

**REPOSITORY OF TRAINING MATERIAL USED DURING GENDER AND
INCLUSIVENESS WORKSHOPS UNDER THE SEAD PROJECT**



INTRODUCTION

The project “Strengthening educational institutes in providing capacity building services for sustainable agricultural development in Rwanda”, in short, *Strengthening Education for Agricultural Development – SEAD*, is aimed at Sustained food security in Rwanda by meeting national needs for education, research, and technology transfer in agricultural production, value chain management and agribusiness.

The SEAD project is rolled out under a joint grant modality, a co-management arrangement between the requesting organization, Strategic Capacity Development Department of the Chief Skills Officer’s Office at the Rwanda Development Board (RDB), in consortium with INES, UR, and RP/IPRCs, and the provider, the international consortium led by Mott MacDonald.

The SEAD project contributes to the development of strong ties between Higher Education, TVET, and the labor market in program development and delivery, applied research, and extension services, resulting in increased labor market competence and orientation. Gender Equality and Social Inclusion (GESI) are cross-cutting themes within the SEAD project’s ambitious objectives. To this end, the project contributes to the mainstreaming of gender equality and to increasing gender and inclusion sensitiveness in (management of) curriculum development, training of trainers, applied research, outreach services, and in general in mainstreaming GESI concerns all SEAD activities across the Value Chains chosen: poultry, dairy potatoes, horticulture, and agri-tourism.

Various functional staff groups in SEAD partner education institutions have benefited from capacity building activities organized by the project from 2018 to date. The list includes teaching or academic staff, managers, HR officers, legal advisers, career guidance office, student welfare staff, and students. This brochure is a compilation of key topics covered during those Gender and Inclusiveness workshops.

TOPIC 1. GENDER AND INCLUSIVENESS CONCEPTS

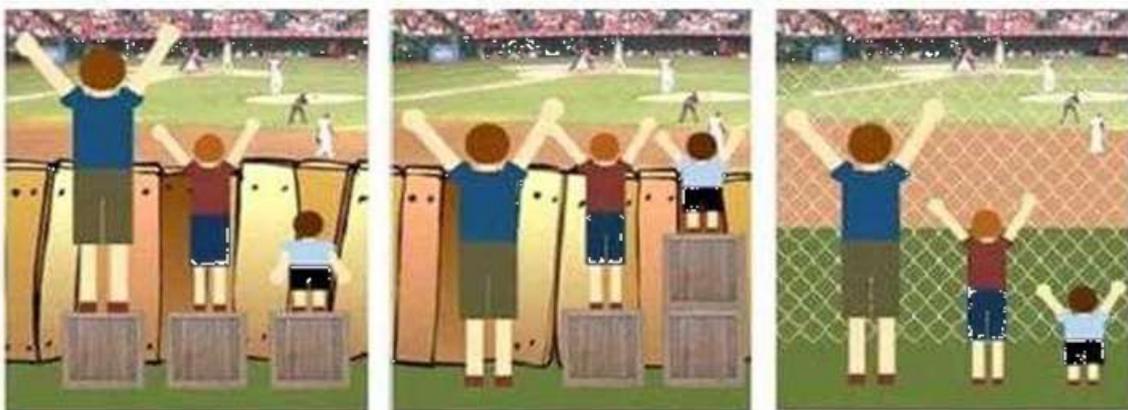
Sex: Identifies the biological differences between men and women associated with reproductive capabilities, such as women can give birth, and men provide sperm. Sex characteristics are universal and do not change over time.



Gender: This refers to the relationship between men and women, boys and girls, and how this is socially constructed. Gender roles are dynamic and change over time.

Gender equality: Women and men fully enjoy the same opportunities in fulfilling their human rights and achieving their potential, gain access to equal participation in all developmental activities from a political, economic, social, and cultural perspective, and benefit equally from results.

Gender equity: Entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men, boys, and girls. The concept recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.



Gender roles: Gender roles are affected by age, class, race, ethnicity, religion, and by the geographical, economic, and political environment. Changes in gender roles often occur in

response to changing economic, natural, or political circumstances, including development efforts. Both men and women play multiple roles in society.

Gender analysis: A systematic process of assessing the extent to which different social groups (women and men, boys and girls) are involved or included in development initiatives. Focuses on the following:

- Division of labor between men and women, boys and girls
- Different needs of men and women, boys and girls
- Access to and control of resources and benefits
- Opportunities and constraints in development for men, women, boys, and girls
- How development initiatives can have a different impact based on gender aspects.



Gender mainstreaming: It's a strategy towards realizing gender equality. A process of ensuring that women's and men's concerns are integrated into the design, implementation, monitoring, and evaluation of strategies, policies, programs, projects, and workplace culture.

Gender awareness: An understanding that there are socially determined differences between women and men based on learned behavior, which affects access to and control over resources. This awareness needs to be applied through gender analysis into projects, programs, and policies.

Gender sensitivity: Encompasses the ability to acknowledge and highlight existing gender differences, issues, and inequalities and incorporate these into strategies and actions.

Gender blind: A failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies. A gender-blind approach assumes that gender is not an influencing factor in projects, programs, or policy.

Gender discrimination: Gender Discrimination refers to the prejudiced or favored treatment of an individual based on a gender stereotype or politically motivated concern.

Gender socialization: It is a process of informal learning which imparts certain values, attitudes. Socialization is a continuous and life long process. Several institutions starting with the family we are born in help in perpetuating gender-based behavior. Often, the socialization process is subtle and the only time we realize its working is when we go against the prescribed norms.

Women’s empowerment: A ‘bottom-up’ process of transforming gender power relations, through individuals or groups developing awareness of women’s subordination and building their capacity to challenge it. Empowerment involves being able to shape what choices are on offer. What is seen as empowering in one context may not be seen as such in another context.



Sex-disaggregated data: A separation of information and available statistics by sex to measure the differential impacts on men and women, boys, and girls.

Access and control: Productive, reproductive, and community roles require the use of resources. In general, women and men have different levels of both access (the opportunity to make use of something) to the resources needed for their work, and control (the ability to decide on its use and impose that decision on others) over those resources.

Gender-based violence: Defined as any act that results in bodily, psychological, sexual, and economic harm to somebody just because they are female or male. Such an act results in the deprivation of freedom and negative consequences. This violence may be exercised within or outside households.

Sexual harassment: Involves the use of unwelcome words or actions of a sexual nature that creates an intimidating, hostile, or offensive environment in exchange for sexual favors.

Queer: queerness encompasses an intersection of identities. The term queer indicates an “individual who self-identifies as either Lesbian, Gay, Bisexual or Transgender (LGBT) or other orientations.

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.

Social inclusion: An approach is taken to ensure that different groups or individuals with different backgrounds are culturally and socially accepted and equally treated within the organization



TOPIC 2. POLICY, LEGAL AND INSTITUTIONAL FRAMEWORK FOR THE PROMOTION OF GENDER EQUALITY AND WOMEN'S EMPOWERMENT IN RWANDA

1. INTERNATIONAL INSTRUMENTS

Rwanda's commitment to promoting Gender Equality and the Empowerment of Women is reflected in the ratification and domestication of numerous international conventions and instruments including the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Beijing Platform for Action, the UN Security Council Resolutions 1325 and 1820, the Universal Declaration of Human Rights (UDHR) and the Sustainable Development Goals (SDGs).

1) **The Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW, 1979)**

The CEDAW Convention was ratified by Rwanda in 1981. The Convention;

- Condemns discrimination against women in all its forms
- Reaffirms universal principles of human rights, dignity, and equal rights of men and women
- Establishes an international bill of rights for women
- Sets out an agenda for action by countries to guarantee the enjoyment of those rights.

2) **The Universal Declaration of Human Rights (UDHR, 1948)**

The Declaration is the foundation for the promotion of freedom, justice and peace in the world. It states that all human beings are born free and equal in dignity and rights (Art 1); and reaffirms the principle of human rights and freedom for all, without distinction based on race, color, sex, language, religion, political opinion, national or social origin, property, birth or another status.

3) **The Beijing Platform for Action (1995):**

The Beijing Platform of Action is a global platform that aims at removing all the obstacles to women’s participation in all spheres of public and private life to ensure greater equality and opportunities for women and men, girls and boys. It also lays out concrete ways for countries to bring about change by promoting shared power and responsibility between women and men at home, workplace, and in the wider communities. The Platform defines 12 critical areas of action: Women & poverty; Education and training; Women & health; VAW; Women in power and decision-making; the Girl-child; Women and armed conflicts; Women and the economy; Institutional mechanisms; Human rights; Women in the media; and Women and environment.

4) **Sustainable Development Goals (SDGs, 2015):**

SGDs provide a shared blueprint for peace and prosperity for people and the planet and call for a global partnership in realizing these goals. Goal #5 focuses on Achieving Gender equality while other Goals such as Goal 8, to promote full and productive employment and decent work for all; and Goal 1 on Ending poverty also include gender equality as a cross-cutting element.



2. **AFRICAN INSTRUMENTS**

- **The Charter of the Organization of African Unity** stipulates that “freedom, equality, justice, and dignity are essential objectives for the achievement of the legitimate aspirations of the African peoples”;
- **The African Charter on Human and People’s Rights:** promotes and protect human and peoples' rights and freedoms, taking into account the importance traditionally attached to these rights and freedom in Africa.

3. **NATIONAL POLICY FRAMEWORK FOR GENDER EQUALITY AND WOMEN’S EMPOWERMENT**

1) Vision 2050:

- Gender Equality and Women’s Empowerment is embedded into different priorities of the Vision 2050 as a cross-cutting issue;
- Addressing gender gaps and inequalities are central to the process of achieving high quality and standards of life, livelihoods, and prosperity.

2) National Strategy for Transformation (NST1, 2018-2024)

- NST is the overarching medium-term development framework that guides the development of Sector Strategic Plans (SSPs) and District Development Strategies (DDSs);
- Both SSPs and DDSs integrate gender as a cross-cutting area.

3) National Gender policy (2010)

Envisages creating an environment where both men and women equally contribute to and benefit from the national development, and set society free from all forms of gender-based discrimination.

4) National Policy Against Gender-Based Violence (2011)

The overall objective of the Policy is to progressively eliminate gender-based violence through the development of a preventive, protective, supportive, and transformative environment.

5) HeForShe Commitments (2015)

Rwanda committed to, by 2020:

- Tripling girls in TVET and in all trades to prepare them for jobs and businesses
- Bridge gender gaps in access, use, and innovations in ICT
- Zeroing GBV in the country.



4. NATIONAL LEGAL FRAMEWORK FOR GENDER EQUALITY AND WOMEN’S EMPOWERMENT

- The Constitution of the Republic of Rwanda of 4th June 2003 as amended to date which provides a quota of at least 30% for women's representation in all decision-making levels of State
- The Civil Code providing equal inheritance and succession rights between men and women
- The Law preventing and punishing Gender-Based Violence (GBV)
- The Land Law guaranteeing women and men equal rights to access and own land
- The Labour Law providing for equal opportunities and equal pay for women and men prohibits GBV, harassment, and discrimination on the grounds of gender
- Law on State Finances and Property, which establishes Gender-responsive budgeting for all budget agencies
- The existence of Gender Machinery Institutions.

5. GENDER POLICY FRAMEWORK FOR THE EDUCATION SECTOR

1) Education Policy

The Education policy and the Education Sector Strategic Plan (ESSP 2018-2024) aim to ensure gender parity in participation and achievement at all levels of education through public awareness of different barriers to boys and girls in education; increased number of teachers trained in gender-responsive pedagogy and increased % of female TVET trainees and trainers.

2) Girls' education policy, 2008

This Policy guides and promotes sustainable actions aimed at the progressive elimination of gender disparities in education and training as well as in the management of educational institutions.

3) UR Gender policy, 2016

Encompasses strategies to promote:

- Student enrollment in all subjects
- Gender-responsive staff recruitment and promotion
- Gender mainstreaming in curriculum development and learning material
- Inclusion of marginalized groups including PWDs
- GBV prevention in the learning environment.

6. GENDER AND INCLUSIVENESS IN THE SEAD PROJECT

- The SEAD project aims to further improve gender equality within partner education institutions in Rwanda

- SEAD, under a co-management arrangement between the CESB-Mott MacDonald, is taking bold steps to support the institutions to implement gender-inclusive policies and action plans.

TOPIC 3. GENDER ANALYSIS FRAMEWORKS

Gender analytical frameworks are instruments 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. The choice and use of specific analytical framework depend on the type of planning being undertaken, and the general context surrounding the project.

1. ANALYTICAL FRAMEWORK 1: HARVARD FRAMEWORK

The Harvard Analytical Framework is often referred to as the Gender Roles Framework or Gender Analysis Framework. It was developed by researchers at the Harvard Institute for International Development in the USA, in 1985, and is considered one of the first frameworks designed for gender analysis¹.

The Harvard 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.

The Framework comprises 3 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:

- Gender and age denominations: identifying whether adult women, adult men, their children, or the elderly carry out an activity
- Time allocation: specifying what percentage of time is allocated to each activity and whether it is carried out seasonally or daily
- 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

¹ Candida March, Ines Smith, Maitrayee Mukhopadhyay, a Guide to Gender analysis framework, 2005

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.

Case study on the Harvard analytical framework: Gender analysis of the Dairy Value chain

Activity profile table - Dairy farming in Mukamira sector, Nyabihu District

<u>Activities</u>	<u>Who mostly perform the task? (4=Most; 1=Least)</u>				<u>Comment</u>
	<u>Men</u>	<u>Women</u>	<u>Boys</u>	<u>Girls</u>	
<u>Productive Activities:</u>					
1. Farm installation					
- Fodder plantation	1	1	1	1	
- Shelter construction	4	-	-	-	
- Cow purchasing	4	-	-	-	
2. Dairy cow management					
- Fodder harvesting, cutting	1	1	1	1	
- Fodder transportation	1	1	1	1	
- Watering & feeding	1	1	1	1	
- Shelter cleaning	2	2	-	-	
- Disease prevention and treatment	4	-	-	-	
	2	2	-	-	
- Mating	4	-	-	-	
- Delivery assistance	2	-	2	-	
- Milking.	2	-	2	-	
3. Marketing & selling					
- Milk	4	2	-	-	
- Heifers, bulls, culling	4	-	-	-	
- Manure	2	-	2	-	
4. Processing					
5. Milk transportation	1	1	1	1	
6. Consumption.	1	1	1	1	
<u>Reproductive Activities</u>					
- Giving birth	-	4	-	-	
- Childcare	2	2	-	-	

- Food preparation	-	4	-	-	
- Health related	-	4	-	-	
*Watering	-	2	1	1	
*Cleaning and repair	1	2	-	1	
Community Activities					
*Community works	2	2	-	-	
*Community welfare	2	2	-	-	
*Capacity building.	2	2	-	-	

Access and control profile table, Dairy value chain:

ITEM	ACCESS				CONTROL				COMMENT
	AM	AW	YM	YW	AM	AW	YM	YW	
Resources									
- Capital	3	1	0	0	3	1	0	0	
- Land	2	2	0	0	3	1	0	0	
- Productive equipment & assets	2	2	0	0	2	2	0	0	
- Labour	2	2	0	0	2	2	0	0	
- Education	1	0	2	1	1	0	2	1	
- Skills	3	1	0	0	3	1	0	0	
- Basic needs	2	2	0	0	3	1	0	0	
- Political power/prestige	4	0	0	0	4	0	0	0	
- Others.									

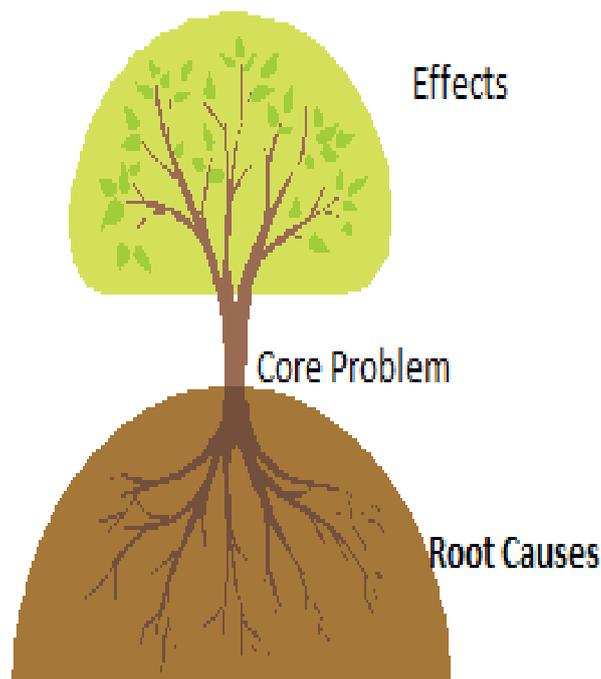
AM: Adult men; **AW:** Adult women; **YM:** Young men (boys); **YW:** Young women (girls).

Influencing factors profile table, Dairy value Chain

Influencing Factor	Impact		Opportunity		Constraint	
	Women	Men	Women	Men	Women	Men
Culture	Negative	Positive	Minimum	Several	Yes	No
Technology	Positive	Positive	Limited	Several	Yes	Yes
Socio-economic changes	Positive	Positive	Several	Several	Yes	Yes
Others	-	-	-	-	-	-

2. ANALYTICAL FRAMEWORK 2: GENDER CHALLENGE ACTION TREE

The *challenge action tree* helps to sort out the range of causes/dimensions of the issue, possible responses, and concrete changes which can be made - with many small changes over time adding up to a large change. Sometimes even large changes can be immediate

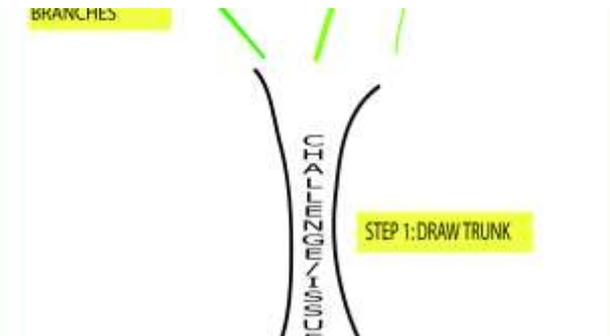
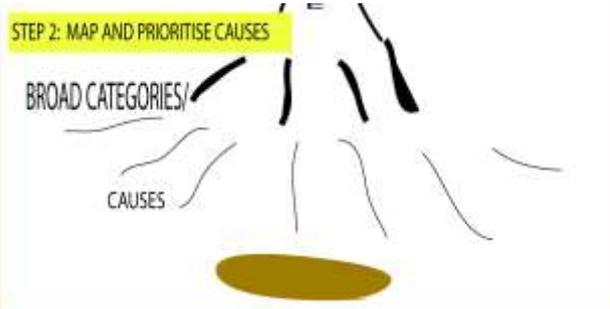


How to use a Gender challenge action tree to perform a Gender analysis:

- **The trunk**, represents the challenge, or the issue we are trying to address;
- **The roots**, represent the causes or dimensions of the challenge;
- **The branches**, represent the possible solutions for each challenge;
- **The fruits**, represent individual actions that each person can take to bring about the solutions. This is the most important part – as we can see if the fruits have ripened.

How to use the Gender challenge action Tree in Gender analysis and planning:

Steps	Illustration
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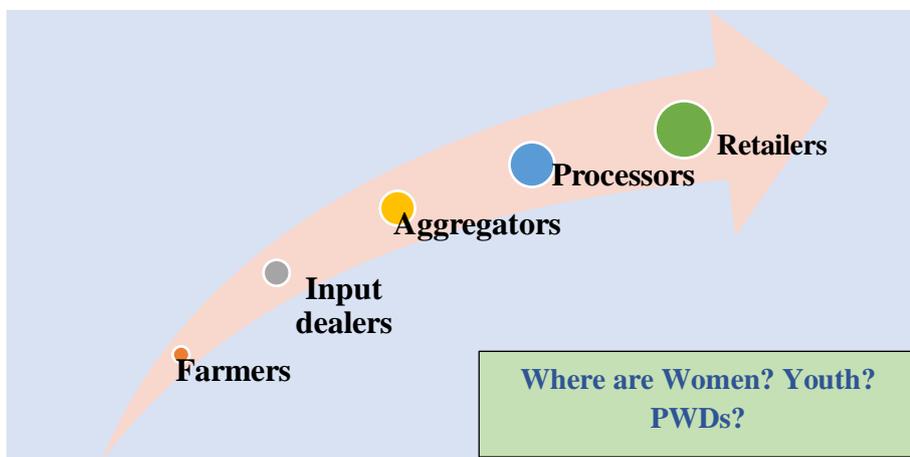
<p>Step 1: Draw the trunk and state the challenge e.g. Limited access to agricultural inputs for women farmers, Limited participation of Girls in STEM subjects.</p>	
<p>Step 2: Defining the roots or causes - Defining the roots and gendered causes or dimensions of the challenge. The roots represent the causes or dimensions of the challenge.</p>	
<p>Step 3: Defining the branches or solutions: Defining the branches for each cause a solution. The branches represent the possible solutions for each challenge.</p>	
<p>Step 4: Defining the fruits or SMART Action Commitments: Hypothetical solutions are not enough - that gives only leafy branches. Each fruit must be SMART – actions must be real-life solutions.</p>	

Core problem or challenge (the Trunk)	Possible root causes	Effects	Possible solutions/smart actions
Prevalence of sexual harassment in the school environment	<ul style="list-style-type: none"> - Poverty - Promiscuity caused by limited accommodation facilities - Limited awareness of the consequences of sexual harassment. 	<ul style="list-style-type: none"> - Unwanted pregnancy - School drop-out - Poor performance. 	<ul style="list-style-type: none"> - Awareness-raising campaigns - More compelling regulations - Girl's rooms are fully equipped and with coaches.
Limited enrollment of girls in STEM subjects in HLIs	<ul style="list-style-type: none"> - Lack of confidence - Orientation from 9-years education - Lack of female role models 	<ul style="list-style-type: none"> - Limited employment prospects for girls 	<ul style="list-style-type: none"> - Inclusive education policies - Incentives.
Limited access to agricultural inputs for women farmers	<ul style="list-style-type: none"> - Limited purchasing capacity - Limited participation in farmer cooperatives - Low uptake on bank loans. 	<ul style="list-style-type: none"> - Low productivity - Limited participation in lucrative segments of value chains (finance, markets). 	<ul style="list-style-type: none"> - Support women to enroll in farmer cooperatives - Promote income-generating activities for women.

TOPIC 4. GENDER AND INCLUSIVENESS BARRIERS IN AGRICULTURAL VALUE CHAINS

1. DEFINITION OF VALUE CHAIN IN AGRICULTURE

The agricultural value chain refers to the whole range of goods and services necessary for an agricultural product to move from the farm to the final customer or consumers. It includes Farmers themselves and their cooperatives, input dealers, extension service providers, agricultural finance system, agricultural insurance, processors, aggregators, transporters, wholesalers, retailers ...



2. KEY GENDER ISSUES AND BARRIERS FACED BY WOMEN, YOUTH AND PEOPLE WITH DISABILITIES IN AGRICULTURAL VALUE CHAIN IN RWANDA

The Gender and Youth Mainstreaming Strategy of the Ministry of Agriculture and Animal Resources (MINAGRI) in 2018 identifies five key areas where gender and youth inequality issues are most pronounced:

1. Lower financial inclusion of women and youth
2. Limited access to extension support, inputs, and technologies
3. Limited access to markets and low participation in lucrative parts of agricultural value chains
4. Limited control over resources and decision-making
5. Weak institutional capacity for gender-responsive development of the sector.

In addition to the above, women face additional challenges due to laws, customs and practices that restrict women’s control over land, bank policies that require a married woman to obtain her husband’s signature, women’s limited networking abilities, and inequitable distribution of household income.

3. Value chain analysis

Value chain analysis is the process of documenting and analyzing the operation of a value chain. Usually, it involves mapping the chain actors and calculating the value-added along with its different links.

➤ Value chains Stakeholder mapping:

Stakeholder mapping is a process of identifying and analyzing groups, organizations, and people who have diversified interests in different segments of a Value chain and defining the possible relationship and the project’s objectives.

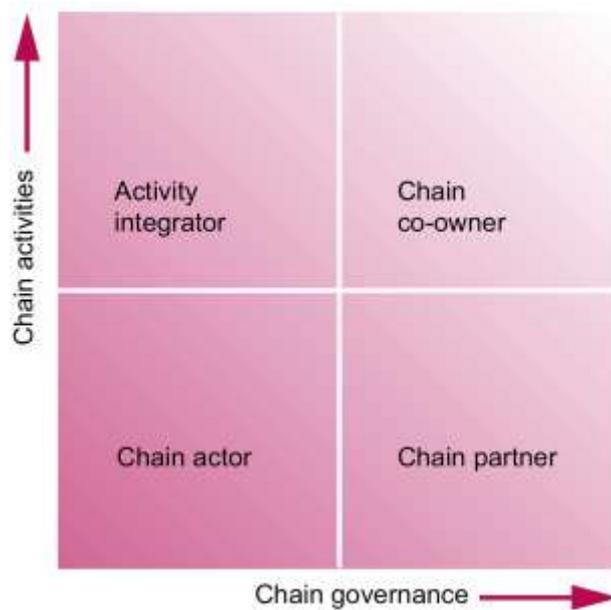
The infographic below shows the operational framework of the SEAD project, through an integrated value chain approach, zooming in on all steps from production to delivery of an (agricultural) product to market.



Key beneficiaries of SEAD Stakeholders include:

- Education Institutions: UR, INES, IPRCs
- Private sector: including farmers, cooperatives, Agribusiness service providers
- Extension service providers from Government and private institutions.

➤ **Value chain upgrading process:**



Source: KIT et al. (2006)

This matrix shows the upgrading process - how value chain actors can improve their standing. By moving up the value chain along the vertical axis, you move into additional activities along the value chain, such as processing. Moving along the horizontal axis toward a chain partner means you are building long-term partnerships with other stakeholders for shared growth. Moving from the bottom left to top right means that you move into the ownership of a chain, linking farming with production to consumers. For socially excluded groups, this is a complex and challenging process.

TOPIC 5. GENDER RESPONSIVE PEDAGOGY

Gender-responsive pedagogy refers to teaching processes that pay attention to the specific learning needs of girls and boys. It calls for teachers to take an all-encompassing gender approach in the processes of lesson planning, selection of teaching and learning material, determination of learning activities, management of classroom interactions, and performance evaluation.

1. LESSON PLANNING AND METHODOLOGY

A) *Gender-responsive lesson planning*

Involves a wide range of decisions from teachers, pertaining to how teachers take into account the specific needs of males and females in preparing teaching and learning material. Too often, standard teaching material such as textbooks and images depict women and girls as weak, passive, and submissive. They are also depicted in domestic, caregiving, and supportive roles. Men, on the contrary, are portrayed as powerful, assertive, and leaders in society. It is therefore important to identify gender stereotypes in teaching and learning materials and make them gender-responsive by transforming gender-biased messages in existing teaching and learning materials into positive content.



A picture taken from an English language Text book. How does this affect our minds and belief systems?

B) *Elaborating the methodology*

Having good skills to develop a good, participatory methodology does not make it gender-responsive. It requires a special set of skills and attitudes. A Gender-responsive methodology encompasses the following skills:

- Scrutinizing teaching material that may contain gender stereotypes
- Valuing equally the learning ability of both female and male students
- Facilitating both female and male students' abilities to learn, progress, and develop their potential to the fullest
- Reacting cautiously to unfriendly and potentially gender-biased attitudes that students may demonstrate toward their female or male peers
- Helping students question gender-biased attitudes to prevent them from happening in the future
- Ensuring the use of inclusive and non-discriminatory language
- Looking for behaviors resulting from social norms that may hinder academic learning and performance (e.g., shyness, arrogance, dominance, bullying, lack of confidence, and fear of speaking out in class).



C) Selecting learning activities

Learning activities may include Buzz groups, Open discussions, Case studies, Q&A, Reflections, debates, Plenary discussions/debates, Individual assignments, Case studies, Lab experiments, Experience sharing, Field demo, etc.

The lesson plan should make room for all students to participate in learning activities. When assigning projects, it is important to ensure that both girls and boys are given clear responsibilities and instructions.

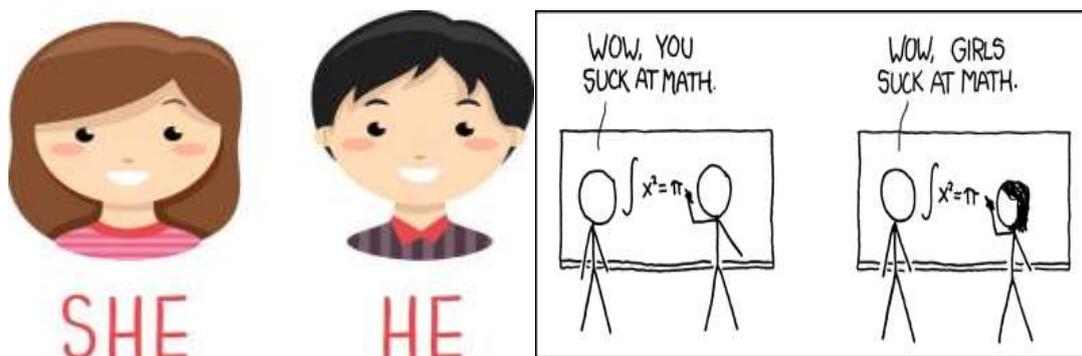
Depending on the subject matter and the learning environment, some learning activities may be most effective and other less effective in encouraging males and females' participation. It is the responsibility of the Teacher/Facilitator to find a good mix of learning activities that encourage the participation of all groups.

D) Language use (inclusive or not)

Inclusive language refers to verbal communication and images that make both men and women visible. Examples of non-inclusive language can be:

- Telling a female student who is assertive in class that she behaves like a man
- Telling male students in a mixed class that they will become better doctors because they're more rational and they are more naturally destined to be leaders than their female colleagues.
- At beginning of 1st-year lecture; a lecturer makes this opening remark to engineering students: "Welcome to this tough course, you need to be physically strong, have muscles and be hardy for you to succeed in this area".

A gender-sensitive teacher should always pay attention to use gender-inclusive language, ban gender-stereotyped language among students, and caution fellow teachers and other adults when they use it.



E) Managing classroom dynamics and interactions

Promoting gender responsiveness in classroom interactions may include:

-
- Giving equal chances to both female and male students to answer questions
 - Extending positive reinforcement to both women and men
 - Allowing sufficient time for students to answer questions, especially females who may be shy to express themselves
 - Assigning exercises that encourage students - especially women - to speak out
 - Ensuring that working groups are mixed (women and men)
 - Ensuring that group leaders are both women and men
 - Encouraging both women and men to present results from group work
 - Ensuring both women and men serve as note-takers in small group work
 - Phrasing questions to reflect equal gender representation, using female and male names and characters when providing examples/illustrations
 - Ensuring each student has equal opportunity to practice on the demonstration models without being made to feel uncomfortable and without being belittled by others
 - Ensuring no students dominate over others
 - Giving both female and male students an equal opportunity to write on the writing board
 - Assigning similar duties to both female and male students (for example, cleaning, moving furniture)
 - Supporting and encouraging both female and male learners to be class leaders, possibly having one female and one male as co-leaders
 - Discouraging and eventually punishing gender-discriminatory language and sexist behaviors. All acts of sexual harassment and assault must be punished

2. GENDER RESPONSIVE LEARNING ENVIRONMENT

Effective teaching and learning is the result of complex group and psychological processes. Learning environments are diverse platforms where users/learners engage and interact with new skills. Physical structures and orientation of rooms are part of learning environments. Learning environments vary from classroom to classroom and context to context.

Types of Learning Environment:

This module examines 3 types of learning environments:

1) Student/learner centered

Learner-centered environments pay close attention to the needs of the student. Students bring culture, beliefs, attitudes, skills, and knowledge to the learning environment. A learner-centered teacher builds on the conceptual and cultural knowledge of each student. The classroom is often involved in discussion, where the students do much of the talking and construct their own meaning based on prior knowledge and experiences. The teacher acts as a bridge between new learning and what students already know.

2) Knowledge centered

Knowledge-centered environments focus on helping students learn information with deep understanding so students can use it in new situations and contexts. Teachers who use knowledge-centered classrooms believe that rote memorization does not lead to true understanding and only helps students learn at the surface. Deep learning involves learning through problem-solving.

An example of this type of learning environment is one where a teacher directly teaches a concept, such as how to find area and perimeter. The teacher would then take this concept one step further, connecting this new knowledge to a real-life scenario. Maybe the school needs new tile floors. The students would then measure the area and perimeter of the classroom and the hallway, using the measurements to calculate how much tile would need to be ordered.

3) Assessment centered

Assessment-centered learning environments stress the importance of feedback to learning. Students need opportunities to get feedback so they can revise their work. Assessments must match learning goals. Formative, or classroom assessment, used to improve teaching and learning, is a constant source of feedback throughout the context of a course. Examples include teacher comments on work and quick checks for understanding in the classroom. Summative, or end-of-unit or course assessment, measures what students have learned by the end of a period of learning activities. Examples include state-wide assessment tests and teacher-made end-of-unit exams.

Factors in learning environments that influence a gendered course delivery

1) Teaching

Teaching staff must value equally the learning ability of both male and female students and facilitate both female and male students' abilities to learn, progress equally, and develop their potentials to the fullest.

They must react cautiously to unfriendly and potentially gender-biased attitudes that students may demonstrate towards their male or female peers, and look for characteristics/behaviours resulting from social norms that may hinder academic learning and performance.

2) Gender and curriculum

The curriculum should reflect the pluralistic character of society with all its components by increasing the number of female achievers in texts as well as in the examples cited in class. All instructional materials, whether textbooks, handouts or workbooks, need to be examined to determine if they are gender biased, gender neutral or gender-sensitive/responsive.

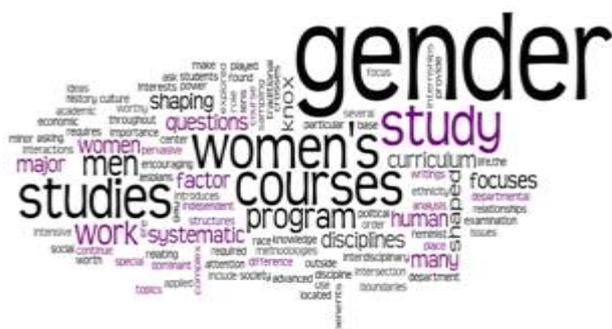
3) *Classroom Set-up*

A gender friendly lecture room set up should involve:

- A mixed sitting arrangement to enhance the equal participation of women and men – and particularly to encourage women to speak out to overcome shyness;
- A seating arrangement allowing all students to be positioned at the same level.

4) *Proximity*

Proximity is an important class management issue. Teachers can better control student behaviors and check on their performance if they use the whole class territory as their own. However, there is always a risk of some teachers getting too close and making students uncomfortable by their very presence. It is therefore important for teachers not to forget their own sex and to avoid encroaching on the territory of students of a different sex.



3. MAINSTREAMING GENDER IN RESEARCH

What is gender research?

- Gender research covers different areas of specialization since gender is a cross-cutting phenomenon in development contexts.
- Gender research is an umbrella term covering equality research, women's and feminist studies, research on men and masculinities and queer studies. The area addresses basic issues such as equality and knowledge in society.
- It focuses on how gender interacts in conceptual and literal terms with other social sciences.
- Gender research unpacks current inequalities and barriers in social structures and organizations, for instance in relation to pay, promotion, childcare, and mobility and in relation to health and sexual harassment.

Basic concepts in Gender based research

1) *Sex-disaggregated data:*

Is the accurate term used to refer to data that are tabulated and presented separately for women and men, and girls and boys. They are an essential part of gender statistics. When sex-disaggregated data are analyzed, they provide information about gender disparities and the gender roles of women and men in a given context.

2) *Gender-disaggregated data*

Women and men are homogenous groups. Further disaggregation of statistics (for example, by age, level of education, place of residence, income, ethnicity, religion, disability status and sexual orientation) provides an even clearer picture of the relative status of women and men and is useful for identifying vulnerable groups.

3) *Gender statistics*

Are statistics that reflect differences and inequalities in the situation of women and men in all areas of life. Gender statistics are defined by their characteristics.

At the national, regional and local levels, responsive development strategies (for example on agriculture, rural development, living standards improvement or food and nutritional security) must be based on evidence of the most pressing problems faced by the population. Because they expose critical gaps, gender statistics provide this evidence base.

Mainstreaming Gender into research

- A research proposal is a brief summation of an intended study/research. It consists of the Title, Background and Rationale, Research Questions, Research Methodology, Work Plan, Bibliography and References.
- In a gendered research proposal, gender dimension should be addressed in all stages of the research project, including needs assessment, study design, implementation, monitoring and evaluation as well as in application of research results.



TOPIC 6. GENDER AND HUMAN RESOURCES MANAGEMENT

1. INTRODUCTION

Human Resource Management (HRM) is the coherent approach to the management of the people who individually and collectively contribute to the achievement of organization's objectives. The issue of gender-related disparities in the workplace is a thread that runs through all these elements of the HRM function.

Men and women have different experiences, backgrounds and talents which inevitably shape their approach to work. Leveraging on everyone's potentials, skills and talents in a working environment can breed creativity and promote the innovative ideas that push organizations forward. Tapping into the insights of both men and women can make the workplace more inclusive and the services more marketable and profitable.

This topic identifies 4 key HR aspects where gender equality mainstreaming can be easily and effectively adopted:

- Talent acquisition (Recruitment and selection)
- Performance management
- Training & Development
- Succession planning



2. GENDER SENSITIVE TALENT ACQUISITION (RECRUITMENT AND SELECTION)

- When advertising jobs, employers should keep in mind that channels used for advertising determine who will access the information. They should make sure to use multiple platforms and (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; “sales man”, “workman”, “waitress”, etc. Use inclusive language to avoid bias that can discourage any particular 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.
- In the case where two candidates tie up in score, or one is slightly higher than the other, the panel in consultation with leadership should exercise discretionary 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.

3. PERFORMANCE MANAGEMENT

- Develop and implement a clear performance system across the organization to avoid any personal bias and or favouritism that might arise i.e. gender inequality.
- Create awareness and understanding of performance management processes by all levels of employees (top down), the process of controlling² and policy regarding handling of employee complaints.
- 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 in the course of the process

² Controlling is a process of comparing the actual performance with the set standards of the organisation to ensure that activities are performed according to the plans and if not then taking corrective action

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- Use the performance management feedback to grow and reward good performers, develop identified gaps and coach the non-performers for improved performance or otherwise.

4. TRAINING AND DEVELOPMENT

- Carry out training need assessment taking into account 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.

5. SUCCESSION PLANNING AND GENDER EQUALITY

- Match the job requirements solicited for succession planning with suitable talents considering possibilities for increasing gender equality.
- Put in place a development strategy on the “who to train in what and why”.
- Include objectives of gender equality and equity in development of the strategy for leadership and management ownership and support
- Make a development plan and implement it to curb the gaps identified with key focus on gender equality and equity.
- Compose a gender balanced solid objective board to assess the readiness fits considering gender promotion but of course without compromising the standards.



TOPIC 7. SEXUAL HARASSMENT IN LEARNING ENVIRONMENT

1. DEFINITIONS AND EXAMPLES

- Sexual harassment includes any unwelcome words or actions of a sexual nature or based on sex that create an intimidating, hostile, or offensive working environment, the submission to or rejection of which affects a decision concerning the targeted person's status or conditions.
- Sexual harassment is about the exercise of power and intimidation rather than sexual attraction. It reinforces gender stereotypes and economic power over women in the workplace.
- Sexual harassment can come from a supervisor, a professor, a co-worker, a client, a vendor, or a contractor. It may be verbal, non-verbal or physical.
- Sexual harassment is a human rights abuse and a form of sex discrimination.



The table below includes unwelcome behaviours which can constitute Sexual Harassment:

Verbal	Non-verbal
<ul style="list-style-type: none"> • Unwanted sexual advances 	<ul style="list-style-type: none"> • Staring
<ul style="list-style-type: none"> • Comments about clothing, personal behaviour, or a person's body 	<ul style="list-style-type: none"> • sizing up a person's body (looking up and down)
<ul style="list-style-type: none"> • Requesting sexual favours 	<ul style="list-style-type: none"> • Gestures of a sexual nature
<ul style="list-style-type: none"> • Pressure for dates 	<ul style="list-style-type: none"> • Sexually suggestive looks
<ul style="list-style-type: none"> • Spreading lies or rumours about a person's personal or sex life 	<ul style="list-style-type: none"> • Unwelcome hugging, sexual touching or kissing

<ul style="list-style-type: none"> • Obscene phone calls 	<ul style="list-style-type: none"> • Standing too close or brushing against another person, leaning over, invading a person's space
<ul style="list-style-type: none"> • Comments of a sexual nature or based on gender 	<ul style="list-style-type: none"> • Patting, stroking, grabbing or pinching
<ul style="list-style-type: none"> • Turning work discussions to sexual topics 	<ul style="list-style-type: none"> • blocking someone's path to make a sexual advance
<ul style="list-style-type: none"> • Written material that is sexual in nature, such as notes or e-mail containing sexual comments 	<ul style="list-style-type: none"> • Rape or attempted rape
<ul style="list-style-type: none"> • Objects of a sexual nature 	<ul style="list-style-type: none"> • Actual or attempted sexual assault, or forced fondling

2. SEXUAL HARASSMENT STATISTICS IN RWANDA

A) A 2012 Study on sexual harassment and violence in public spaces by UN Women and IPAR:

- 30% of men have sexually harassed women
- 55% of men had witnessed at least one incident of sexual harassment taking place
- 23% of women had been victims of sexual harassment
- 43% of women had witnessed at least one incident of sexual harassment taking place.

B) A 2018 Gender-Based Corruption study by Transparency International Rwanda revealed that:

- 58.3% of employees in the private sector, 51.4% in the public sector and 43.1% in civil society had experienced gender-based corruption, of which the most common form is sexual harassment (50% of respondents).
- The most exposed categories are female employees looking for employment (43, 3%), followed by female secretaries (29, 1%).
- At least 5% of the surveyed population declared to have experienced this corruption in their work environment.

- Women are perceived as the main victims of gender based corruption in the work place (84.5% versus 15.5% for men)
- Conversely, men are the main perpetrators (83.2% versus 16.8% for women).

3. LAWS AND POLICIES AGAINST SEXUAL HARASSMENT IN RWANDA

- 1) Law regulating Labour in Rwanda (2018)
- 2) Law on prevention and punishment of gender- based violence (2008)
- 3) National Gender Policy (2010, as revised to date)
- 4) Anti-GBV Policy and Strategic Plan (2011).

4. EFFECTS OF SEXUAL HARASSMENT

For Victims (Students or Employees):

- Risk of losing a job or promotion if s/he refuses to agree to sexual advances
- More likely to quit, take time off or be unable to perform work
- Drop courses, or change academic plans to avoid harassment
- Increased absenteeism to avoid harassment, or because of illness from the stress
- Lost confidence in the university's ability to provide a comfortable and safe environment for work and learning
- Stress impacting relationships
- Defamation of character and reputation: being objectified and humiliated by scrutiny and gossip.

For the Perpetrator:

- Loss of employment or demotion
- Avoidance by colleagues, either victims or others who have seen or learned about the harassment
- Stress impacting relationships with spouses and other colleagues
- Defamation of character and reputation: being humiliated if the harassment becomes public knowledge
- Bad employment disciplinary record which may affect his/her ability to find a future job.

For the workplace:

- Hostile working conditions
- Increased absenteeism by students and staff, which reduces performance
- Discourages victims from asserting themselves and reinforces stereotypes
- Causes both women and men to leave their jobs and look elsewhere for work

- Higher turnover, lower productivity and lower performance
- Staff and management look for other jobs instead of working
- Poor reputation of institution
- Time and money spent dealing with complaints.

5. WHAT TO DO?

- Sexual harassment is a form of GBV and a human rights abuse
- It is everyone's responsibility to create a positive working environment that does not tolerate sexual harassment
- Think Before you Act:
 - Think about how you would feel if your mother, sister, daughter or son was listening to you.
 - Think about whether you would use the same words or actions if the person was of another sex.
 - Think about how you would feel repeating one of your comments in front of your boss or in a courtroom in front of a judge.
- If you would feel uncomfortable about it – don't say or do it!
- If you see it or hear about it, Report it!



TOPIC 8. GENDER AND INCLUSIVENESS GAPS IN SPORTS AND LEISURE

1. INTRODUCTION AND BACKGROUND

In November 2003, a UN Resolution, the Resolution 58/5 was adopted which called on governments to use sport as a means to promote education, health, development and peace. The Resolution asserts that, from professional, elite and international sporting competitions to

games played within communities and educational institutions, sport can be used to work towards a number of development goals, including:

- Human development; improving public health and wellbeing, supporting education and leisure activities
- Social development; promoting stability, tolerance, social inclusion and community building
- Economic development; fostering investment and employment.

2. THE GENDER DIMENSION OF SPORTS



- Sport is traditionally associated with «masculinity». When the Olympic games were revived in 1896, activities were reserved for men only, and according to the founder, Baron Pierre de Coubertin, women have but one task, that of crowning the winner with garlands (Howe, 1978).
- crowning the winner with garlands' (Howe 1978).¹
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- It was only very gradually that presence of women in sporting events and competitions became accepted
- Conversely, men who do not engage in sports or who are not talented in sport may be labelled as “timid” or “weak”

- The practice of sport is related to a number of assumptions about “work” and “leisure”, which are often lived differently by men and women due to the traditional division of labour: women are mostly associated with reproductive roles which are not economically recognized as work, and therefore are not allowed time for sports and leisure. Men on the other hand are associated with productive roles which are recognized as work that deserve leisure time.

3. BENEFITS OF INCLUSIVE SPORT

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crowning the winner with garlands’ (Howe 1978).¹ The feminist and radical cri-
crowning the winner with garlands’ (Howe 1978).¹ The feminist and radical cri-
crowning the winner with garlands’ (Howe 1978). The feminist and radical cri-

1) Networking

- Access to public spaces for men, women, boys, girls, people with disability, etc
- Socializing
- Sharing information.

2) Health benefits

- Sport helps to control someone’s weight
- Sport helps to rest (relax, refresh the mind)
- Sport helps to protect against depression
- Women take care and ownership of their body and protect themselves against sexual harassment.

5) Education/learning benefits

- Refreshing the mind, learn well and perform well in school
- Performing in sport competitions can help students get scholarship in universities.

6) Learning

Sports is an appropriate learning environment. People can learn:

- Communication skills
- Negotiation skills
- Leadership skills
- Self-esteem.

7) Risk taking

- Sport empowers people to take risks
 - Sport empowers women, especially younger ones to be self-confident, and avoid unwanted pregnancies.
- 8) Economic benefits
- Sport pays off (for sports professionals)
 - Sports leads to job opportunities.

4. BARRIERS FACED BY FEMALES TO DO SPORTS IN UNIVERSITIES (IN THE RWANDAN CONTEXT)

The Rwandan culture hinders women's engagement in sports in different ways:

- They are highly involved in reproductive roles and this prevents them from getting extra time for sports and leisure
- Young girls do not have female role models who practiced sport
- Women (especially in the Rwandan culture) think that by developing muscles they can lose their natural softness and beauty
- Some women are not confident and think that sport is for men
- Some boys tend to be egoistic and do not give the opportunity and space to their sisters so that they can practice sport together
- Limited facilities for separate facilities (for changing, showering, etc)
- There are not enough inter-class competitions in campuses and inter-universities sport competitions by men and women which should attract more women to be involved
- There are mostly male dominated sport disciplines (games) in campuses that are not easy for girls to practice or which girls do not like to practice
- Women who are willing to do sport lack sport materials (balls, nets, and kits)
- Sexual harassment: some guys whistle at girls and even touch them when they pass in front of them wearing sport suits
- Some girls bully other girls who participate in sport activities saying that they behave like men (ibishegabo)
- Some lecturers, teachers and instructors bully girls who participate in sport activities saying that they are delinquents.



5. EMPOWERING BOTH FEMALE AND MALE STUDENTS TO ENGAGE IN SPORT ACTIVITIES

- Incentives: introducing women's games with incentives in form of financial allocations, prizes and other types of benefits
- Mobilization: there should be some mobilisation events/campaigns to show the benefits women can get from participating in sports during and after school through networking
- Role models: there is need for more female coaches and more women in sport management and leadership because they can better understand the needs of their fellow women and they can be believed more by other women.
- To form sports teams of women in universities and arrange time use in a more inclusive manner to allow both girls and boys to get have access to sports facilities
- Organise inter-class and inter universities' competitions for men and women.



6. LEISURE

- Leisure activities help to refresh the mind, and to relax
- They are educational; e.g. watching movies can help someone to learn languages and get another knowledge
- Leisure events can also help network
- Many Higher Learning Institutions in Rwanda lack spaces and facilities for leisure activities
- In many cases, available leisure activities do not attract or admit women.

QUIZ:

- What are the available leisure activities/events in your campus?
- Are available facilities for leisure activities user friendly for men and women?