who scored high in questions 1 and 2 shared their understanding of the difference between global warming and climate change.

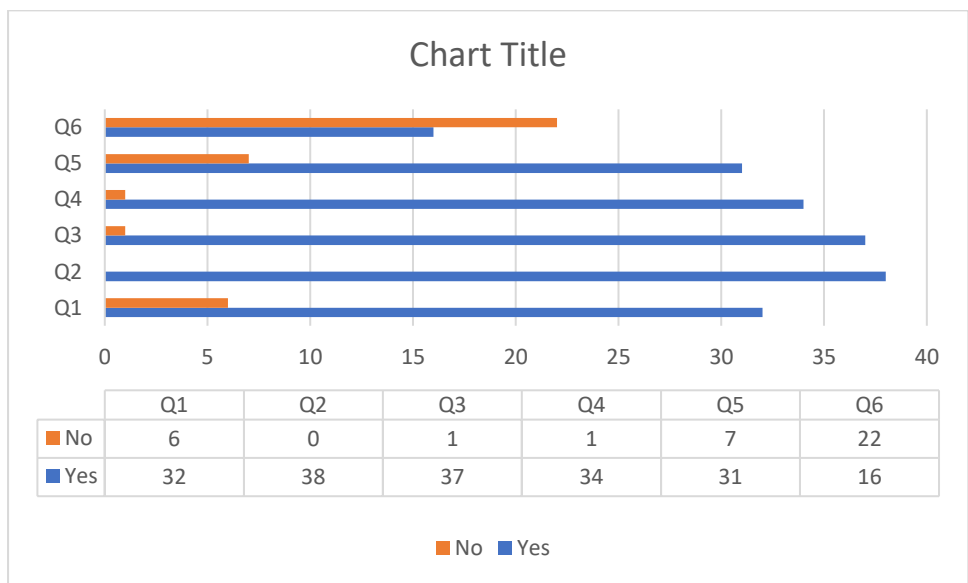
Section C of the pre-evaluation focused on the unlisted questions and subsequently the graph below represents the results

7. Have you ever been involved in Climate Change activity (projects, plans, programmes)
8. Do you think anything can be done to tackle climate change?



- 9. Do you believe you have a role to play?
- 10. Have you even taken or do you regularly take, any action to tackle climate change?
- 11. Do you have any knowledge in climate and gender?
- 12. Have you heard about National Adaptation Plan?

The graph xxxxxxxx depicts the answers by the participants:



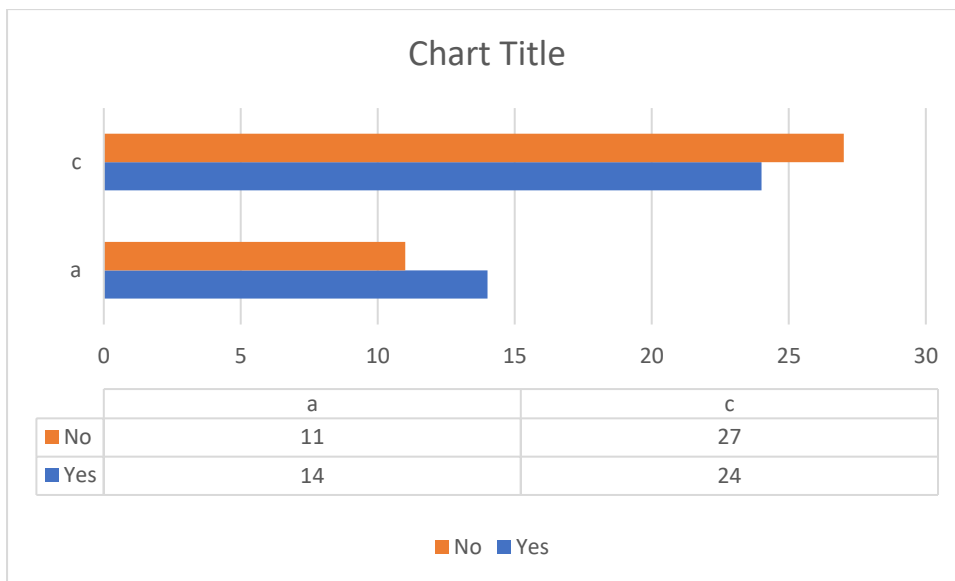
Participants were further asked to give two things that could be done to tackle climate change and the following were the responses:

- ✚ Planting of trees
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- ✚ Reducing emissions, tackling deforestation and embarking on restoration of degraded lands and forests
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- ✚ Zero/no tillage cropping
- ✚ Sensitization on bush fires and indiscriminate wood logging and sand winning
- ✚ Best methods of farming
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- ✚ Empower especially women and provide alternative livelihood for most affected areas
- ✚ Introduce climate smart activities
- ✚ Reinforcement the concept of green economy
- ✚ Attitudinal change
- ✚ Putting to practice the knowledge acquired

Section E of the Pre-Evaluation Analysis was inquiring from participants in two areas and they are:

- a. Whether they have been involved in mainstreaming process?
- c. Whether they have been involved in mainstreaming Gender into Climate Change?



The above table is depicting responses to question “a” of the pre-evaluation asking participants whether they have been involved in any mainstreaming process:?. And Q “c” which was probing on whether the participants have been involved in mainstreaming gender into climate change”?

Ten (6) participants who responded yes to the above Qa indicated the following to be steps in mainstreaming:

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- ✚ Climate change activities are included in the annual budget to mitigate climate change effect (encourage tree planting, sensitization on bush burning and indiscriminate wood logging)

Ten (8) participants who responded NO to the above Qc indicated the following as the steps that were taken to mainstream gender into climate change

- ✚ About 60% of community projects are undertaken by women
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- ✚ The views of all people are taken into consideration most especially the marginalized groups in the community (women and people living with disability)
- ✚ Incorporating marginalized groups in decision-making concerning climate change
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- ✚ Process of deliberate policies and strategies to involve all equally in an integrated climate risk management programme (a programme organized by GIZ)

The final question asked participants was the importance of mainstreaming gender and climate change into development plan process.

Responses by participants

- ✚ Roles of both sexes are clearly defined on who is supposed to do what at what time. This also gives both sexes the opportunity to venture into areas which traditionally was believed to be reserved for some sexes
- ✚ It gives full participation of everybody especially women

- ✚ The opportunity is given to all to participate and involve all in climate change activities
- ✚ To appreciate the respective gender roles and responsibilities
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- ✚ Gender issues will be incorporated into plans for needed attention
- ✚ Ensure policy makers give gender and climate change the needed attention and approval
- ✚ It creates awareness amongst all sexes in society on climate change issues to be able to adopt measures at mitigating its impacts and adaptation
- ✚ It is an aspect requiring attention in actions to mitigate climate change risks and also important function for adaptation to ensure success
- ✚ It ensures the sustainability of the project since the vulnerable (women) views are taken into consideration
- ✚ To make individuals less vulnerable to climate change issues
- ✚ To ensure the benefits of climate change adaptation covers all affected persons equally
- ✚ Potential of teaching the menace of climate change Considering the vulnerability of women
- ✚ It enables both sexes to realize their roles as it affects the environment and what contribution they can offer to protect the environment
- ✚ More inclusive decision-making, stakeholder participation in climate change and policy programme formulation and implementation
- ✚ Mainstreaming brings uniformity to activities

### 4.3 Presentations

There were four presentations in all which focused on Climate 'change 101, Overview on Climate Change Risk and Vulnerabilities in Ghana, Climate Change and Gender and finally the National Adaptation Plan Project.

4.3.1 Presentation on Climate Change 101 and tackled the following topics by Dr. Antwi-Boasiako Amoah

- integrated framework of Climate Change
- explanation of some terminologies indicating
- the relations and linkages between the various terminologies
- Human influence in warming the climate
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- Environment
- Infrastructure
- Natural Resources
- How the environment would be under different warming scenarios.

#### 4.3.2 Overview: Climate Change Risk and Vulnerabilities in Ghana by Dr. Antwi-Boasiako Amoah

- Principles of climate change vulnerability: exposure, sensitivity, adaptive capacity.
- Why consider climate resilience in planning?
- Resilient Development
- Climate information is relevant at all stages/levels of decision making.

#### Vulnerability

- Exposure
- Sensitivity
- Significance of non-climate stressors in decision making
- Process for climate resilient planning
- Identification and prioritization of climate vulnerabilities: address for resilience
- Climate Vulnerability assessment tool
- Analysis of Existing Situation/Compilation of the District Profile
- Tracking Adaptation & Measuring Development – measurements of driving & response variables, and processes in the theory of change.
- National Policies & Strategies that aligns with Climate Change



#### 4.3.3 Presentation on Climate Change and Gender by Kanton Salifu Issifu (ABANTU for Development)

- Main objective
- Specific Objectives
- Gender Terminologies
- Understanding the Nexus between Gender and Climate Change
- Adaptation Options



- Joint Principles for Adaptation (JPAs)
- Way forward/Conclusion

Presentation 4 – National Adaptation Plan by Dr, Antwi-Boasiako Amoah

#### **4.4 National Adaptation Plan**

#### **4.5 Discussions and Contributions from participants on the Presentations**

After the presentations, there were requests for further elaboration on the following issues:

9. Climate Change and Global warming
10. Greenhouse effect
11. Impact of Global warming aquatic life.
12. Negative effect on agro-chemicals used by farmers.
13. Causes of inadequate rainfall.
14. How cattle farming affects the environment.
15. Coping mechanism and Adaptation
16. Gender disparity and gender equality

The above questions were adequately and extensively discussed by Dr. Antwi-Boasiako Amoah and Mr. Kanton Salifu Issifu to the satisfaction of the participants.

Before the workshop ended on the second day, each participant was tasked to share what that have grasped during the two day works. Below are what participants shared with the resource persons

#### **4.6 Participant experiences shared**

1. Learnt the difference between coping mechanisms and Adaptation.
2. Learnt how to apply the Climate lens in planning developmental projects.
3. Communicating plans and various activities done at the district level.
4. Make sure every activity done has a touch of Environmental impact (adopt environmentally friendly approach)
5. Incorporate Gender Issues (Gender Mainstreaming).
6. Consider Gender & Culture research (Recommendation).
7. Consider sustainability aspects of our projects.

8. Consider the vulnerable in the society you are planning for.
9. Wholistic and integrated planning.
10. Transfer rate at the district assembly level affects planning.
11. Solution to Climate Change is wholistic since everyone is generally affected.
12. Engage opinion leaders and sensitize them on Climate Change issues.
13. Implementation and Enforcement is key.
14. Aid NADMO in the district to add climate change in annual planning.
15. Modelling and Scenarios are key in planning.
16. Find ways of addressing Gender parity at the workplaces.
17. Incorporate Climate Change curriculum and give practical examples.
18. Community and sustainable based ideas to enhance mitigation efforts.
19. Advocate for funding to implement environmentally friendly activities  
(Recommendation).
20. Establish a hub to collect bankable proposals from the various districts to attract funding  
(Recommendation).
21. Global warming causes Climate Change.

## 4.7 Post-Evaluation

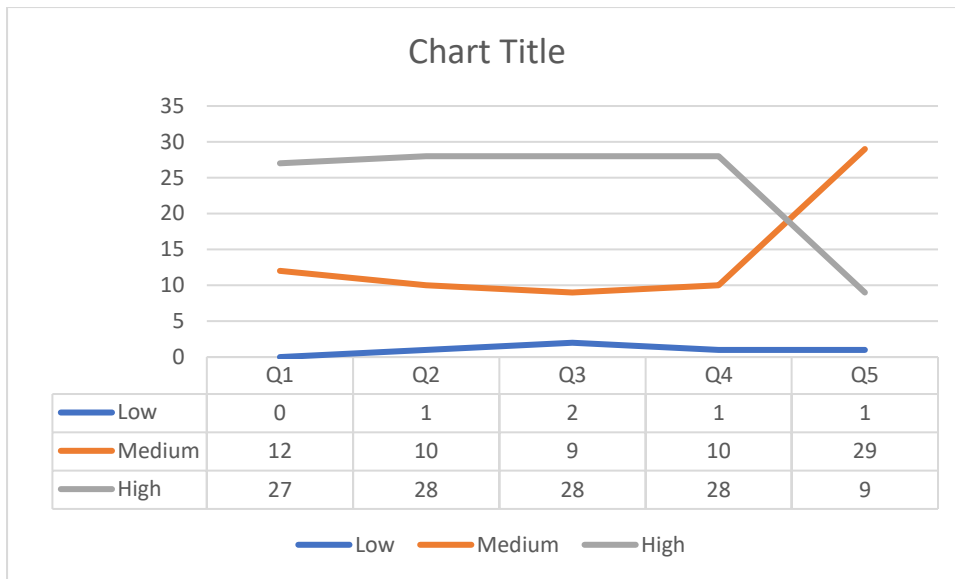
The participants finally took some time to respond to the post-evaluation questions that have been distributed for them to ascertain whether the two-day sensitization workshop has been beneficial and will be beneficial to their work?

### 4.7.1 Analysis

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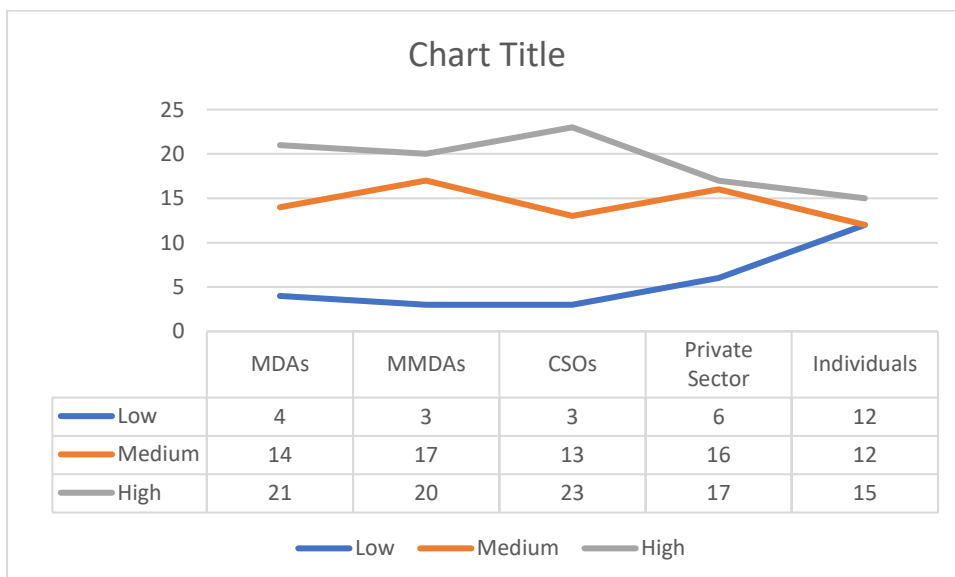
Level of understanding

1. Presentation on climate 101
2. Difference between Global warming and Climate Change
3. Gender and Climate Change
4. Mainstreaming Gender and Climate Change in projects, programmes and plans
5. Presentation on NAP



In the section C of the post evaluation participants were asked to tick (low, medium, or high) the roles of the following institutions and their role in Climate Change Adaptation.

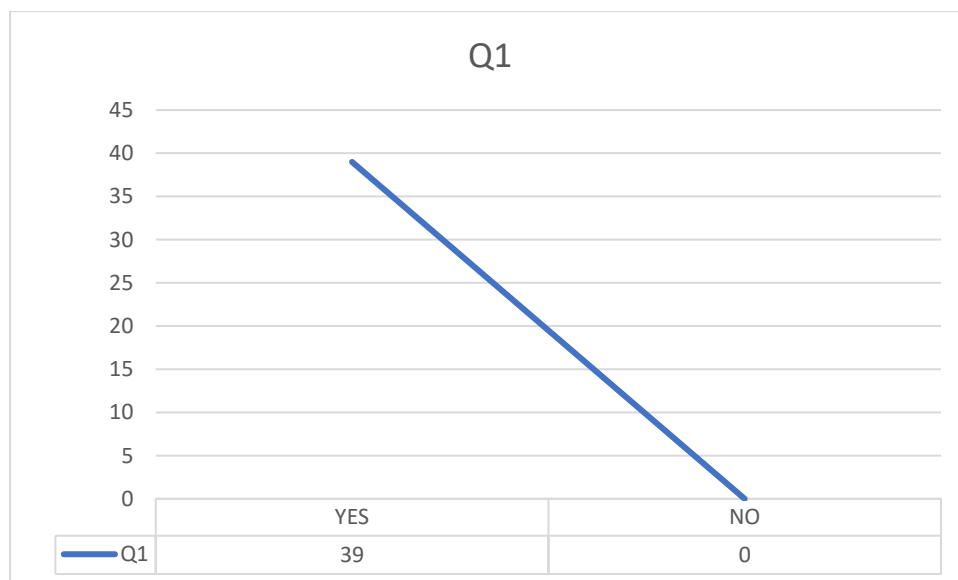
- 6. MDAs
- 7. MMDAs
- 8. CSOs
- 9. Private Sector
- 10. Individuals



This section also exhibits how participants are of the opinion that the bigger role lies with the in all institutions listed especially the CSOs in Climate Change Adaptation.

## Section E

Section E of the Post Evaluation enquired whether the session of the sensitization has been beneficial to participants:



It was interesting to note at the end of the day that the sensitization workshop was successful and that 100% acknowledge the session has been beneficial.

### Take home from Techiman

The workshop allowed for every participant to share what they have learns and the following represents exclusively their take homes:

- ✚ Apply Vulnerability assessment and Adaptation Plans in my activities.
- ✚ Climate Sensitivity and Adaptive capacity.
- ✚ Apply Climate lens in approving permits
- ✚ Promoting Climate Change and Gender.
- ✚ Mainstreaming Gender and Climate Change.
- ✚ Applying Gender Parity, Equality, Equity etc.
- ✚ Inorganic Fertilizers have Climate implications.
- ✚ Gender is a socially constructed and varies with time.
- ✚ Gender Justice

- ✚ Wholistic approach when discussing Gender (includes both men and women).
- ✚ Attitudinal Change
- ✚ Social and Economic impact of climate change (vulnerability discussions).
- ✚ Human induced activities leads to Global Warming.
- ✚ women are more vulnerable to Climate Change.
- ✚ Practice Adaptation measures (Water harvesting, tree planting etc.)
- ✚ Wholistic approach in addressing climate change.
- ✚ Encourage the use of organic fertilizers.
- ✚ Gender is beyond physical characteristics.
- ✚ How to reduce non-climate stressors.
- ✚ Incorporate Climate Change in assembly activities.
- ✚ Promote sustainability.
- ✚ Address our anthropogenic activities.
- ✚ Linkage between Climate Change and Gender in the plans
- ✚ Communication is important at all levels
- ✚ Equal opportunity during problem identification stage during planning

#### **4.8 Closing Remarks**

Mr. Duah expressed his sincere gratitude to all participants who have honoured the invitation to be present, ABANTU for Development for the session on gender and the EPA staff from the Head Office for the various roles to ensure the programme was a success.

### 5.0 Part Three – Eastern Region

Participants arrived in the evening of Wednesday, 25<sup>th</sup> August 2021 and the workshop started on Thursday, 26<sup>th</sup> 2021 and run through to Tuesday, 27<sup>th</sup> August 2021.

Participants present at the workshop were from ten main districts in and around the Eastern Region namely:

- Nsawam Adoagri District
- Suhum District
- Akuapem North District
- Fanteakwa North District
- Fanteakwa South District
- Kwahu West District
- Birim Central District
- Atiwa East District
- New Juaben North District
- New Juaben South District



Annex C (Participant list for Eastern Regional Workshop)

The workshop started at 9:00am in the morning after breakfast with an opening prayer by a participant after which the participants had the opportunity to introduce themselves and the districts they represent.

### 5.1 Opening Remarks



The EPA Eastern Regional Director, Mr. Felix Addo-Okyireh in his opening remarks mentioned how glad he was for the collaboration with the MMDAs on this all-important sensitization exercise on Climate Change and Gender Mainstreaming.

Mr. Addo-Okyireh spoke about how threatened the environment is and how it has been aggravated by the emergency of Climate Change.

He mentioned that Climate Change affected both men and women but unfortunately women happen to be the most affected due to cultural norms.

Mr. Addo-Okyireh was of the view that mainstreaming was a way to go to adapt to the impacts of Climate Change.

## 5.2 Pre-Evaluation Session

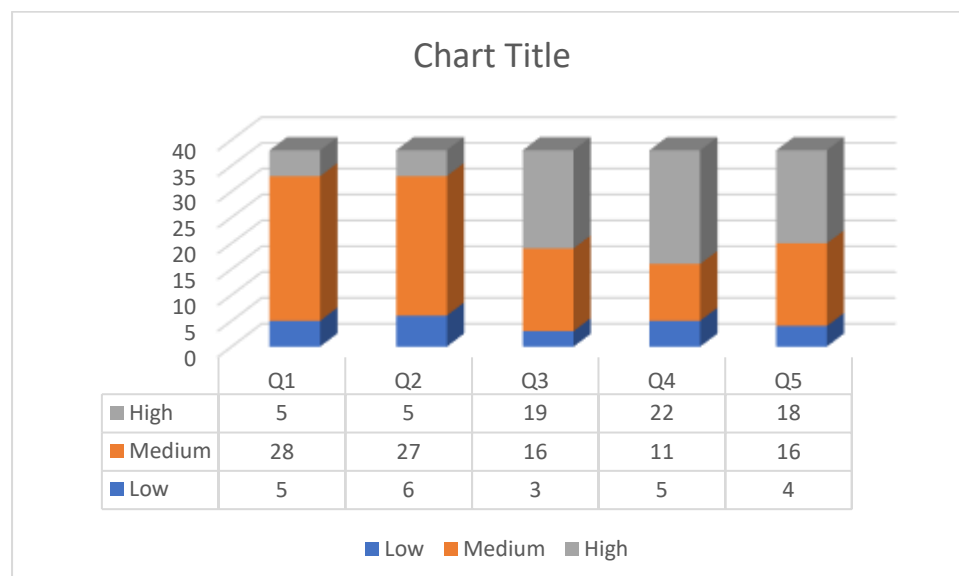
Before the workshop started, participants were given pre-evaluation questions to determine their level of understanding on the various topics to be presented and discussed.

Participants who attended the sensitization workshop were fifty (51) in all, out of which 18 (35%) were females.

### 5.2.1 Pre-Evaluation Analysis

Below is the data representing section B of the pre-evaluation questions and the following were the five questions asked:

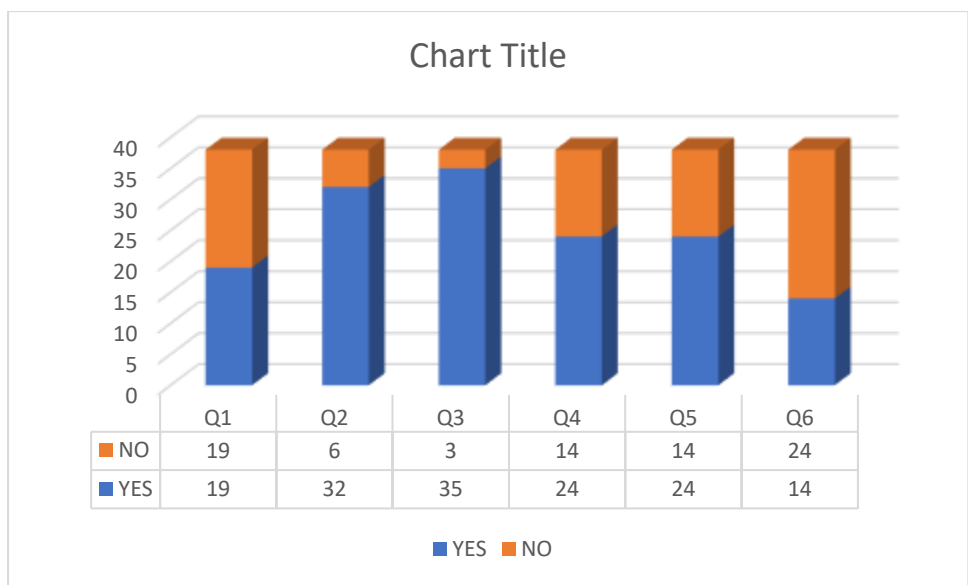
1. what is your knowledge level in Climate Change?
2. what is your knowledge level on global warming?
3. How does human activities affect climate change?
4. how important is climate change to you personally?
5. how does climate change affect people in your district?



5 Participants who scored high in questions 1 and 2 shared their understanding of the difference between global warming and climate change and from what was written, one could clearly finalise the participants understood the difference between global warming and climate change.

Section C of the pre-evaluation focused on the unlisted questions:

1. Have you ever been involved in Climate Change activity (projects, plans, programmes)
2. Do you think anything can be done to tackle climate change?
3. Do you believe you have a role to play?
4. Have you even taken or do you regularly take, any action to tackle climate change?
5. Do you have any knowledge in climate and gender?
6. Have you heard about National Adaptation Plan?



According to the responses given, 29 participants representing 75% out of 38 participants thought that there could be measures to be taken to tackle climate change, believed they all have a role to play, that they have taken some actions to tackle climate change and have knowledge in climate change and gender.

50% of the participants have involved in Climate Change activity (projects, plans, programmes) whereas the other 50% have never been involved in any such.



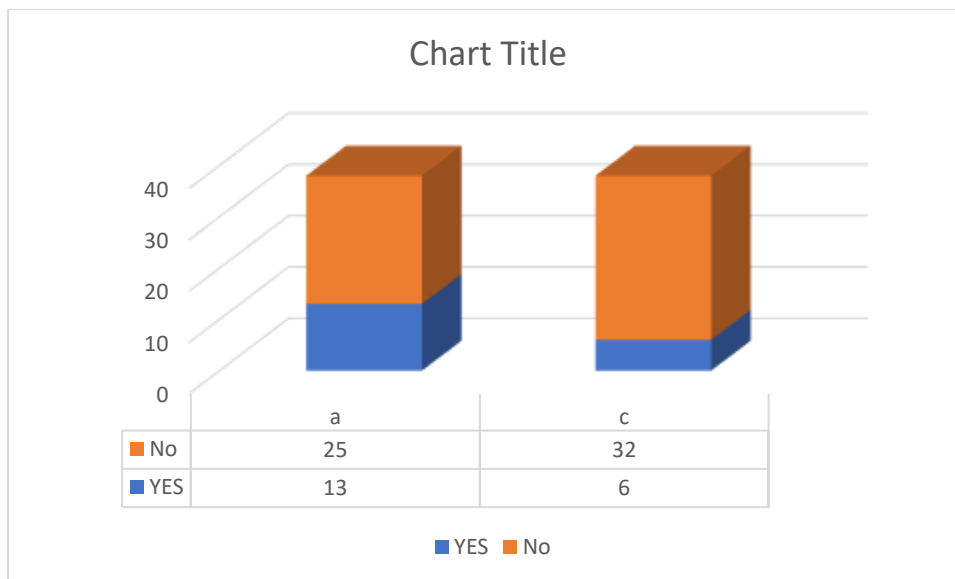
Finally, only 36% of participants have heard about National Adaptation Planning.

Participants were further asked to give two things that could be done to tackle climate change and the following were the responses:

- ✚ Planting of trees
- ✚ Finding alternatives for non-renewable energy
- ✚ Incorporating climate change activities in the Medium-Term Development Plans
- ✚ Responsible farming practices
- ✚ Proper management of waste
- ✚ Reduce the use of fossil fuels and emphasise on the use of renewable energy
- ✚ Increase green and soft environment in human settlements as against concrete floors
- ✚ Education of climate change must be intensified
- ✚ Enactment of law on Climate Change
- ✚ Resource and energy efficiency technologies
- ✚ Attitudinal change
- ✚ Stop the usage of ozone depleting gases
- ✚ There should be intense planning of climate change mitigation measures which should be implemented and sanctions applied for non-adherence
- ✚ Protecting water resources and preservation of the natural environment
- ✚ Strictly implement regulations that protect the forest reserves
- ✚ Encourage and promote climate smart agriculture
- ✚ Reduce tree cutting
- ✚ Give tax exemptions on purchase of electric gas
- ✚ Policy direction from government
- ✚ Commitment to enforce policies and conventions

#### Section E of the Pre-Evaluation Analysis

Participants at the section E were to respond to yes or no whether they have been involved in mainstreaming process and whether they have been involved in mainstreaming gender into climate change:



The above table is depicting responses to question “a” of the pre-evaluation asking participants whether they have been involved in any mainstreaming process? And Q “c” which was probing on whether the participants have been involved in mainstreaming gender into climate change”?

Thirteen (13) participants representing 34% who responded yes to the above Qa indicated the following to be steps in mainstreaming:

- ✚ Collating concerns of men and women on issues
- ✚ Putting each and every concern in the plans and programmes of policy and the planning process
- ✚ Selecting volunteers in selected mining communities to champion coconut planting exercise along major riverbanks in the community
- ✚ Ensuring the volunteers are both male and females
- ✚ Building capacity through skills training for women in the district
- ✚ Identification of issues, stakeholder analysis, prioritizing the issues, consideration of details of the issues prioritized and provision of communication and advocacy arrangement for the planned activities
- ✚ Included school children (both boys and girls) in sensitization process by making them all partake in chores equally
- ✚ Work with Department of Agriculture to adapt climate smart agriculture
- ✚ Prioritize the needs on gender with emphasis on women and children in development plans

- ✚ Promote participatory planning, implementation monitoring and evaluation
- ✚ Promote gender sensitive planning and budgeting
- ✚ Address gender issues and promote women empowerment
- ✚ We ensure that projects/programmes and activities take consideration of both males and female
- ✚ Preparation stage, gender sensitive climate risk assessment, climate risk screening to see how proposed are affected, options to adapt and enable climate resilient development, implementation and finally monitoring and evaluation
- ✚ Community consultations and needs assessment (data gathering), planning and identifying activities to meet the identified needs, implementation of identified activities to mitigate the identified needs, monitoring and evaluation of implemented activities, dissemination of feedback to the relevant stakeholders and inclusion of feedback in the planning of other activities

Twenty-five (25) participants representing 66% who responded NO to the above Qc whether they have been involved in mainstreaming gender into climate change?

The final question asked participants the importance of mainstreaming gender and climate change into development plan process and the underlisted were the responses.

#### Responses by participants

- ✚ Equity in the distribution of resources when gender and climate change are mainstreamed
- ✚ It helps promote/develop alternatives livelihood activities and protect or sustain the existing ones
- ✚ Gender plays a central role in developmental process
- ✚ To identify the needs of women in the climate change process
- ✚ To carry everyone along
- ✚ Taking care of effects of climate change and gender concerns
- ✚ Preserve the climate and vegetation cover
- ✚ It helps om what to do in the districts and the nation as a whole
- ✚ It will inform planners on developmental interventions to put in place

- ✚ It gives insight into how climate change affect each gender differently and ways to deal with it
- ✚ It allows equal access to both genders to contribute their quota to development
- ✚ Mainstreaming climate change creates opportunities to reduce the effects on the environment
- ✚ It enhances the implementation of programmes and projects
- ✚ It helps to address gender inequality
- ✚ It helps in the preservation of the natural environment
- ✚ It can help bring to lights issues about climate change and gender that had been ignored
- ✚ It promotes sustainable development
- ✚ It address the needs of the most vulnerable in society
- ✚ It helps to alleviate or minimise the effects of climate change among the various groups
- ✚ Will empower women to be part of major decision making at the national level

### 5.3 Presentations

There were four presentations in all which focused on Climate ‘change 101, Overview on Climate Change Risk and Vulnerabilities in Ghana, Climate Change and Gender and finally the National Adaptation Plan Project.

5.3.1 Presentation on Climate Change 101 and tackled the following topics by Dr. Antwi-Boasiako Amoah

- integrated framework of Climate Change
- explanation of some terminologies indicating
- the relations and linkages between the various terminologies
- Human influence in warming the climate
- Impacts of climate change
  - Humans
  - Environment
  - Infrastructure
  - Natural Resources
- How the environment would be under different warming scenarios.

### 5.3.2 Overview: Climate Change Risk and Vulnerabilities in Ghana by Dr. Antwi-Boasiako Amoah

- Principles of climate change vulnerability: exposure, sensitivity, adaptive capacity.
- Why consider climate resilience in planning?
- Resilient Development
- Climate information is relevant at all stages/levels of decision making.

#### Vulnerability

- Exposure
- Sensitivity
- Significance of non-climate stressors in decision making
- Process for climate resilient planning
- Identification and prioritization of climate vulnerabilities: address for resilience
- Climate Vulnerability assessment tool
- Analysis of Existing Situation/Compilation of the District Profile
- Tracking Adaptation & Measuring Development – measurements of driving & response variables, and processes in the theory of change.
- National Policies & Strategies that aligns with Climate Change

### 5.3.3 Presentation on Climate Change and Gender by Dr. Rose Kutin Mensah (Abantu for Development)

- Main objective
- Specific Objectives
- Gender Terminologies
- Understanding the Nexus between Gender and Climate Change
- Adaptation Options
- Joint Principles for Adaptation (JPAs)
- Way forward/Conclusion

Presentation 4 – National Adaptation Plan by Dr, Antwi-Boasiako Amoah

## **5.4 National Adaptation Plan**

## **5.5 Discussions and Contributions from participants on the Presentations**

After the presentations, there were requests for further elaboration on the following issues:

### Comments from Eastern Region

- ✚ Gender mainstreaming should be looked at in a way that, people are sensitized especially men who are the helm of affairs in many instance to mainstream gender in the planning process to make sure that the interest of everybody is catered for
- ✚ Some cultural orientations do not permit active women participation
- ✚ Is it possible for the developed country to commit more resources in reversing climate change predicaments since they emit more?
- ✚ How can one sensitize women to take up positions at the District level without conflicting with politics
- ✚ Abantu for Development and other organizations championing the gender responsive planning and budgeting and climate change should advocate for funding at the national level to facilitate implementation of activities mainstreamed into the plans and budgets
- ✚ Should gender issues be mainstreamed in MMDAs budget or they are to be considered as stand alone activities
- ✚ How far reaching is the NAP and its enforcement considering construction of energy efficiency buildings? How can EPA partner MMDAs to monitor the implementation of NAP at the local level?
- ✚ Do more advocacy especially in the rural communities
- ✚ Using technology to monitor our forest reserves
- ✚ Desist from over/excessive use of agro-chemicals (weedicides and pesticides) in agriculture
- ✚ Responsible waste management
- ✚ Desist from slash and burn in agriculture
- ✚ What can the Districts and the Municipalities do to regulate the activities of facilities in our communities
- ✚ We need to empower, citizenry economically so it will reduce the over reliance on natural resources
- ✚ Individuals can plant more trees, know when to plant them and take care of them
- ✚ Are policies on Climate resilience achievable
- ✚ Which activities are termed climate adaptation activities in the annual action plans
- ✚ Activities at Tourist attraction places should be regulated and owners charged for keeping these facilities well in order not to pollute the environment

The above questions were adequately and extensively discussed by Dr. Antwi-Boasiako Amoah and Dr. Rose Kutin Mensah.

Before the workshop ended on the second day, each participant was tasked to share what that have grasped during the two day works. Below are what participants shared with the resource persons

## 5.6 Participant experiences shared

1. Learnt the difference between coping mechanisms and Adaptation.
2. Learnt how to apply the Climate lens in planning developmental projects.
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## 5.7 Post-Evaluation

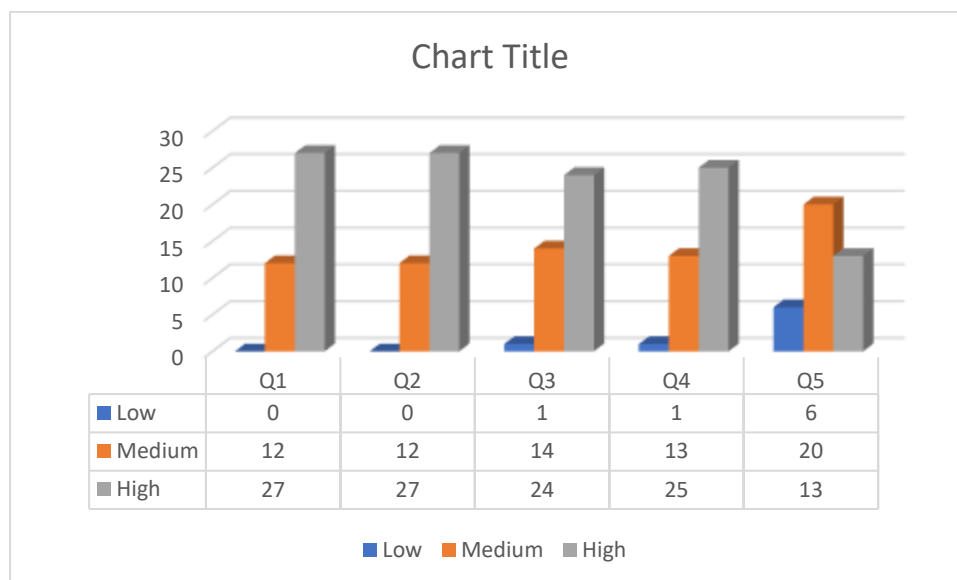
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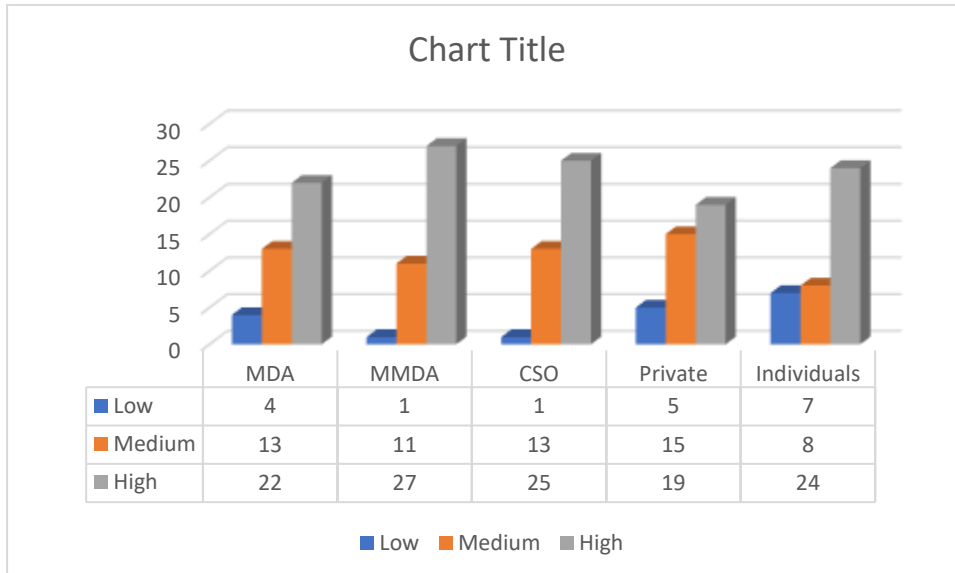
Thirty-nine participants took part of the post-evaluation and from the questions asked on how beneficial the presentations have been, less than 10% indicated the presentation on NAP has not been beneficial.

In the section C of the post evaluation participants were asked to tick the roles of the following whether low, medium or high

6. MDAs



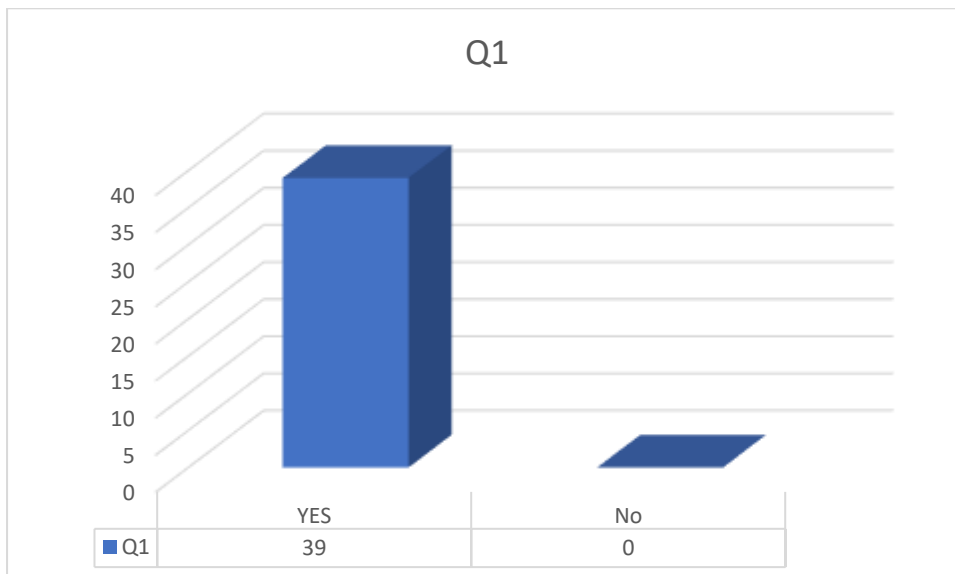
- 7. MMDAs
- 8. CSOs
- 9. Private Sector
- 10. Individuals



Participants by their Responses to the had indicated that MDAs, MMDAs. CSOs, Private Sector and Individuals all have bigger roles in solving climate change.

Section E

The final question of the evaluation asked whether the sensitization workshop have been beneficial for participants?



All participants representing (100%) had responded positively that the sensitization session had been very beneficial.

The final question on the questionnaire wanted to inquire further how the participants had benefited from the sensitization workshop and it was obvious by the expressions given that the workshop had given participants in-depth knowledge on mainstreaming climate change and gender issues into sector plans, programs and activities in the country.

### Take homes

Each participant was requested to share their insights on the just ended sensitization on mainstreaming climate change and gender

- ✚ The need to promote Climate Change in Journalism
- ✚ Read more on Climate Change and its related issues
- ✚ Plant more trees, eat less meat and adapt other sustainable measures
- ✚ Climate change effects are beyond repairs
- ✚ Consider mitigation measures
- ✚ Blend Gender and Climate Change issues
- ✚ Impacts of Climate Change on Humans, Environment and Nature
- ✚ The need to practice activities to reduce emissions
- ✚ Resilience and incorporate resilience to stand the test of time
- ✚ Consider Climate Change vulnerabilities in planning at the district level
- ✚ Stakeholder collaborations especially with the EPA
- ✚ Address Climate Change and Gender differently
- ✚ Stakeholder consultation on the District Adaptation planning
- ✚ Wholistic approach to climate change
- ✚ Produce jingles to create awareness at the rural areas
- ✚ Communicate how men can assist women in various responsibilities (equal share responsibilities)
- ✚ Need to improve upon Climate Change vulnerability analysis
- ✚ Gender should be key in planning
- ✚ Incorporate adaptation measure to help build resilience
- ✚ Need to sensitize farmers on the use of fertilizers

- ✚ Need to encourage women to take higher positions
- ✚ Factor Climate Change and vulnerabilities in budgeting and planning
- ✚ Sex disaggregated data
- ✚ Break Gender barriers
- ✚ Need to reduce the emissions generated
- ✚ Relations and differences between Weather and Climate, global warming and climate change
- ✚ Knowledge about Greenhouse Effect
- ✚ Build on existing plans with Climate Adaptation thinking
- ✚ Apply nature base solutions in addressing Climate Change effects
- ✚ Climate Change does not happen in a vacuum but as a result of socio-economic activities from humans
- ✚ Strengthen our infrastructure planning to absorb the shocks
- ✚ Further build my capacity on Climate Change and further create awareness among other working colleagues
- ✚ Explore more participatory planning tools to build resilience
- ✚ Proper Monitoring and evaluation on various projects activities
- ✚ Climate Change affects all sectors and therefore there is the need to adapt the NDCs locally and incorporate adaptation planning in various district projects.
- ✚ Motivated to read more on Climate Change issues

## 5.8 Closing Remarks by EPA Eastern Regional Director

The EPA Eastern Regional Director, Mr. Felix Addo-Okyireh in his closing remarks mentioned that it was time to move away from the emerging issues to rather taking pragmatic step to resolve the climate change issues. He further encouraged participants from the mining communities to take the needed steps to deal with the devastating effects of mining.

Mr. Addo-Okyireh encouraged the gender desk officers to speak up to encourage women to take up positions in the assemblies' elections. He finally requested all participants to share their "take homes" with families and colleagues to help in the plan towards then adverse effects of climate change.

## 6.0 - Recommendations