



# **GENDER POLICY**

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## Abbreviations and Acronyms

CGS	Centre for Gender Studies
DfID	Department for International Development
DVCs	Deputy Vice Chancellors
GBV	Gender Based Violence
GMC	Gender Monitoring Committee
GMD	Gender Mainstreaming Directorate
GMO	Gender Monitoring Office
HEC	Higher Education Council
MIGEPROF	Ministry of Gender and Family Promotion
MINECOFIN	Ministry of Finance and Economic Planning
MINEDUC	Ministry of Education
NISR	National Institute of Statistics Rwanda
SDGs	Sustainable Development Goals
SGC	Student Gender Club
SIDA	Swedish International Development Agency
STEM	Science, Technology, Engineering, Mathematics
UR	University of Rwanda
VC	Vice Chancellor

## Foreword

The UR Gender Policy is a commitment and a framework for achieving the University vision which is to be a leading university that develops highly enterprising graduates prepared and dedicated to building a more just and sustainable society locally, nationally and globally, with appropriate innovations that advance the quality of life.

With this policy, I wish to stress the University's and my own commitment to promoting gender equality and women's empowerment in research, teaching and learning, community engagement, students' and staff choices, infrastructure and systems development, decision making and financial processes. I stand to affirm that gender issues affect the life of a university and need to be taken into account in our everyday endeavours.

The process of developing this Gender Policy was participatory and entailed closer consultations, interviews, focus group discussions with UR Staff, Students, and external stakeholders on the current gender issues affecting the University daily activities and plans. A situational analysis was conducted and inferences towards promoting gender equality and equity across the University life were made. By this policy, UR is confident of the purpose, expected outcomes, strategies and interventions proposed to help UR achieve its 10 Year Strategic Plan. I also assure that mechanisms for implementation and coordination of activities are strong and friendlier to all UR staff, students and stakeholders whose passion is to build a more just and sustainable society.

The University is very proud of the preliminary work done by different UR organs like CAVM and stakeholders, and in particular, the rigorous work by the Centre for Gender Studies (CGS) in writing this document. We are also proud of the commitment of the whole University community, and the financial support of the SIDA and NUFFIC in organising training, workshops and discussions which led to the production of this Gender Policy.

Reducing gender inequalities in tertiary education, particularly in technical and science subjects where gender gaps are widened, holds great promise for UR to realise its global vision of becoming a home for innovation. I am confident that all people hold the potential to contribute to the socio-economic transformation of a country. I am also aware that targeting and empowering girls and women constitute an advantage to UR as they hold a multifaceted array of talents like

their fellows. We commit to alleviating all constraints which prevent them from enrolling in various programs, completing their studies and developing professionally.

I call upon everybody to uphold the provisions of this policy and ensure that all UR work pays attention to reducing gender and other social inequalities.



**Professor Philip Cotton**  
**Vice Chancellor, University of Rwanda**



## A GLOSSARY OF KEY GENDER TERMS AND CONCEPTS

Below are key gender terms and concepts applied in this document; these are anniversary used concepts, but where possible examples from the Rwandan context have been provided. The sources for most of these concepts draw from the Dfid Gender Manual (2002), BRIDGE Development –Gender (2000) and Pilcher and Whelehen (2004).

<b>Affirmative action</b>	A policy or programme of taking steps to increase the representation of a designated group/s seeking to redress discrimination or bias through active measures in education, employment and others. Examples of affirmative action in Rwanda are the “at least 30 percent women in decision-making positions requirement as espoused in the Rwandan constitution (Chapter II, Art.9), or the prioritising of female students in the allocation of university accommodation, in most UR colleges.
<b>Gender</b>	The term “Gender” is defined as the culturally and socially constructed roles, responsibilities, privileges, relations and expectations of women, men, boys and girls. This social construction is embedded with inequalities between both sexes. Also, gender refers to other social categories of inequalities including age, religion, ethnicity, disability, etc.
<b>Gender analysis</b>	The process of examining roles, responsibilities or any other situations with regard to women and men, boys and girls, with a view to identifying gaps, raising concerns and addressing them; investigating and identifying specific needs of girls and boys, women and men for policy and programme development and implementation.
<b>Gender bias</b>	This is a positive or negative attitude / practice towards either female or male.
<b>Gender blind</b>	This is a conscious or unconscious way of doing or saying things without considering the position, needs, feeling etc. of women, men, girls and boys.
<b>Gender discrimination</b>	Refers to unequal or preferential treatment of individuals or groups on the basis of their gender that often results in reduced access to or control of resources and opportunities for the affected gender.
<b>Gender equality</b>	Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s right, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognising the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and an indicator of, sustainable people-centered development.
<b>Gender equity</b>	Gender equity entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognises that women and men have different needs, roles, and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.
<b>Gender mainstreaming</b>	Gender mainstreaming consists of taking into account men’s and women’s problems in policies, programs, decision-making positions and budget. The point is men’s and women’s problems and skills are to be addressed with equity at the moment of designing, implementing, monitoring and evaluating policies and programmes, at political, economic and social levels, so as to handle men and women the same way

and uproot inequalities.

<b>Gender neutral</b>	This implies the process of planning for women, men, girls and boys as if they were homogeneous and not taking into consideration their different needs and roles. Experience has shown that gender neutral planning, in reality, addresses the needs of the dominant group.
<b>Gender parity</b>	This is a numerical concept referring to an equal number of girls and women, boys and men relative to their respective numbers in the population. The absence of gender parity creates gender imbalance.
<b>Gender planning</b>	Gender planning is a development planning which addresses inequalities between women and men, in particular in political and economic fields at all levels. In gender planning, men's and women's interests (they are often different) must be taken into account and ways to address them must be identified. They require a significant participation of both men and women.
<b>Gender responsive pedagogy</b>	Refers to teaching and learning methodologies and classroom practices that take gender into consideration.
<b>Gender roles</b>	These are learned behaviours in a given society/community, or another special group, that condition which activities, tasks and responsibilities are perceived as male and female. 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. In Rwanda, we have seen changes in gender roles in situations like women headed households, women joining the building & construction industry, men taking care of children. It is important to note that both men and women play multiple roles in society.
<b>Gender stereotyping</b>	This is the assigning of roles, tasks and responsibilities to a particular gender on the basis of preconceived prejudices.
<b>Gender-based violence</b>	The GBV law in Rwanda defines Gender-based violence as any act that results in a bodily, psychological, sexual and economic harm to somebody just because they are female or male. Such act results in the deprivation of freedom and negative consequences. This violence may be exercised within or outside households (GBV law: 59/2008). According to the UN Women definition, GBV is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions.
<b>Gender-responsive budget (GRB)</b>	The gender-responsive budget does not aim to produce a separate budget for women. Instead, it aims at analysing any form of public expenditure, or method of raising public money, from a gender perspective, identifying the implications and impacts for women and girls as compared to men and boys. The key question is: What impact does this fiscal measure have on gender equality. In Rwanda, the organic budget law mandates all public institutions to undertake Gender-Responsive Budgeting.
<b>Men engage approach</b>	This applies to building men's meaningful engagement to achieve gender equality. The approach seeks to generate positive change in men's behaviours and relations with women and other men, and it has been used mainly to combat gender-based violence, and increase men's involvement in promoting health. In Rwanda, the Rwanda Men's Resource Centre (RWAMREC), champions this approach.



<b>Sex</b>	This is the biological makeup of men and women, boys and girls. (What we are born with).
<b>Sex –disaggregated data</b>	Classification of information on the basis of sex; that is male and female. These may be statistics which show clearly the numbers of men and women. They are important indicators which make easy the planning process.
<b>Sexual harassment</b>	Unwanted acts of a sexual nature that cause discomfort to the targeted person. They include words, persistent request for sexual favours or dates, gestures, touching, uninvited sexual overtures, coerced sexual intercourse and rape.
<b>Women empowerment</b>	Women’s empowerment is used in the sense of giving women the tools or equipping them with knowledge, skills, and capacity to fully participate in decision-making and other spheres of life. It denotes availing women with the opportunity to realise their full potential and capacities, but also the ability for women to make choices, and also be able to shape choices on offer.

## CHAPTER ONE

### GENERAL INTRODUCTION

#### 1.1. Background to the University of Rwanda

The University of Rwanda (UR) is a statutory higher learning public institution established in 2013 by Law No 71/2013 of 10/09/2013 establishing the University of Rwanda and determining its mission, powers, organisation and functioning (Official Gazette of the Republic of Rwanda, No 38 of 23/09/2013). UR was created as a result of a merger of seven former public higher learning institutions in Rwanda into a single entity under the direction of the Board of Governors, an Academic Senate and a Senior Management Council. UR's titular head is the Chancellor. The main purpose of creating this national institution is to enhance the quality of Rwanda's higher education provision while achieving economies of scale and efficiencies in operation (University of Rwanda, 2016).

The University of Rwanda is currently composed of six Colleges namely; College of Education (CE), College of Science and Technology (CST), College of Arts and Social Sciences (CASS), College of Business and Economics (CBE), College of Agriculture, Animal Sciences and Veterinary Medicine (CAVM) and College of Medicine and Health Sciences (CMHS). These colleges and their respective schools operate in 14 campuses spread throughout the country. In addition, the University has research-based centres and institutes that are mainly affiliated with different colleges.

UR as multi-campus institution offers a wide range of academic studies. As such, it provides opportunities for students to pursue a variety of programs and to undertake their studies at different locations across the country, both through classes at designated campuses and through access to distance learning.

The University of Rwanda aspires to be an internationally recognised University that excels in research and innovation, quality teaching and learning as well as community engagement. In this respect, the university aims at, among others, making a significant, sustainable and socially responsible contribution to Rwanda and beyond, promoting economic growth and impacting on the wellbeing of people while engaging with Sustainable Development Goals (UR Draft Strategic Plan 2016- 2025) and ensuring gender equality and equity in all spheres of life. The University of Rwanda, as a single public university is expected to attract the best performing students, both male and female, to enrol in its different academic programs and it is committed to being recognised as an exemplary equal opportunity employer.

## **Vision**

To be a leading University that develops highly enterprising graduates prepared and dedicated to building a more just and sustainable society locally, nationally and globally, with appropriate innovations that advance the quality of life.

## **Mission**

To deliver quality education and develop innovative teaching and research meant to address the problems of the population, the students, the nation, the region, and the world.

### **1.2. Rationale**

The University of Rwanda has adopted this Gender Policy to ensure that all its efforts towards achieving the above vision, mission and aspirations are compliant with the country's vision and commitment to building a Rwandan society free from any form of gender-based discrimination; and where both males and females fully and equitably participate in all developmental processes (MIGEPROF, 2010).

In general, Rwanda has made commendable gains towards promoting gender equality. For instance, the country has the highest percentage of female members of the parliament worldwide, yet glaring gender disparities persist in a number of sectors including higher learning institutions (MINEDUC, 2015). The University of Rwanda is not spared by this situation where gender disparities manifest in student enrollment, completion, staffing and other aspects of the university life.

These gender disparities need rectification and, thus, a gender policy for the University to mainstream gender in its operations is called for. This policy is premised on the fact that without a clear, coherent and comprehensive framework at University level for guiding its different Colleges, Schools, Centres and Units, gender mainstreaming would only remain an elusive reality. This gender policy, thus, constitutes the statement of the University's commitment to taking concrete actions to promote gender equality and equity in all its core operations, fighting against gender based violence and discrimination as well as any form of injustice within the university community.

It is an uncontested truth that gender equality is now both a human right and indispensable for sustainable development. Sustainable development requires quality education and, thus, the University of Rwanda, as a sole public university and a significant provider of skilled people for the labour market in Rwanda and beyond, has a critical role to play in the broader societal goal of gender justice. To achieve this goal the University has necessarily to eliminate all barriers preventing both women and men from fully participating in higher education and realising their potentials.

Moreover, any university's commitment to gender equality is gradually becoming an indicator, among others, against which the performance of a higher learning institution is gauged at the global level. The UR's gender policy forms the benchmark in reference to which all the University's regulations and policies, programmes and activities as well as its community involvement will be evaluated.

This gender policy constitutes an attempt by the University to set up a comprehensive framework for steps to be taken by the University, its colleges, schools, centres, units and stakeholders in respect to gender equality. It is meant to institutionalise the principle of gender mainstreaming to ensure greater and equal participation of both men and women in the University's core activities of teaching, research and outreach service as well as their equal and equitable access to opportunities and benefits at all levels. The present gender policy constitutes the UR's institutional framework spelling out strategies, principles and interventions to be pursued for the achievement of gender equity and equality. It will enable the University of Rwanda through its various units and organs and stakeholders as well to take actions in order to promote gender equality and to address gender issues as they arise.

## CHAPTER TWO

### ENABLING POLICY FRAMEWORK FOR GENDER EQUALITY

The elaboration of a Gender Policy at UR is in line with the global, regional and national commitment towards gender equality. In this regard, the UR policy is shaped by international goals and national aspirations embodied in various policy declarations, conventions, and strategic plans.

#### 2.1. International commitment

The promotion of gender equality has been an ultimate goal for the international community for many years. It is entrenched in human rights and recognised as vital to accelerating sustainable development (UNDP, 2014). The global commitments guiding efforts to advance gender equality can be traced to the 1945 United Nations Charter and the Universal Declaration of Human Rights of 1948 which underscore freedom, equal rights and dignity for all human beings (UN, 1949).

Since then, a number of international conferences, assemblies were convened and adopted various conventions and declarations destined to advance gender equality promotion. The most prominent conferences in this regard, are four World Conferences on Women. The first Conference was held in 1975 in Mexico City, the second in 1980 in Copenhagen, the third in 1985 in Nairobi and the last took place in Beijing in 1995. Another important International Conference in this regard is the 1994 Conference on Population and Development held in Cairo (Bunch, 2007; UNDP, 2014)

These global gatherings adopted diverse key instruments including the 1979 Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW); the Beijing Platform for Action 1995; the Millennium Declaration and Development Goals (2000) and the Sustainable Development Goals SDGs (2015); the 1993 United Nations Declaration on the Elimination of Violence Against Women; the Beijing Declaration and Platform for Action adopted in 1995; United Nations Security Council resolutions 1325 on women, peace and security that politically legitimizes women's role in peace, security in conflict and post-conflict management (African Union, 2009; UNDP, 2014). Another important achievement on international level has been the declaration of 1975 as International Women's Year and of 1976-1985 as the UN decade for Women (Bunch, 2007)

In order to have a comprehensive approach towards promotion of gender equality, gender was made a crosscutting issue in all programs including education. Gender equality within education sector has been one of the key ways to ensure education for all. It is an area that has been given much attention globally and marked fundamental progress though challenges still remain. The promotion of Gender equality is one of the six goals of the global Education for All campaign launched in 2000 by 164 countries gathered at the World Education Forum in Dakar. These

countries adopted the Dakar Framework for Action and the Millennium Development Goals (MDGs), particularly goal 3 on gender equality and empowerment. This was seen as an effective way to bridge the gender gap in education, reduction of poverty, and improvement of health, and to stimulate other sectors to meet the Millennium Goals by the year 2015 (The African Union, 2009; UNESCO 2012).

The publication of the first World Atlas of Gender Equality in Education by UNESCO is an example of the international commitment to global gender equality at all levels of education. This Atlas constitutes a map of the world; “it is also a call to action, to concentrate ever more on promoting gender equality in education as a human right and a development multiplier” (UNESCO, 2012). The UNESCO considers education as a fundamental human right that all individuals are entitled to enjoy whatever the circumstances in which they live (UNESCO, 2012). The global community has recognised education for girls and women as not only a matter of respecting a basic human right for half the population but also as a powerful and necessary first step to achieving the broader goals of EFA. Educating females and males brings benefits to them but also to the society as a whole. Yet, educating girls can lead to many additional benefits – from improved maternal health, reduced infant mortality and fertility rates to increased prevention against HIV and AIDS (UNESCO, 2012).

The Recent global initiative was the adoption in 2015 of a set of Global Sustainable Development Goals (SDGs) to guide the path of sustainable development in the world after 2015. The Goal 4 is about to “Ensure inclusively and equitable quality education and promote lifelong learning opportunities for all”. In addition, the World Education Forum organised jointly by international development agencies including UNESCO, UNICEF, The World Bank, UNDP, UN Women, gathered over 1600 participants from different corners of the world and from different sectors. The participants adopted the Incheon Declaration for Education 2030, which sets out the new vision for education for the next fifteen years. In their resolutions number 8, the participants recognise the importance of gender equality in achieving the right to education for all. They commit themselves “to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools” (UNESCO et al., 2015, p.iv).

## **2.2. Regional commitment**

Within the African continent, efforts have been made by member states in ensuring the principle of equality and non-discrimination between men and women. The commitment in this regard is reflected in various policies, declarations and strategic plans adopted by regional organisations and their member states and government as well as different conferences organised (The African Union, 2009).

African Union Member States have been actively involved in Conferences and helped shape the debate on women’s empowerment and gender equality on the African continent. They are signatories to key international and regional instruments and most of these countries have

incorporated them into their national legislations (The Africa Union, 2009; Omotosho, 2015). One of the other the big achievement is the adoption of the Protocol to the African Charter on Human Rights and Peoples' Rights known the Maputo Protocol. This legal document addresses issues relating to women in the areas of harmful practices like girl child marriages, widows, elderly; unequal rights in marriage, unequal treatment of women in land distribution, exclusion from decision-making among others (Omotosho, 2015). The majority of the African member states have ratified the Protocol. As of April 2013, 48 countries had signed the protocol, out of which 36 had ratified (MukumuWairimu, 2015)

Individual regional organisations have elaborated gender policies and have also taken seriously the issue of the human right of women. These organizations include for example, the Economic Community of West African States (ECOWAS), Southern African Development Community (SADC), East African Community (EAC), Intergovernmental Authority on Development (IGAD), Economic Community of Central African States (ECCAS), (Common Market for Eastern and Southern Africa (COMESA) (Omotosho, 2015).

In addition, some of these organisations have been so committed to gender equality promotion. For example, the Heads of State or Government of the SADC on 8th September 1997 signed a Declaration on Gender and Development and in 1998 signed the addendum to this Declaration on Prevention and Eradication of Violence against Women and Children (The Africa Union, 2009). EAC too has been the first organisation at the regional level to develop a Strategic Plan on Gender, Youth, Children, Persons with Disabilities, Social Protection and Community Development 2011-2015 (EAC Secretariat, 2010).

The regional commitment is in additional visible in the adoption of the Solemn Declaration on Gender Equality in Africa (SDGGEA) by AU Heads of State and Government at their Summit in 2000. Through this declaration, the leaders reaffirmed their commitment towards the principle of gender equality as enshrined in the clauses of the African Union Act, as well as other existing commitments both regionally and internationally (The Africa Union, 2009; Omotosho, 2015). The aim of this declaration includes the promotion of the gender parity principle, active promotion and protection of the human rights of the women and girls as well as legislation in favour of women rights (Omotosho, 2015).

### **2.3. National commitment**

In the aftermath of the 1994 Genocide, different initiatives were undertaken in different domains by the Government of Rwanda (GoR) in collaboration with its partners and civil society organisations both national and international in order to rebuild the country. Women are considered as necessary participants in the overall reconstruction process. The efforts of the Government of Rwanda show the outstanding compliance with the international and regional commitments towards the promotion of gender equality.

Firstly the GoR commitment is made through the elaborations of laws and policies, programs and strategies. Gender equality is an integral part of the Constitution of Rwanda as revised in 2015. In its preamble, it states the commitment of the GoR to building a State governed by the rule of laws, based on the respect of human rights, freedom and on the principle of equality of all Rwandans before the law as well as equality between men and women (Constitution of Rwanda, 2015). Articles 10, section 4 clearly states that women shall occupy 30% of positions in official decision-making organs. Gender equality is a cross-cutting issue in all macroeconomic policies and development strategies, including Vision 2020, EDPRS I and II (RoR, 2013). The aspirations of VISION 2020 are to be realised around six Pillars and with three cross-cutting issues in all development policies and strategies and one of them is gender equality.

Among other key policies and laws, there is the National Gender Policy adopted in 2004 and revised in 2010. It provides a framework for the promotion of gender equality and the empowerment of women and demonstrates the Government's commitment to addressing all forms of gender inequality in the country (RoR-MIGEPF, 2010). Others include Girls Education Policy, National Land Policy, Inheritance Law of 1999, and Law of 2008 on prevention and punishment of GBV.

Secondly, a number of institutions were created in order to help coordinate the activities related to gender equality. The important key institutions include the Ministry of Gender and Family Promotion, the Gender Monitoring Office, the National Women's Councils, National Gender Clusters, Forum of Women Parliamentarians as well as Gender Focal Points (ROR-MIGEPF, 2010; ROR-GMO, 2010)

Thirdly the commitment of the GoR is manifested through ratification of a number international and regional conventions and declarations that aim at promoting gender equality. Rwanda adheres to gender equality commitments and instruments of the sub- regional and regional bodies of which it is an active member.

Rwanda has also shown commitment in mainstreaming gender equality within the education Sector. Education is considered as a fundamental human right and an essential tool to ensure that all Rwandese citizens - women and men, girls and boys - realise their full potential (RoR-MINEDUC, 2003). The article 20 of Constitution of Rwanda also underlines the rights to education to every Rwandan (Constitution of Rwanda, 2015). Rwanda adopted Education Policy in 2003. In relation to gender equality, this policy has set out objectives that clearly deal with gender issues within education. These include, for example, educating a free citizen who is liberated from all kinds of discrimination, including gender-based discrimination, exclusion and favoritism; Contributing to the promotion of a culture of peace and to emphasize Rwandese and universal values of justice, peace, tolerance, respect for human rights, gender equality, solidarity and democracy; Taking measures that promote performance of women and men, boys and girls; as well as Taking affirmative actions to promote the education of girls and women in secondary and higher education in an appropriate manner (RoR-MINEDUC, 2003).



It is in line with the global, regional and national commitment towards gender equality that UR is elaborating the Gender Policy to ensure that its vision of building a more just and sustainable society locally, nationally and globally is achieved.

## CHAPTER THREE

### A SITUATION ANALYSIS OF GENDER ISSUES AT UNIVERSITY OF RWANDA

The University of Rwanda as a public entity established to provide quality higher education is committed to the promotion of gender equality where all students, academic, administrative and support staff, female and male enjoy equal opportunities, human rights and non-discrimination in all spheres of University life. However, there are still marked gender differences in the major areas of the core functions of the University as pointed out below:

#### 3.1. UR Policy framework

In general the University policy formulation is still gender-blind, that is to say, that most policies of the university do not incorporate clear principles of gender equity and equality.

The draft UR 10 Year Strategic Plan that provides the institutional operational framework for the next ten years is not gender inclusive in terms of using gender sensitive language, objectives, strategies and performance indicators. Much as there is mention of the need for inclusiveness, gender inclusiveness is not specifically highlighted in the strategic objectives of the plan. The core values of the plan that are academic excellence, accountability, freedom of inquiry, honesty and integrity, a humanitarian perspective, innovation and creativity, nation-centred, social justice, student-centred are not engendered. The indicators of success ought to draw gender sensitive indicators that are developed from the gender specific goal(s) and strategies.

Apart from the Strategic plan, other policies like the Policy Procedures for Appointments of Academic staff, Workload Policy, Guidelines for Recruitment and Management of Tutorial Assistants and Academic Regulations and others are silent on gender. For instance, the general Regulation for students' admission is based on students' performance, and currently, there is no affirmative action of any sort to improve the enrollment of female students that stands at 32.4% (UR, 2016<sup>1</sup>). And although the UR statistics office endeavours to generate disaggregated statistics at all times, it was observed that there is a need for capacity building in engendering statistics, and coordination with the National Gender Machinery, so that UR could work more effectively to meet the national gender targets.

Moreover, at the University of Rwanda, there is no specific Gender Mainstreaming Unit or department, such a unit would be important to oversee gender mainstreaming in all the UR programmes, plans and activities including at Colleges and Campus level.

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<sup>1</sup>All UR statistics used in this document derive from the UR website: [www.ur.ac.rw](http://www.ur.ac.rw), UR Facts and Figures, 2016

### **3.2. Students' enrolment, performance and completion**

With the merger of all public higher learning institutions to create the University of Rwanda in 2013, the university inherited the gender imbalances that existed within these institutions. In terms of student enrolment, for example, statistics show that for the last three years, the percentage of female students admitted to the University remains an average of 33%. To provide an example of 2016, enrolment figures show that as of March 2016, the University had a total number of 31,760 students and of this 32% were female and 67.6% were male. A breakdown of the number of female students per college for 2016 shows 27.5% for CASS, 30.6% for CE, 39.0% for CBE, 34.2% for CMHS and 24.2 % for CST. The above figures show that CST has the lowest number of female students, although even in the Social Sciences, Arts and Humanities, the so-called traditional fields for females, enrolments are still way below the desired 50% for there to be gender parity. The situation, however, could be further exacerbated in the near future when the new Ministry of Education policy of government sponsorship going 80% to science based students is implemented, as reported by some UR officials. Moreover, the UR entry requirements and procedures could be seen as being too complicated and less as user-friendly, an element that may be more discouraging to female students.

Other than enrolment rates, gender gaps persist in other areas like student performance, retention and completion. Gender disparities are also visible in Science, Technology, Engineering and Mathematics (STEM) subject areas.

### **3.3. Staff recruitment and promotion**

The gender imbalances at UR are not limited to students but are more so reflected within staff recruitment and rankings. Statistics of 2016 show that UR has a total number of 1,601 academic staff, with 24.0% of these being female, and 76.0% being male, needless to say, that a bigger number of the female staff are represented within lower ranks of tutorial assistants and assistant lecturers. For example, statistics indicate that only 15 women are at the level of Senior Lecturer, whereas men at the same rank are 110, and there is only one female professor among 19 male professors. With regard to administrative staff and support staff, the university has a total number of 726 administrative and other support staff, with 41.3% being female and 58.7% male. At the UR, there has been an effort to recruit more women in leadership positions especially at UR headquarters however, women heads of key sections at college level remain few.

It must be noted that although recruitment and promotions follow public service regulations and university policies that do not necessarily discriminate against women, there is a general feeling amongst men and women that female staffs, especially among female academics face challenges and constraints that come with their reproductive roles. This limits their chances to advance their careers, and for them to rise within ranks specified for academic promotions.

### **3.4. Curriculum, learning environment and infrastructure issues**

In general, university curricula and programmes are not engendered, except for specific topics and specialised gender-related modules. Moreover, teaching staff involved in the development of modules are not gender-aware, and therefore may lack the will and skills to mainstream gender in the curriculum, and the classroom at large.

There is also less flexibility in the scheduling of UR academic programmes to meet the needs of various potential students such as working students, stay home mothers and those who wish to study at a distance. Furthermore, the UR does not have a programme to reach out to secondary schools to attract potential students for its academic programmes. This poses limitations in attracting especially the privately sponsored students to UR programmes

In addition, the existing physical infrastructure and staff establishment do not match the large numbers of student populations in some departments and colleges. As a result, the university does not offer sufficient support services to the big number of students admitted. There is inadequate lecture space, play areas, washrooms and limited accommodation for students. This, in particular, affects female students, and may impact their retention and successful completion of their studies.

### **3.5. Marginalised and vulnerable groups**

Students in the category of marginalised and vulnerable groups can be those from very poor backgrounds, those living with disability, orphans, victims of genocide, and any other disadvantaged or discriminated groups. It is well known that the intersectionality between gender and the above forms of vulnerability poses greater challenges for women and girls. Moreover, during consultations with students and staff, numerous examples were given of female students who ended up pregnant or dropped out of university because of related challenges. Yet, we know that among the marginalised and vulnerable groups, girls' and women's education is often not a priority because they provide labour in households to subsidise the meagre resources and incomes of their families. It is, therefore, important that those who survive to reach university level should be supported to complete their education. However, there is no formal structure of helping vulnerable students at UR, what was reported were informal arrangements by students and staff to support individual cases. The recruitment of counsellors at colleges and campuses of the university and the newly introduced mentorship program could help to identify students who need some of this support. Needless to say that most mentors are men (since the largest number of academic staff are male), and female students may therefore not open up to them.

### **3.6. Gender-based violence and sexual harassment**

Gender-based violence (GBV) encompasses any form or act of violence that results in or is likely to result in, physical, sexual or psychological harm or suffering to women, men, boys and girls on the basis of gender. Sexual Harassment (SH) on the other hand refers to acts of a sexual

nature that cause discomfort to the harassed (woman or man). As it has been reported in media and other forums in Rwanda, GBV and SH are rife within various institutions and homes in Rwanda. The university is no exception, and example cases have been sighted in different colleges and campuses, e.g. the “sex for marks issue”. However, most people consulted were quick to attribute such issues to another college or campus and not their own which indicates that GBV and SH may still be considered as taboo or embarrassing to disclose. It was also indicated that since there is no policy and or reporting mechanism to address the issues of GBV and SH, the victims choose not to embarrass themselves and instead remain silent about the whole matter. What is clear is that there is a need for the University to come up with policies and procedures to address the issues of GBV and SH, and most important to raise awareness among staff and students about this.

### **3.7. Research, innovation and community outreach**

Generating knowledge through research and innovation, and community outreach is one of the core businesses of a university. Promotions within universities are mainly acquired through attainment of research skills that lead to publications. Like in most other areas of the university, female staffs at UR are in the minority when it comes to carrying out research, managing research projects, and grants. Yet, we have to acknowledge that effort has been made to mainstream gender in research in UR-SIDA grants, which is the main sponsor of research projects. This includes the guidelines for assessment of research projects, which are: research teams that include men and women, gender sensitivity in terms of recruiting research participants, both male and female, gender sensitivity in research content and gender sensitivity in the language used. Other than this, however, there are no concrete guidelines on how to mainstream gender into different research areas, yet gender issues are diverse and could be more extensively researched in all UR colleges and programmes, including the science and technology based ones. Moreover, the UR needs to engage more in community oriented research and communicate findings to concerned communities. This therefore creates an excellent opportunity to engage with the communities address gender issues facing them.

## CHAPTER FOUR

### POLICY PROVISIONS AND STRATEGIES

This chapter highlights the provisions on the University of Rwanda Gender Policy vision, mission, goals, guiding principles, policy objectives and the strategic interventions that align with the situation analysis of gender issues at the University of Rwanda as highlighted above.

#### 4.1. Policy Vision

A University that promotes a diverse staff, student and stakeholder community, in which all people are valued, respected and treated equally and equitably in terms of gender.

#### 4.2. Mission

To create an enabling environment for encouraging gender equality within the staff, student and stakeholder activities, while ensuring equitable participation and representation of both genders in all the decision-making processes of UR. The policy commits the UR to applying the principles of gender equity and equality in; staffing and welfare, training and development; student enrollment, admission, welfare and provide equal opportunities in teaching and learning, research and community outreach.

#### 4.3. Goal

The goal of the UR Gender policy is to enable gender equality and equity in the implementation of the UR programmes, plans, and procedures at college, campus and stakeholder's level.

#### 4.4. Guiding Principles, Objectives and Strategies

The guiding principles of the UR Gender policy are:

##### Principle One:

The University of Rwanda is dedicated to the achievement of gender equity and equality with regard to academic, administrative and support staff, welfare, training and development and decision-making processes.

##### Policy objective1

To increase the percentage of female administrative and academic staff to at least 50% of parity, and also to ensure equitable staff training and development, welfare, and female participation in decision-making by 2025.

## **Strategies**

- Strengthening Career Guidance services for both female and male administrative and academic staff, in order to be prepared for dealing with challenges of enrolling for further studies while also balancing studies and family responsibilities.
- To develop local capacity for PhD programmes to ensure that women and men enrol for further studies within the country, in order to reduce on the challenges of studying abroad.
- Negotiate international scholarships that are gender inclusive and sensitive to gender equality principles, especially for women while pursuing further studies.
- Promote gender equality principles in recruitment and promotion of females and male administrative and academic staff.
- Establishment of day care centres within UR campuses, to address the issue of accessible child care and early childhood development among young children of both student mothers/fathers, staff at UR and surrounding communities.

## **Principle Two:**

The University of Rwanda is dedicated to achieving gender parity in students' enrolment, performance and completion.

## **Policy objective2**

To increase the number of female students that enrol at the University of Rwanda to 50%, and addresses issues affecting female performance, retention and completion by the year 2025.

## **Strategies**

- Set-up programs for reaching out to secondary schools to popularise academic programs, motivate potential female students to enrol and register at the University of Rwanda.
- Develop infrastructure for accommodation, classrooms, washrooms, and play areas for sports that are gender inclusive. For instance, set up the infrastructure for netball among other sports infrastructure for female students.
- Mobilise resources in the form of scholarship funds to increase the percentage of female students, studying and completing at the University of Rwanda, especially in STEM subjects.
- Introduce more flexible teaching and learning schedules to appeal to different needs of students, such as distance learning, evening and weekend programmes across UR campuses and colleges

**Principle Three:**

The University of Rwanda will periodically produce sex-disaggregated statistics to inform the planning and decision-making processes.

**Policy objective3**

To generate periodic statistics that are sex-disaggregated in all aspects in relation to administration, teaching, research and community outreach functions at the University of Rwanda.

**Strategies**

- Equip the UR statistics office with the required orientation and training in generating sex-disaggregated data.
- Establish linkages between the UR statistics office and the Gender Mainstreaming Directorate at the UR and at college levels.
- Create partnerships between the GMD with external stakeholders like the National Gender Machinery and the NISR, in generating and utilising sex-desegregated statistics and follow-up on the delivery of National Gender Commitments.

**Principle Four:**

The University of Rwanda shall ensure that gender issues are addressed in all curriculum content, module design and teaching and learning materials development.

**Policy objective4**

To design curricula that are gender inclusive and sensitive in content, the design of teaching and learning materials, teaching-learning methods and assessment.

**Strategies**

- Train academic staff in gender responsive pedagogy, gender sensitive curriculum design and create gender awareness among all university staff.
- Train academic staff in gender responsive pedagogy, gender sensitive curriculum design and create gender awareness among all university staff.
- To create a gender sensitive teaching and learning environment that caters for specific needs of all staff and students.

**Principle Five:**

The University of Rwanda supports the development of policy documents from a gender perspective and the use of gender-sensitive language in all policy documents.



### **Policy objective5**

To apply a gender perspective in the development of policies, such as the UR strategic plan, research policy, academic regulations, staff recruitment, welfare and promotion, students' enrollment and admission, performance and completion, gender budget statements, among other policies.

### **Strategies**

- Establishing a gender mainstreaming directorate at the UR Headquarter level that will lead the process of mainstreaming gender at College and Campus levels in partnership with all relevant UR stakeholders.
- Apply a gender perspective to all UR rules and regulations that apply to students and staff, thereby aligning them to the UR Gender Policy.
- Develop gender-related performance indicators, goals and objectives within all UR policies, strategies and plans.
- Commit a gender budget to ensure policies, programs and projects are gender responsive within UR.

### **Principle Six:**

The university of Rwanda will ensure a secure environment where students and staff are free from Gender-Based Violence and Sexual Harassment.

### **Policy objective 6:**

Develop capacity to address gender-based violence and sexual harassment among students, staff and stakeholder community.

### **Strategies**

- Conduct awareness campaigns on gender issues, especially on gender-based violence, for all female and male students and staff as well as the entire stakeholder community;
- Develop procedures to be used in reporting, investigation, and disciplining of perpetrators of GBV and SH, as well as counselling and support and reintegration of victims of GBV and SH back into the University community.

**Principle 7:** The University of Rwanda is committed to the mainstreaming of gender in all Research, Innovation and community outreach programmes.

### **Policy Objective 7:**

To develop UR context-specific gender mainstreaming strategies and indicators for gender-inclusive research, innovation and community engagement.

**Strategies:**

- Mainstream gender issues in research and community engagement across all UR Colleges, programmes and disciplines.
- Develop mentorship schemes within UR Colleges where senior academic staff mentor junior academic staff, more especially female academic staff whose numbers are still low.
- Develop international collaborations to create research programmes that build capacities and mentor junior academic staff, especially female academics at the University of Rwanda.
- Develop guidelines and build capacities of UR researchers on how to mainstream gender across research in different disciplines, programmes and research programmes.
- Create incentives to increase the quality and volume of research outputs and outcomes by women academics/researchers at the University of Rwanda.

## CHAPTER FIVE

### POLICY IMPLEMENTATION, MONITORING & EVALUATION

The successful implementation of the UR gender policy will be based on the organisational will within all UR internal and external stakeholders. UR internal stakeholders include administrative units at the headquarters, colleges, campuses, schools, departments, research centres, academic, administrative and support staff. External stakeholders include the Ministry of Education (MINEDUC), the Ministry of Gender and Family Promotion (MIGEPROF), the Ministry of Finance and Economic Planning (MINECOFIN), and the UR-Sweden Program, among other international development partners.

The Implementation requirements of the UR Gender policy will include;

- Strong support and ownership by UR top and middle management;
- Developing a sustainable resource mobilisation strategy to support the activities of the UR Gender Mainstreaming Directorate; more especially developing the capacity for human and financial resources for planning, implementation, monitoring and evaluation of UR Gender policy.
- Strategizing on the priorities of the UR Colleges/campuses, Schools, departments, Centres and units in line with addressing gender issues.
- Developing a culture of collecting and using sex-disaggregated data from all UR levels of administration, teaching and research units;
- Develop partnership-building strategies targeting key stakeholders in the gender sector within Rwanda and beyond;

#### 5.1. Roles and Responsibilities within UR

Gender issues within all UR programs, policies and projects will be taken into consideration. UR will ensure that all internal and external stakeholders apply the UR Gender policy guidelines to the advancement of the UR strategic plan, and Rwanda's national development goals. The effective implementation of the UR Gender policy will be based on a results-based Monitoring and Evaluation strategy clearly spelling out the roles and responsibilities of all UR internal and external stakeholders.

##### 5.1.1. The University Board of Governors

Through the office of the Vice-Chancellors and the DVCs, the UR Board of Governors shall:

- Oversee the implementation of gender equality principles in line with the UR Gender Policy that draws from Rwanda's national gender policy and other key national guidelines.

- Ensure the effective integration of gender dimension in the policies, programs, teaching, research and community outreach projects that are carried out by all UR administrative and academic units and other partner institutions within the public/private and civil society sectors.

### **5.1.2. The University Senior Management Council**

Given its mandate of being the highest coordinating organ of the University activities, the Senior Management Council will:

- Provide college's administrative and academic units the institutional support to implement the policy gender mainstreaming guidelines within teaching, research and community engagement.
- Ensure that the University fulfils its legal and fiscal responsibilities for promoting gender equality and all types of eliminating discrimination.
- Facilitate the development of a College/campus specific strategic and capacity building plans for the implementation of the UR Gender Policy.
- Assess and approve recommendations made by the Gender Mainstreaming Directorate (GMD) with regard to promoting gender mainstreaming within the University.
- Receive periodic reports from the Gender Mainstreaming Directorate (GMD) in order to oversee the progress of gender mainstreaming at the UR.

### **5.1.3. The University Senate**

As the University machinery, responsible for the teaching and learning, research and outreach, the University Senate will play a leading role in ensuring that all UR academic programs, research and innovation programmes are gender inclusive. The Senate will:

- Coordinate the implementation of the University Gender Policy across all academic units. Ensure that all academic programs, research and community engagement plans address specific gender issues and address the gender gaps at the University of Rwanda.

### **5.1.4. The Gender Mainstreaming Directorate (GMD)**

- GMD has the role of monitoring progress towards gender equality achievement at University level. In order to effectively assess progress of this policy implementation, GMD will:
- Develop gender specific performance indicators and comprehensive monitoring and evaluation systems for the University as well as guidelines for periodic reporting by different stakeholders within the colleges and campuses.
- In collaboration with UR Centre for Gender Studies (CGS), GMD will develop tools and guidelines for mainstreaming gender in all UR programmes and policies; such activities can include gender audits and gender-related workshops.

- Work with the UR statistics office to develop sex-disaggregated data collection system from all UR academic and administrative units. This will inform the process of producing periodic reports and planning that is informed from a gender perspective.
- Implement the recommendations from the University Council and Senate with regard to UR Gender policy enforcement and capacity building of all UR organs on gender equality and;
- Conduct regular dissemination of best practices to be scaled up or replicated elsewhere within the College or campus;
- Ensure coordination of the Gender-responsive budgeting plans in order to ensure financial resources are directly addressing gender gaps at the University of Rwanda.
- Set up gender budgeting guidelines which serve as a guide to developing College and campus budgets that are compliant with gender equality standards at UR.
- Liaise and network with national stakeholders like the National Gender Machinery, and external partners to ensure the implementation of national and international gender commitments

#### **5.1.5. The College Council and Campus Coordination Committee**

Colleges and campuses will be key organs involved in the implementation of the Gender Policy. College Councils or campus Coordination Committees will:

- Appoint Gender Mainstreaming Committees (GMC) and its Chairperson to oversee the implementation of the University Gender policy at a college or campus levels.
- Support the students' gender clubs and the GMCs within each campus/College to ensure active participation of the university community members so that they become stakeholders in the promotion of Gender Equality and Equity in and around the Campus.

#### **5.1.6. Deans/Directors, Heads of Departments/Centres and Units**

Schools, Departments, Directorates, Centres and Units within the College or Campus will play a critical role in ensuring that gender is mainstreamed across their day-to-day activities. Deans, Directors, Heads of Departments, Directors of Centres and Heads of Units shall ensure that gender equality promotion strategies have been set in their plans and that gender budget statements are prepared.

They will:

- Ensure Gender mainstreaming into programs, policies, projects during the planning and budgeting process as well as during the evaluation;
- Reasonably allocate sufficient resources and funds to implement gender related goals with reference to general UR Gender Policy guidelines.

- Work closely with the Gender Mainstreaming Directorate (GMD), the Student Gender Club Committee (SGC) to implement gender monitoring mechanism and systems already in place to assess progress.

#### **5.1.7. College/Campus Gender Mainstreaming Committees (GMCs) and Students' Gender Clubs (SGCs)**

Just as the College GMCs are appointed at the College/Campus, the Students' Gender Clubs (SGCs) are established by the Student Guild Council. Both entities will work together to fulfil the following responsibilities:

- Carry out gender awareness campaigns among female and male Staff and Students;
- Organize Gender discussions on key gender issues affecting the teaching, research and community outreach as well as the well-being of students, staff and other stakeholders or beneficiaries of UR services.
- Reach out to the surrounding communities (schools, hospitals, businesses, Community-based organisations and cooperatives) with the aim to raise gender awareness and mainstreaming.
- Establish strong collaborative strategies and guidelines to effectively and efficiently implement the University Gender Policy at College, campus and unit level.
- Work hand in hand with the University Gender Mainstreaming Directorate to promote gender equality across the university, nationwide and worldwide.

#### **5.1.8. Staff, Students, Service Providers and Contractors**

All staff, students, service providers or contractors have a role to play in promoting gender equality, and in creating and maintaining an environment where there is zero tolerance for harassment and discrimination.

- They shall indicate sex-segregated data each time they report on any university activity: reports, research, continuous assessments and examination results, etc. The data will allow tracking of progress on gender promotion and will inform the College/School/Department/Directorate/Centres/units' policy review process for the University.
- They shall directly report gender discrimination/harassment or GBVs issues to the Coordinator of the Gender Committee for action and advocacy.

#### **5.2. Roles and Responsibilities of External stakeholders**

Ministries, Government departments at a national and local level as well as private and other non-government organisations partnering with the UR will play a role of providing clear orientation to and linking their gender policies with the whole process of gender mainstreaming in various sectors that the University of Rwanda seeks to develop. Each Ministry, Government department, private entities or any other stakeholders will work closely with the relevant College

to ensure that gender issues in their field of study are addressed. They will create a conducive environment and delivery of high-quality services responding to the need for the University to promote gender equality and equity within and outside the country. They may also be asked to increase resource allocation to gender interventions, do advocacy and networking and provide technical assistance in gender mainstreaming and analysis.

### **5.3. Coordination Mechanisms**

The implementation of this Gender policy requires a strong coordination mechanism to allow all partners to share experiences, generate new ideas, identify issues that concern them and advocate for change. Principles and strategies in the policy serve as guidelines and give room to Colleges, Campuses, Schools, Departments, Directorates, Centres, and units to put in place any strategy to implement the Policy.

- At UR level, the implementation of the UR Gender policy will be coordinated by the UR Gender Mainstreaming Directorate (GMD).
- At College or Campus level, a Gender mainstreaming Coordination committee will be put in place.
- Each UR College or campus could establish a network with regional, national or international partners in gender equality and equity promotion.
- The UR Gender Mainstreaming Directorate will give guidance and orientations to the College or campus Gender Mainstreaming Committees which will periodically submit the policy implementation report to the UR-GMD. It is suggested that the College or campus Gender Mainstreaming Committee meets at least thrice a year while the University Gender Steering Committee, overseeing the work of GMD, meets at least twice a year.

### **5.4. Monitoring and Evaluation**

The effective monitoring and evaluation of the policy objectives, activities and related indicators will be done through a regular collection, analysis and use of sex-disaggregated data to reflect the extent to which academic and administrative units implement the gender mainstreaming guidelines. The evaluation will be an examination of gender-related results from the implementation of the UR gender policy guidelines. Evaluations will be carried out based on the available resources/inputs, outputs/results, performance indicators and outcomes.

#### **5.4.1. Policy outcomes and associated indicators**

The outcomes and indicators for the implementation of this policy are in line with the principles, objectives strategies of this Gender Policy. Each College or Campus management will conduct baseline studies, set targets to be achieved based on this gender policy as a guideline.

**Policy objective 1:** To increase the percentage of female administrative and academic staff to at least 50% of parity and also to ensure their equitable staffing, training and development and participating in decision making by 2025.

**Outcome 1:** UR to have attained gender parity of 50% in terms of staffing, and competence that will ensure equal participation at all decision-making levels by 2025.

**Outcome indicators:**

- The existence of UR Career guidance Centres where both female and male staff consult on gender issues in career development.
- Availability of UR- PhD programmes that enrol women and men and ensure that they complete in time.
- Availability of international scholarships which are gender inclusive and address the challenges of both women and men studying abroad.
- Availability of gender inclusive guidelines in the recruitment and retention of staff within UR Colleges, so as to avail equal opportunities for both female and male academic, administrative and support staff.
- Availability of Day Care Centres for children of both students and staff in UR Colleges and campuses.

**Policy objective 2:** To increase the number of female students enrolling at the University of Rwanda to 50%, and address issues of female students' performance, retention and completion by the year 2025.

**Outcome 2:** Increased female students' enrollment, performance, retention and completion at the University of Rwanda.

**Outcome Indicators:**

- Availability of gender inclusive infrastructure for accommodation, classrooms, washrooms, and play areas for sports and games.
- Availability of Scholarship Schemes to support the enrollment of female students studying at the University of Rwanda.
- The existence of flexible teaching and learning schedules to appeal to different needs of students, such distance learning, evening and weekend programmes across UR campuses and colleges.

**Policy objective 3:** To generate periodic statistics that are sex-disaggregated in all aspects in relation to administration, teaching, research and community outreach functions at the University of Rwanda.



**Outcome 3:** Periodic reports that reflect sex-disaggregated data on a wide range of functions, such as, administration, teaching, research and community engagement at the UR.

**Outcome indicator:**

- A UR statistics office generating periodic sex-disaggregated statistics and reports on all aspects of the University life.
- Existing coordination and working mechanisms between the UR statistics office, the Gender Mainstreaming Directorate and UR Colleges and campuses in the collection of sex-desegregated data.
- A number of partnerships and MoUs between the GMD with external stakeholders in generating and utilising sex-desegregated statistics and follow-up on the delivery of National Gender Commitments.

**Policy objective 4:** To design curricula that are gender inclusive and sensitive in content, design of teaching and learning materials, teaching-learning methods and assessment.

**Outcome 4:** Curricular that is engendered in all aspects including content, design of teaching and learning materials, teaching-learning methods and assessment across the UR.

**Outcome indicators**

- Number of academic, administrative and support staff trained in gender awareness.
- A number of academic staff trained in gender responsive pedagogy, gender sensitive curriculum design and development.
- Availability of gender sensitive programmes and infrastructure that caters for the specific needs of students and staff

**Policy objective 5:** To apply a gender perspective in the development of policies, such as the UR strategic plan, research policy, academic regulations, staff recruitment, welfare and promotion, students' enrolment and admission, performance and completion, gender budget statements, and others.

**Outcome 5:** All UR policies strategic plans, rules, regulations and guidelines across the main functions of administrative, teaching, research and innovation shall be gender sensitive.

**Outcome indicators:**

- A Gender Mainstreaming Directorate set up at the UR Headquarters level to oversee the implementation of gender mainstreaming across the UR
- A number of training workshops for UR staff in gender-responsive budgeting to inform the planning and implementation of gender budget statements at the University of Rwanda.

- The existence of gender performance indicators for achieving the UR vision, mission, goals, and objectives and in all UR policies.
- A Results-based Monitoring and Evaluation Plan that is gender sensitive.

**Policy objective 6:** To develop the capacity to address gender-based violence and sexual harassment among students, staff and stakeholder community.

**Outcome 6:** Existence of clear mechanisms of reporting, investigating and disciplining GBV and SH perpetrators, and counselling and support services for victims of GBV and SH within the university.

#### **Outcome indicators**

- A number of staff and students trained about the negative effects of gender-based violence and sexual harassment, and awareness campaigns and tailor-made workshops on the above issues held at the UR.
- Availability of guidelines, procedures for reporting, investigation, disciplining perpetrators of GBV and SH, and the existence of counselling support and reintegration services for victims of GBV and SH at UR campuses.

**Policy objective 7:** To develop UR context-specific gender mainstreaming indicators for gender-inclusive research, innovation and community engagement.

**Outcome 7:** Availability of gender mainstreaming guidelines and indicators in research and innovations and community engagement programmes of the UR.

#### **Outcome indicators**

- The existence of gender mainstreaming guidelines and indicators in UR research and innovation, and community engagement programmes.
- The existence of mentorship schemes where senior academic staff mentor junior academic staff, especially among female academic staff within UR Colleges.
- The existence of international collaboration research programmes geared to build capacities and mentor junior academic staff, especially female academics at the University of Rwanda.
- Existence of guidelines on how to mainstream gender across research in different disciplines, programmes and research programmes within UR
- A number of capacity-building workshops and UR researchers trained in the mainstreaming of gender in research and innovation, and community outreach programmes.

- The existence of incentives to increase the quality and volume of research outputs and outcomes by women academics/researchers at the University of Rwanda.



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**Vice Chancellor, University of Rwanda**

