Strengthening Education for Agricultural Development (SEAD)

Gender and Inclusiveness Training of Trainer (ToT) Manual

Contents

Introduction

This manual provides trainers with a step by step guide and instructions on how to present topics linked to gender equality and inclusiveness in an understandable, easy to follow, and participatory manner.

Purpose

To build the capacity of SEAD education partner institutions on Gender and Inclusiveness integration across the different areas of their mandate. The training manual provides materials necessary to plan, implement, and evaluate Gender and Inclusiveness workshops in the context of education and agricultural development.

Objective

This training manual aims to guide the trainers to better understand, design, organize, and facilitate the transfer of knowledge, skills, and attitudes about gender and inclusiveness. The modules presented in this manual can also be adapted and used in other sectors or other institutions.

Components of the manual

The manual is conceptually organized in seven different modules and covers the following topics;

1. Gender concepts and terminologies
2. Policy and legal frameworks for the promotion of gender equality and inclusiveness in Rwanda
3. Disability concepts
4. Gender analysis frameworks
5. Gender Mainstreaming Approaches and Tools
6. Introduction to Gender-sensitive monitoring
7. Sexual Harassment.in the workplace/learning environment.

Each module has the following format:
1. Introduction
2. Learning objectives and content
3. List of materials needed
4. Timeline
5. Step by step lesson plan
6. Resources
7. Notes for the facilitators

Annexes:

This manual includes the following supplementary materials:
- PowerPoint Presentations for each theme
- Pre/Post Assessment tools and a guideline for using them

- Summary handouts

How to use this Manual?

This manual is a guideline that contains all the materials and instructions necessary for delivering training on gender and inclusiveness to different audiences. It is intended to be a fluid document that allows the facilitators to adapt the materials to the learning needs of the participants.

To keep the content of the training relevant for the participants, facilitators are encouraged to use examples and case studies from their experiences and programs. Facilitator notes are provided in most of the modules. Facilitators are encouraged to prepare detailed presentations based on data and information at their disposal and adapt them as they see fit. These notes can be viewed during the presentation when the slide show is set to "presenter view". Also, in the Resources sections, the user of the ToT manual may find direct links to many useful online sources.

Facilitators are encouraged to forward suggested improvements to the following contact persons in SEAD/RDB:

1. Roberte Isimbi, Gender and Social Inclusion Expert, Tel: 0783942805; Email: isimbi@fateconsulting.com
2. Eugene R. Rutabagaya, Gender and Social Inclusion Expert, Tel: 0788304537; Email: erutabagaya@gmail.com

Notice:

Workshop planning guide

1. Acquiring leadership support:

    It is essential to first ensure that the Principal and Associated Deans are in support of the training. Advocate for your leadership to have the different departments, including students, trained on gender and inclusiveness, and to incorporate gender and inclusiveness in the action plan of the institution as well as into the curricular and extra-curricular activities of students.

2. Inviting participants: for awareness-raising purposes, participants can be from mixed backgrounds, departments, and position levels. However, it is important to have an audience of participants who share similar responsibilities in one intake to facilitate interactions and peer learning.

3. Selecting the venue:

    a. If possible, it is most effective to hold the workshop off-site, and even in a different town or city where participants will not be tempted to slip away to the office.

    b. Choose a venue that offers a large flat conference room where tables can be set up in group format (6-8 participants per table[1]).
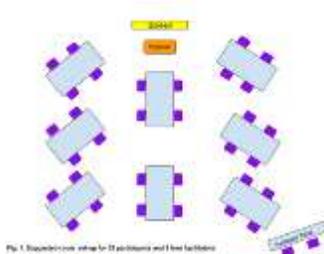
    c. Accessibility – ensure that the building, conference rooms, toilet facilities, and sleeping accommodations are fully accessible to people with physical disabilities (including visual and auditory impairments) and people with special needs such as access to a locked room for breastfeeding. Also, ensure separate toilets for males and females.

4. Confidentiality and security of information:

    Ensure that measures are taken to preserve the confidentiality of participants (e.g. participants with special needs such as a participant taking HIV antiretroviral medications who may require additional snacks).

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[1] Under special circumstances, such as the outbreak of contagious viruses, guidelines from the health authorities to prevent spread of diseases shall be adhered to.

Module 1: Gender Concept and terminology

Introduction

This session explains the use of the concept "gender" starting with the difference between gender and sex. This module aims to help participants understand the concept of gender concerning different roles and responsibilities in their institutions and place the concept within the broader framework of the Rwandan culture. Understanding the concept of gender is an important prerequisite for advanced knowledge and skills to address gender issues in one's areas of work.

Other concepts that will be explored include gender equality, equity, gender parity, gender analysis, gender mainstreaming, sex/gender-disaggregated data, gender roles (productive and reproductive roles), gender inequalities, gender blind, gender-neutral, access, and control, practical gender needs, strategic gender interests, gender division of labor, gender discrimination, gender stereotypes, gender-sensitive and gender-responsive, social inclusion.

Learning objectives and content

Learning objectives: after completing this session participants will be able to:	Content
ferentiate gender and sex	Sex refers to the differences in biological constructs between men and women while gender refers to the socially constructed roles, behaviours, activities, and opportunities that society considers appropriate for men and women. *At birth, the difference between boys and girls is their sex; as they grow up society gives them different roles, attributes, opportunities, privileges, and rights that in the end create the social differences between men and women.*
fine other related gender concepts	Definitions of gender equality, equity, parity, gender analysis, gender mainstreaming, sex/gender-disaggregated data, productive roles, reproductive roles, gender inequalities, gender blind, gender-neutral, practical gender needs, strategic gender

	interests, access and control, gender division of labor, gender discrimination, gender stereotypes as well as gender-sensitive and gender-responsive, social inclusion.	
...fferentiate the aspects that are biological constructs of sex and the aspects that are social constructs of gender	Examples of biological constructs	Examples of social constructs (stereotypes between men and women)
	...ving birth Growing a beard Growing breasts Voice break Genital parts Menstruation	...en are strong Women are weak House chores are for women Men are confident Young girls are gentle, young boys are tough
...derstand the implications of negative gender stereotypes	Examples of implications of negative gender stereotypes: Occupational segregation Unequal participation in decision making Voice and agency.	
...scuss how gender perceptions, divisions, and inequalities are created and reinforced in society	The social construction of gender is about behaviors and expectations of men and women in society and they are shaped over time and across cultures through social-cultural institutions such as the family, schools, religions, media, and peers.	
Make a gender analysis of the Rwandan proverbs about men and women and how those proverbs impacted on men's dominance and women's subordination.	Examples of Rwandan proverbs: - Nta nkoko kazi ibika isake ihari: no hen croaks when there are roasters around - Uruvuze umugore ruvuga umuhoro: a woman's voice, once raised in the household, the machete also raises its voice in that household. This means that when a woman has a say in a household, the household becomes chaotic. - Ukurusha umugore akurusha urugo: the one with a better wife has a better home/household.	
...derstand the Rwandan social structure that underlies the unequal	Examples of traditional myths that define gender roles: - If women eat goat meat, they can grow a beard	

social power relations between men and women, boys and girls	Examples of stereotypes that underline unequal social power between men and women in decision making and house economic participation: - milking is done by men - household chores such as sweeping, and cooking are the responsibilities of the females in the household

List of materials needed
- Flip charts
- Markers
- PowerPoint presentation
- Copies of handout 1: Gender terms and definitions
- Printouts of gender concepts and definitions for the activity about matching terms and their definitions

Timeline
Part 1: 15 min

Part 2: Difference between sex and gender: 75 min
- o Group activity: 30 min
- o Plenary discussion: 45 min

Other gender concepts overview: 60 min
- o Group activity: 30 min
- o Plenary discussion: 30 min
- Gender socialization:
  - o Group activity: 30 mins
  - o Mini lecturer of PPP + discussions: 30 mins

Step by step lesson plan

Part 1: Introducing the Module

Step 1: Climate setter

The facilitator invites participants to stand and face one direction. Then, the facilitator asks the participants to close their eyes and point their right hand to where they believe is north. When participants are told to open their eyes, they find that they have all pointed in different directions and it is funny. The facilitator brings a compass and shows them where the north really is.

Step 2: Presentation of Module objectives

Step 3: Module outline

Part 2: Understanding the difference between sex and gender

Step 1: Group activity
- Arrange participants into two groups, one of males and another one of females
- Give each group a flip chart with headings: common ideas about men and women and ask them to fill the ideas in two columns, one for ideas about men and another for ideas about women
- After they have finished listing the common ideas, invite the two groups to compare the ideas they listed about one gender.
- Ask the participants to react to the other group's list. For instance, if the gender being discussed is male, invite the group of male participants to react on the list made by female participants and see whether they agree with the ideas or not.
- Once the participants will have reached an understanding of the common ideas about each gender, ask them to determine whether the listed attribute or characteristic is innate (biological) or if it is acquired through any other channel (social construct).
- Mark the attributes that are listed as innate with a marker of a different color than the marker used for characteristics that are listed as acquired.
- Start a discussion on the characteristics listed as innate and ask participants if these are the same across the globe, religious groups, and cultures or if these were different in ancient times.

Step 2: Presentation on the concepts of Sex and Gender
- Introduce the definitions of sex and gender
- Give examples of how the common ideas about men and women have a great influence on the opportunities they get, the careers they choose or the voice and agency they have in their communities and in other spheres.

Part 3: Understanding other gender concepts

Step 1: Group activity
- Arrange participants into two groups
- Give one group the gender terms and the other groups the definitions of the gender terms
- Ask the members of both groups to find and match the corresponding gender terms with their definitions
- Invite participants who have found the matching definition/term to present to the plenary

- Ask the participants to explain why they think the definition and the term are a match and invite the other participants to react -agree or disagree. If correct, hang the matched gender terms and their corresponding definitions on the wall

Part 4: Understanding the gender socialization process

Understanding the different environments in which we operate needs to unpack considerations regarding the Rwandan social structure that contribute to the unequal social power relations between men and women, boys and girls. This is done through a gender analysis of social institutions, prevailing myths and proverbs about men and women and how those proverbs impacted on men's dominance and women's subordination.

- In six groups, participants reflect on how gender roles and responsibilities are taught/learned through social institutions (family, school, peers, media, culture and religions).
- The facilitator explains the activity. Each group starts with one flip chart, after an initial 15 minutes, they shift to another flip chart, read what the previous group has done, reflect on it, and make the add-ons.
- The group that starts with the culture is given several proverbs and they are challenged with the below questions:
  o What is the meaning of the proverb?
  o When is it normally used?
  o Which indirect message does it convey?
  o What are the implications of shaping gender stereotypes?
    ▪ Male dominance and female subordination
    ▪ Gender roles
  o How does the indirect message affect development in general?
  o How does the proverb promote or hinder gender equality?
  o How does the proverb give considerations or undermine women?
  o Groups present to the plenary and they are asked questions
  o The facilitator invites participants to also discuss any other gender considerations in the Rwandan culture including myths and associated stereotypes and norms.
- Groups keep shifting until they are back to their initial flip chart, looking at the additions and further discussing among themselves for another 5 minutes.
- A representative from each group presents the outcomes in plenary
- The session is concluded off by giving a mini-lecture on the Gender socialization process and explain how behaviors and expectations of men and women in society are shaped over time through social-cultural norms, beliefs and taboos learned through the socialization process. The presentation is followed by a discussion with Q&A.

Resources

1. Republic of Rwanda, the Constitution for the Republic of Rwanda. 2003 amended in 2015
2. Swiss Agency for Development and Cooperation, Gender in practice, 2003.
3. Republic of Rwanda, Ministry of Gender and Family Promotion, Gender Training Manual, 2010
4. Republic of Rwanda, Ministry of Gender and Family Promotion, National Gender Policy, 2010
5. Republic of Rwanda, Ministry of Gender and Family Promotion, National Policy against Gender-Based Violence, 2011
6. Republic of Rwanda, Ministry of Agriculture and Animal Resources, Gender and Youth Mainstreaming Strategy, 2019
7. Law No.59/2008 on the Prevention and Punishment of Gender-Based Violence (GBV)
8. Organic Budget Law no. 12/2013, instituting Gender-responsive Budgeting
9. Law № 27/2016 of 08/07/2016 governing matrimonial regimes, donations and successions
10. Law №32/2016 of 28/08/2016 Governing Persons and Family
11. Law N°003/2016 of 30/03/2016 Establishing and Governing Maternity Leave benefits Scheme.
12. Prime Minister's Order N°001/03of 11/01/2012 determining modalities in which Government Institutions Prevent and Respond to Gender Based Violence
13. Ministerial Order N°001/08.11 of 11/02/2014 on Court Fees For Criminal Matters (Art. 2, P.38 provides for the exemption of court fees for cases relating the fight against sexual violence)
14. Law N° 66/2018 of 30/08/2018 regulating labour in Rwanda
15. Republic of Rwanda, Ministry of Gender and Family Promotion, National Gender Policy, 2010
16. Ibirari by'insigamigani (all volumes)
17. Alexi Kagame, Inganji Karinga 1947 -cyavuguruwe na Israel Ntaganzwa, Rwanda, 2015
18. Mgr. Aloys Bigirumwami, Imihango, imigenzo n'imiziririzo mu Rwanda, Nyundo, 1974

Notes for the facilitators

- It is important to assure participants that there is no right or wrong answer. The most important is the discussion.
- Remember to encourage the participants to reflect on the understanding they had before the training and how this assignment has changed their understanding of gender roles in the family, school, peers, media, culture, and religions.
- Explain that the purpose of the session is not about criticizing the Rwandan culture but to understand how it contributes to people's mindsets. You can give examples of when

people decided to change their mindsets after realizing that there were aspects of the culture that were holding their development back. Some examples include the following:

- o Not long ago, it was not acceptable for Rwandan women to wear trousers and yet, opportunities for employment in rural areas were mostly in the construction sector. Having realized this, rural women started wearing trousers and joining construction sites as masonry aid.
- o More and more women have started milking cows which, historically, was solely reserved for men and considered against Rwandan values for women to milk cows.

- The translation of the word "gender" in Kinyarwanda. Please remember that there is no direct translation for the word "gender" in Kinyarwanda, it is translated by "uburinganire" which means "gender equality". As you explain the implications of this translation, you can give the example of filling an attendance list and what participants fill in the column "gender".

- Allow participants time to ask questions for discussion but avoid questions that will lead to a debate that is outside of the scope of the training such as gender roles in biblical times or gender stereotypes in different religions.

- Give examples, preferably from a context or sector of activity, that participants understand. Examples you can use to explain gender equity
  - o The 30% representation of women in elected positions as per the Constitution of the Republic of Rwanda
  - o The priority is given to female students when providing rooms in the on-campus hostels
  - o Past incentive to consider female students for lower grades
  - o Encouragement for female candidates to apply when institutions are advertising job openings

Module 2: Policy and legal frameworks for the promotion of gender equality and inclusiveness in Rwanda

Introduction

This module emphasizes on the awareness and understanding of the policy and legal frameworks that underpin the promotion of gender equality and social inclusion in Rwanda, and the international and regional commitments that the Government of Rwanda has committed to. The module also outlines key gender gaps and challenges in the education sector in Rwanda and elaborates on the rationale for promoting gender equality and social inclusion approach in the sector. This module will help the participants to be aware of the policy and legal frameworks and key gender gaps pertaining to gender and inclusiveness and how these can be addressed through gender-responsive planning and policy advocacy. Lastly, in this session, participants will learn about the different institutions mandated for gender and inclusiveness aspects in different areas.

Learning objectives and content

Learning Objectives: After completing this session participants will be able to:	Content	
Understand the policy and legal framework for gender integration in Rwanda	International framework	• Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) • The Beijing Platform for Action • United Nations General Assembly Resolution 52/86 on Crime Prevention and Criminal Justice Measures to Eliminate Violence against women (1998) • He4She Commitments • The UN Security Council Resolutions 1325 and 1820 • The Universal Declaration of Human Rights (UDHR) • The Sustainable Development Goals (SDGs) - particularly Goal 5, to achieve gender equality, Goal 8, to promote full and productive employment and decent work for all; and Goal 1 on ending poverty.
	Regional commitments	• African Union Strategy for Gender Equality & Women's Empowerment 2018-2028 • The African Charter on Human and People's Rights • International Conference of the Great Lakes Region o Goma Declaration

		○ Kampala Declaration • African Convention of Women in Security Organs: Kigali International Conference Declaration
	National Policy and Legal Framework	Vision 2050 National Strategy for Transformation (NST 1). National Gender Policy 2010 (being reviewed) Girls Education Policy, 2018 UR Gender Policy, 2016 Education Sector Strategic Plan 2018-2024 National Policy against GBV and the Law preventing and punishing GBV Gender and Youth Mainstreaming Strategy by the Ministry of Agriculture and Animal Resources Rwanda National Land Policy, 2019 and the Organic law determining the management and use of land in Rwanda Law governing persons and family, 2016 National Capacity Building Strategy for Gender Equality
Understand the current situation	Gender gaps and challenges faced by men, women, and People with Disability (PWDs) in the education sector include the fact that female and male students are most often directed to certain trades/subjects that are considered more appropriate for their gender or disability. Example of the TVET sector: mechanical engineering is mostly studied by males while hospitality is mostly studied by females. Occupational segregation leads to different remuneration outcomes as jobs in different trades are valued differently, with jobs in sectors where women most often prevail receiving the lowest salaries	
Explain the rationale and benefits of integrating gender and inclusiveness in the education sector	Benefits for all stakeholders if girls and PWDs are empowered and effectively included in the education system at all levels and if learning environments are gender-responsive and friendly to PWDs: • Females account for more than 50% of the total population • Educating girls has a wide-ranging impact on society and human development since it leads to stronger families, better services, better child health • Equal access to education leads to female economic empowerment and a positive impact on GDP per capita that grows over time • Sustainable development is achieved if no one is left behind	

List of materials needed
- Flip charts
- Markers
- Powerpoint presentation
- List of international, regional and national policies on gender promotion (documents and institutions names and references and addresses)

Timeline
- Part 1: Introducing the Module: 20 mins
- Part 2: Policy and legal framework for the promotion of equality in Rwanda: 30 mins
- Part 3: Gender gaps, issues, challenges in education and Higher Learning Institutes (HLI) in particular: 60 mins
  - A presentation on Gender gaps and issues/challenges in HLIs: 30 mins
  - The rationale for Gender and inclusiveness mainstreaming in the education sector: 30 mins.

Step by step lesson plan

Part 1: Introducing the Module

Step 1: Climate setter
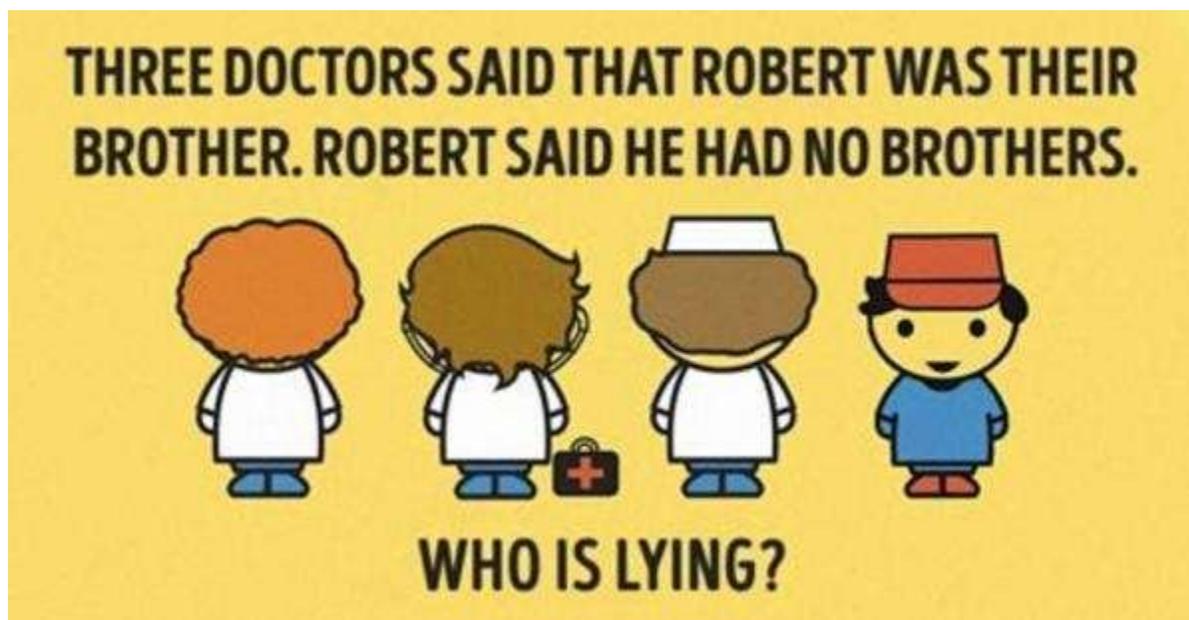
Questions:

- Ask participants to tell who of Robert and the three Doctors was lying?
- If most of (or some) participants agree that either of Robert or the three Doctors were lying, that would be down to gender stereotypes assuming that all Doctors should be males
- Conclude by observing that both males and females have the potentials to participate and contribute to the workforce if given equal opportunities.

Step 2: Presentation of module objectives

Step 3: Module outline

Part 2: Policy and legal framework for the promotion of gender equality in Rwanda

Step 1: Make a presentation on the global, regional and national gender policy and legal frameworks underpinning gender equality in Rwanda

Step 2: Discuss each policy and legal framework with the class in detail, using practical examples and highlighting Rwanda's commitments to be promoting gender equality and the empowerment of women, gender equality commitments in long terms development targets (Vision 2050) and NST1

- Outline the Girls Education policy and other instruments and mechanisms for mainstreaming gender in the education sector
- Q/A.

Part 3: Gender gaps and gender issues/challenges in the education sector and in HLIs

A presentation on Gender gaps and issues/challenges in HLIs

- Introduce this topic by saying that despite commendable progress that Rwanda has made to promote gender in the sector, huge gender gaps persist in terms of girls' enrollment, recruitment, and promotion of male and female staff, integration of gender in curriculum development, as well as gender-based violence and sexual harassment.
- Give a presentation on key gender gaps in the education sector
- Discuss with participants what those gaps mean and the implications they have on the female population and the country at large
- Clarify any questions that may arise.

Part 4. Rationale for Gender and inclusiveness mainstreaming in the education sector

Unpacking SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Based on SDG 4, make a PowerPoint presentation to demonstrate how an inclusive education strengthens the quality and provides an appropriate learning environment for both girls and boys, in line with the global commitment to "leaving no one behind"
- Also assert that inclusive education puts the poorest and most marginalized women and girls at the forefront of development efforts, while it has multiplier effects in impacting future opportunities and outcomes in relation to economic growth, good health, well-being, and poverty reduction.
- Distribute SDG 4 as Handout.

Resources
- United Nations, Convention on the Elimination of All Forms of Discrimination against Women Adopted and opened for signature, ratification and accession by General Assembly resolution 34/180 of 18 December 1979.
- The Republic of Rwanda, Gender Monitoring Office. Assessment of Gender-related International and Regional instruments and their Implementation in the Republic of Rwanda. Kigali, July 2011.
- Verdiana Grace Masanja, Juditha Kephas Masanja, Rabina Kephas Masanja, Report of the Gender Equality and the Knowledge Society (GE-KS) in Rwanda, February 2016.
- Republic of Rwanda, Gender Monitoring Office, The Gender Dividend
- The Beijing Declaration and Platform for Action
- United Nations General Assembly Resolution 52/86 on Crime Prevention and Criminal Justice Measures to Eliminate Violence against women (1998)
- African Union Strategy for Gender Equality & Women's Empowerment 2018-2028, 2018
- International Conference of the Great Lakes Region
  - Goma Declaration, 2006
  - Kampala Declaration, 2010

African Convention of Women in Security Organs: Kigali International Conference Declaration

Rwanda Vision 2050

Republic of Rwanda, Ministry of Gender and Family Promotion, National Gender Policy, 2010

Republic of Rwanda, Ministry of Gender and Family Promotion, National Policy against Gender-Based Violence, 2011

Republic of Rwanda, Ministry of Agriculture and Animal Resources, Gender and Youth Mainstreaming Strategy, 2019

National Strategy for Transformation (NST 1).

Rwanda National Land Policy, 2019 and the Organic law determining the management and use of land in Rwanda

Law governing persons and family, 2016

Republic of Rwanda, Ministry of Education, Education Statistics,2018

Notes for the facilitators

- Ensure that all participants understand the meaning of keywords. Examples: UN Conventions and Resolutions are legally binding while Declarations are not. National policies provide guidance and laws are legally binding.
- Allow participants to think and discuss how these policy and legal frameworks are practical in integrating gender equality in Rwanda and their institutions and communities
- Explain that understanding these frameworks is key for the participants especially when they seek to establish partnerships for the implementation of G&I activities in their institutions

Module 3: Disability and related concepts

Introduction

This session emphasizes the definitions of disability and related, the types of disability, the right and dignifying words to use when talking about People with Disability (PwDs) as well as the challenges and opportunities for people with disabilities.

Learning objectives and content

Learning objectives: After completing this session participants will be able to:	Content	
Understand the definition of disability and its related concepts	**Impairment:** is any loss or abnormality of a psychological, physiological or anatomical structure or function **Disability:** is any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being	
Know the types of disability	Mobility and physical impairments Head injuries-brain disability Vision disability Hearing disability Cognitive or learning disabilities Psychological disorders Others (people with albinism, people with short stature, spinal malformation)	
Get familiar with the words of dignity	*Instead of*	*Use*
	Disabled	Person with a disability
	Invalid, lame	Person with a disability
	Crippled, afflicted, suffer from	Person who has…; person with…
	Confined, bound, restricted, or dependent on a wheelchair	Wheelchair user
	Normal	Person without disability
	Victim, sufferer	Person with a disability
	Crippled	Person with a disability
	Deaf and dumb, deaf mute	Person with a hearing impairment
	Retarded, mentally retarded	Person with mental/intellectual disability

	Spastic	Person with cerebral palsy
	Person with Hump Back	Person with spinal malformation
Get familiar with person-first language	Describe the person, not the disability Refer to a person's disability only when it is relevant Avoid images designed to evoke pity or guilt. If in doubt, ask; people with disabilities will be more than willing to help.	
Understand the social construct of disability	Ambivalence. Stereotyping, stigmatization, prejudice and discrimination	
Know the challenges and opportunities of PwDs	*Challenges*	*Opportunities*
	Inaccessible information Inaccessible environment Low valuing Discrimination Prejudice Poverty Lack of appropriate educational materials Inaccessible transportation	Access to Education Access to health facilities Get a career
Understand the legal framework about disabilities in Rwanda	International conventions and treaties Constitutional framework Laws and policies Institutional framework	
National policies and programs for persons with disabilities in Rwanda	*National policies*	*National programs*
	National Health Policy by the Ministry of Health Special Needs Education Policy by the MINEDUC Social Protection Strategy by MINALOC Inclusive education Policy National Employment Program	EDPRS/NST where disability is a Cross-cutting issue New Inclusive Curriculum National employment Program (NEP) in line with job obtainment Social Protection Strategy (Programs) by MINALOC: Ubudehe, Vision 2020 Umurenge Program (VUP), GIRINKA, Community Based Health Insurance

List of materials needed
- Flip charts
- Markers

PowerPoint presentation
Modules handouts
Handout of group work
List of names with dignity, in Kinyarwanda

Timeline

Presentation and discussion: 60min
- o Understanding disability and its related concepts
- o Different types of disability
- o Words of dignity and appropriate behaviors to people with disabilities
- o The social construct of disability
- o Challenges and opportunities of people with disabilities

Step by step lesson plan

Part 1: Introducing the Module

Step **1:** Climate setter
Invite participants to form pairs and each person takes about 90 seconds to discuss the story of his or her name. Why did the parents choose that name? Does it mean something? Was the person named after someone? Is the name shortened? Why? Volunteers will share with all the group some of the interesting facts discussed.

Step **2:** Presentation of Module objectives

Step **3:** Presentation of Module outline

Part 2: Disability and related concepts

Step **1:** A round of open discussion. Participants share what they think disability is

Step **2:** Presentation
- Make a presentation of the definitions of disability and its related concepts
- Before presenting a new component, invite participants to reflect on what they think about it. For instance, invite them to come up with the types of disability they know before providing the official categorization

- Make an open discussion with all participants to make a clear understanding of the types of disabilities that are common in Rwanda, the names given to people with disabilities and how people with disabilities are treated in the Rwandan society

Step 3: Questions, answers, and reflections

Part 3: Policy and legal frameworks
- Engage an open discussion with all participants and start with the awareness of the rights of people with disabilities.
    - Ask the participants to give examples of the rights given to people with disabilities and/or what is not being done
    - Ask participants what is being done, and what should be done to enforce the rights of people with disabilities
- Make a presentation of policy and legal frameworks on people with disabilities in Rwanda, and the policies and programs for persons with disabilities in Rwanda
- Invite participants to reflect on the policy, legal and institutional framework by highlighting where the implementation is challenged or when the framework has gaps
- Invite participants to reflect on what their institutions do to welcome and accommodate PwDs, whether they are staff or students
- In the instance where there is limited time available for the training, this module can be combined with the policies on gender and presented together

Resources
National Council of Persons with Disabilities, Disability Mainstreaming Guidelines
Ministerial Order on education for Persons with Disabilities
Prime Minister's Order revised, Official Gazette 01 of 06/01/2014
Urwunge rw'amategeko n'amateka birengera abantu bafite ubumuga mu Rwanda
Law relating to the protection of PwDs in general
Regulations for PwDs' Federations
NCPD annual reports
NCPD, Report on the categorization of PwDs in Rwanda, January 2016
NCPD, Annual report of TVET
NCPD, National assessment of centers caring for children with disabilities in Rwanda
NCPD, Socio-economic characteristics of PwDs
NCPD, Mainstreaming report in the Western Province
NCPD, NCPD strategic operational plan July 2013 – June 2018
Disability Dimension in Development Action. Manual on Inclusive Planning. Edited by Ronald Wiman. Originally Published by STAKES for and on behalf of the United Nations, 1997 and 2000. Revised on-line version 2003.

Definitions of disability in social sciences. Lars Gronvik. Acta Universitatis Upsaliensis Uppsala, 2007.

World Report on Disability. World Health Organization and the World Bank. 2011.

Washington Group disability question sets http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/

- The Republic of Rwanda: Initial report of Rwanda on the Implementation of the Convention on the Rights of Persons with disabilities. March 2015.

Notes for the facilitators

- Allow participants to discuss and provide their understanding of disability, and make sure they tell what they think
- Make sure you provide proper definitions of disability and help participants to understand and get familiar with them, and start using the words of dignity and proper language when interacting with people with disabilities
- Help participants to separate 'disability' (social issue) from 'impairment' (medical issue)
- In the instance when there is limited time, these concepts can be combined with gender concepts
- Encourage participants to reflect on their own understanding as well as the practices in their institutions.

Module 4: Gender Analytical Frameworks

Introduction

This module will discuss the theories of Gender Analysis Frameworks. It presents some of the most useful analytical frameworks which can be used to integrate gender considerations into development initiatives. Each framework comprises practical tools and instruments that can be applied in research and planning for assessing and promoting gender issues in institutions. Four frameworks are discussed in this Module and those are:

1. Participatory Gender Audit
2. Harvard Analytical Framework
3. Moser Analytical Framework
4. Women's Empowerment Framework.

Learning objectives and content

Learning objectives: After completing this session participants will be able to:	Content
Understand the rationale of conducting a gender analysis	More often than not, programs, interventions, or policies that do not understand the specific roles, needs, and priorities of women, men, PWDs, as well as the barriers, risks, and opportunities have unintended negative consequences.
Understand and able to use the Participatory Gender Audit	The PGA is a Gender analysis tool used to establish a baseline on gender performance and set up benchmarks for measuring progress on gender and development and generate an understanding of the extent to which gender issues are internalized and acted upon in a given organization. The PGA process constitutes three main elements: • A desk review of key policy documents, major publications and programming, budget, and monitoring and evaluation processes that are carried out based on predetermined indicators • Individual interviews of selected staff (managers, technical and support), and of selected "clients" and partners. These interviews provide a wealth of information as well as insights into achievements on gender equality and areas for improvement. • Group exercises to arrive at an understanding of the level of knowledge and practice existing on gender mainstreaming.

	Challenges in implementing gender mainstreaming strategies and positive experiences that have been developed are also discussed
Understanding Harvard Analysis Framework	Harvard Analytical Framework was developed by researchers at Harvard Institute for International Development in the USA in 1985 and is considered one of the first developed frameworks designed for gender analysis. It comprises 3 tools: Harvard Tool 1: The Activity Profile Harvard Tool 2: The Access and Control Profile - resources and benefit Harvard Tool 3: Influencing Factors
Understand and use the Moser Framework	Moser analytical framework: it was developed by Caroline Moser and it is commonly used in gender analysis and planning. The Moser Framework questions assumptions that planning is a purely technical task and is meant to address some limitations observed within the Harvard framework. The Framework comprises 6 tools: • **Moser Tool 1:** Gender roles identification (triple role: reproductive, productive and community work) • **Moser Tool 2:** Gender needs assessment (Two types of needs: practical gender needs and strategic gender interests) • **Moser Tool 3:** Disaggregating control of resources and decision-making within the household • **Moser Tool 4:** Planning for balancing the triple role • **Moser Tool 5:** Distinguishing between different aims in interventions (five types of policy approach: welfare, equity, anti-poverty, efficiency and empowerment) • **Moser Tool 6:** Involving women, and gender-aware organizations and planners, in planning.
Understand the Women's Empowerment Framework analytical framework	This framework is intended to help planners' question what women's empowerment and equality means in practice. It introduces the notion of five different "levels of equality" and the extent to which these are present in any area of social or economic life determines the level of women's empowerment
Understand the specific roles, needs, and priorities of women, men, PWDs, as well as the barriers, risks and opportunities	Using the analytical frameworks helps to carefully analyze gender roles; relationships between males and females; and barriers, risks and opportunities for women, men and PWDs.

Learn about the unintended consequences when there is no gender analysis	The unintended consequences, mostly negative, of development programs if gender roles and relationships between males and females are not carefully analyzed.

List of materials needed
- Flip charts
- Markers
- PowerPoint presentation
- Printout of the tools for gender analysis
- Module handouts
- The approach of 3Ps handouts

Timeline
4 hours

Part 1: Introducing the Module 30 min
Part 2: Key Gender analytical frameworks: 3 hours 30 mins
- The 3Ps Tool and Group exercise: 60 mins
- Moser Framework and Group exercise on Moser: 60 mins
- Harvard Framework and Group exercise: 60 mins
- Women/PWDs empowerment framework: 30 mins.

Step by step lesson plan:

Part 1: Introducing the module

Step 1: Climate setting: connect the dots

- Pass out a copy of Dots (see below)
- Ask participants to connect all of the dots with four straight lines. Do NOT lift your pencil off the paper. Do NOT retrace any line
- Lines may cross if necessary
- Give them about 5 minutes to work on the puzzle
- At the end of the period, ask if anyone has found the solution.
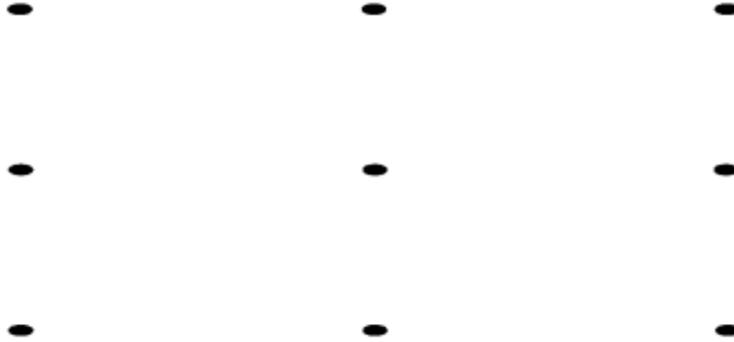
Discussion:

1) Why is it that most of us do not think about going out of the boundaries?

2) We had to draw outside of the lines. This is what is required of us when we interact with others as everyone thinks differently (outside of our "box").

3) Why is it so hard to understand others' points of view?

HINT: We get often so busy thinking about our point of view, that we fail to see others' points of view. Also, we tend to judge others' ideas rather than try to understand them. At the end of the exercise, distribute the Handout with the solution to the exercise.

Step 2: Presentation of module objectives

Step 3: Module outline

Part 2: Key Gender analysis frameworks

(1) Participatory Gender Audit using the Method of 3Ps

Step 1: Explain and describe the 3Ps -People, Paper and Process
The participatory Gender Audit or 3P's approach is Gender analysis tool used participatory self-assessment processes to establish a baseline on gender performance and set up benchmarks for measuring progress on gender and development and generate understanding of the extent to which gender issues are internalized and acted upon in a given organization. The tool also monitors and assesses relative progress by an organization and examines whether internal

practices and related support systems for gender mainstreaming are effective and mutually reinforcing.

The PGA process constitutes three main elements:
1. A desk review of key policy documents, major publications and programming, budget, and monitoring and evaluation processes that are carried out based on predetermined indicators
2. Individual interviews of selected staff (managers, technical and support), and of selected "clients" and partners. These interviews provide a wealth of information as well as insights into achievements on gender equality and areas for improvement.
3. **Group exercises** to arrive at an understanding of the level of knowledge and practice existing on gender mainstreaming. Challenges in implementing gender mainstreaming strategies and positive experiences that have been developed are also discussed.

Step 2: Present the 3Ps
This is the framework used to assess gender responsiveness in public and private institutions. It is also called the Method of 3 P's -People, Paper, and Process.

People: The first P stands for "People" and considers all the men and women employed within an organization from different perspectives including those elaborated below:
- *Human Resources:* with a focus on the composition as well as the structure of the human resources within the organizations being audited. It is important to understand the hierarchy, the salary structure, the people in decision-making positions, how confidentiality issues are handled and sexual harassment reported.
- *Capacity***:** consider the capacity that the staff has for integrating gender and inclusiveness in their functional areas of work. This also considers whether gender and inclusiveness are part of the capacity development plan.
- *Data Collection:* considers whether sex, disability, and other vulnerabilities-disaggregated data are collected and used.
- *Partners and Stakeholders:* assessing the existence of partnerships with regards to gender equality and women's empowerment in the organization.
- *Organizational Culture:* for understanding the norms, beliefs, values, and behaviors that enhance or hinder gender equality in the organization. Organizational culture refers to how staff interacts with each other.

Paper: This refers to the mechanisms by which an organization integrates and carries through its commitment to gender equality values in its policies as elaborated below:

- *Policy:* this refers to internal documents, policies, and procedures assessed to understand if there are provisions for gender equality.
- *Budget*: this refers to the level of resources allocated to and spent on gender mainstreamed and gender-targeted activities. If the institution has a Gender Budget Statement, it is reviewed; otherwise, the general Gender-Responsive Budgeting principles are applied to review the existing budget.
- *Communication:* the organizations' communications materials are reviewed to assess whether any stereotypes of differences between men and women are not perpetuated and gender-sensitive language and images used.

Process: This refers to the way in which leaders commit to support gender equality within the organization and prove their support through concrete actions. The audit explores how the decisions are made as well as the way leaders take the responsibility to promote gender equality within the organization.

Step 3: Distribute the handout "Participatory Gender Audit – Key Questions" and explain the key questions to ask, providing examples that are relevant to the audience.

Step 3: Group activity on the 3Ps: World-cafe
Arrange the participants in three groups and assign one P to each group
Have flipcharts marked: People, Paper and Process, separately
Invite each group to choose a presenter
The 3 groups will be rotating: the participants in the activity will be changing and joining the presenter of the other groups. They will spend 15 minutes with each group and when joining another group, the presenter of that group will summarize for them what the previous group has discussed
Participants will answer the questions for consideration in the G&I assessment of the P at hand
After all groups will have rotated on the three Ps, the presenters of the groups will report back to the plenary

(2) Harvard Analytical framework

Step 1: Explain that Harvard Analytical framework was designed to demonstrate that there is an economic case for allocating resources to women as well as men. The framework aims to help planners design more efficient projects and improve overall productivity. It does this by mapping the work and resources of men and women in a community and highlighting the main differences.

Step 2: Presenting Harvard framework tools

Harvard Tool 1: The activity profile

This tool identifies all relevant productive and reproductive tasks and answers the question: who does what? How much detail is needed at this level depends on the nature of the project subject to analysis. The areas of activity which the project will be directly involved in require greater details. For instance, an activity profile for an agricultural project would list, according to the gender division of labor, each planned agricultural activity. The activity profile examines:

- o Gender and age denominations: identifying whether adult women, adult men, their children, or the elderly carry out an activity

- o Time allocation: specifying what percentage of time is allocated to each activity and whether it is carried out seasonally or daily

- o Activity locus: specifying where the activity is performed, to reveal people's mobility. Is work done at home, in the family field, the family shop, or elsewhere (within or beyond) the community?

Harvard Tool 2: The Access and Control Profile - resources and benefits

This tool enables users to list what resources people use to carry out the tasks identified in the Activity Profile. It indicates whether women or men have access to resources, who controls their use, and who controls the benefits of a household (or a community)'s use of resources. Access simply means that you can use a resource; but this says nothing about whether you have control over it. For example, women may have some access to local political processes but little influence or control over which issues are discussed and the final decisions. The person who controls a

resource is the one who is ultimately able to make decisions about its use, including whether it can be sold, rent or not.

Harvard Tool 3: Influencing factors
This tool allows you to chart factors that influence the differences in the gender division of labor, access, and control as listed in the two Profiles (Tools 1 and 2). Identifying past and present influences can indicate future trends. These factors must also be considered because they present opportunities and constraints to increasing the involvement of gender groups in development projects and programs.

Influencing factors include all those that shape gender relations and determine different opportunities and constraints for men and women. The purpose of identifying these influencing factors is to consider which ones affect women's or men's activities or resources, and how they, in turn, can affect them. This tool is intended to help you identify external constraints and opportunities which should be considered in the planning of development interventions. It helps to anticipate what inputs will be needed to make the interventions successful from a gender perspective.

(3) Moser analytical framework

Step 1: Indicate that the Moser Analytical framework has been selected for the purpose of this Manual as one of the most appropriate and comprehensive tools regarding gender analysis and gender mainstreaming in the context of education and agricultural development. It expounds on the Harvard Analytical Framework and questions the assumption that planning is a purely technical task.

Step 2: Presenting Moser analytical framework tools

Moser Tool 1: Gender roles identification / triple role:

o Reproductive work: works or activities that do not generate income/money
o Productive work: activities that generate income/money
o Community work: socially oriented activities to serve common interests of the community with no income associated with them. Eg: wedding ceremonies, funerals, etc.

The triple role for women consists of reproductive, productive, and community-managing activities. In contrast, men primarily undertake productive and community political activities.

Moser Tool 2: Gender needs assessment

Moser distinguishes between two types of gender needs:

Practical gender needs: Those which, if they were met, would assist women in their current activities and respond to an immediate perceived necessity. Interventions that are intended to meet women's practical gender needs may include water provision, health-care provision, income to provide for the household, housing, and distribution of food.

Strategic gender needs: These as the needs which, if they were met, would enable women to transform existing imbalances of power between women and men. Women's strategic gender needs are those which exist because of women's subordinate social status. Interventions that are intended to meet women's strategic needs may include challenges to the gender division of labor, alleviation of the burden of domestic labor and child care, the removal of institutionalized forms of discrimination such as reforms of laws and legal systems, or the provision of reproductive health services.

Moser Tool 3: Disaggregating control of resources and decision-making within the household

This tool asks the questions: Who controls what? Who decides what? How? Here the Moser Framework links allocation of resources within the household (intra-household allocation) with the bargaining processes which determine this. Who has control over what resources within the household, and who has what power of decision-making?

Moser Tool 4: Planning for balancing the triple role

Users of the framework are asked to examine, whether a planned program or a project will increase a woman's workload in one of her roles, to the detriment of her other roles. Women must balance competing demands on their reproductive, productive, and community responsibilities.

Moser Tool 5: Distinguishing between different aims in interventions: the WID/GAD Policy Matrix.

The Moser Framework encourages users to consider how different planning interventions transform the subordinate position of women, by asking: to what extent do different approaches meet practical and/ or strategic gender needs? To support this, Moser gives an analysis of five different types of policy approach which have dominated development planning over the last

few decades, which she defines as the welfare, equity, anti-poverty, efficiency, and empowerment approach.

Moser Tool 6: Involving women, and gender-aware organizations and planners, in planning.

This is essential to ensure that real practical and strategic gender needs are identified and incorporated into the planning process. These individuals or organizations must be involved not only in the analysis, but also in defining the goals of an intervention, and in its implementation.

Step 3: Group activity on the Moser analytical framework

- Distribute a Hand-out with the Case study to participants
- Instruct them to use Moser analytical tools to analyze gender issues and the involvement of men and women in construction activities
- Divide participants into 2 to 3 groups and explain that the process requires critical thinking and discussions
- Each group prints the outcomes of their discussions in a flip chart paper and makes a presentation to plenary
- Draw conclusion about participation in activities, decision-making, and benefits, between men and women

(4) Women's Empowerment Framework

Step 1: The Women's Empowerment (Longwe) Framework was developed by Sara Hlupekile Longwe, to help planners' question what women's empowerment and equality means in practice, and, from this point, critically assess to what the extent to which a development intervention is supporting this empowerment. Longwe defines the women's empowerment approach as enabling women to take an equal place with men and to participate equally in the development process to achieve control over the factors of production on an equal basis with them. The framework is based on the notion of five different "levels of equality".

Step 2: Longwe's levels of equality:

Level 1: Control:

Denotes women's control over the decision-making process through conscientization and mobilization, to achieve equality over control of factors of production, without one side in a position of dominance.

Level 2: Participation:

Pertains to women's equal participation in the decision-making process, policy-making, planning, and administration. In development projects, it refers to the involvement of both men and women in needs assessment, project design, implementation, and evaluation.

Level 3: Conscientization:

Refers to a conscious understanding of the difference between sex and gender, and awareness that gender roles and the gender division of labor should be fair and agreeable to both sides, and not based on the domination of one over the other.

Level 4: Access:

Defined as women's access to the factors of production on an equal basis with men; equal access to land, labor, credit, training, marketing facilities, and all public services and benefits. This is obtained by applying the principle of equality of opportunity, through the reform of the law and other provisions considered as discriminatory

Level 5: Welfare:

Defined as the level of women's material welfare, relative to men. Do women have equal access to resources such as food supply, income, and, medical care?

Resources
Candida March, Ines Smyth and Maitrayee Mukophadh: A Guide to Gender Analysis Frameworks
Cascape, Manual on Gender Analysis Tools, 2015
UNDP, A tool for Gender Equality Diagnosis, 2016
SIDA, Gender Analysis, Principles and Elements, March 2015.

Notes for the facilitators
- Gender Analytical Frameworks can be lengthy and reflectional. Make sure to have ample time (see the timeline below) before engaging participants into this session
- It is practically not possible to cover all the frameworks in one session. It is the responsibility of the Facilitator to pick the most relevant analytical framework based on the purpose of the training and the audience. For instance, if the audience is interested in gender-sensitive research, the Harvard and Moser frameworks are most appropriate. If your audience includes decision-makers and other people interested in making their institutions more gender-sensitive, the PGA is the most suitable.
- Gender analytical frameworks are better learned through group discussions guided by the Facilitator. Allocate, therefore, more time to group discussion and presentations in plenary.

- Supervise participants while working on the case studies in small groups to help them have a better understanding of the issues and clarify any question they may have
- Discuss with participants and allow them to give their views on how they can use gender analysis skills.

Module 5: Gender mainstreaming approaches and tools
Introduction
This module discusses theoretical approaches to gender mainstreaming and their historical background, namely WID, WAD, and GAD. The module also elaborates on key steps for gender mainstreaming as well as an explanation of the institutional framework for Gender mainstreaming in the education sector in Rwanda.

Learning objectives and content

Learning objectives: After completing this session participants will be able to:	Content
Discuss approaches to gender mainstreaming and integration	Traditional approaches to gender mainstreaming have included Women in Development (WID), Women and Development (WAD) and, it currently is, Gender and Development (GAD) from the historical point of view
Discuss key steps for gender mainstreaming	**Step 1: Identification of Issues and Concerns:** done with the workplace and community's gender categories and in collaboration with relevant stakeholders by the analytical frameworks (covered in module 5) **Step 2: Internalization** Process of being convinced and committed to deal with the identified Gender issues and concerns. **Step 3: Integration** This means addressing gender issues and concerns in the development of the core business (subject area), objectives, and interventions with the active participation of all gender categories. **Step 4: Institutionalization:** Institutionalization entails enhancing and scaling up the integration of Gender interventions, such as organizing and strengthening support structures.
Reflect on key tools for gender mainstreaming and their use	- Action planning - Tool for Gender mainstreaming in policies

	- Checklist for gender-sensitive communications
	- Checklist for gender and inclusiveness responsive human resources management

List of materials needed

Flip charts

Markers

Powerpoint presentation

Handouts:

Timeline

Part 1: Introducing the Module: 20 mins

- o Climate setter: 10 mins
- o Module objectives: 5 mins
- o Module outline: 5 mins.

Part 2: Gender Mainstreaming approaches: 60 mins

- o Paired exercise: 30 mins
- o Presentation on the progress from WID to GAD + Discussions: 30 mins

Part 3: Steps for Gender mainstreaming: 30 mins
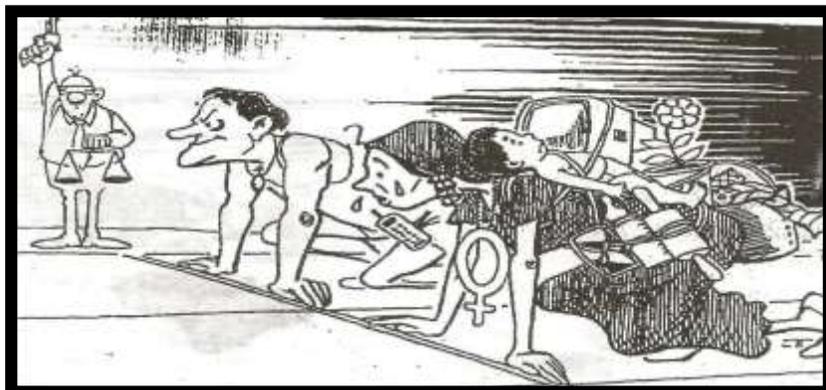
Part 4: Gender mainstreaming tools: 3 hours

- o Gender sensitive action plan: 45 mins
- o Gender policy impact assessment matrix: 45 mins
- o Checklists for gender sensitive communication: 45 mins
- o Checklists for gender sensitive Human Resources Management: 45 mins.

Step by step lesson plan

Part 1: Introducing the Module

Step 1: climate setter: Road to progress

- o Ask participants what disparities they see in the picture between the two competitors?
- o Apart from the fun and exaggeration in the picture, what would you say about the real situation of women in Rwanda?
- o To what extent do you as an individual, contribute to the minimization or worsening of such disparities between men and women?
- o Conclude by observing that our actions in a real situation can contribute to reinforcing or alleviating gender disparities.

Part 2: Gender mainstreaming approaches

Step 1: Paired exercise: outlining main differences between WID, WAD and GAD
- In pairs, let participants discuss the following question: What are the main differences between WID, WAD, and GAD approaches?
- Give them 5 mins to discuss and jot down some points
- Randomly pick pairs to present their points, one difference per pair
- Summarize by presenting the table highlighting the differences **(See Handout).**

Step 2: Short presentation on the progress from WID to GAD
- Present progress made from Women in Development (WID) to Women and Development (WAD) and Gender and Development (GAD) from the historical point of view
- Pause to solicit comments or suggestions, for example by asking some questions such as: what was the essence of this approach? What does this approach mean in development/education today?
- Link the GAD approach with the national development framework (Vision 2050, NST1, NGP, Sector Strategic Plans, District Development Strategies) emphasizing on inclusive and sustainable development.

Part 3. Steps for Gender mainstreaming

- Make a presentation about key steps involved in Gender mainstreaming insisting on the complementarities between one step and another.
- Start by the definition of "Mainstreaming", which is a process of identifying, internalizing, integrating, and institutionalizing subject-specific issues, concerns, needs, and priorities so that they are part and parcel of a regular and already existing development agenda (project/program).
- Gender mainstreaming is done in four steps: (1) identifying, (2) internalizing, (3) integrating, and (4) institutionalizing gender concerns, needs and priorities of various categories of people in the development, implementation, monitoring and evaluation of policies, programs and projects in partnership with other key players.

Part 4. Tools for Gender mainstreaming

Introduce this part by saying that giving the essence of Gender mainstreaming tools - types of means used to put the gender mainstreaming strategy into practice, i.e. to reorganize, improve, develop and evaluate policy processes to incorporate a gender equality perspective.

Explain that many tools and techniques can actually be used for the purpose of gender mainstreaming: a gender-sensitive action plan, a guide for gender mainstreaming in policies, a checklist for gender mainstreaming in the project cycle, a gender-sensitive management system, a checklist for gender-sensitive communications, or a checklist for gender and inclusiveness responsive human resources management.

For the present Manual, only 4 gender mainstreaming tools will be introduced: A gender-sensitive action plan, a tool for Gender mainstreaming in policies, the checklist for gender-sensitive communications, and the checklist for gender and inclusiveness responsive human resources management.

Gender mainstreaming Tool 1: A gender-sensitive action plan

Step 1: Introduce the session by saying that Action Plans are simple lists of all of the tasks that one needs to accomplish to meet an objective. They focus on the achievement of a single goal. An action plan can be developed at an individual level, interactional level, institutional level, and societal level.

Step 2: Group activity on elaborating an action plan

Divide participants in groups of 4-6 people depending on the size of the audience

Ask them to think of gender-responsive activities they want to undertake after the training and come up with a list of 3 to four activities

Ask them to think of tentative timelines, key resources needed, support from the institutions, and identify key stakeholders

Then, every group is allowed to make a presentation of the list of activities they came up with plus the other details highlighted above

Step 3: Filling in the action plan template

In plenary, the Facilitator introduces one or two action plan templates that can be used to fill in proposed activities and takes participants through

Emphasize the fact that there is no standard or better action plan template. The most important thing for a gender-sensitive action planning is to ensure that proposed activities are going to address underlying gender gaps in the institution and promote inclusiveness.

Tool 2: Gender policy impact assessment matrix

Step 1: Introduce this tool by explaining that the Gender policy impact assessment matrix is a tool used to analyze gender direct and indirect impact of a given policy, using various transmission channels (access to good and services, skills and technology, distribution of employment, power and authority, etc). The tool also allows users to propose gender-aware policy recommendations depending on the level of impact identified.

Step 2. Group exercise on the Policy impact assessment tool

- o Divide participants into 3 groups, and ask them to assess the gender impact of the following policies:
    - Education policy
    - TVET policy
    - ICT policy
    - Give them 45 minutes to discuss and allow each group to present their points
    - Distribute the Handout showing the matrix used to assess the policy impact (see Annex)

Tool 3: Checklists for gender-sensitive communications

Step 1: Explaining the aim of the tool and when it is used
This checklist is useful for staff responsible for updating the institutions' websites, designing the messaging on flyers, and any other communications materials.

Step 2: Presenting the checklists for gender-sensitive communication

Checklist 1: General Guidelines:
- Avoid replicating stereotypes
- Do not present women as victims but explain the context. Consider how men might be victims and how the situation might contribute to men's vulnerability
- Use inclusive names, labels except when dictated otherwise by the situation. Example: refer to spouses as "partners" and not "head of household", "wife" or "mother".

Checklist 2: Content:
1. Recognize the difference among groups of women and groups of men. Women are not a homogeneous group.
    - a. Do the issues highlighted have a different impact on:
        - i. Women and men?

ii. Older or younger individuals
iii. Women and men with disabilities?
iv. Other individuals?

b. Are these differences recognized and equality promoted? If not, how could this be better achieved?

2. Does the publication use facts and statistics disaggregated by sex?

Checklist 3: Quotes/Stories

o In the stories or quotes used, how are women, men and people from diverse backgrounds portrayed?
o Have the voices of women been included?   What about people from diverse backgrounds?

Checklist 4: Images/Photos

1. How do the images portray women or men?
2. How do the images portray people with disabilities, or from other diverse backgrounds?
3. Do the images send messages about equality and empowerment?

Checklist 5: Language

1. s the language used in the publication gender-sensitive and inclusive?
2. Consider the words used and the description of the issue:
a. Is the language used differently for describing men and women?
b. Is the language used differently for people from diverse backgrounds?
c. Does the language promote equality and empowerment?

PS: Beware of your own stereotypes.

Tool 4: Checklists for gender-sensitive Human Resources Management

Step 1: Explaining the aim of the tool and when it is used
This is particularly useful for Human Resources Managers as well as other staff involved in human resources management processes.

Step 2: Explain key issues to consider at the different stages of the human resources management cycle.

1. **Talent acquisition**
   - When advertising jobs, employers should keep in mind that channels used for advertising jobs determine to a big extent who will access the information. They should make sure to use multiple platforms (e.g. newspapers, job platforms,

external recruitment companies, and LinkedIn), as this allows the advert to be reached by a more diverse audience of potential applicants.

- The structure and language of job adverts should also be considered. Avoid the use of biased terms such as; "salesman", "workman", "waitress", etc. Use gender-inclusive language to avoid bias that can discourage any sex from applying.
- To form panels (jury) made of 50/50 men and women as applicants relate to them and feel relaxed. The gender power dynamic makes women shy when the panel is male dominated, while men by default express themselves.
- When evaluating the best fit for the role, it is recommended to base decisions on objective factors such as qualifications, knowledge, experience, competencies, and talents. Focusing solely on credentials including degrees and overlooking competencies and talents may lead to exclusion of potential candidates.
- When evaluating the best fit for the role, it is recommended to base decisions on objective factors such as qualifications, knowledge, experience, competencies, and talents. Focusing solely on credentials including degrees and overlooking competencies and talents may lead to exclusion of potential candidates.
- In the case where two candidates tie-up in the score, or one is slightly higher than the other, the panel in consultation with leadership should exercise discretional powers to hire an individual of a particular gender provided this gender is underrepresented in the institution but this should be supported by well-elaborated policies.

2. **Performance management**
   - Develop and implement a clear performance system across the organization to avoid any personal bias and or favoritism that might arise i.e gender inequality.
   - Create awareness and understanding of the performance management process by all levels of employees (top-down) and policy remedies in case of short.
   - Design clear performance management tools to avoid ambiguity in performance contracting and assessment feedback and outcome
   - Own the process and follow up on it to avoid last-minute conclusions of any gender-based surprises that might occur during the process
   - Use the performance management feedback to grow and reward good performers, develop identified gaps, and coach the non-performers for improved performance or otherwise.

3. **Training and Development**
   - Carry out training need assessment taking into account the specific needs of men and women

- Put in place gender-sensitive selection criteria to ensure equitable participation of men and women in capacity enhancement activities
- Arrange on-site work schedule and training sessions by ensuring that their duration and frequency do not interfere with family responsibilities of the employees
- Facilitate training sessions by encouraging men and women to participate and engage both men and women in group- and individual assignments.
- Beware of the use of non-inclusive or sexist language during training sessions.

4. **Succession planning and gender equality**

Considering the numbers of Female Vs male in the institutions, for gender equality promotion, it is the role of HR head to look at the organization people demographics, competency directory to:

- match the job requirements solicited for succession planning with suitable talents considering the least gender equality your priority talents;
- put in place development strategy on the who to train in what and why;
- involve and further sale the strategy for leadership and management ownership and support;
- put up a development plan and implement it to curb the gaps identified with a key focus on gender equality;
- compose a solid objective board to assess the readiness fits considering gender promotion but of course not compromising the standards.

Step 3: Remind participants that sometimes, gender inequality in organizations happens behind anyone's intention, but inclusiveness of the left-out group requires a combined effort and good transparent strategy to strike a balance, and behind this strategic achievement, a strong Human Resource head has the mandate to rethink, redirect and redefine an effective strategy to build gender-balanced organization.

Resources

- MIGEPROF, Gender Training Modules, 2011
- Tools for Gender Mainstreaming, ILO, 2004
- Women Watch, to support gender mainstreaming; www.un.org/WomenWatch
- SIDA, Gender mainstreaming. March 2015.
- European Institute for Gender Equality: Gender Equality Training, Gender Mainstreaming Toolkit, 2016.
- Australian Government, Workplace Gender Equality Agency, Gender strategy toolkit, A direction for achieving gender equality in your organization

Notes for the facilitators

- Make this session as participatory as possible and allow participants to provide ideas and information of what they think that goes well or not in their respective institutions in regard to gender mainstreaming
- Clarify that the different Gender mainstreaming tools presented in this Module are used in different levels of gender mainstreaming and for different purposes (planning, HR management, communication, etc).
- Participants should also notice that gender mainstreaming is a logic consequence of gender analysis. In other words, the need to carry out gender mainstreaming should stem from gender gaps identified through gender analysis.

Module 6: Introduction to Gender-sensitive monitoring

Introduction

Gender-sensitive monitoring is a systematic and objective assessment of the design, planning, implementation, and results of an ongoing activity, project, program, or policy from a gender perspective. This module introduces participants to the use of gender-aware data and indicators for monitoring the progress attained towards gender equality. The module emphasizes that standard data and indicators often fail to reflect gender issues because of the general tendency of assuming that males' and females' needs, and interests are similar.

Learning objectives and content

Learning objectives: After completing this session participants will be able to:	Content
Understand the types and sources of data and the importance of gender sensitive data	**Definition of Data:** Data is a collection of observations that can be used to represent the attributes of something that is witnessed and of interest to the observer; for example, household income, education levels, number of children, the total number of students, etc. The process of data collection can be difficult and tedious. **Types of data:** **Quantitative data**, usually numerical in form and commonly drawn from a large number of cases to compare or analyze the widest possible range of values across the cases. **Qualitative data**, usually consist of words, text, photographs, videos, sound recordings, and the like. Qualitative data is commonly drawn from a small number of cases, emphasizing the complexity and heterogeneity of the data to produce answers to explanatory analytical questions. **Difference between sex-disaggregated data and gender statistics** *Sex disaggregated data* are variables collected from both women and men as the units of analysis. However, while collecting evidence from both women and men can provide important insights into how both groups live in society, sex-

	disaggregated data does not adequately reflect the state of gender relations in any given society as it does not consider the different socio-economic realities women and men face. *Gender statistics* aim to ensure that the concepts and methods used in data collection are adequately formulated and reflect existing gender concerns and differentials. *Gender statistics* also consider cultural factors, as they can result in gender-based biases in data collection, analysis, and presentation
Understand the types of indicators and get familiarized with gender-sensitive indicators	**Definition of indicators:** Indicators are statements of the key factors or variables that we can measure to see whether we are bringing about change. A gender-sensitive indicator is simply an indicator that measures gender-related changes in society over time. By identifying the changes in the status and roles of women and men that we want to achieve and knowing how we will measure these, we can analyze our program outcomes and see whether we are contributing to gender equality. **Types of indicators:** They are different types of indicators used at different stages of the project cycle. **Context indicators:** designed to measure the evolution of the reference group for the policy under scrutiny and, therefore, to highlight the needs expressed by the population. For a gender perspective, context indicators are aimed to monitor the position of women in different policy fields. **Application indicators:** are aimed at measuring the characteristics of the target population. From a gender perspective, they underline the features of the female population and any differences with the male population. **Process indicators:** are used to measure management efficiency. Process indicators disaggregated by gender enable to measure resources that are dedicated to gender goals.

	Result or output indicators are important to capture the traits of the population and to measure the relationship between the objectives of the project and the results obtained. Gender-sensitive result indicators allow capturing female users compared to the population (for example, tabulating separately the data about attendance for women and men so that you can generate statistics on the number/percentage of women who have completed the training course, or who have dropped out, etc) in comparison to the total participants. An example of Gender-disaggregated data or gender statistics can be: Access to clean water in Gatore sector disaggregated per heads of household (MHHs, WHHs, and CHHs).
	Efficiency indicators: measure the relationship between the resources used and the results.
Understand the relationships between gender-sensitive indicators and gender-sensitive monitoring	Examples of how gender-sensitive indicators are essential in project monitoring: • Ensuring that specific needs and concerns of males and females are captured and are being catered for or not.

List of materials needed
- Flip charts
- Markers
- Power point presentation
- Copies of handout 1: Gender terms and definitions
- Printouts of gender concepts and definitions for the activity about matching terms and their definitions
- Handouts:

Timeline:
- o Part 1: Introducing the module: 20 mins
  - Climate setter: 10 mins
  - Module objectives: 5 mins
  - Module outline: 5 mins

- o Part 2: Gender aware data: 60 mins
  - A presentation on Gender aware data: 30 mins
  - Group exercise of SDD/GDD: 30 mins.

- o Part 3: Gender-sensitive indicators: 60 mins
  - A presentation on Gender-sensitive indicators: 30 mins
  - Group exercise on Gender-sensitive indicators: 30 mins.

Step by step lesson plan

Part 1: Introducing the module
Step 1: Climate setter: Two Truths and One Lie

- Start by asking each person to think of two truths about themselves and one (believable) Lie and write them on a piece of paper or a meta card
- Next, let everyone share their three statements and the group votes their guess for the lie. For example, here are two correct statements and one fabrication:
  - o I am vegetarian
  - o I speak 5 languages
  - o Growing up, I didn't like going to school.

Special Note: It's nice to let the group know ahead of time that they should think of two truths and one lie for the meeting. This is helpful for not putting anyone on the spot.

Step 2: Presentation of module objectives

Step 3. Module outline

Part 2: Gender aware data

Step 1. A presentation on gender-aware data (types of data and the difference between sex-disaggregated data and gender statistics)
- Define "data"
- Explain the types of data (quantitative/qualitative) used in the monitoring of project activities and the difference between sex-disaggregated data and gender statistics.
- Emphasize the fact that it is important to ensure that existing gender concerns and differentials are reflected.

Step 2. Exercise on sex-disaggregated data/gender statistics (Distribute the handout with the exercise)

Part 3: Gender-sensitive indicators
- Divide participants into small groups of 5 people maximum
- Explain that the activity is about building up gender-sensitive indicators
- Give to each group a handout consisting of a results matrix of general (or gender blind) indicators
- The task is to turn gender blind indicators into gender-sensitive indicators
- In plenary, the Facilitator gives a practical example of how a gender-blind indicator can be changed to a gender-sensitive indicator.
- Distribute Handout with the detailed exercise.

Resources
- Oxfam, Quick Guide to Gender-Sensitive Indicators
- Dijkstra, G.A., and L. Hanmer. 2000. 'Measuring Socio-Economic Gender Inequality, Towards and Alternative to the UNDP Gender-Related Development Index.' Feminist Economics 6, no. 2: 41-75.
- MIGEPROF, National Gender Policy, 2010
- MINEDUC, Education Statistics, 2018.

Module 7: Sexual harassment in the workplace/learning environment

Introduction

Everyone has the right to live free from sexual harassment and the law should protect everyone equally. This module focuses on the awareness and knowledge of sexual harassment, myths and forms of sexual harassment in the workplace. The module elaborates on the identification of verbal, physical and visual behaviours that could constitute sexual harassment and discusses the damages that can be caused by sexual harassment actions. In this session, participants will also get the opportunity to discuss about the potential targets and perpetrators of sexual assessment and get the awareness of possible anti-harassment policies.

To begin the discussion about sexual harassment as a serious human rights abuse, participants will test their knowledge of the issue by answering a sexual harassment awareness survey and discussing their answers.

Learning objectives and content

Learning objectives: After completing this session participants will be able to:	Content
Identify the existing knowledge about sexual harassment.	• Sexual harassment survey • Sexual harassment: definitions and examples • Myths about sexual harassment
Identify behavior that could constitute sexual harassment.	Forms of unwelcome behaviors which can constitute sexual harassment (verbal, physical or visual)
Impact of sexual harassment	• Physiological reactions: headaches, sexual problems, phobia, etc • Psychological reactions: depression, anxiety, anger, a feeling of betrayal, etc • Career-related effects: decreased job satisfaction, change in career goals, etc
Describe the characteristics of targets and perpetrators of sexual harassment.	Perpetrators and targets of sexual harassment
Discuss sexual harassment in a non-defensive matter	Anti-harassment policies Employers and employees' training on sexual harassment prevention.

List of materials needed

Flip charts

Markers

PowerPoint presentation

Sexual harassment awareness survey handouts

Sexual harassment awareness answers handouts

Sexual harassment cases and responses handouts.

Timeline

Part 1: Introducing the Module: 20 mins

- o Climate setter: 10 mins
- o Presentation of module objectives: 5 mins
- o Module outline: 5 mins

Expose on sexual harassment and anti-sexual harassment commitments 45 mins

Sexual harassment case studies: 45 mins.

Step by step lesson plan

Part 1: Introducing the module

Step 1: Climate setter:

Prepare a list of statements containing correct and wrong descriptions of sexual harassment in the workplace

Mix the statements and enclose them in a big envelope. Make sure to have as many statements as the number of participants

Ask participants to stand-up and to form a line against the wall

Each person will pick a scenario out of the envelope.

Participants will read the statement and decide whether it describes a particular form of sexual harassment or not.

This activity aims to help participants identify different types of sexual harassment and be aware of negative generalizations that can be made of sexual harassment in the prelude to the session.

Step 2: Presentation of module objectives

Step 3. Module outline

Part 2: Expose on sexual harassment and anti-sexual harassment commitments

- Make a presentation on sexual harassment in the workplace/learning environment with reflections on the Rwandan context

Discuss the impact (physiological, physiological, and career-related effects that can result from sexual harassment and abuse that allows participants to reflect and clarify any questions that may arise.

Part 3: A case study on sexual harassment

Distribute copies of the sexual harassment awareness survey and allow participants to answer the questions.

Review with all participants the survey question by question, with discussion.

Distribute copies of the sexual harassment awareness answers and allow participants time to check their replies against the answers and discuss the differences.

Give the participants the sexual harassment case studies and responses exercise and ask them to check whether the case study is sexual harassment or not and explain

Ask each group to come up with at least 5 anti-sexual harassment commitments and share them with the rest of the participants

Resources

The Constitution of the Republic of Rwanda

The Penal Code

Guide on Prevention of Sexual Harassment in the Workplace. December 2010.

SIDA, Gender mainstreaming. March 2015.

European Institute for Gender Equality, Gender Equality Training, Gender Mainstreaming Toolkit, 2016.

Swiss Agency for Development and Cooperation, Gender in Practice

Australian Government, Workplace Gender Equality Agency, Gender strategy toolkit, A direction for achieving gender equality in your organization

Republic of Rwanda, Ministry of Gender and Family Promotion, National Policy against GBV

Ministry of Labor and Public Service, National Employment Policy

Notes for the facilitators

- Allow participants to express their opinions on what is or isn't sexual harassment in their context
- Have examples to explain how seemingly innocent behaviors are harmful. Here are some examples:
  - Maybe someone is just flirting, or they want to start a relationship: if this kind of comment is made, please explain that the objective of harassment is never a relationship. The perpetrator wants to put down the victim.
  - What if the so-called victim is enjoying the sexual harassment: in this instance, remind participants that behavior is considered as sexual harassment from three perspectives: that of the law, that of the victim, and that of the perpetrator. If it is against the law, it is still harassment. If the victim is not welcoming a behavior that would be considered as just friendly or innocent by other people, then it must be stopped, otherwise it becomes harassment.

Annex 1: Handout - Gender terms and definitions

Sex is the biological differences between women and men**.**

Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women.

Gender equality involves providing an equal right to human, social, economic, and cultural development for men and women and an equal voice in civil and political life. equality does not mean treating everyone the same.

Gender equity means that the exercise of these rights and entitlements should lead to outcomes that are fair and just.

Gender parity means equal numbers of men and women at all levels of the organization. It must include significant participation of both men and women, particularly at senior levels. Gender parity is one of several integrated mechanisms for improving organizational effectiveness.

Gender analysis identifies the types of gender differences and inequalities that might otherwise be taken for granted – such as how men and women have different access to and control over resources, carry out different social roles, and face different constraints and receive different benefits.

Gender mainstreaming is about ensuring that women's and men's concerns and experiences are integrated into the design, implementation, monitoring, and evaluation of our strategies, policies, programs, projects, and workplace culture. Gender mainstreaming consists of the integration of gender equality issues into the development and implementation of policies, plans, programs, and projects at all levels, including at the national, regional, community, school, and classroom levels.

Sex disaggregated data is data that clearly show the differences in the status of women in relation to men in the various socio-economic spheres and why.

Productive roles include income-generating work done by men or women to produce goods and services.
Reproductive roles refer to activities carried out as part of caring for the household, its members and the community. It may include childbearing and rearing, collecting water and fuel, cooking, cleaning, childcare, and care for elderly or disabled family members.

Gender inequalities- is unequal treatment or perceptions of individuals based on their gender. In most of the cases, the society considers gender inequalities as a normal issue rather than a harmful matter.

Gender blind describes policies, strategies, and programs that do not explicitly recognize existing gender differences, including in the productive and reproductive roles of men and women. This approach does not distinguish between men and women and results in gender bias.

Gender-neutral describes policies or strategies that use the current gender context to overcome bias, through targeting and benefiting practical gender needs. Despite appearing neutral, these policies may impact men and women differently and reinforce existing gender inequalities.

Practical gender needs are the daily and immediate needs of survival, income and livelihoods, which arise from the conditions men and women experience as a result of their gender roles in society. Strategies or policies addressing practical gender needs do not aim to change existing gender roles or relationships, but rather focus on providing goods and services based on the differential needs and experiences of men and women in the current context.

Strategic gender interests are the desired changes in roles, relationships and responsibilities of men and women. Strategies or policies addressing strategic gender interests focus on institutional, organizational and personal change. They relate to women's empowerment and rights.

Gender discrimination refers to denying opportunities and rights to individuals based on their gender.

Gender stereotypes the media, conversation, jokes, or books, on women and men reflect social traditional role. In textbooks, for example, women are often given roles to play as cleaners, caregivers, and nurses, and men as drivers, doctors, and leaders. These images reinforce socially constructed gender roles.

Gender-sensitive means the ability to recognize and/or the recognition of gender equality issues.

Gender-responsive means taking action to correct gender discrimination with the intention to ensure gender equality.

Annex 2: Content – Gender analytical frameworks
Framework 1: The Participatory Gender Audit – Key Questions

The 3Ps	Thematic areas of assessment	Key considerations for G&I assessment
People	**Human resources**	What is the sex balance of staff at all levels of the institution?
		What is the staff salary distribution in the department (sex-disaggregated according to level)?
		Are there persons appointed to handle confidential issues?
		Are complaint procedures in place and used?
	Partners and Stakeholders	Which partnerships exist with gender equality/women's empowerment organizations or national gender machinery institutions?
		Which partners does your institution work with? Are these partners taking measures to promote gender equality? If yes, what kinds of measures? If not, what is their level of willingness to do so?
	Data Collection	Is sex-disaggregated data collected and used? For which areas of work?
		Is data related to disability, location, poverty status, and other vulnerabilities collected and used?
	Capacity	How much training and follow-up have staff received on gender and inclusiveness?
		Does staff understand key inclusiveness issues in governance?
		Does staff understand the difference between sex and gender, and how gender inequality influences good governance impact?
		Has an assessment of staff capacity needs on gender and inclusiveness been conducted and the results included into a capacity building plan?
		How does the institution respect family-friendly policies and work/life balance?
	Organizational Culture	How are staff members rewarded for or discouraged from engaging in gender equality issues?

Paper		What kinds (if any) of social activities do staff engage in outside of work? Who does or does not participate?
		What kind of jokes are made by colleagues? Which groups of people could be offended or hurt by these jokes?
	Policy and implementation	Are gender equality objectives and targets visible in action plans, performance contracts, work plans and budgets?
		What activities are specifically geared towards gender equality and inclusiveness? What proportion of the total activities do they represent?
		How well are maternity/parental leave, and breastfeeding related policies observed?
		How does the institution respect family-friendly policies and work/life balance?
	Budget	Do budget allocations integrate gender?
		Do budget allocations reflect specific gender equality interventions (separate)? Are these allocations adequate?
		Does your institution prepare a Gender Budget Statement? If yes, which programs/projects are included?
	Communications	Is there existing gender related documentation, and is this widely accessible?
		How is gender represented on the website or other public communications?
		Is attention paid to gender-sensitive language and images in all documents produced?
Process	**Decision-making and responsibility**	Who is always included in decision-making? Why?
		Do men and women participate equally in decision-making? Why or why not?)
		How and by whom are decision-makers held accountable on gender and inclusiveness related issues?
		How are women represented at senior management levels? (number/percentage)
		How many staff have gender and inclusiveness integration as part of their job description? Imihigo?

Framework 2: Harvard analytical framework matrices

ACTIVITY PROFILE TABLE

Activities	Who mostly perform the task? (4=Most; 1=Least)				
	Male	**Women**	**Boys**	**Girls**	**Comment**
Productive Activities *Agriculture: Activity 1 Activity 2, etc. *Livestock: Activity 1 Activity 2, etc. *Paid employment: Activity 1 Activity 2, etc *Trading: Activity 1 Activity 2, etc *Other income generating activities:					
Reproductive Activities *Giving birth *Childcare *Food preparation *Health related					

*Watering *Cleaning and repair *Other:					
Community Activities: *Community construction *Community welfare *Capacity building.					

ACCESS AND CONTROL PROFILE TABLE

ITEM	ACCESS				CONTROL				COMMENT
	MEN	AW	YM	YW	AM	AW	YM	YW	
Resources Land Equipment Labour Cash Education/training, etc. Other Benefits Outside income Asset ownership Basic needs (food, clothing, shelter etc) Education									

Political power/prestige						
Basic needs (food, clothing, shelter etc)						
Education						
Political power/prestige						
Others.						

INFLUENCING FACTORS PROFILE TABLE

Influencing Factor	Impact		Opportunity		Constraint	
	Women	Men	Women	Men	Women	Men
Culture						
Technology						
Socio-economic changes						
Climate change						
Others						

Framework 3: Moser analytical framework

Moser Analytical Framework was developed by Caroline Moser and is commonly used in gender analysis and planning. The Moser Framework questions assumptions that planning is a purely technical task. Moser characterizes gender planning as distinct from traditional planning methods in several critical ways:

First, Gender planning is both political and technical in nature. **Second**, it assumes conflicting interests in the planning process; **Third,** it involves transformatory processes and **Fourth**, it characterizes planning as a debate. The Framework comprises 6 tools:

Moser Tool 1: Gender roles identification / triple role
- Reproductive work: works or activities that do not generate income/money
- Productive work: activities that generate income/money

- Community work: socially oriented activities to serve common interst of the community with no income associated with them. Eg: wedding ceremonies, funerals, etc.

Who does what (Gender division of labour and responsibilities)

Areas of inquiry	Women/girls	Men/boys
Gendered division of labour		
Household decision-making		
Control over (productive) assets		
Access to public spaces and services		
Claiming rights and meaningful participation		
Cultural norms, values, practices		
Constitution, laws and policies		

Moser Tool 2: Gender needs assessment

Moser distinguishes between two types of gender needs:

Practical gender needs: Those which, if they were met, would assist women in their current activities and respond to an immediate perceived necessity. Interventions which are intended to meet women's practical gender needs may include water provision, health-care provision, income to provide for the household, housing and distribution of food.

Strategic gender needs: These as the needs which, if they were met, would enable women to transform existing imbalances of power between women and men. Women's strategic gender needs are those which exist because of women's subordinate social status. Interventions which are intended to meet women's strategic needs may include challenges to the gender division of labour, alleviation of the burden of domestic labour and child care, the removal of institutionalized forms of discrimination such as reforms of laws and legal systems, or provision of reproductive health services.

Gender Needs Assessment	
Practical Gender Needs for Women	**Strategic Gender Needs for Women**

Moser Tool 3: Disaggregating control of resources and decision-making within the household

This tool asks the questions: Who controls what? Who decides what? How? Here the Moser Framework links allocation of resources within the household (intra-household allocation) with the bargaining processes which determine this. Who has control over what resources within the household, and who has what power of decision-making?

Who has access to and control over resources, services, assets?

ITEM	ACCESS				CONTROL				COMMENT
	AM	AW	YM	YW	AM	AW	YM	YW	
Resources Capital Land Productive equipment and asserts Labour Education/skills, etc. Basic needs (food, clothing, shelter etc) Political power/prestige Others.									

AM: Adult men; YM: Young men; AW: Adult women; YW: Young women

Moser Tool 4: Planning for balancing the triple role
- Users of the framework are asked to examine whether a planned programme or a project will increase a woman's workload in one of her roles, to the detriment of her other roles.
- Women must balance competing demands on their reproductive, productive, and community responsibilities.
- The need to balance these roles determine women's involvement in each of the roles
- And potentially constrains their involvement in activities which will significantly increase the time they need to spend in one role.

Moser Tool 5: Distinguishing between different aims in interventions
The Moser Framework encourages users to consider how different planning interventions transform the subordinate position of women, by asking: to what extent do different approaches meet practical and/ or strategic gender needs?

To support this, Moser gives an analysis of five different types of policy approach which have dominated development planning over the last few decades, which she defines as the welfare, equity, anti-poverty, efficiency, and empowerment approach.

- **Welfare:** This approach acknowledges women in their reproductive role only and sees them as passive beneficiaries of development interventions. It aims to meet women's practical gender needs in their role as mothers, for example by providing food aid, implementing measures against malnutrition, and promoting family planning.
- **Equity:** Its purpose is to promote equality for women. The equity approach recognizes women as active participants in development. It recognizes the triple role, and seeks to meet women's strategic gender needs, by giving them political and economic autonomy, and by reducing their inequality with men.
- **Anti-poverty:** The purpose of the anti-poverty approach is to ensure that poor women move out of poverty by increasing their productivity. This approach recognizes the productive role of women and seeks to meet their practical gender need of earning an income, particularly in small-scale, income-generating projects.
- **Efficiency:** its purpose is to ensure that development is more efficient and effective through harnessing women's economic contribution. It seeks to meet women's practical gender needs, recognizing all three roles.
- **Empowerment:** Its purpose is to empower women through supporting their own initiatives, thus fostering self-reliance. The empowerment approach recognizes the triple role and seeks to meet strategic gender needs indirectly, through grassroots mobilization of women, for example through organizing women's groups which can make demands for their practical gender needs to be met.

Moser Tool 6: Involving women, and gender-aware organizations and planners, in planning

- Explore different options for involving women and other excluded groups are involved in defining goals and planning for development interventions, as well as in implementation of activities.
- Ensure incorporation of practical and strategic gender needs
- Engage men in this process.

Framework 4: Women's Empowerment Framework:

The Women's Empowerment Framework was developed by Sara Hlupekile Longwe, a consultant on gender and development based in Lusaka, Zambia. The Framework is intended to help planners question what women's empowerment and equality means in practice, and, from this point, critically assess the extent to which a development intervention is supporting this empowerment. Longwe defines women's empowerment as enabling women to take an equal place with men, and to participate equally in the development process in order to achieve control over the factors of production on an equal basis with them.

Longwe's framework is based on the notion of five different "levels of equality". The extent to which these are present in any area of social or economic life determines the level of women's empowerment. Those levels of equality are:

Control	**Denotes women's control over the decision-making process through conscientisation and mobilization, to achieve equality over control of factors of production, without one side in a position of dominance.**
Participation	**Pertains to women's equal participation in the decision-making process, policymaking, planning and administration. In development projects, it refers to the involvement of both men and women in needs assessment, project design, implementation and evaluation.**
Conscientization.	**Refers to a conscious understanding of the difference between sex and gender, and an awareness that gender roles and the gender division of labour should be fair and agreeable to both sides, and not based on the domination of one over the other.**
Access	**Defined as women's access to the factors of production on an equal basis with men; equal access to land, labour, credit, training, marketing facilities, and all public services and benefits. This is obtained by applying the principle of equality of opportunity, through the reform of the law and other provisions considered as discriminatory.**
Welfare	**Defined as the level of women's material welfare, relative to men. Do women have equal access to resources such as food supply, income and, medical care?**

The women's empowerment framework identifies three levels of recognition of women's issues in project design:

Negative level:	**Where project objectives are silent about women's issues. Experience suggests that women are likely to be left worse off by such a project.**
Neutral level:	**Where the project objectives recognize women's issues and concern but remains neutral or conservative, merely ensuring that women are not left worse off than before.**
Positive level:	**Where project objectives are positively concerned with women's issues and with improving the position of women relative to men.**

Annex 3: Steps for gender mainstreaming:

Step 1: Identification

- o Identification of Gender issues and concerns is done with the workplace and community's gender categories and in collaboration with relevant stakeholders.
- o Identification is done by using engendered participatory approaches like the Moser analytical framework, 3P's or Women's Empowerment framework.
- o It is essential that all gender categories and relevant stakeholders express the issues and concerns.
- o Each programme should indicate the gender issues or concerns it is addressing.

Step 2. Internalization

- o Process of being convinced and committed to deal with the identified Gender issues and concerns.
- o For the workplaces and even communities and other stakeholders to own the issues and concerns, practical and real life experiences should be used in terms of drama, role-plays, case studies, focus group discussions and other participatory tools.

Step 3. Integration

- o This means addressing gender issues and concerns in the development of the core business (subject area), objectives and interventions with active participation of all gender categories.
- o The interventions should be accompanied with use of relevant Information, Education Communication (IEC) materials.
- o The issues that are outside the core business should be referred to other stakeholders and partners for assistance.

Step 4. Institutionalization

Institutionalization entails enhancing and scaling up integration of Gender interventions, e.g. in programs aimed at private sector development. This can be done by organizing and strengthening support structures like Gender committees, focal points and/or desk officers dedicated to Gender.

Annex 4: Gender mainstreaming approaches

Approach	Description
o Women in Development (WID)	o Women in Development (WID), Women and Development (WAD) and Gender and Development (GAD) are sometimes used interchangeably, but there are some basic differences. o The WID approach was developed in the 1970s with the objective of designing actions and policies to integrate women fully into development.
o Women in Development (WID)	o The WAD approach arose in the latter part of the 1970s as a result of criticisms of the WID approach. The main argument of WAD was that women had always been part of the development processes through the work they do both inside and outside the household. o Therefore, the WID approach that placed emphasis on integrating women into development was not correct. The main focus of WAD is on the interaction between women and development processes rather than purely on strategies to integrate women into development.
o Gender and Development (GAD)	o The GAD approach was developed in the 1980s with the objective of removing disparities in social, economic and political equality between women and men as a pre-condition for achieving people-centered development. o All the three approaches are still in use and are applicable in different ways.

Annex 5: Gender policy impact framework

The Gender policy impact assessment matrix is a tool used to analyze gender direct and indirect impact of a given policy using various transmission channels (access to goods and services, skills and technology, distribution of employment, power and authority, etc). The tool also allows users to propose gender-aware policy recommendations depending on the level of impact identified.

Step 1. Taking the participants through Gender policy impact assessment matrix

SECTOR POLICY			
Transmission channel	**Gender direct impact**	**Indirect gender impact**	**Gender-aware policy recommendations**
Skills/technology			
Employment			
Prices			
Access to goods & services			
Assets			
Transfer & Taxes			
Authority			

Annex 6: Handout - Exercise on sex-disaggregated data/gender statistics:

Table 1: Common crops grown in Rwanda:

Parish	Crops	Estimated acreage
A	Coffee, Maize, Beans	540
B	Coffee, Maize, Beans	450
C	Coffee, Maize, Beans	680
D	Coffee, Maize, Beans	700

Table 2:   Trainings conducted in each parish

Parish	Improved technology		Agribusiness		Sex	
	Male	Female	Male	Female	Male	Female
A	300	340	40	20	54	22
B	200	300	10	14	43	59
C	149	247	50	40	51	14
D	237	324	49	37	15	57

Table 3:   Information flow

Parish	No. HH Possess Radio	No. HH Possess TV	No. HH Access Newspaper
A	1004	58	10
B	330	4	4
C	509	44	30
D	1724	100	20

Questions for discussion:
- o   Make a comment on Table 1: Common Crops Grown in Rwanda.
- o   Which table best represents SDD, explain your answer?
- o   How can you make Table 3 on information flow, more gender responsive?

Annex 7: Handout - Exercise on gender sensitive indicators

THEMATIC AREA	PROPOSED ACTIVITY	GENDER NEUTRAL INDICATOR	GENDER SENSITIVE INDICATOR
Promote access to equitable education	Construct education infrastructure (classrooms, libraries and computer labs) in Mugano Village, Nyamagabe District to reduce the pupil/classroom ratio from 76 to 48	- Number of classrooms constructed - Number of pupils using the library - Number of pupils per classroom	
	Construct 24 latrines	Number of operational latrines available	
	Construct a model ECD around the school in Mugano model village	Number of children admitted in the ECD center for their development	

Annex 8: Examples of Action plan templates:

Action plan Template 1:

Name: **_____**

Institution: **_____**

Position: **_____**

No.	Action committed	Sub activities	Timeline	Support from my Institution/Partners
1.				
2.				
3.				
4.				

Action plan Template 2:

Name: _____
District: _____
Position: _____

List top 3 priorities: over the **next year**, I commit to implement/or ensure implementation of the following gender and inclusive related activities:

  1.
  2.
  3.

Partnerships: To successfully implement these activities, I will need to collaborate with:

  1. _____
  2. _____
  3. _____

Resources: to successfully implement this plan, I will need the following resources:

Budget _____

Material _____

Mentorship on _____

Other: _____

Handout 9: Solution to the "Connect the dots" puzzle (See climate setting module 4)