

**GENDER PACKAGE WITH
KEY MESSAGES TO MANAGE
GENDER ISSUES**

**FOR
TTCs AND MODEL SCHOOLS
IN RWANDA**

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FOREWORD

Gender-Based Violence (GBV) is any harm perpetrated against a person's will on the basis of gender. Although any person is at risk, girls and women are mainly the victims. It is one of the issues in the Rwandan society and it has roots in the abuse of power, gender inequality and lack of belief in equality of human rights for all. GBV is a challenge for the achievement of gender justice, sustainable development, economic growth and peace of the country.

Rwanda is signatory to international and regional protocols advocating for the rights of women, e.g the Maputo Protocol of 2003, a binding legal framework that holds African governments to account for the continued gross violation of the rights of women and girls in Africa. It also ratified ECOWAS Treaty (December 2018, Rwanda) for the formulation of policies and development of programs which enhance women's economic, social and cultural conditions.

The Government of Rwanda has taken significant steps in addressing gender-based violence including the putting in place laws and policies against GBV. Today, GBV has been criminalized in Rwanda since 2008 and is currently under Law No 68/2018 of 30/08/2018. Furthermore, punishments for child neglect due to gender, marital rape, sexual violence and harassment of a spouse are outlined. Gender sensitive laws and strategies have been put in place to curb GBV at all levels. The most outstanding model to handle cases of gender based violence is the established Isange One Stop Centers countrywide to provide holistic services to the victims of GBV and child abuse under one roof.

Though such efforts are in place, some challenges related to GBV still exist including low reporting, limited evidence especially in cases of sexual violence/ child defilement, teenage pregnancy and limited control over resources. It is in this regard that Rwanda Education Board (REB) is honored to present this *Gender Package with Key messages to manage Gender Issues for TTCs and Model Schools in Rwanda*. This book will serve as a guide on how to manage gender issues that characterize our society and educational institutions today.

We therefore seize this occasion to request those who will read and use it to give us feedback which can help us to improve it for it to be suitable to those it has been written for.


Dr. MBARUSHIMANA Nelson
Director General/REB

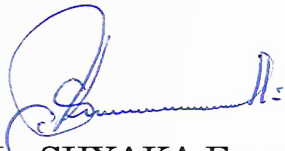


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Finally, a word of thanks goes to all development partners who in one way or the other contributed towards making this book available.



Mr. SHYAKA Emmanuel
SPIU Coordinator/REB

LIST OF ACRONYMS AND ABBREVIATIONS

CBC:	Competent Based Curriculum
CEDAW:	Convention on the Elimination of all forms of Discrimination Against Women
COMESA:	Common Market for Eastern and Southern Africa
COOPEDU:	Cooperative Duterimbere
EDPRS:	Economic Development and Poverty Reduction Strategy
FAWE:	Forum for African Women Educationalists
FGM:	Female Genital Mutilation
GBV:	Gender Based Violence
GMO:	Gender Monitoring Office
GRP:	Gender Responsive Pedagogy
ICDP:	International Conference on Population and Development
IPV:	Intimate Partner Violence
LGBT:	Lesbian, Gay, Bisexual and Transgender
MDGs:	Millennium Development Goals
MIGEPROF:	Ministry of Gender and Family Promotion
MINEDUC:	Ministry of Education
NDHS:	National Demographic Health Survey
NEPAD:	New Partnership for Africa's Development
NWC/CNF:	National Women's Council/Conseil Nationale des Femmes
OLPC:	One Laptop Per Child
PSF:	Private Sector Federation
RWAMREC:	Rwanda Men's Resource Center
SACCO:	Savings Credit Cooperatives
SDGs:	Sustainable Development Goals
SRGBV:	School Related Gender Based Violence
STIs:	Sexually Transmitted Infections
TTC:	Teacher Training College
UNDP:	United Nations Development Program
UNESCO:	United Nations Educational, Scientific Cultural Organization
UNICEF:	United Nations International Children Emergence Fund
UNSC:	United Nations Security Council

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BACKGROUND

The Rwandan society was characterised by a patriarchal social structure that underlies the unequal social power relations between men and women, girls and boys. This has translated into men's dominance and women's subordination. Gender inequalities were not seen as unjust, but as respected social normality.

During the colonial era, men's supremacy over women was reinforced. For example, the abrupt shift from a subsistence economy to a monetary economy based on paid employment and a formal education system, weakened women's position relative to that of men. In particular, it weakened their bargaining position on matters concerning their access to and control over resources and the degree of their level of participation in the development process.

Historically, however, there are many cases to show that although women largely played a dominant role in the Rwandan society, some positive tendencies existed within the Rwandan culture, which reinforced women's social role and ensured their autonomy. For example, women played a pivotal role in the management of household resources and participated in decision-making at different levels (National gender policy, 2010).

The political will of the Rwandan leadership after the 1994 Genocide against the Tutsi and the 4th World Conference on Women held in Beijing (China) in 1995 were the key factors that underpinned important changes in the Rwandan society. The following are two of the major changes that took place in the Country: firstly, physical and social reconstruction of the country, which involved women. Secondly, the Beijing recommendations were another opportunity for Rwandan women to increase their participation in decision making positions, mostly in the high ranking positions.

Rwanda ratified and adhered to a number of International and Regional Conventions, Charters and Declarations, including the CEDAW, the Millennium Development Goals (MDGs), the United Nations Security Council Resolution 1325, the Universal Declaration of Human Rights of 10 December 1948, the New Partnership for Africa's Development (NEPAD), and COMESA, among others. All of these instruments highlight gender as an important approach for sustainable development.

By ratifying the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), in 1981 and the International Conference on Population and Development (ICPD) in 1994, Rwanda undertook appropriate measures, including legislation to fight against any act or practice of discrimination against

women, to modify and/or abolish existing laws, regulations, customs and practices which embody discrimination against women.

It is important for Rwanda, just like other countries, to measure progress towards achieving the commitments made to achieve gender equality objectives and standards set by these instruments.

KEY ACHIEVEMENTS IN GENDER EQUALITY AND WOMEN EMPOWERMENT

In the field of Gender Equality and Women's Empowerment, Rwanda has made tremendous achievements which constitute best practices in this regard, some of which are the following:

1. Poverty Reduction

The Government of Rwanda made a strong commitment to integrate gender into policy and strategic planning instruments. In the Vision 2020, the Economic Development and Poverty Reduction Strategy (EDPRS), gender is highlighted as a cross cutting issue in all sectors.

In addition to that, a Gender Responsive Budgeting Project was initiated by the Ministry of Finance and Economic Planning in Partnership with the Ministry of Gender and Family Promotion to ensure budget allocation to Government interventions that are gender sensitive.

2. Access to Education

Nine Years Basic Education facilitates full access to education by both girls and boys. Girls' education Policy and its strategic plan were put in place by the Ministry of Education to ensure access, retention and performance of girls and women at all levels. Emphasis is put on girls' education in Science and Technologies. In this regard, some affirmative actions were put in place including the FAWE Girls' schools, Awards for girls, etc. In support to Science and Technologies, the One Laptop Per Child (OLPC) was introduced and is under implementation, and girls and boys are using computers and internet to improve learning and research skills through internet and other programs designed in the laptops.

3. Access to Health

There are community health workers all over the country who mobilize and monitor the implementation of health programs in the community; a national health insurance scheme was put in place for the whole population; a Reproductive

Health Policy was developed. Demographic and Health Survey and Gender Profiles are produced on regular basis.

4. Fighting violence against women

In eradicating Gender Based Violence (GBV), the following achievements have been registered:

- Establishment of ISANGE One Stop Centers for GBV victims' care in medical, psychosocial, legal support, etc;
- National strategic plan on UNSC Resolution 1325 has been elaborated;
- Promulgation of law preventing and punishing Gender Based Violence;
- Enacting gender sensitive laws and reviewing existing discriminatory laws;
- Establishment of anti - GBV and child protection committees from grassroots levels to the national level;
- Gender Desk in Rwanda National Police, Rwanda Defense Forces and in the National Public Prosecution Authority;
- Free hotlines in Rwanda National Police, Rwanda Defense Forces and in the National Public Prosecution Authority;
- An association of men (RWAMREC) that strives to sensitize the population and eradicate Gender Based Violence, specifically violence against men.

5. Women in the economy

- Law N° 22/99 of 12/11/1999 related to matrimonial regimes, liberalities and successions, giving women the same rights of succession as men.
- Land Organic Law N°08/2005: Equal access to land for both men and women;
- Labour Law was gazetted in 2009.
- Women Employment Strategic Plan.
- Rwanda's Women Guarantee and Fund.
- Establishment of Savings and Credit Cooperatives based in each sector known as Umurenge SACCO.
- Umwarimu SACCO Program that helps primary and secondary school teachers to access soft loans.
- People's Bank for Women's Promotion (Banque Populaire pour la Promotion Féminine).

- Savings and Credit Cooperative «COOPEDU» initiated by Women’s association “DUTERIMBERE”.
- Chamber of Women Entrepreneurs in the Private Sector Federation (PSF).

6. Decision making

Rwanda is the first country in the world to have a majority of women in Parliament and the Chamber of Deputies (56.25%). The Speaker of Parliament is a woman. 35% of Senate members are women. 38% of the Ministers are women; 40% of the Ministers of State are women. In the Judiciary, women represent 50%, etc.

7. Gender institutional mechanisms

- The Ministry in Charge of Gender and Family Promotion (MIGEPROF)
- Gender Monitoring Office (GMO)
- National Women’s Council (NWC/CNF)

Objective

This package was developed to explain to students the gender concept, critical gender-based issues in Rwandan schools (including high numbers of girls dropping out in secondary school, teenage pregnancy, perceptions and expectations around gender roles and power dynamics, especially within schools, sexual and reproductive health, repetition and gender-based violence (GBV) toward both girls and boys in school settings and how to address them.

It is hoped that it will enable students to internalize and apply gender messages that respond effectively to the needs of students/learners, both girls and boys. In the long run, it is expected that this will bear positive fruits in terms of making the school environment friendlier to all learners and closing the gender gap in education.

It will better equip students (as future teachers) in a way that responds to the needs of girls and boys so that they are enabled to exploit their full potentials and talents without any discrimination or prejudice.

The recognition of gender gaps in education informed the development of this package. It will be used in clubs to share education related messages on gender. Students will participate in communication and outreach on gender-related education issues within schools and the community.

GENDER AND HUMAN RIGHTS

Introduction

Gender refers to the socially and culturally assigned roles of being male or female; while human rights are rights inherent to all human beings, regardless of nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status.

Women are still responsible for the majority of unpaid housework and childcare. This remains true regardless of the level of education the woman has achieved. This issue of gender inequality gave more powers to men than women specifically in education. For example, in secondary schools, in terms of the retention, boys are 55% while girls are 45% (Gender policy, 2020). Women's literacy rates (65%) are lower than men's (72%) (Gender equality Strategy: UNDP Rwanda, 2019-2022). This further constrains women and girls' already limited opportunities in terms of accessing resources, creating and managing small businesses and participating in decision-making processes. Among other things, high illiteracy rates between both genders limits awareness of existing gender-sensitive laws.

In this topic, there are four sub-topics developed into seven sessions. Each session is introduced by a scenario that helps students to understand the sub-topic. Then, there are discussion points to enhance the understanding of the concept. Students themselves extract key messages from the discussion points in order to change their behaviors positively.

Gender equality refers to equal treatment of women and men in laws, policies and equal access for men and women to resources and services. It is when women, men, girls and boys, enjoy the same rights, resources, opportunities and protections. Gender equality and freedom from discrimination are human rights.

Sub-topic one has two sessions. Each session has the purpose of the session, scenario, discussion points, role-play, key messages and task/homework.

Session 1: Right to education

1.1 Purpose of the session

This session will enable students to understand that girls and boys have equal rights to education.

1.2 Scenario: Who is right?

A certain family had two children who had just completed ordinary level. When admission letters for further studies came, the girl was given Construction Option while the boy was given Early Childhood Education course. Their parents suggested that they exchange courses. They claimed that teaching was appropriate for girls while building was for boys - yet each child had been given her/his preferred course. When they refused to listen to their parents, they were denied school fees and they had to drop out of school.



1.3 Discussion points

- (i) What problem did the children face?
- (ii) What was the cause of the problem?
- (iii) Were the children justified to take such a decision of defying their parents?
- (iv) Were the parents justified to take such a decision? Explain.
- (v) If you were the parents of the two children, what would you have done?
- (vi) What will be the impact of the decisions taken by the children and their parents?
- (vii) Suggest possible strategies to avoid the above impact.

1.4 Role play

Students act as people who solve the problem of a society with stereotypes related to the education of girls and boys.



Key messages:

- All children have equal rights to education
- Parents have to give rights to their children in choosing the courses to study which fit their choices and abilities.
- Parents must allow children to exercise their rights.

1.5 Task/homework

Remember that there are similar cases of this nature in our communities today. Visit such families and give them pieces of advice on the children's right to education.

No courses are specifically meant for boys or girls.

Session 2: Equal access to the parents' property

2.1 Purpose of the session

Students will understand that girls and boys should have equal rights to inheritance of property.

2.2 Scenario: Right to property

In a certain family there were two children, a boy and a girl. When their parents died, relatives brought up the two children. When they grew up, all the property left by their parents were given to the boy. When the girl asked for her share, her relatives told her that she had no right to the property because, as a girl, she belonged to her future husband. This made her sad though she decided to keep quiet.



2.3 Discussion points

- (i) Was the girl justified to ask for her share ? Explain
- (ii) Was the denial of her share fair to the girl?
- (iii) What rights was the girl denied?
- (iv) Assuming you were the girl, what would you have done?
- (v) What impact will this have on the girl?

2.4 Role play

Students act as people who solve the problem of families that have gender stereotypes related to equal access to the parents' property.



Key message:

Stand up for equal access to the parents' property for both girls and boys.

2.5 Task/homework

Go and find out if there are similar cases in the community and report their findings. Search for and explore the laws governing access to the parents' property and present to the group.

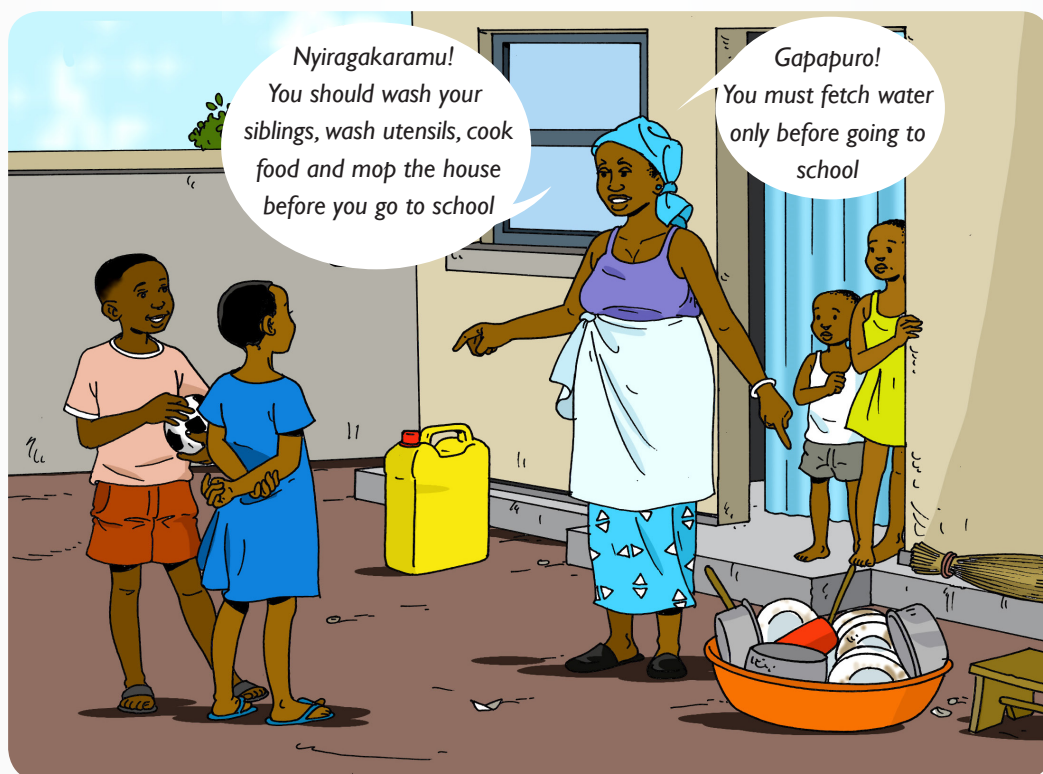
Session 3: Division of labour

3.1 Purpose of the session

Students will ensure that unpaid care work, tasks and responsibilities are shared and redistributed fairly among girls and boys equally.

3.2 Scenario: Why do you overload me?

Before going to school, a boy and a girl go to fetch water. When they come back the girl is given additional tasks of bathing her siblings and washing utensils while the boy goes directly to school, arrives there in time, and plays games. The girl comes late and finds that the first lesson has already ended.



3.3 Discussion points

- (i) Is this division of labour fair? Explain.
- (ii) What impact did it have on the girl?
- (iii) What would you do if you were the parents, and why?

3.4 Role play

Students act as authorities who solve the problem of people with the mindset of unfair division of labor based on gender.



Key message:

Promote fair division of labor among boys and girls.

3.5 Task/homework

Go in your community and inquire about unpaid care work, its impact on the academic performance of learners, and then report to the group next time you meet.

Session 4: : Gender respect as the Golden Rule

4.1 Purpose of the session

Students will develop a culture of respect for gender as a basic principle.

4.2 Scenario: Let us play together

A group of boys was selecting team members for the football game. Then a group of girls approached and asked to be included in the team. The boys refused and kicked them out of the playground saying that girls are weak and incapable of playing football. Some of the girls were hurt in the process. They were annoyed and ran to the head teacher's office to report the boys. The head teacher called an assembly and addressed the entire school on respect for gender.



4.3 Discussion points

- (i) Was the boys' decision fair?
- (ii) Is it true that girls are weak and incapable of playing football?
- (iii) Explain the rights of girls which were violated.
- (iv) Was it necessary for the girls to report the case to the head teacher? Explain.
- (v) Assuming the girls had not reported the case, what would have been the risk?

4.4 Role play

Students act as people who solve problems related to others' rights based on gender

**Key messages:**

- Your rights end where mine begin.
- What you do not want done to yourself, do not do to others. (Confucius)
- If you want people to respect you, respect them too.
- Exercising our rights responsibly requires a culture of respect for others.
- Human rights are for everyone.

4.5 Task/homework

Discuss with other clubs the rights of individuals and report your findings.

SUB-TOPIC II:**GENDER AND HUMAN DIGNITY**

The dignity of a person is lived out in society by the fulfillment of personal responsibilities. Work is one such essential responsibility which shapes and fulfills human dignity by providing for the needs of one's self and one's family. Gender equality is not about women. It is about women, men, girls and boys, it is about our shared humanity and creating fairer societies that recognize the right of each person to be treated with dignity. Some of the practices that violate gender and human dignity include torture, rape, social exclusion, labour exploitation, bonded labour, and slavery, etc.

Session 5: Street children**5.1 Purpose of the session**

To ensure that girls and boys take human dignity as an integral part of their lives in society.

5.2 Scenario: Unfair child treatment

A girl got pregnant and had a son. Later on, she got married to a certain man. The man told her, "I do not like this boy. At least if it had been a girl". The man mistreated the boy and hardly paid his school fees. Every day, he would go to school late because of house chores. One day, the boy decided to drop out from school and left home for the streets.



5.3 Discussion points

- (i) Was the man fair to the boy? Explain.
- (ii) Why did the boy drop out of school?
- (iii) Mention the rights of the boy that were violated.
- (iv) Mention other aspects that can cause street children.
- (v) Outline the effects of street children.
- (vi) What strategies can be taken to stop street children?

5.4 Role play

Students act as street children explaining its causes and impacts



Key messages:

- Street children are among vulnerable groups.
- Boys and girls have the right to belong to a family

5.5 Task/homework

Find out if there are fellow children who dropped out of school and went to the streets. Explain to the community the dangers facing street children. Convince street children to go back to their families.

Session 6: Human trafficking

6.1 Purpose of the session

This session will help students understand that human trafficking is a crucial issue that should be prevented by everyone.

6.2 Scenario: Be careful!

A group of Senior Six girls and boys in a certain school were about to complete school. One day, they were told by some people that they had paying jobs for them. They even promised to help them to continue their studies. The students decided to drop out of school and were taken abroad only to end up as sex workers. They were stranded and regretted the decision they had taken.



6.3 Discussion points

- (i) Was it wise for the students to take such a decision? Why?
- (ii) Which are the other causes of human trafficking?
- (iii) What are the impact of human trafficking?
- (iv) What advice can you give to the youth about people who promise them jobs abroad?
- (v) Discuss the strategies to fight human trafficking.

6.4 Role play

Some students act as human traffickers while others act as their victims and show its impact



Key messages:

- Human trafficking is a serious crime and a grave violation of human rights that must be prevented
- Human trafficking takes many forms and knows no borders.
- Traffickers use force, fraud, or intimidation to force their victims into labor or commercial sexual exploitation.

6.5 Task/homework

Tell your fellow youth to avoid people who promise them heaven and make them drop out of school. Find out in your community if there are cases of human trafficking and advise accordingly.

GENDER-BASED VIOLENCE

Introduction

Rwanda has taken significant steps in addressing gender-based violence including the passage of laws and policies against GBV. GBV has been criminalized in Rwanda since 2008 and is currently under Law No 68/2018 of 30/08/2018, which defines four types of GBV: bodily, economic, sexual and psychological. Further, punishments for child neglect due to gender, marital rape, sexual violence and harassment of a spouse are outlined.

SUB-TOPIC I:

GENDER BASED VIOLENCE IN FAMILIES

This sub-topic is developed into five sessions and points out key information on GBV in families, its forms, root causes, consequences and finally its prevention and response mechanisms.

Session 7: Key information on Gender-Based Violence in a family

7.1 Purpose of the session

This session aims at making students aware of Gender-Based Violence in a family to increase their knowledge about GBV, for protection, behavior change and attitudes.

7.2 Scenario: Gasheke's marriage

Gasheke remembers the day she got married. My mother helped me into my new red dress. She accompanied me to a room where ten women had gathered. Some of them called me “little bride” and I was confused. I looked at my mother, and she said now you are going to be married off. I did not

understand what “marriage” meant. However, as they talked, I realized that I was being given away to my future husband. I wanted to refuse, but my mother would not let me talk. My parents had already taken the decision.



7.3 Discussion points

1. Is there any case of GBV in this story?
2. What should the child do?
3. If this happened to you, how would you react?

7.4 Role play

In a group of six students, play a scenario where a teenager is forced to get married by the family members. The local authority intervened to stop early marriage.



Key message:

- Avoid early marriage
- Child forced marriage is a GBV and it is punished by the law.

7.5 Task/homework:

Compose a story on GBV in a family and read it to the club members.

Session 8: Forms of GBV in a family

8.1 Purpose of the session

This session aims at making students aware of Gender-Based Violence forms in families for their protection and behavior change.

8.2 Scenario: Miserable life of Gasheke

At 15, Gasheke got married. Her wedding night was very painful and one month later, she became pregnant. It was the most difficult time for her, getting pregnant at a young age. Her husband and his family physically and emotionally abused her.



8.3 Discussion points;

1. Is there any form of GBV in the scenario?
2. State other forms of GBV in the family?

8.4 Role play

In a group of threes, students play a scenario where a pregnant woman, father and mother in law and the husband abuse her and then she cries.



Key messages:

- Pregnant women should be given care and respect.
- Early marriage is one of the forms of GBV.

8.5 Task/homework

Compose a story on GBV forms in a family and read it to the club members.

Session 9: Root causes of GBV in a family.

9.1 Purpose of the session

This session aims at making students aware of Gender-Based Violence causes in families and taking preventive measures.

9.2 Scenario: Nzogsha the drunkard

A man called Nzogsha was a casual labourer living in Gatare village renting Mr. Mutuzo 's house. Whenever Nzogsha got his wages, he could not buy food for his family, pay school fees for the kids and house rent. Consequently, the kids were dismissed from school and the landlord evicted them from his house.



9.3 Discussion points

1. In reference to the above scenario, is there any cause of GBV in a family?
2. State other causes of GBV in a family.
3. According to the scenario above, what are the consequences of GBV in a family?

9.4 Role play

In a group of five, students play a scenario whereby a drunkard commits different of GBV in a family.



Key message:

Prevention of all causes of GBV in a family is everyone's responsibility.

9.5 Task/homework

Compose a story on the causes of GBV in a family and read it to the club members.

Session 10: Consequences of GBV in a family

10.1 Purpose of the session

This session aims at making students aware of consequences of Gender-Based Violence in families.

10.2 Scenario: Mistreatment of Gasheke

Gasheke did not have proper feeding during her pregnancy. After her first baby girl was born, she was blamed for not having delivered a boy. The baby was small and weak, and Gasheke had no one to support her in caring for the baby. The child developed Kwashiorkor and died afterwards.



10.3 Discussion points

What are the consequences of GBV in a family?

10.4 Role play

In a group of fours, students play a scenario in which a woman with her new born baby has been affected by GBV in a family.



Key messages:

- Fight against any cause of GBV in a family.
- Avoid all consequences of GBV in a family.

10.5 Task/homework:

Compose a story on consequences of GBV in a family and discuss how they can be solved. Then read it to the club members.

Session 11: Prevention and response mechanisms to GBV in families

11.1 Purpose of the session

This session aims at making students aware of prevention and response mechanisms to Gender-Based Violence in families.

11.2 Scenario: I got support

After the death of her first child, Gasheke had other children. Gasheke and her husband were advised by the Community Health Workers to visit Isange One Stop Centre for help. She began receiving counselling services and treatment for depression. Afterwards, she got a job as a cleaner, which gave the family some financial stability. They plan to send their children to school. Today, they are happy and enjoying life and they have hope for the future.



11.3 Discussion points

1. What are the prevention and response mechanisms to Gender-Based Violence in families stated in the above scenario?
2. Where do they get advice from?
3. State any other prevention mechanisms to GBV in a family.

11.4 Role play

In a group of fours, students play a scenario where a girl has suffered from GBV consequences and a woman is counselling her and giving some pieces of advice.



Key message:

- Prevention and response mechanisms to Gender-Based Violence in families are men's and women's responsibility.
- Any case of GBV in families should be reported to Isange One Stop Center on toll free line 116

11.5 Task/homework

Compose a story of someone who is affected by GBV because she/he has not enough information on GBV in a family and discuss how to prevent it.

SUB-TOPIC II: SCHOOL-RELATED GENDER-BASED VIOLENCE (SRGBV)

SRGBV affects millions of children, families and communities in all countries across the globe. Girls, boys, teachers and students can be victims or perpetrators of SRGBV and it can have long-term consequences on their lives.

This sub-topic has five sessions and points out key information on SRGBV, its forms, root causes, consequences, prevention and response mechanisms.

Session 12: Key information on School-Related Gender-Based Violence

12.1 Purpose of the session

This session aims at making students aware of School-Related Gender-Based Violence for their protection and behavior change.

12.2 Scenario: Don't cover up violence case

An 18 years-old schoolboy called Kibuni proposed to his classmate called Hawaii to be his girlfriend. The girl refused the proposal because she wanted to finish her studies before having any intimate relationship. After her refusal, Kibuni felt undermined and frustrated. He started intimidating Hawaii that he will kill her. He started calling her names like slut, old girl, etc. One day, Kibuni followed Hawaii in the toilets and attempted to rape her. The watch man heard Hawaii screaming and intervened before Kibuni raped her. The watch man reported the case to the head teacher.



12.3 Discussion points

4. Is there any case of SRGBV in this story?
5. What should the head teacher do?
6. If this happened to you, how would you react?

12.4 Role play

In a group of eight, students play a scenario where a female teacher favors girls and gives them free marks because she considers them weak compared to boys.



Key messages:

- Your body is yours, prevent it from any violation.
- GBV is a violation of an individual's basic human rights.

12.5 Task/homework

Compose a story on GBV and SRGBV and read it to the club members.

Session 13: Forms of School-Related Gender-Based Violence

13.1 Purpose of the session

This session aims at equipping the school community with the skills of identifying SRGBV cases for better prevention and response mechanisms.

13.2 Scenario: Prevent SRGBV

There were two schoolboys who often lifted the mistress' skirt. One day, the head teacher saw them and asked the mistress why she does not react. The mistress smiled and told him that they were just kids. This surprised the head teacher who told her that this was a form of SRGBV. When she became aware of this, the mistress beat the two schoolboys and started excluding boys from her lessons.



13.3 Discussion points

- (i) What form of Gender Based-Violence did the mistress face?
- (ii) Do you think the reaction of the mistress was a Gender Based-Violence? Justify your answer.
- (iii) With concrete examples, explain other forms of Gender Based-Violence that can occur at school or around school.

13.4 Role play

Play a comedy whereby students bully (tease) a new comer until he/she shifts from the boarding school to a day school because of being intimidated.



Key message:

Never misuse your powers.

13.5 homework

Interview five people on SRGBV forms in your community and present the findings to your club members.

Session 14: Root causes of SRGBV

14.1 Purpose of the session

This session aims at helping students to understand the factors contributing to SRGBV in order to avoid being victims and targets of SRGBV perpetrators.

14.2 Scenario: Prove your manhood!

Sayo was a 14 years old schoolgirl in S3 at Bisa Secondary School. She passed her national examinations with good grades. She wanted to continue her studies in Science combinations. Her parents told her that Science combinations were for boys. Eventually, she was allowed to do her studies in Sciences at ES Mundo. In that school, girls were not given the opportunity to represent the school in Science competitions. Sayo one time conflicted with a boy and beat him. The boy reported the case to the head teacher who told him that he should have proved his manhood.



14.3 Discussion points

- (i) Explain how the response of the head teacher could lead to perpetuation of SRGBV.
- (ii) Why were girls at Mundo Secondary School not given the same opportunities in school competitions?
- (iii) Comment on the mindset of Sayo's parents.

14.4 Role play

In a group of five, students dramatize a story where parents deny a girl the right to go to school at the expense of a boy and show a family friend challenging these parents.



Key message:

Girls and boys have the same abilities.

14.5 Task/homework

With examples, explain the contribution of females in the development of the country regardless of the barriers met.

Session 15: Consequences of SRGBV

15.1 Purpose of the session

This session aims at explaining to students the consequences that a School Related Gender-Based Violated person is likely to face. It also aims at encouraging students to say “no” to School-Related Gender Based Violence.

15.2 Scenario: Please help me!

Kakuvu was a 15 years old schoolgirl. She played sex with many of her school boyfriends. She got unintended pregnancy and Sexually Transmitted Infections (STIs). She developed health problems including eating disorders, depression and insomnia (sleeplessness), among others. She also developed psychological problems like feeling guilty, self-harm, anxiety and suicidal tendencies. She was taken to hospital and underwent a cesarean section. She gave birth to a stillborn. Her parents rejected her and refused to pay her school fees. Kakuvu abandoned school and became a street girl. She started taking drugs. One day, when she was drunk, a car hit her and she was permanently disabled.



15.3 Discussion points

- (i) What lesson did you learn from this scenario?
- (ii) Explain the problems Kakuvu faced.
- (iii) What is your advice to girls who behave like Kakuvu?
- (iv) From this scenario, predict the future of Kakuvu.

15.4 Role play

In pairs, act a scenario explaining the consequences the teenagers who attend night clubs and spend the nights on the street are likely to face.



Key message:

Be informed of Gender-based violence and say 'NO' to sexual abusers.

15.5 Task/homework

Compose a poem on the consequences of School Related Gender-Based Violence and present it to your club mates.

Session 16: Prevention and response mechanisms to SRGBV

16.1 Purpose of the session

This session aims at discussing the prevention and response mechanisms to curb SRGBV and how to help a School-Related Gender-Based Violated person.

16.2 Scenario: Rumira arrested

Goyigoyi and Matafari were 15 and 16 years old schoolgirls (respectively) at GS Mbogo. They were good friends. Goyigoyi was an active member of the anti-GBV club at that school while Matafari was hesitant to join the club. Goyigoyi liked gender transformative teachings. Goyigoyi was aware of her rights. Many boys liked to give Matafari gifts such watches, necklaces, telephones, shoes, among others. Goyigoyi always refused the gifts. For her, these gifts could induce her into playing sex with these guys. One day, Rumira, a motorcyclist at Murambi, convinced Matafari and visited him at his ghetto. The motorcyclist touched her buttocks and breasts. She tried to resist but in vain. Matafari reported this abuse to the nearest Police Station. Rumira was taken to court and sentenced to a jail term. Matafari started failing academically and eventually stopped her studies. Goyigoyi knew the case of her friend Matafari and visited her to comfort and counsel her.



16.3 Discussion points

- Discuss the measures Goyigoyi used to escape sexual abusers.
- What lesson did you learn from this scenario?
- If you were Matafari, what would you have done?
- What is your advice to girls who behave like Matafari?

16.4 Role play

In pairs, act a scenario discussing how you can avoid being violated basing on your gender and highlight how you can help gender-violated persons.



Key message:

- Visiting opposite sex can lead to sexual temptations.
- Refuse gifts/presents from untrusted people.

16.4 Task/homework

In a group of three and referring to the scenario above , students draw a sketch and show Goyigoyi, Matafari and Rumira.

GENDER AND REPRODUCTIVE HEALTH

Introduction

In Rwanda, Comprehensive Sexuality Education (CSE) has been included in the new Competence Based Curriculum (CBC) as one of the essential cross cutting components. Currently in Rwanda, studies on sexuality education focus mainly on views of adolescents and teachers in teacher training institutions (UNESCO, 2015; REB, 2017).

Given that sexual reproductive health education remains a controversial issue in many African communities, it is hypothesized that these same challenges are also experienced in Rwanda. The part of sexual reproductive health education package is composed of the following subtopics:

- Male and female reproductive system.
- Early pregnancy
- Sexually Transmitted Infections (STIs) and HIV/ AIDS
- Risk behaviour of young girls and boys aged (10-19)
- Alcohol and abuse of harmful substances
- Life skills and communication skills

SUB-TOPIC I:

MALE AND FEMALE REPRODUCTIVE SYSTEM

Male and female reproductive system is an essential step in the comprehensive health care of adolescents. Adolescent sexual development occurs during puberty and includes many physical, emotional and social changes.

This subtopic provides enough knowledge on physical and physiological reproductive organs (male and female).

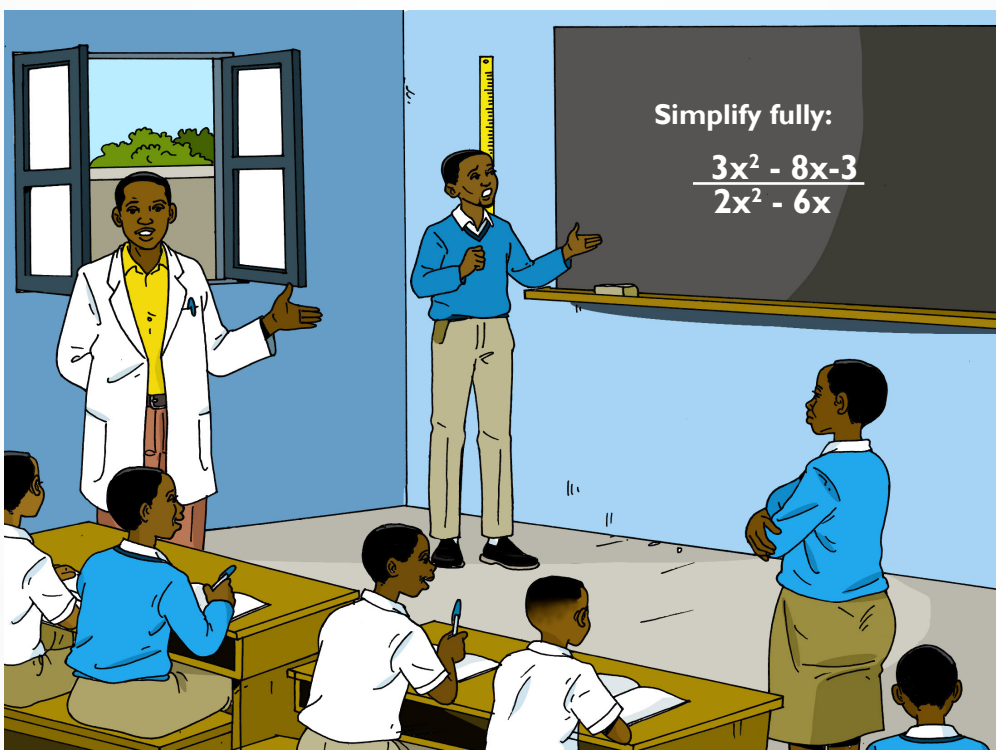
Session 17: Physical changes in males and females during puberty

17.1. Purpose of the session

This session helps young people to know the difference between male and female anatomy of their bodies. It explains the difference between sexual and reproductive organs of males and females and particularly the role of each in the reproductive system.

17.2 Scenario: Mayombo and Mukazana at puberty

One day, a teacher asked Mayombo to go to the chalkboard to solve a Mathematical problem. The teacher ordered him to solve it by explaining. Mayombo started solving it by giving explanations but his colleagues laughed at him because of his strange voice which sound like that of an old man. The teacher told the students to stop shouting and listen to what Mayombo was saying. The teacher noticed that Mayombo did not solve the problem correctly and asked Mukazana to help him. Mukazana went to the chalkboard walking in a bending position to hide her breasts. Her colleagues also laughed at her but the teacher told the class to stop shouting.



17.3 Discussion points

1. Why did the class laugh at Mayombo and Mukazana?
2. Do you think children before puberty mind about their sexual differences?
3. Describe the difference between female and male bodies in childhood period.
4. Discuss the difference between physical changes during puberty for females and males.
5. Why do some adolescents mature early while others become physically mature late?

17.4 Role play

Act a play representing physical changes during puberty for males and females (Make sure that boys act in the place of girls and girls act in the place of boys. The purpose is to teach others about physical changes during puberty).

Note: Don't go beyond the limits of culture, attitudes and values.



Key messages:

- Physical appearance during childhood period for Males and females differs from physical appearance during puberty period for males and females.
- It is important to understand the anatomy of our bodies.

17.5 Task/ Homework

Draw two images showing physical changes in a boy and a girl during the puberty period.

Session 18: Physiological changes in males and females during puberty

18.1. The purpose of the session

This session will explain physiological changes in males and females during puberty.

18.2 Scenario: Signs of puberty

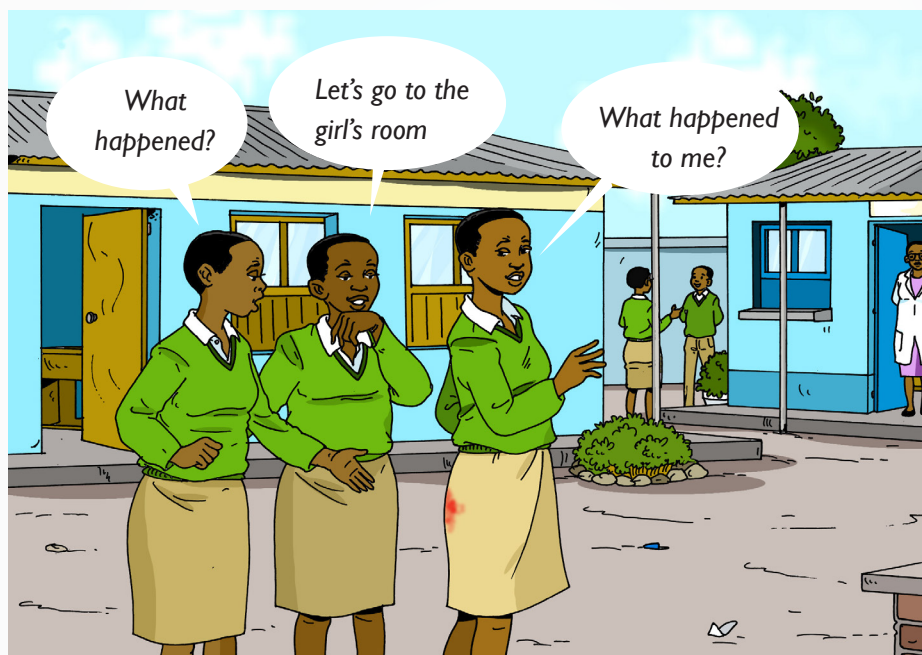
Gahungu is a 15 years old young boy. While showering with his colleagues after a sports lesson, he realized that his penis was very small compared with those of his friends. He kept quiet when the colleagues were talking about how they always have wet dreams. He was worried because he was not growing like others. He was very worried that this would affect his life later and also feared that he would have difficulties in producing children.

Image 1



Gakumi is also a 14 years old young girl. While showering with her colleagues after a sports lesson, she realized that her breasts were very small compared with those of others and she had not yet had her first menstruation periods. She was quiet when her colleagues were talking about how some of them had menstruation with and without pain and others were not aware about the beginning and the ending of their menstruation cycles. She was worried because she was not growing like others. She was very worried that she might become infertile.

Image 2



18.3 Discussion points

1. Why do girls start to menstruate when they grow up?
2. Why do some adolescents mature early while others become physiologically mature late?
3. Why do girls sometimes get pains when they menstruate?
What is the cause of such pains?

18.4 Sharing experience

Talk about what happened to you for your first physiological changes during your puberty.



Key messages:

- Physiological changes in males and females during puberty are not always the same.
- Physiological changes in males and females during puberty may come early or late depending on an individual's hormones and it is not pathological.

18.5 Task / Homework

Discuss the right and wrong information you get concerning physiological changes in females and males during puberty.

Session 19: Psycho-social well-being of males and females during puberty

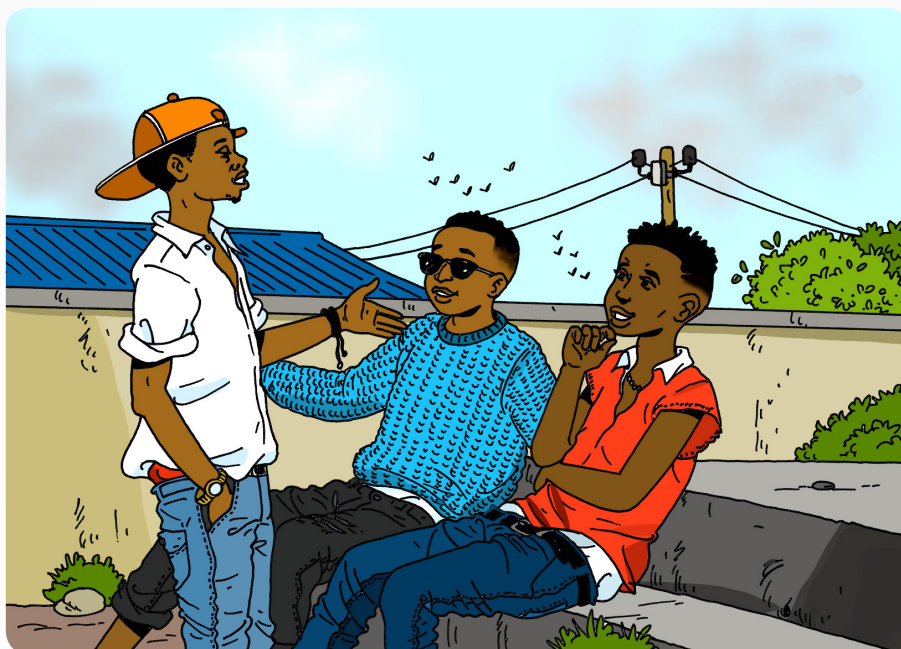
19.1 Purpose of the session

This session describes the emotional changes and effects it has on behavior changes in girls and boys

19.2 Scenarios

Scenario A: Sekoma's behaviour.

Sekoma is a young boy of 15 years old. After school, his parents gave him some tasks as usual. He refused to perform them and decided to go and join his peers. His parents were worried about his changing behaviors and decided to talk to him. When they asked him why he did not perform the given tasks, he replied angrily "I'm not a kid, I'm an adult like you, I have the right to do whatever I want and from today, I will always be going to play with my peers every evening". His parents advised him to stop such behaviors and avoid those peers. Since that time, he changed his mind and obeyed his parents.



Scenario B: What a beautiful girl!

Makoma is a young girl of 15 years. She knows, she is beautiful. One day, she came from school, and her fellow students (4 boys) decided to accompany her without informing her. Those boys were astonished with her physical appearance. Each of them wanted to talk to her but they hesitated. When Makoma turned back she realized that, there was group of four boys behind her and looked surprised. Two of them with hands on their mouths, she called one of them, “Why are you surprised?” He answered, “We admire you! You are very beautiful!” Makoma told them, “Thanks, I know!”.



19.3 Discussion points

1. What shows emotional, psychosocial and behavior changes of Sekoma in the scenario (Sekoma's behaviour)?
2. Discuss the decisions taken by Sekoma in the scenario.
3. Have you ever experienced the same or similar situation as that of Sekoma?
4. Is the behaviour of boys attracted by Makoma's beauty normal?
5. If you were Makoma, how would you have reacted towards the boys who appreciated your beauty?

19.4 Sharing experiences

Talk about emotional, psychosocial and behavior changes in girls and boys during puberty.

**Key messages:**

- Accept and manage the changes happening in your body.
- Mood swings are a normal part of puberty.
- Manage mood swings and sexual feelings, which can lead you to unwanted acts.
- Peer pressure must be discussed with your parents or guardians.
- Having peers is part of life but you are advised to choose them well

19.5 Task/homework

Find out how emotional, psychosocial and behavior changes in girls and boys during puberty can influence the decision making of an individual.

Session 20: Sexuality and sexual development**20.1 Purpose of the session**

This session introduces the concept of responsible sexuality and provides an opportunity for young people to identify messages about sexuality.

20.2 Scenario: He was well advised

Kaziba and Gasomo were friends. One day Kaziba told Gasomo about his sexual affection for his aunt called Zuba. Gasomo advised him to tell his aunt about it. Kaziba agreed with him and said he was going to try it. Kaziba tried it but he did not succeed. Kaziba did not stop there. He sought advice from his other colleague called Karuhuko, who advised him to ask for forgiveness from his aunt. Kaziba and his aunt discussed the issue and she told him that having sexual feelings was normal but he had to wait until he became an adult and ready to get married.



20.3 Discussing points

1. Do you think it is advisable to talk to an adolescent about his/her sexual development?
Explain your answer.
2. Discuss the expected messages on sexuality from parents and peers.
3. What other sexuality messages have you ever heard about in your community?
4. Why are we sexually attracted to someone who may not even be sexually attracted to us?

20.4 Role play

Four volunteers act a play of the story in the scenario:

1st Volunteer: Plays the role of Kaziba

2nd Volunteer: Plays the role of Gasomo

3rd Volunteer: Plays the role of aunt Zuba

4th Volunteer: Plays the role of Karuhuko

**Key messages:**

- Seek right information at the right time about your sexual development and be ready to handle it.
- It is normal to have sexual thoughts and feelings.
- Keeping your virginity or your chastity will keep you safe

20.5 Task/homework

Write a story proving to people that it is very important to acquire knowledge, skills, values and attitudes on sexual development and share it with the rest of the group.

SUB-TOPIC II:**EARLY PREGNANCY****Introduction**

According to the Gender Monitoring Office, since 2016 up to 2019, pregnancies among young girls in Rwanda stood at 78,646:

Year	Number of pregnancies
2016	17,849
2017	17,337
2018	19,832
2019	23,628

An increase in the average age of starting sexual relations has been observed. Currently, more and more teenagers have sex before marriage. Unwanted pregnancies in young people occur more frequently after the onset of early sex and lack of sexual information.

Early pregnancies are serious problems to young people and the community at large. They have various repercussions such as:

- Dropping out of school.
- Poverty.
- Difficult to access health care.

- Expulsion from the family.
- Stigmatisation from society.
- Health problems (fistula, anemia, preeclampsia, etc).
- Fear and a shame.

This sub-topic explains causes, consequences and some strategies that can help in the prevention and management of early pregnancies.

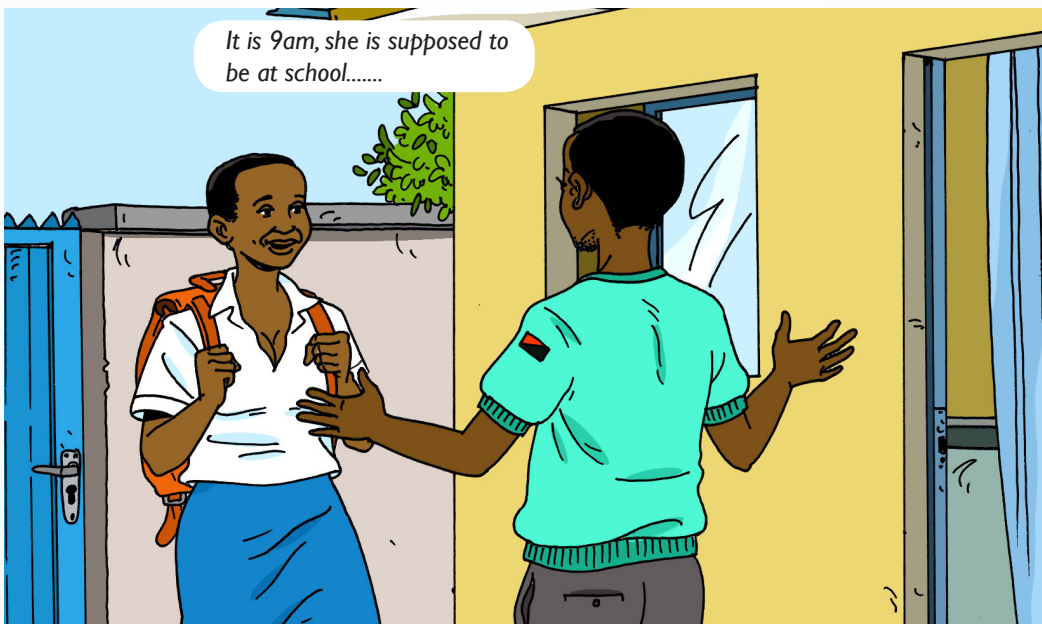
Session 21: Understanding early pregnancy and its causes

21.1 Purpose of the session

This session explains different factors influencing early pregnancy such as early onset of sexual activity, premarital sexual activity, norms and traditions, use of alcohol and some harmful substances, sexual coercion, and social economic factors.

21.2 Scenario: Makobwa's misbehaviour

A 14 years old girl called Makobwa likes to visit her boyfriend instead of going to school. One day, her boyfriend tempted her to have unprotected sex and she agreed. One month later, she missed her menstruation periods and decided to tell her boyfriend what was happening. They went to the pharmacy to buy a pregnancy test strip. Makobwa tested positive and they were confused about what to do.



21.3 Discussion points

- (i) What is the most important thing that you have learned from this scenario?
- (ii) What advice would you give to a young girl like Makobwa who changes her school plans into sexual acts?
- (iii) What do you think will be next in her story?

21.4 Role play

Choose two volunteers:

One acts as the boy the other one acts as the girl as described in the scenario. As they are acting a play, they have to put more focus on behaviours and attitudes after getting pregnancy test results.



Key messages:

- Avoid all influences that may lead you into sexual acts.
- Abstinence is the best way to avoid early pregnancy.
- Early pregnancy can lead to many health hazards and even death.
- No sex before marriage

21.5 Task/homework

Collect information on early pregnancy and show its causes.

Session 22: Effects of early pregnancy

22.1 Purpose of the session

This session provides knowledge to young people on the effects of early pregnancy.

22.2 Scenario: Makobwa trying to abort

A few months later, Makobwa started vomiting. She tried to carry out an abortion using traditional medicines, but it did not work. Her parents decided to take her to the hospital for medical checkup and they were told that she was pregnant. Makobwa was highly blamed by her parents and she became very depressed.



22.3 Discussion points

- (iv) According to this second part of the story, discuss the acts of Makobwa.
- (v) What might happen to Makobwa after taking traditional medicines?
- (vi) Discuss the effects of early pregnancy.
- (vii) What have you learnt from this scenario?

22.4 Role play

Choose volunteers:

Act a play describing physical, physiological and socio-economic issues caused by early pregnancy.



Key messages:

- In case of unwanted pregnancy, seek advice from health workers
- Avoid abortion.
- Early pregnancy may cause physical, physiological, psychological and socio-economic problems.
- Abortion can lead to death

22.5 Task/homework

Record similar cases to the one mentioned above in the scenario that might have occurred in your school or your community and discuss their consequences.

Session 23: Prevention and management of early pregnancy

23.1 Purpose of the session

This session provides knowledge and skills to the young people on prevention methods and management of early pregnancies.

23.2 Scenario: Makobwa resumes her studies

With the support of her parents Makobwa returned to school after some time. She narrated to the headmistress what happened to her. The headmistress felt sorry for her, welcomed her back, and encouraged her to continue studies. She requested the headmistress to share her story with other club members to inform them about the dangers of early pregnancies. When the period of giving birth came; she went to the district hospital and gave birth to a baby boy. After some time, she went back to school and left her baby boy with her parents. She is now determined to finish high school and continue to university.





23.3 Discussion points

- (i) Discuss Makobwa's behavior before and after pregnancy.
- (ii) Suggest preventive measures that can help girls and boys to deal with early pregnancies.
- (iii) Have you ever known any similar issue like this one of Makobwa at your school or in your community? Share it with your club members.
- (iv) Discuss how parents and the school administration behaved in Makobwa's story.

23.4 Role play

Four volunteers perform a play that gives the same message as the one in Makobwa's story.



Key messages:

- Never exclude or stigmatize a teen mother.
- Teen pregnancy should not be a reason to drop out of school.
- A teen mother has a right to education and protection.

23.5 Task/homework

- List and explain possible measures that can prevent early pregnancies.
- If you were one of Makobwa's relatives, how would you treat her?

SUB-TOPIC III: SEXUALLY TRANSMITTED INFECTIONS (STIs) AND HIV/AIDS

Introduction

Sexually Transmitted Infections (STIs) are infections transmitted through unprotected sexual intercourse. Sexually transmitted infections can result into serious consequences to both sexual partners and even the new born (Ministry of Health, National Manual for adolescent sexual & reproductive health, 2012).

This sub-topic explains the causes, signs, management and consequences of sexually transmitted infections and HIV/AIDS.

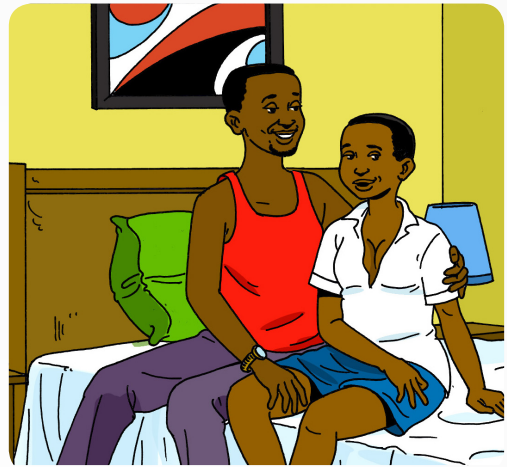
Session 24: Understanding sexually transmitted infections, causes and effects

24.1 Purpose of the session

This session provides information on STIs, HIV/AIDS, causes and effects. It also encourages young people to kissing, sex, sharing tooth brushes and sharp tools like needles, syringes, razor blades, etc.

24.2 Scenario: Mukire the womaniser

Mukire is a famous businessman in Mutiba Village. He is known as the bull of the village. He befriends women and girls with an aim of having sex with them. He suffered lower abdominal pain, abnormal secretions from the penis, wounds, sores and itches on genital organs. He also has fever, burning sensation during urination. He has taken some tablets bought from the pharmacy and he did not receive full treatment for STIs. One day, he met a young girl from school, gave her 5,000Frw to buy scholastic materials, and told her not to inform any other person. The next day, he invited her to his home and promised her that he will always support her if she accepts to have sex with him. The girl accepted. After a few days, the girl started feeling lower abdominal pain, vaginal discharge, itches in/around the genital area, swollen inguinal lymph nodes, scratching her sexual parts, and developed fever, fatigue and headache.



24.3 Discussion points

- (i) What are risk factors for transmission of STIs?
- (ii) What are the most common signs of STIs? List them down and their causes.
- (iii) Discuss all misinformation or rumours you know about STIs, HIV/AIDS.
- (iv) Discuss the following statements:
 1. STIs are infections that are spread through sexual contact in the body fluids such as semen, vaginal fluids, blood and through contact with infected skin.
 2. Women are not infected with STIs because their reproductive organs are internal.
 3. People infected with HIV/AIDS generally do not suffer from STIs.

4. Anyone can be infected with STIs through sexual intercourse with a partner who is infected.
5. It is possible to be infected with STIs through kissing.

24.4 Role play

Observe and comment on different illustrations/pictures showing sexually transmitted infections.



Key messages:

- Abstain from having sex before marriage.
- Don't trust anyone who can lead you to sexual acts.
- Avoid sharing sharp instruments

24.5 Task/homework

Prepare a school event and share knowledge about STIs, HIV/ AIDS with other students.

Session 25: Prevention and management of STIs, HIV/ AIDS

25.1 Purpose of the session

This session aims at increasing awareness on the prevention and management of STIs, HIV/ AIDS in schools. It also encourages effective prevention strategies by enabling rapid counselling, screening, diagnosis and treatment.

25.2 Scenario: Makwana tested HIV/AIDS positive

Makwana's parents noticed some behaviour and health changes in their daughter. They decided to talk to her. They found her in her bedroom and asked her why she was sleeping instead of being at school. She replied crying that she was seriously sick and feeling pains all over her body. They immediately took her to the nearest health centre. After diagnosis, the doctor told them that their daughter was HIV/AIDS positive, had Gonorrhoea, and was pregnant. He advised them to take it easy and ensure that she takes her prescribed treatment. Makwana and her parents went back home disappointed.



25.3 Discussion points

- (i) What should you do to prevent the spread of STIs and HIV/ AIDS?
- (ii) Is it important to complete the prescribed treatment for any STI? Discuss.
- (iii) State whether the following statements are True or False (justify your answer) .
 1. If you find out that you have STIs tell your friend as soon as possible.
 2. STIs can affect fertility later in life if they are not treated early and properly.

25.4 Role play

This role play is on prevention and management of sexually transmitted infections (STIs), HIV /AIDS. Five volunteers: two boys, three girls:

- The first boy plays the role of a Doctor
- The first girl plays the role of someone infected by the young boy.
- The second girl plays the role of a counsellor

- The third girl plays the role of a mother
- The second boy plays the role of a patient suffering from sexually transmitted infections.
- The rest of the class gives comments after observing



Key messages:

- Prevention is better than cure.
- The only way to prevent STIs completely is to abstain from sex

25.5 Task /homework

Invite a health worker from a nearby health centre to come and give more information on HIV/AIDS and STIs.

Session 26: HIV/ AIDS Stigma

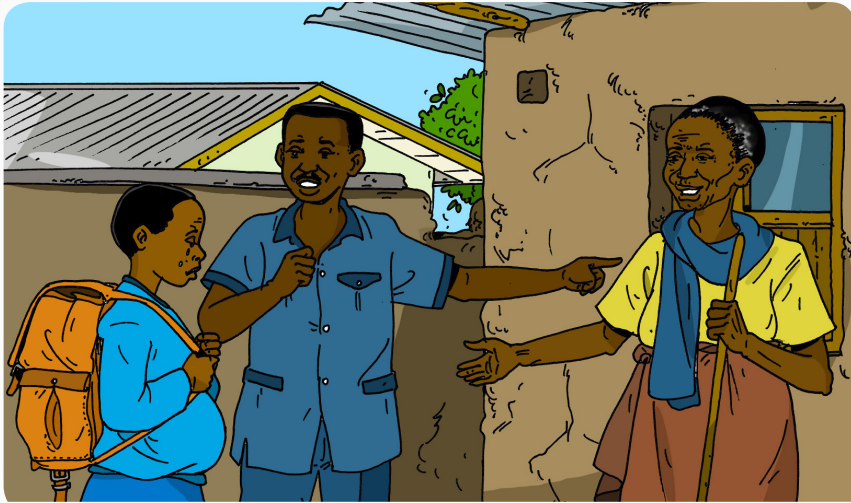
26.1 Purpose of the session

This session explains the concept of stigma and how to prevent stigma for students living with HIV/AIDS in schools and in the community.

26.2 Scenario: Makwana in isolation

Makwana's parents ordered her to drop out of school and she was taken to her grandmother. Her grandmother sheltered her in a small kitchen outside her house. She always stayed alone crying without talking to her grandmother who was very angry. By chance, she ate once a day and she did not get a drink. She did not take her anti-retroviral treatment properly and started developing opportunistic diseases. One day, her grandmother called her parents and told them that their daughter was very sick. They said that they did not have time for her. The village leader visited Makwana's grandmother, and found Makwana in critical condition. He called an ambulance and took her to the hospital. Makwana was admitted and received treatment for two weeks but her parents did not show up. Later, she was advised to visit a health counsellor at least twice a month.

When Makwana attended the first session, she was asked to give her parents' contacts. The following session, she was surprised to find the counsellor with her parents. They accept what had happened and took care of their daughter. Makwana and her parents went back home happily and after sometime she gave birth to a baby boy. Six months later, she returned to school.





26.3. Discussion points

- (i) How do you think Makwana felt when she was taken to her grandmother?
- (ii) How would you describe Makwana's behaviours before being taken to the hospital?
- (iii) What were the effects of counselling on Makwana?
- (iv) How do you feel when you hear this story?
- (v) Do you know anyone in school or your community who has been stigmatized or discriminated against because he or she is infected with HIV/AIDS?

26.4 Role play

- a. Volunteers act other examples of stigma that learners living with HIV/AIDS face at school or in a community.
- b. Avoiding shaking hands, sit nearby or eat together with girls and boys living with HIV/AIDS.
- c. Refusing to talk to an HIV/AIDS positive friend at school.



Key messages:

- Someone infected with HIV/AIDS is still a human being.
- Do not judge or blame people living with HIV/AIDS.
- If you have been infected with HIV/AIDS or STIs, do not infect others.
- Respect and support your colleague who has been infected with HIV/AIDS.

26.5 Task/homework

Go in your community and visit a known association of people living with HIV/AIDS and assess the challenges they face and present your findings in the next meeting.

SUB-TOPIC IV: ADOLESCENT RISK BEHAVIOURS

Adolescents are exposed to risk behaviors related to their adolescent period. This sub-topic details 3 sessions that follow:

- Alcohol and abuse of harmful substances
- Risk behaviours for young girls and boys
- Consequences of risk behaviours for young girls and boys

Session 27: Alcohol and abuse of harmful substances

27.1 Purpose of the session

This session aims at helping students to understand the impact of drug abuse in schools and the community.

27.2 Scenario: The notorious boy

A certain boy was given cannabis by a neighbour to sell among his peers at school. The peers took the drugs and came to school late and failed to do homework. At school they were indisciplined. One day, when their teacher asked them why they were late and had not done homework, they beat him up. They were under the influence of drugs. On their way home in

the evenings, they grabbed bags from women and ran away. At home, they no longer listened to their parents. In the community, they were a social nuisance.



27.3 Discussion points

- (i) Identify the strange attitudes mentioned in the scenario.
- (ii) What made the girls and boys to misbehave?
- (iii) Which drugs are the most dangerous to girls and boys in your community?
- (iv) Why do girls and boys want to have sex after taking drugs?
- (v) Mention other effects of drug abuse in schools or your community.
- (vi) What are the strategies to control drug abuse and other harmful substances?

27.4 Role play

Volunteer students act as people who solve problems related to drug abuse or harmful substances and their consequences.



Key messages:

- Drugs and alcohol can affect your health in many ways (physical health, mental health, and overall well-being).
- Many young boys and girls have died from drug abuse.
- Drug abuse can lead to school drop outs.

27.5 Task/homework

Organize a day of anti- drug abuse in school.

Session 28: Risk behaviours for young girls and boys

28.1 Purpose of the session

This session details the causes of risk behaviours in young girls and boys such as lack of information about personal rights, health behaviour, lack of resources, social economic factors (sugar mummies/daddies), peer pressure, gender roles, lack of role models, lack of communication, etc.

28.2 Scenario: Gacuma and sugar mammy (Part 1)

Gacuma was a young boy of 15 years. He was in Senior 3. There was a very beautiful woman who lived along the way to school. She started greeting him and asking some questions related to his family life. Gacuma told her that he lives on the hill next to hers. One day the woman called Gacuma and gave him food and drinks. She told him that she wanted to take care of him. She convinced him to start coming to her home during lunchtime. After a few days, that woman took Gacuma to a shop and bought clothes and a smart-phone for him. From that time, she started calling Gacuma sweetheart and telling him that he was lovable, handsome, obedient, smart, clever, etc. Two days later, the woman offered Gacuma alcohol and she convinced him to have sex with her. She told Gacuma to lie to his parents that he was going to sleep at his classmate's house because of rain.



28.3 Discussion points

- (i) Identify all risk behaviours shown in the scenario.
- (ii) Discuss Gacuma and the woman's behaviours.

28.4 Role play

Choose two volunteers (one boy and one girl) from the club members:

The boy acts the role of Gacuma and the girl acts the role of the woman.



Key messages:

- Young boys and girls have a right to correct and complete information.
- Young boys and girls should learn from role models.
- It is important to share your secret with trustworthy people such as parents, teachers, peers, health workers, religious leaders, etc.

28.5 Task/homework

Discuss temptations from sugar mummies and daddies.

Session 29: Consequences of risk behaviours among young girls and boys

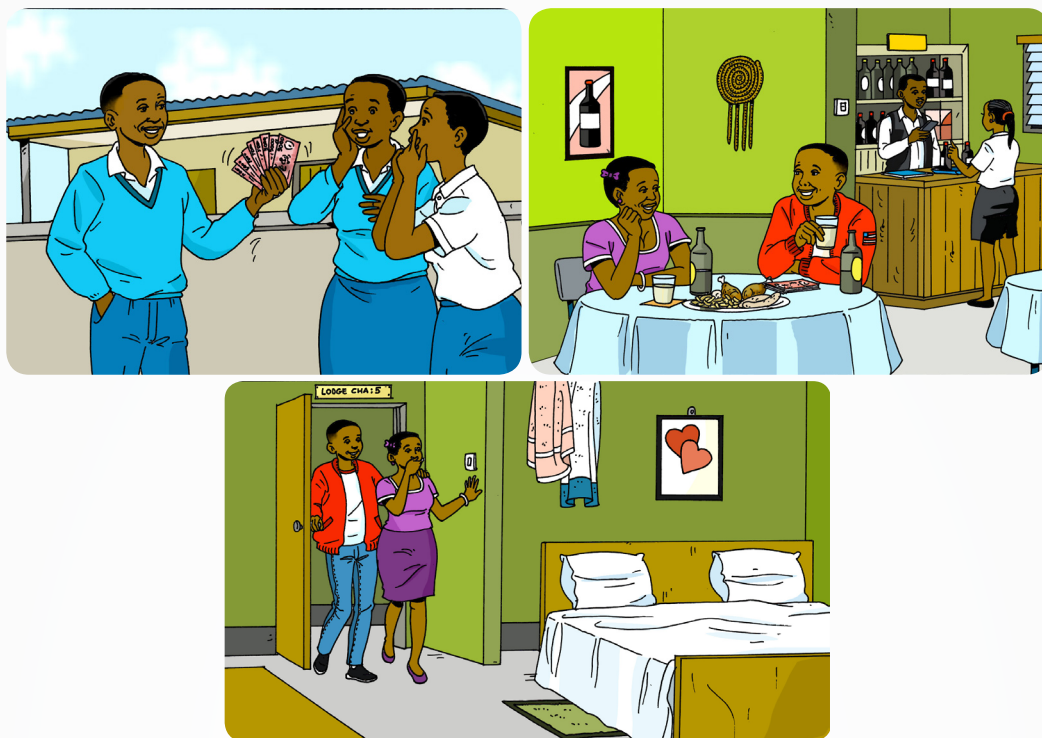
29.1 Purpose of the session

This session aims at making students understand the consequences of risk behaviours to young people.

29.2 Scenario: Gacuma and sugar mammy (Part 2)

Two months later, the woman told Gacuma that she was pregnant. Gacuma was surprised but started fearing what would happen when his parents discovered it. The woman calmed him saying “Take it easy, you are not a kid, you are a man like your father”. Gacuma accepted and continued his love affairs with the woman. The woman continued giving him money but Gacuma started using it to cheat on her. One day, he invited his colleague and they met in a bar. They drank beer, ate chicken and chips and after that, they went in a lodge and made unprotected sex.





29.3 Discussion points

1. Describe Gacuma's behaviors in the scenario.
2. Identify all consequences of risk behaviors shown in the scenario.
3. What do you think can happen to Gacuma and his friends after making unprotected sex?

29.4 Role play

Choose three volunteers (one boy and two girls) from the club members:

The boy acts the role of Gacuma, one girl acts the role of the girl who was in the bar with Gacuma and another girl acts the role of the lady.



Key messages:

- Avoid sexual acts until you are able to take responsible decisions.
- Resist the tricks used by sugar mummies and daddies to tempt young people
- Be informed about sexuality and related risks such as violence, tobacco smoking, alcohol and illegal substance use.

29.5 Task/homework

Prepare a sketch related to temptations from sugar mummies and daddies and act it in the next club time.

SUB-TOPIC V: LIFE SKILLS AND COMMUNICATION SKILLS

Communication is an essential life skill that plays a big role in the success and happiness of an individual through improving the way people communicate when they speak to others. This sub-topic details the following sessions:

- Introduction to communication skills
- Being assertive
- Problem solving and negotiation skills
- Sexuality and the Media
- STAR problem solving
- Planning for the future

Session 30: Introduction to communication skills

30.1. Purpose of the session

This session assists young girls and boys to practice different communication skills including negotiation, assertiveness and saying no. It is also important for them to communicate effectively, resolve conflicts respectfully without harm and develop satisfying relationships that are based on mutual respect.

30.2. Scenario: Masusa's Behaviour

Masusa had been lining up in the queue at the health centre for an hour. He was getting anxious because he knew that the taxi driver was waiting for him to take him back home. There were only five people in front of him and he was sure that he would be treated in a few minutes. When there was remaining two people in front of him, the nurse came and ordered eight elderly patients to line up in front of Masusa. He became annoyed thinking of how much he was going to pay the taxi driver. He opposed the nurse's decision, quarrelled with him and insulted everybody around. The security guard intervened and ordered Masusa to respect the nurse's decision or get out of the health centre. Masusa calmed down and sat again. After a few minutes, he reflected on his behaviour and decided to apologise and

let everybody know why he was in such a hurry. They appreciated his quick reflection and requested the nurse to let him enter the consultation room.



30.3 Discussion points

- (i) What should Masusa have done in this situation?
- (ii) Discuss the various types of communication and how you can improve your communication skills.
- (iii) Talk about the importance of communication and good communication skills.
- (iv) Discuss the barriers to effective communication.

30.4 Role play

Choose six volunteers: three boys and three girls.

- Assign one boy and one girl to play passive communication.
- Assign one boy and one girl to play aggressive communication.
- Assign one boy and one girl to play assertive communication.



Key messages:

- Be bold and direct but respectful when you communicate.
- Learn to listen well to what another person is saying.
- Listen before responding.

30.5 Task/homework

In three groups, discuss one of the following statements and prepare a summary to be presented in the next session:

- a. The most important thing in communication is getting what is being said.
- b. You can have brilliant ideas, but if you can't put them across, your ideas won't get you anywhere.
- c. Effective communication is the solution to all problems.

Session 31: Being assertive

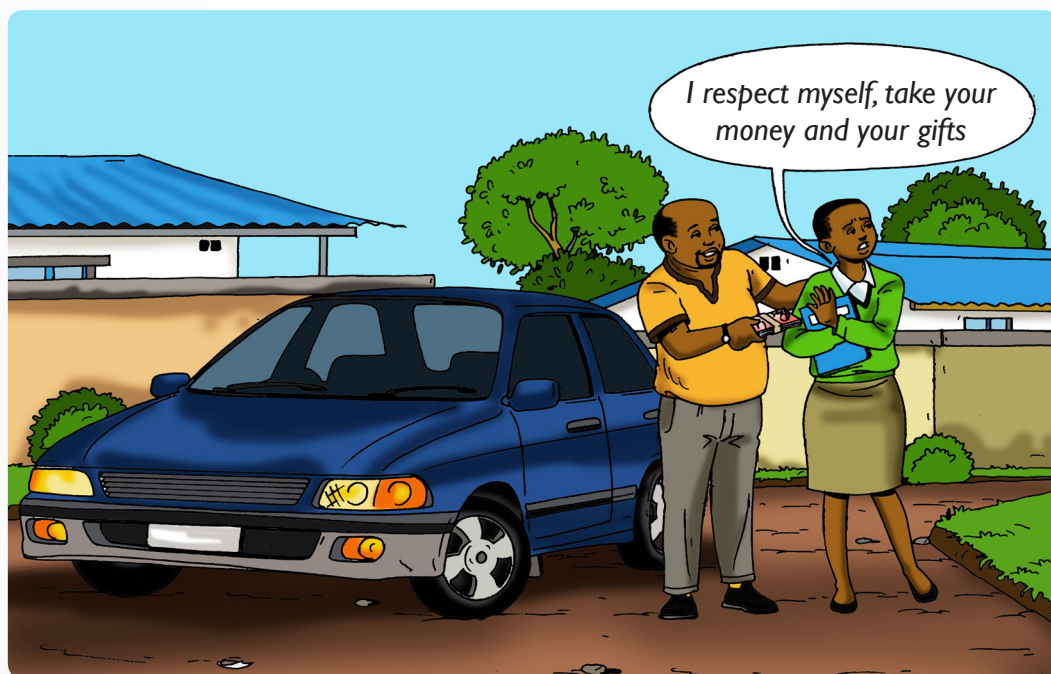
31.1 Purpose of the session

This session shows the learners how they can express themselves effectively and stand up for their points of view by respecting the rights and beliefs of others.

31.2 Scenario: Matavu resisted to temptations

One day, a man called Kazizi met a young girl called Matavu on the way from school and introduced himself. He told her how he loved her beauty and he requested for friendship. Matavu thanked him politely and asked him the objective of their friendship. Kazizi told her that he wanted to be in love with her. He insisted on saying that he would take her out and enjoy their love. Matavu appreciated everything saying: "I wish I were an adult like you I am

still young as you can see and I have to complete my studies before finding a lover. Kazizi became annoyed and started insulting her, saying “I know you have slept with many boys in our village”.



31.3 Discussion points

1. Explain the following terms:
 - a. Communication
 - b. Assertive communication.

31.4 Game/sharing experiences

- (i) **A game:** Use your body language (head, fingers, eyes and face) to refuse something to someone.
- (ii) Share with your colleagues a situation in which you were more assertive and tell them how it affected you physically and emotionally.



Key message:

Girls should always desist from temptations by men.

31.5 Task/homework

In groups, discuss one of the following statements and prepare a summary to be presented in the next session.

1. Is it difficult to be assertive? If so, why?
2. How can you be assertive and avoid being aggressive?

Session 32: Problem solving and negotiation skills

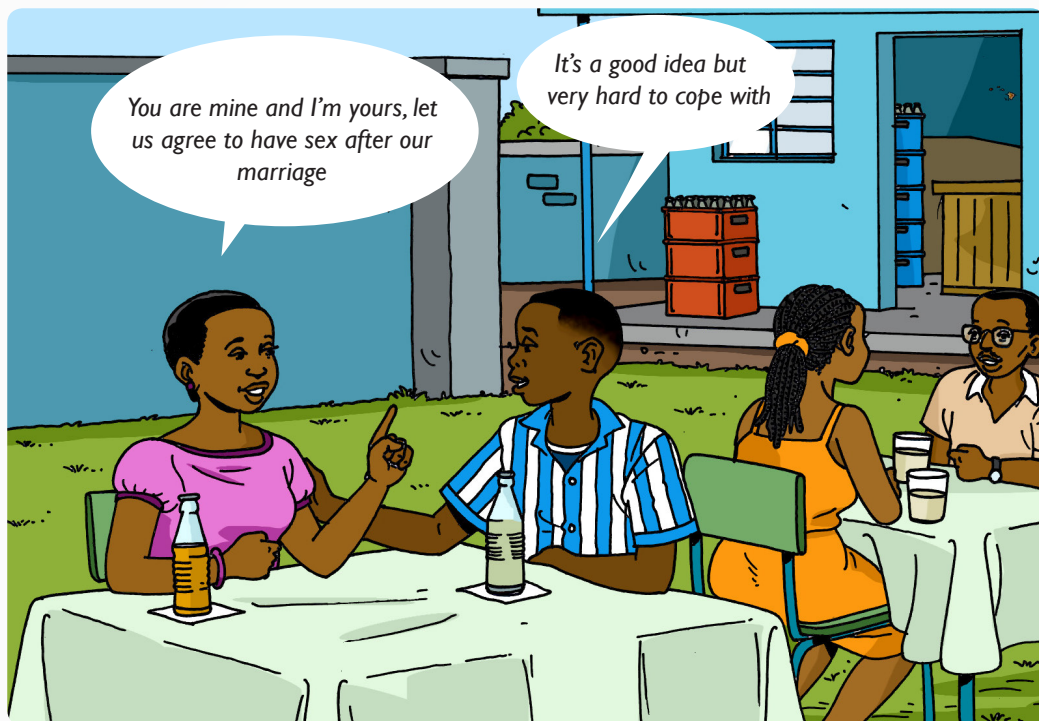
32.1 The purpose of the session

This session aims at helping the learners to find better solutions to problems by avoiding conflicts in order to build better relationships.

32.2 Scenario: The model girl

One evening, Mamesa came home from school very late. On her way home, she met two street children who stopped her. They gave her two options and two minutes to think about them: having sex with them or give them all her clothes and continue her journey in peace. She asked them if it was possible to negotiate with them another option and they agreed. "Is it possible to go with me and I give you fifty thousand Rwandan francs?". One boy said no. Your father and your neighbors can catch us. Mamesa told them not to

worry. Another boy said, we agree with you, but if you lie to us, next time we shall deal with you seriously. Then, they headed to Mamesa's home. On the way, they met her elder brother. She used face sign to inform him that she was in danger. The brother discussed the issue with the boys and took them home and gave them some food and some drinks. Since then, they become friendly to Mamesa.



32.3 Discussion points

- (i) If you were Mamesa, which other negotiation skills would you have used to avoid danger?
- (ii) State whether you agree or disagree with the following statements about negotiation and justify your answer:
 - a. Negotiation is when you talk about differences, perhaps make some compromises, and then come to an agreement.
 - b. Negotiation is an interactive process between two or more people.
 - c. Negotiation involves solving problems creatively to prevent or settle a disagreement without giving up on your original position or ideas.

32.4 Role play

1. Choose two volunteers: a boy and a girl
 - The girl acts the role of someone who owes the boy 5,000Frw.
 - The boy acts the role of someone who is in need of the money and asks her to pay it back.
2. Choose two volunteers: a boy and a girl
 - The girl acts the role of a girlfriend.
 - The boy acts the role of a boyfriend.

They discuss why they should not have sex before marriage.



Key messages:

- Negotiation can help you to face complicated situations with more confidence.
- Effective negotiation reduces the risk of conflicts.

32.5 Task/homework

1. Give an example for each of the following negotiation positions:
 - a. Win/win negotiation:
 - b. Win at all Costs:
2. How can you deal or solve the following issues/problems?
 - a. Your friends want you to try drugs with them and say you are weak if you do not join in.
 - b. Your boyfriend dislikes all your friends and wants you to stop seeing them.
 - c. A friend owes you 10,000 Frw but cannot pay it back and you need it badly.
 - d. You want your boyfriend/girlfriend to have sex after marriage, but he/she does not want to.

Session 33: Sexuality and the Media

33.1 Purpose of the session

The purpose of this session is to help the students to know the effects of misusing the media on sexual behavior and enable them to use it properly.

33.2 Scenario: Be careful with Social media

Teki, a boy aged 16, spends a lot of time alone in his bedroom, receiving videos on his smart phone from his naked girlfriend, telling him that she loves him. When his mother knocks on the door, he tells her to wait a bit. Lately he has been putting his bed sheets and pajamas into the washing basket to be washed every morning.



33.3. Discussion points

- (i) Discuss why Teki tells his mom to wait a bit and has lately been putting his bed sheets and pajamas into the washing basket to be washed every morning.
- (ii) Discuss the negative effects of the media on the sexual behaviour of young people.
- (iii) How can you help a friend of yours who may be passing through the problems of media influence on sexual behaviour among the youth?

33.4 Role play

Act a play like the one above on the effects of the misusing the media on sexual behaviour among the youth. You can base on what you are familiar with or hear from friends.



Key messages:

- Misuse of the media leads to bad sexual behavior.
- Young people should be careful with the use of the media.

33.5 Task/homework

- I. What are the different media industries that reach the adolescent audience?

Step 1: Choose an advertisement to analyze.

Step 2: Use these questions to discuss the advertisement you are analyzing.

- a. What product or service is the advertisement selling?
- b. Who is the target audience for this advertisement? (Include age range, culture, gender, socio-economic level.)
- c. What does the advertisement suggest or imply that the product can do in addition to this?
- d. What underlying message or value is being sold by the advertisement? Is it obvious or subconscious?
- e. Do you agree/disagree with this message?
- f. What do people in the advertisement look like?
- g. What message does the advertisement give about sexuality?
- h. Is this a positive or negative message about sexuality?

Session 34: STAR problem solving method

34.1. Purpose of the session

The purpose of this session is to make the young people be aware of how they can solve sexual problems using **STAR problem solving method**.

The **STAR method** is a structured manner of responding to a behavioral-based interview question by discussing the specific **Situation**, **Task**, **Action**, and **Result** of the situation you are describing.

34.2. Scenario: Kanny's grief

Kanny is 17 years old. Her genital organ is painful and she is wondering what she is suffering from. She spends sleepless nights wondering what is wrong. Kanny is scared that she will not be able to get married and give birth to kids. She went to the hospital to seek the doctor's advice about what is wrong with her.



34.3. Discussion points

- (i) Discuss the best solution for Kanny to overcome the depression caused by her problem.
- (ii) Discuss how Kanny can use STAR problem solving method to overcome her problem.

34.4. Role play

Make a similar play like the one above. Choose two volunteers: Kanny and the doctor.



Key messages:

- Speak out your problems, challenges or constraints to someone whom you trust.
- Always think of an effective way to solve your problem.

34.5. Homework/Task

Discuss other methods you can use in problem solving.

Session 35: Planning for the future

35.1. Purpose of the session

This session aims at helping the young people to understand the importance of planning for their future.

35.2. Scenario: Don't mislead me

“Stop disturbing yourself, there is even nothing at all to show that education is for you”, said Gakumi our neighbor. Sometimes she would make me sit down and tell me stories of how she progressed from being an apprentice to owning a hairdressing saloon, without having been to school. She was very ready to put me through the same process. However, deep inside, I felt I needed more than that. Life had been very unfair to me and I hardly knew what was right for me. What I knew was that if I were to acquire my desired career of becoming a journalist, I had to study hard. At the age of 19, I was admitted to the University of Rwanda to study Mass Communication. This was yet another phase in my life. Nyakarabo's story.



35.3. Discussion points

- (i) What do you learn from Nyakarabo's story?
- (ii) Discuss, "Your family background does not determine your future".

35.4. Role play

Choose two volunteers and act a similar play like the one in the story above. One volunteer acts as Nyakarabo, while another one acts as Gakumi.



Key messages:

- It is important to make your plan for the future to guide your aspirations and dreams.
- Building your future starts now

35.5. Task/homework

Discuss your dreams and aspirations with trusted people like your family, counselors, teachers, religious leaders, and mentors and come up with a written plan on your future.

GENDER RESPONSIVE PEDAGOGY (GRP)

Introduction

Gender responsive pedagogy refers to teaching and learning 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, lesson delivery, classroom management and performance evaluation. Under Gender Responsive Pedagogy, there are seven sessions outlined as follows:

- Teaching and learning materials.
- Gender responsive lesson planning
- Language use in classroom.
- Classroom set up.
- Classroom interaction.
- School management system.
- Gender responsive values

Session 36: Gender responsive teaching and learning materials

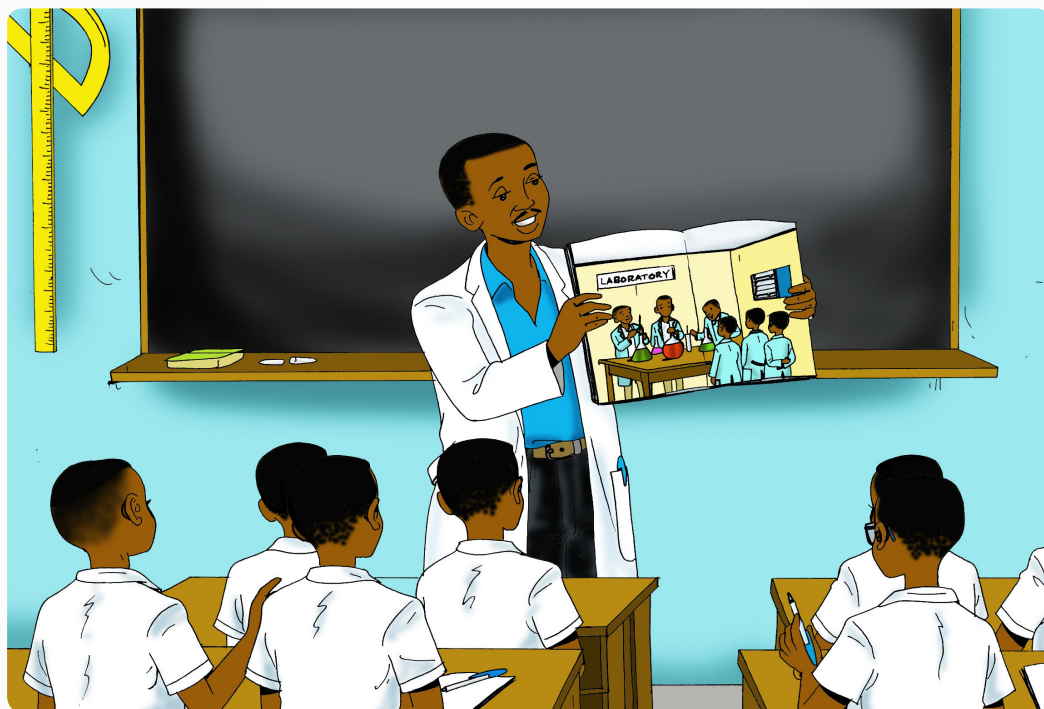
36.1 Purpose of the session

This session serves to emphasize that teaching and learning materials should be scrutinized to eliminate gender bias and gender stereotypes.

36.2 Scenario : The teaching of Mr. Gacuma

Gacuma, the Chemistry teacher for S3 had 18 girls and 12 boys in his class. Among them, the first five best performers in Science subjects in S2 were girls who had been promoted to S3. The Chemistry textbook used in S3, had photos showing only boys performing demonstrations using chemical

substances and girls just observing. All practicals in the laboratory were done by the boys. As time went on, the attendance of girls in the laboratory dropped. At the end of the term, girls performed poorly in Chemistry. The head teacher asked Gacuma for explanations. In the second term, the head teacher decided to change the Chemistry teacher.



36.3 Discussion points

1. Why did girls perform poorly at the end of first term?
2. Is it fair for only boys to perform lab experiments while girls are just observing?
3. Did the teacher discover the reason why the girls' attendance in the laboratory had dropped?
4. Do you think changing the Chemistry teacher will solve the problem? Give reasons.

36.4 Role play

Students in three groups

Group one: Act a sketch showing boys and girls doing shared activities in class.

Group two: Act unshared activities.

Group three: Comment on both sketches.

**Key message:**

All teaching and learning resources should portray boys and girls sharing responsibilities equally.

36.5 Task / homework

- Pick a book from the library and analyze it and point out any imbalances in the text and pictures.
- Make an observation on the school environment (posters, teaching staff, students performance list, toilets for students...) and discuss if they are gender sensitive.

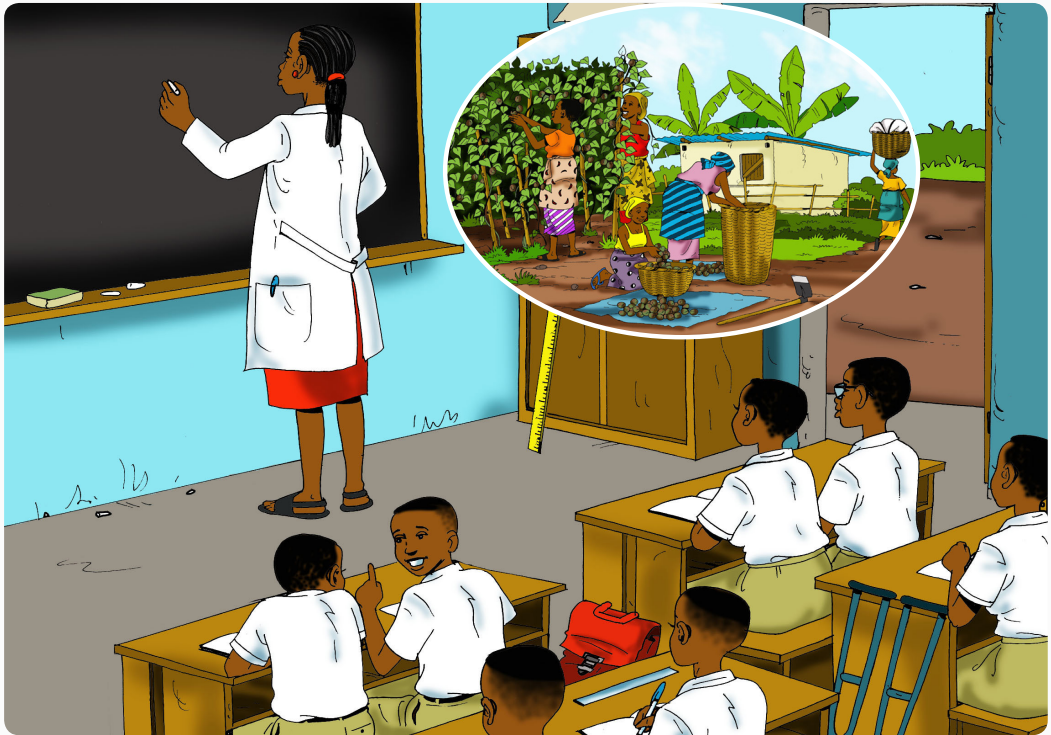
Session 37: Gender responsive lesson planning

37.1 Purpose of the Session

This session will equip student teachers with knowledge and skills on how to plan a gender responsive lesson.

37.2 Scenario: Teaching strategies of Mrs. Gihura

One day, teacher Gihura had prepared her lesson on the importance of fruits to the Western Province of Rwanda. As teaching aids, she brought images showing only women harvesting fruits, cleaning, taking them to the market for selling. As she was teaching, she realized that girls were responding while boys seemed less concerned and making a lot of noise. Gihura took long to bring order in class and by the time the lesson was over she had not yet assessed the students.



37.3 Discussion points

- (i) Why do you think the lesson was boring the boys?
- (ii) What should teacher Gihura have done to involve the whole class in the lesson?

37.4 Role play

Act in groups this scenario correcting the mistakes made earlier by teacher Gihura in the lesson to make it gender responsive.



Key message:

Lesson delivery should encourage equal participation of boys and girls.

37.5 Task/homework

Evaluate whether your lesson plans are gender responsive and present your findings in the next session.

Session 38: Gender responsive language use

38.1 Purpose of the session

The purpose of this session is to create conducive teaching and learning environment. It helps a teacher to remove gender biases expressed through language and gestures used in the classroom and enhances interaction between the teacher and the students.

38.2 Scenario: Gatebe's inappropriate language and teaching strategy

In a Mathematics lesson, teacher Gatebe asked a question and Gati raised her hand to answer. When she gave a wrong answer, the teacher gave a bad comment. He said: "You are stupid, empty headed, you are too big for nothing, you will not make it in life, just go and get married and stop wasting your parents' resources. After all girls are not good at Mathematics".



38.3 Discussion points:

- a. How do you expect Gati to react to the harsh and abusive language?
- b. What other abusive words have you ever heard?
- c. What should Gati do? And what should the class do?

38.4 Role play

Two volunteers stand up and come in front of the class and read out a passage from an English textbook. The rest of the class should observe and get ready to comment:

- (i) The behavior of the teacher towards each volunteer.
- (ii) The reaction of the two volunteers.
- (iii) The first student reads the given passage. As the first student reads, the teacher should keep encouraging the student, asking him/her to repeat and read well the word he/she has pronounced badly. Then ask the second student to read the same passage but this time, the teacher should instead of encouraging him/her, speak harsh and abusive words to the student such that the student is upset and not able to finish reading the passage to the rest of the class.
- (iv) Volunteers one by one to tell the class what their feelings were when they were reading the passage.
- (v) The class to say what they observed on the side of the teacher as well as on the side of volunteers. The class should conclude by giving the best approach.



Key message:

Discourage gender biased language and gender stereotypes in our homes, schools and communities.

38.5 Task/homework

List down other words used in your school or neighborhood that are not gender responsive, to be discussed in the next club session.

Session 39: Gender responsive classroom set up

39.1 Purpose of the session

This session aims to equip learners and teachers with skills on classroom organization which enhances an effective teaching and learning environment.

39.2 Scenario: Classroom sitting arrangement

16 boys and 16 girls enrolled in P4 at Ruhwi Primary school. The sitting arrangement for the whole year was that boys occupied the front seats, while the girls occupied the behind ones. The following year, 10 girls and 14 boys were promoted to P5. A new class teacher for P5 mixed promoted boys and girls in their sitting arrangement. The following day, girls had formed pairs similar to the ones they had in P4. The class teacher asked them to respect the sitting plan made in P5. But the girls refused and some started crying saying they wanted to sit with their friends as it was in P4.



39.3 Discussion points

- (i) What influenced the girls to refuse the new sitting arrangement made in P5?
- (ii) What should have the teacher done after realizing the behavior of the girls?

- (iii) Discuss the advantages and disadvantages of the sitting arrangement of pupils in P4 and P5.

39.4 Role play

Act a play where the desks in the classroom are high such that some boys seated at the back of the class are too short to be seen by the teacher in front of the class. Ask the club members to discuss the problems this caused.



Key message:

Appropriate classroom set up promotes good environment for teaching and learning activities in schools for girls and boys.

39.5 Task/homework

Visit the classrooms and observe the sitting arrangement then give feedback.

Session 40: Gender responsive classroom interaction

40.1 Purpose of the session

The purpose of this session is to enhance the application of teaching and learning methodology that engages good relationship between teacher to students and students to students.

40.2 Scenario: Gasambusa the biased teacher

Mr. Gasambusa begins his class by reviewing her previous lesson asking students what they remember about it. Some students readily give ideas while others are not very attentive and do not volunteer to answer. When the students are working on the assignment, the teacher goes around the room helping those with individual problems basing on her assessment of the student's needs. However, he favours girls over boys. The first ones to finish walk around the classroom and engage in a silly behaviour behind Mr. Gasambusa's back, commenting on his shoes and making the rest of the class to giggle.



40.3 Discussion points

- (i) Comment on Mrs. Gasambusa's way of managing his class.
- (ii) Were all students treated equally in the class? Give reasons to support your answer.
- (iii) Comment on the behavior of the students in the classroom.

40.4 Role play

At least ten volunteers participate in the game. Among the volunteers there is a teacher and nine students. The rest of the class is required to observe what is taking place so that they are able to comment after the game. Let the teacher (the volunteer) sit in front and pretend to be marking the work of the nine students one by one. Some boys are disturbing girls, others are fighting; while some girls are giggling and laughing at the teacher's dressing style and others running around the classroom. After 10 minutes, the teacher stops the game and asks the class to comment on what they saw.



Key message:

Well managed classroom with interaction between students and the teacher is a key to good teaching and learning process.

40.5 Task/homework

Outline the characteristics of a gender responsive classroom interaction.

Session 41: Gender responsive school management system

41.1 Purpose of the session

The purpose of this session is to make students aware of the existing gender responsive school management system.

41.2 Scenario: Shortage of water at Kivuga Secondary School

At Kivuga Secondary School, there was a serious shortage of running water. The only place where students could get water was from the well that was far away from the school. The way to the well was through thick bushes. This was a big challenge to students as they could not go to fetch water during the day because they had to attend lessons. They could not even go to the well in the evenings for security reasons. This went on for many weeks. The school management was aware of the problem but did not do anything to solve it.



41.3 Discussion points

- (i) Is the learning environment conducive for students? Explain your answer.
- (ii) Suggest interventions the school management should have taken.

41.4 Role play

There are seven volunteers composed of the head teacher, one head of School Audit Committee, one Sports teacher and four students who do sports but have a problem to report to the three leaders mentioned above. The problem they want to report is that only boys are given sports uniform and girls are not. The three leaders meet them and there is chaos as they all speak at the same time. Some of the leaders are in support of the students' query while others are not. Time for discussions is over and the class is asked to comment.



Key message:

An effective school management system promotes gender responsive school environment.

41.5 Task/homework

- Redraw and complete the table given below.
- Analyse the data.
- Give recommendations to school leaders

School body	Duties	Number of females	Number of males	Total
Administrative staff				
Teaching staff				
Parents-Teachers' Committee				
Class representation				
Club committees				
Heads of departments				
Prefects				
Non-teaching staff (cooks, security guards)				

Session 42: Gender responsive values

42.1 Purpose of the session

This session is meant to enlighten student-teachers on skills and values they need in their daily life.

42.2 Scenario: My first time in a night club

My mother always told me not to join bad groups (ibigare) for they are made of badly behaved girls and boys. She also advised me to stay with my friends whenever we go to parties. My friends said they wanted to have some fun with boys, but I had never been with a boy and all my friends danced with boys. At the party the boy I was dancing with asked me to go into the garden with him and have some fresh air and I accepted. In the garden, he raped me while everyone was having fun in the hall where the music was so loud that no one could hear me screaming. I felt guilty and ashamed of myself.





42.3. Discussion points

1. Do you think she enjoyed the party? Explain your answer.
2. What were the consequences of her decision?
3. List down the mistakes she made and how you can correct them.
4. Who else is to blame? Explain.

42.4 Role play

Two students escaped from school and went to a night club, got drunk and fought. The Police arrested them.



Key message:

It is okay to belong to a group, but it is important to choose the right friends.

42.5 Task/homework

- The students make a list of bad behaviors that exist in their school environment.
- They suggest possible solutions to mitigate such bad behaviors.

TOPIC 5

MANAGEMENT OF THE GIRL' S ROOM AND GENDER RELATED ISSUES

Introduction

Since 2014, May 28 has been dedicated as Menstrual Hygiene Day, an annual awareness day to help break the silence and build awareness about the fundamental role that good Menstrual Hygiene Management (MHM) plays in enabling women and girls to reach their full potential.

According to the World Bank, at least 500 million women and girls globally lack adequate facilities for Menstrual Hygiene Management (MHM). Girls' inability to manage their menstrual hygiene in schools results into school absenteeism which in turn affects their academic performance and eventually leads to repeating classes or school dropout. In Rwanda, the issue has been tackled, as in 2012, the Ministry of Education launched "Icyumba cy'Umukobwa" (The girl' s room) in schools with an aim to spread the campaign across schools. The program to establish a girls' room in every school has greatly contributed to their performance. According to the 2016 national exams results, girls performed better than boys just like the previous year. Of the 41,240 candidates who sat for national exams in general education, 89.5% passed including 57.5% girls and 42.5% boys (MINEDUC, 2016).

This topic has three sub-topics including the girl' s room, the person in charge of the girl' s room and hygiene during menstruation.

SUB-TOPIC I: THE GIRL' S ROOM

This sub-topic has five sessions. The first session explains the importance of the girl' s room at school. The second session focuses on the responsibility of schools to avail the girl' s room. The third session gives insights into where the girl' s room should be located, and its physical accessibility to facilitate easy access by students with disabilities. The fourth session deals with the standards of the girl' s room; while the fifth discusses the necessary materials and equipment that should be in the girl' s room.

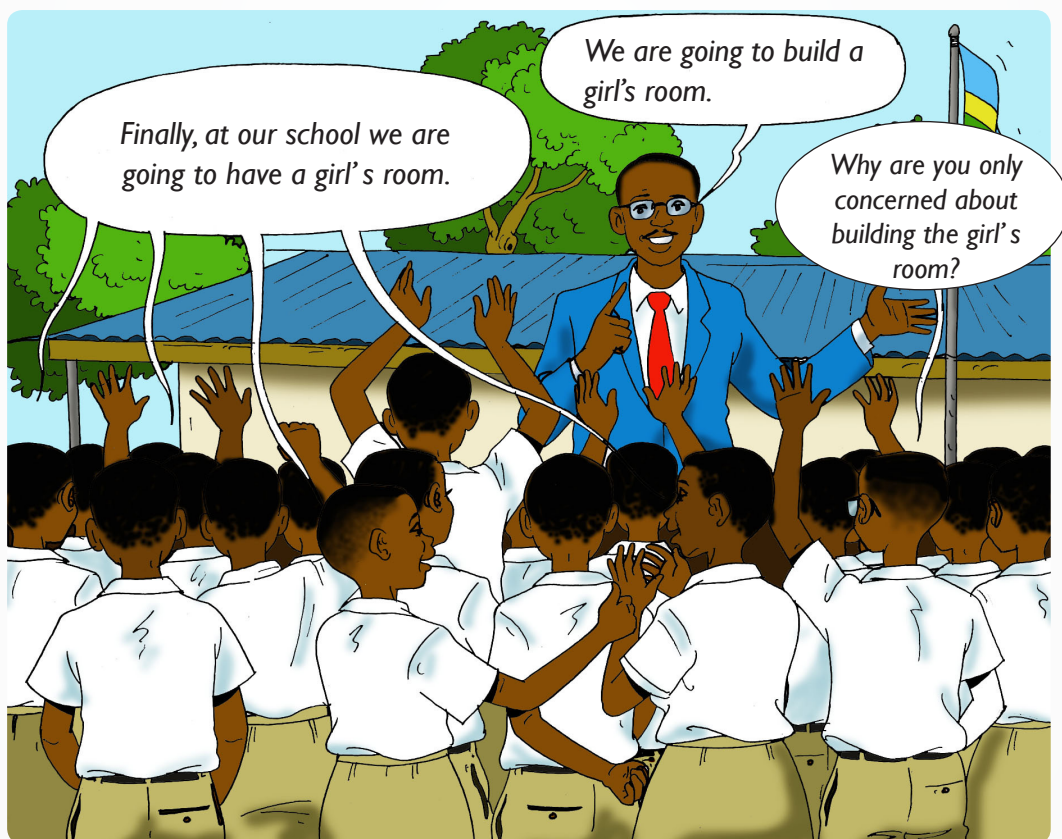
Session 43: Importance of the girl' s room

43.1 Purpose of the session

The learners will know the importance of the girl' s room.

43.2 Scenario: Importance of the girl's room

During the morning assembly at Rubyiro Secondary School, the head teacher announced that soon they would start building a girl' s room. The girls were very excited, and clapped their hands. The boys, however, started complaining and seemed worried. One of the boys, raised his hand and asked the head teacher: "Why are you only concerned about the girl' s room? What about boys? Don't we need one too?". The head teacher explained that the girl' s room is very important because it offers a safe space for girls to address any menstruation and female related issues.



43.3 Discussion points

- Why do you think it is important to have a girl's room at school?
- Do you think that boys need a boy's room too? Why?

43.4. Role play

Act a play showing a girl together with her friends at school then one of her friends tells her that there is something wrong on her skirt. When she checks, she realizes that there is blood on her skirt and she runs to the girl's room to change her sanitary pads.



Key message:

A girl's room gives comfort to girl students.

43.5. Task/homework

In your club, discuss the disadvantages of not having a girl's room in a school.

Session 44: Availability of the girl's room

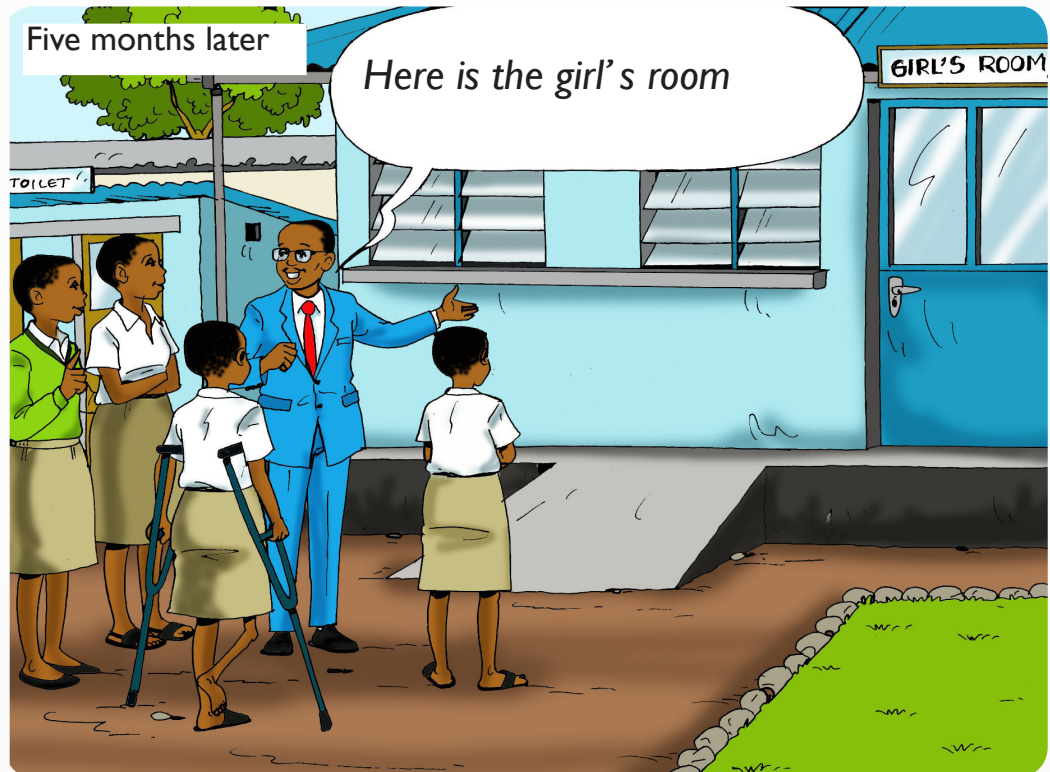
44.1 Purpose of the session

This session helps the learners to understand that it is the school's responsibility to avail a girl's room.

44.2 Scenario: The girl's room of Gatoki Secondary School

When education inspectors visited Gatoki Secondary School, they found that there was no girl's room. The inspectors asked the school administration why there was no girl's room. The head teacher told them there was no money to build it.

The inspectors reminded the school administration that it was its responsibility to avail a girl's room. They advised the head teacher to involve parents and others partners to build a girl's room. Later on, just within five months, Gatoki Secondary School finally had built a beautiful girl's room.



44.3 Discussion points

1. What is the impact of a girls' room on their academic performance?
2. How can a school engage parents and the community to support the construction of a girl's room?

44.4 Role play

The play involves a girl who is in her menstruation periods. She suddenly has an urgent need to use the girl's room because she has stained her uniform. But because there is no girl's room at school, she decides to go to the neighboring house to ask for help. However, there is no one in the house except a watchman who happens to have a prior history of rape. On seeing him, the girl runs back to school and washes her uniform from the girls' toilet.



Key message:

Availing a girl's room is the responsibility of all schools.

44.5 Task/homework

- Visit the schools in your neighborhood and check if they have a girl's room.
- Discuss with colleagues the impact of having or not having a girl's room in a school.

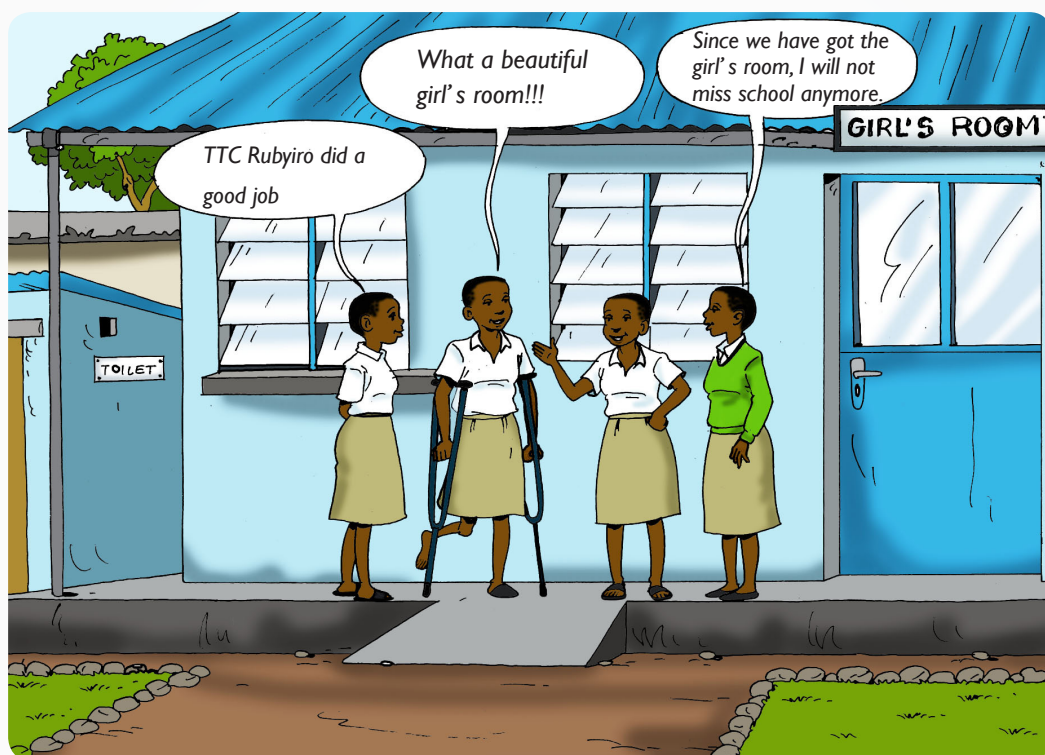
Session 45: Location of the girl's room

45.1 Purpose of the session

The session will help learners to appreciate the proper location of the girl's room.

45.2 Scenario: A decent girl's room

At Rubyiro TTC, there is a nice girl's room located in a safe environment. The walking distance is very short and it respects the privacy of girl students. Everyone in the school, including those with disabilities, can access the room easily because it is free from any physical barriers. The girls are very happy and comfortable when using it. Everyone who visits Rubyiro TTC appreciates that girl's room. In addition, some girls from Rubaya Primary School prefer coming and using the girl's room at Rubyiro TTC because they do not have one at their school.



45.3 Discussion points

1. From your own understanding, describe a good location for a girl's room.
2. Is it necessary to manage physical accessibility of the girl's room? Why?



Key message:

A girl's room should be safe, accessible and private.

45.4 Role play

Act a play showing how it is difficult for girls to reach where their girl's room is located.

45.5 Task/homework

Clean in and around the girl's room in your school.

Session 46: Standards of a girl's room

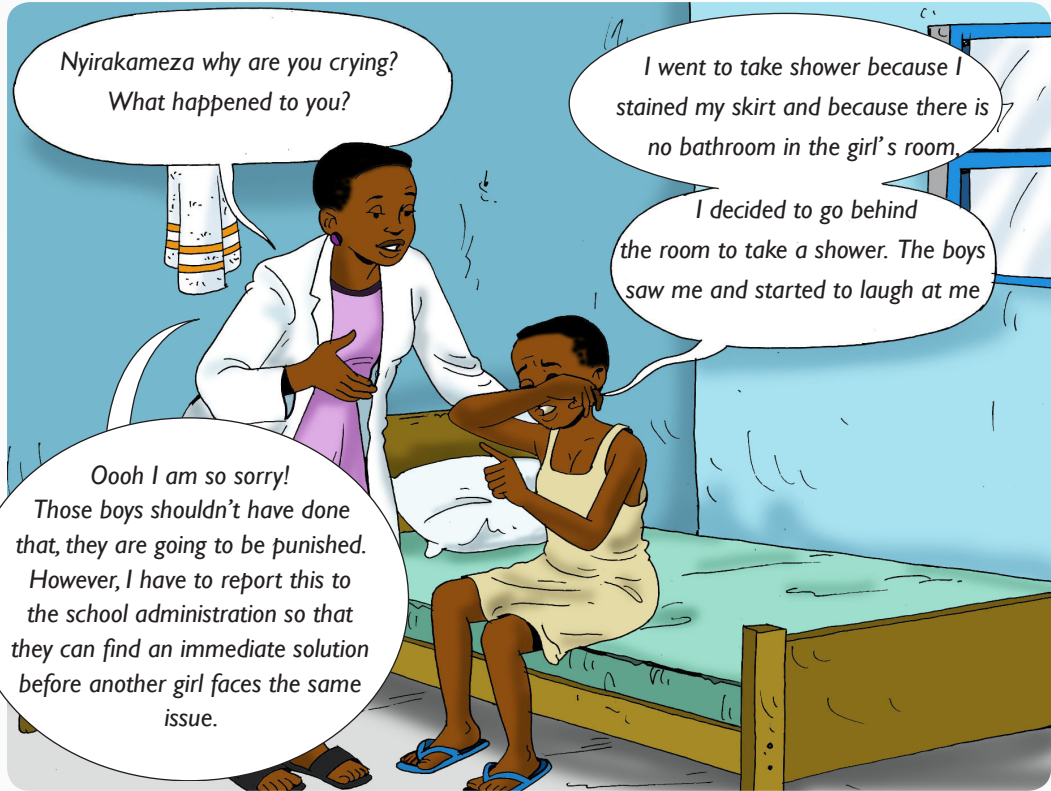
46.1 Purpose of the session

The session helps the learners to know more of the required standards of the girl's room.

46.2 Scenario: Boys laughed at Nyirakameza

Nyirakameza is a student in Karabiro Secondary School. Suddenly, she stains her skirt because she is in her menstruation periods. She goes to the girl's room to take a shower and change her clothes. Unfortunately, the girl's room has no bathroom inside because it is very small. She takes water, basin and soap behind the girl's room to bathe. While bathing, some boys pass by see her naked and make fun of her. Nyirakameza is disturbed and feels ashamed. She runs back to the room crying. The matron who happens to be around reports the case to the school administration. The school administration promises her to enlarge the room and fit in a bathroom.





46.3 Discussion points

- Discuss the standards and requirements of a girl's room.
- What are the essential parts of a girl's room?
- What are the consequences of having a sub-standard girl's room?

46.4 Role play

Act a play on the girl's room which is used like a multipurpose room (the room is divided into a storeroom and small space reserved for girls).



Key message:

A girl's room must meet the required standards (12m², and should comprise the space for beds, toilet, bathing, etc. Considering easy access to girls with disabilities).

46.5 Task/homework

Assess the girl's room in the school, check on the standards and make recommendations to the school administration.

Session 47: Materials and equipment in a girl's room

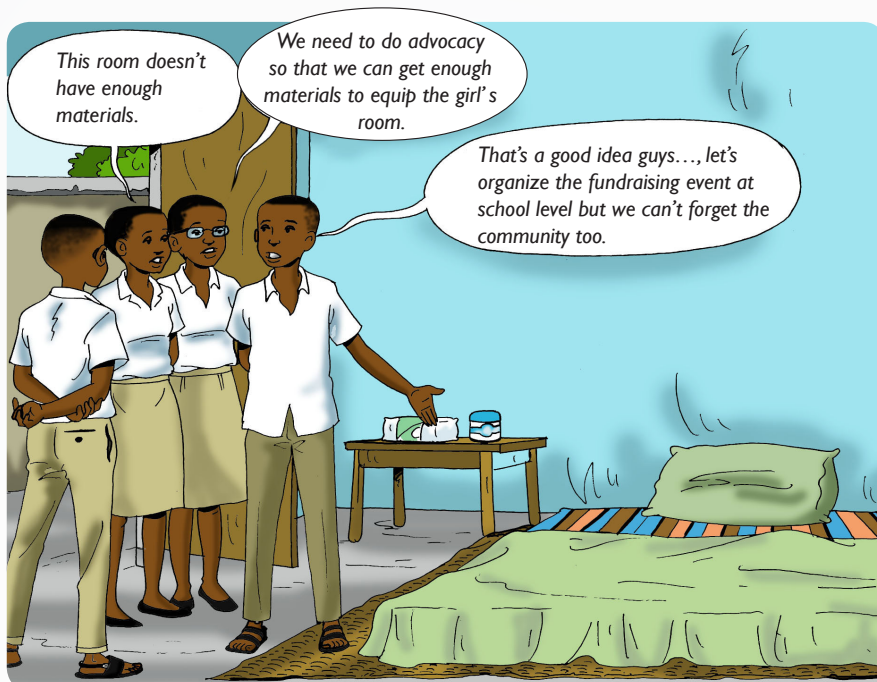
47.1 Purpose of the session

This session helps the learners to be aware of the needed materials and equipment in a girl's room.

47.2 Scenario: Insufficient equipment in a girl's room

The girl's room which is well equipped should have the following required materials and equipment: a bed and complete covers for resting, two chairs, a table, water, soap and a basin for bathing, body lotion, toilet paper, some pads or sanitary towels, tissues and a few handkerchiefs, disposable sanitary pads for changing, bath towels, dust bin, a jerrycan of water, first aid kit to handle any other illness complications, including pain killers, plus a mirror. However, at Kareba Secondary School, members of gender club realized that the girl's room at their school did not have all the needed materials and equipment. They decided to do advocacy in their school and the surrounding community in order to gather means to buy the lacking materials and equipment. After the advocacy, club members got enough money and bought the needed

materials and equipment and now the girl's room is well equipped. Girls in that school are happy that they have a very active gender club.



47.3 Discussion points

- (i) As members of the Gender Club in your school, what would you do when your girl's room lacks some materials?
- (ii) What are the consequences of lacking the materials and equipment in a girl's room?
- (iii) What are the basic materials and equipment that should be in a girl's room?

47.4 Role play

Act a play on the existing empty girl's room in the school. The students show their reactions.



Key messages:

- A girl's room must have enough materials and equipment.
- Active participation of the community and parents in equipping the girl's room is necessary.

47.5 Task/homework

Make an inventory of the materials and equipment in the girl's room in your school and inform the school administration about the missing ones.

SUB-TOPIC II:

THE PERSON IN CHARGE OF THE GIRL'S ROOM

In this sub-topic, the discussions will focus on the qualities, roles and responsibilities of the person in charge of the girl's room.

Session 48: The qualities of a person in charge of a girl's room

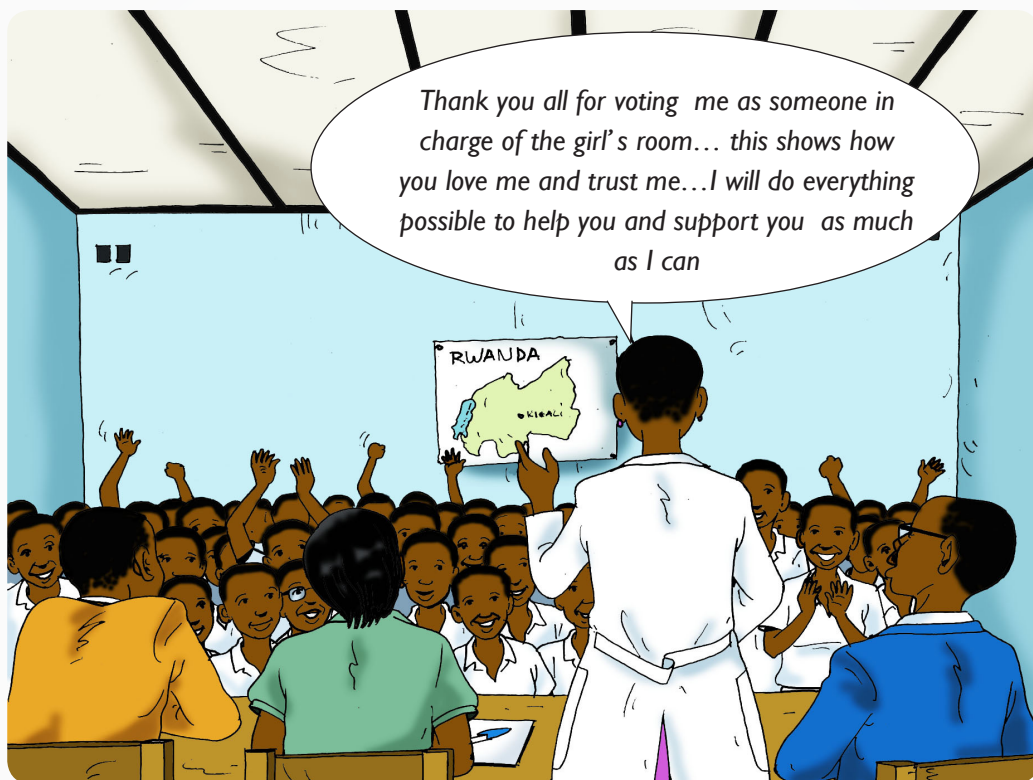
48.1 Purpose of the session

This session will help learners to understand the qualities of a person in charge of a girl's room.

48.2 Scenario: Masoni was voted

Masoni is a female teacher at Nkuba Secondary School. She was appointed to be in charge of the girl's room because she is calm, trustworthy, mature, loving, respectful and caring. The girls feel free and comfortable to talk to her. She is always available to anyone who wants to talk to her and treats everyone with empathy and concern. She takes time to advise girls on their reproductive health (including any question a girl may have about menstruation, personal hygiene, etc). Girls are very happy to have Masoni as someone in charge of the girl's room and they call her Aunt Masoni.





48.3 Discussion points

- What are the qualities of a person in charge of a girl's room?
- Discuss the qualities you admire in the person in charge of the girl's room in your school.

48.4 Role play

Act a play showing a female teacher with questionable behaviors and professional conduct who is lobbying to be in charge of the girl's room.



Key message:

The person in charge of a girl's room should be empathetic, calm, trustworthy, mature, loving, respectful and caring.

48.5 Task/homework

Discuss the qualities of the person in charge of the girl's room in your school.

Session 49: The role of a person in charge of the girl' s room

49.1 Purpose of the session

This session helps learners to understand the role of a person in charge of the girl' s room.

49.2 Scenario: Responsibility of a person in charge of the girl's room

Nyiramwiza is a female teacher at Biraro TTC. Students and the school administration found that she could be a good and responsible person to be in charge of the girl' s room. She received the news very well and was excited to help girls in the school, but she was concerned due to the fact that she didn't know her role as someone in charge of the girl' s room. The head teacher agreed to help her understand her roles. He told her that she will be in charge of the following:

- Making sure that the girl' s room is always clean and all materials are well managed.
- Receive well the girls who come to the girl' s room.
- Be ready to advise and assist girls who come in the girl' s room.
- Be able to respect the privacy of the girls who come to the girl' s room.
- Show empathy, love, and care to the girls who come to the girl' s room

After that, Nyiramwiza was happy that she now understood her role as the person in charge of the girl' s room.



49.3 Discussion points

- What is the role of the person in charge of the girl's room in a school?
- What would you do to facilitate the person in charge of the girl's room to play her role?

49.4 Role play

Act a play on the election committee discussing the process of voting for person in charge of the girl's room and her responsibilities.



Key messages:

- A person in charge of the girl's room should be aware of her responsibilities.
- A well-managed girl's room gives freedom to girls.

49.5 Task/Homework

- Is the person in charge of the girl' s room in your school fulfilling well her role/ responsibilities? If not, what is missing?
- What do you think should be modified?

SUB-TOPIC III: HYGIENE DURING MENSTRUATION PERIOD

This sub-topic explains how to maintain personal hygiene during menstruation, and the benefits of taking care of the materials in the girl' s room.

Session 50: Personal hygiene in the girl' s room

50.1 The purpose of the session

This session explains the importance of proper personal hygiene especially during the menstruation period.

50.2 Scenario: Bad smelling

Buseruka is a good friend of Nyirabyatsi.They both study in S5 at GS Matafari. One day, while they were in class, Nyirabyatsi started feeling uncomfortable because of a bad smell from her friend Buseruka who was seated next to her. During break time, Nyirabyatsi took aside Buseruka and asked her why she had a bad smell. Buseruka replied that during menstruation she smells bad and she doesn't know why. Her friend told her that it may be due to poor hygiene. She advised her how to do personal hygiene during her menstruation periods. Nyirabyatsi told Buseruka that during menstruation it was important to:

- Take a shower at least twice a day.
- Change sanitary pads at least twice a day.
- Change and wash the pants every day.
- Shave regularly her pubic hair.
- Avoid using soap or other chemicals while washing her private parts.

The next menstruation, Buseruka followed these points, and pieces of advice given by her friend and she noticed a big change. She was happy and thankful to Nyirabyatsi.



50.3 Discussion points

- Why is it important to have good personal hygiene?
- Why should girls keep good personal hygiene during menstruation?

50.4 Role Play

Act a play on the challenges caused by poor personal hygiene during menstruation and give advice on how to maintain hygiene and its positive impact.



Key message:

Proper personal hygiene during menstruation is a key to good health.

50.5 Task/homework

Visit other schools and sensitize students on the importance of personal hygiene during menstruation.

Session 51: Hygiene of materials and equipment in the girl's room

51.1 The purpose of the session

The session will help the learners to know how to ensure proper hygiene of materials and equipment in the girl's room.

51.2 Scenario: Hygiene of materials in a girl's room

Nyirabyiruka is a teacher in charge of the girl's room in Byuma Secondary School. She enters the girl's room and finds that the basin is not cleaned, the towel is smelling bad and is wet, the beds are not arranged in order, bedcovers and bedsheets are stained with blood, and some used pads are scattered all over the place. She gets angry and calls for a girls' meeting to explain how they should ensure hygiene in the girl's room. She tells them that the bathing items such as the basin and towel should be cleaned and kept dry in cupboard, the bed and bed sheets must always be clean and in order, the used sanitary pads should be properly disposed of in the dustbin, the cupboards should always be cleaned and closed. The girls promised her to take care of the materials and equipment in the girl's room next time.



51.3 Discussion points

1. How do you take care of the items in the girl's room in your school?
2. What is the impact of proper hygiene in a girl's room?
3. What are the consequences impact of poor hygiene in a girl's room?

51.4 Role play

Act a play on teaching how to have the materials and equipment in the girl's room properly organized.



Key message:

Materials and equipment in a girl's room must always be clean and properly arranged.

51.5 Task/Homework

Visit, check and clean the items and equipment of the girl's room in your school.

GLOSSARY

KEY WORDS

- 1. Gender:** Gender is a range of characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, these characteristics may include biological sex, sex-based social structures, or gender identity. Gender refers to the socially and culturally assigned roles and responsibilities of being male or female.
- 2. Gender equality:** Gender equality, also known as sexual equality, is not a 'women's issue, but refers to the equal rights, responsibilities and opportunities of women and men, girls and boys, and should concern and fully engage men as well as women. Gender equality refers to equal treatment of women and men in laws and policies and equal access for men and women to resources and opportunities including economic participation and decision-making.
- 3. Human rights:** Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. ... These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by law. Human rights are rights inherent to all human beings, regardless of nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status. Without discrimination, they include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more.
- 4. Education:** Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include teaching, training, story telling, discussion and directed research.
- 5. Right to education:** The right to education is a basic human right and means every child should be able to go to school whether rich or poor, disabled or not. Education as a human right means the right to education is legally guaranteed for all without any discrimination.

- 6. Inheritance:** Inheritance is the hereditary succession to property. It is something that is or may be inherited; property passing at the owner's death to the heir or those entitled to succeed.
- 7. Right to property:** A person has a right not to be deprived of his/her property already owned or possessed, acquired or to be acquired except through due process of law.
- 8. Unpaid care works:** Unpaid care work refers to all unpaid services provided within a household for its members, including care of persons, housework and voluntary community work (Elson, 2000). Unpaid care work refers to all non-market, unpaid activities carried out in households – including both direct care of persons, such as children or elderly, and indirect care, such as cooking, cleaning or fetching water.
- 9. Division of labour:** Division of labour is a way of organizing work, especially **making things, so that particular types of work are done by particular people or groups to improve efficiency.**
- 10. Gender roles:** A gender role or sex role, is a social role encompassing a range of behaviors and attitudes that are generally considered acceptable, appropriate, or desirable for a person based on that person's biological or perceived sex. **Gender roles can be defined** as the behaviors, values, and attitudes that a society considers appropriate for both male and female. Traditionally, men and women had completely opposing roles, men were seen as the provider for the family and women were seen as the caretakers of both the home and the family.
- 11. Respect for the rights of others:** This means avoiding the violation of other people's rights.
- 12. Golden Rule:** The golden rule states that 'treat others as you would like them to treat you'. or *Do not* treat others in ways that you would *not* like to be treated or What you wish upon others, you wish upon yourself
- 13. Human dignity:** Human dignity is the recognition that human beings possess a special value intrinsic to their **humanity** and as such are worthy of respect simply because they are **human beings**. ... Thus every human being, regardless of age, ability, status,

gender, ethnicity, etc., is to be treated with respect. **Human dignity** implies that each person is worthy of honour and respect for who they are, not just for what they can do. In other words, **human dignity** cannot be earned and cannot be taken away.

14. Street children: Street children are children who depend on the streets for their survival – whether they live on the streets, work on the streets, have support networks on the streets, or a combination of the three.

15. Human trafficking: Human trafficking is the trade of humans for the purpose of forced labour, sexual slavery, or commercial sexual exploitation for the trafficker or others. This may encompass providing a spouse in the context of forced marriage, or the extraction of organs or tissues, including surrogacy and ova removal.

16. Drug abuse: Drug abuse is the use of illegal drugs or the use of prescription or over-the-counter drugs for purposes other than those for which they are meant to be used, or in large amounts. Drug abuse may lead to social, physical, emotional, and job-related problems.

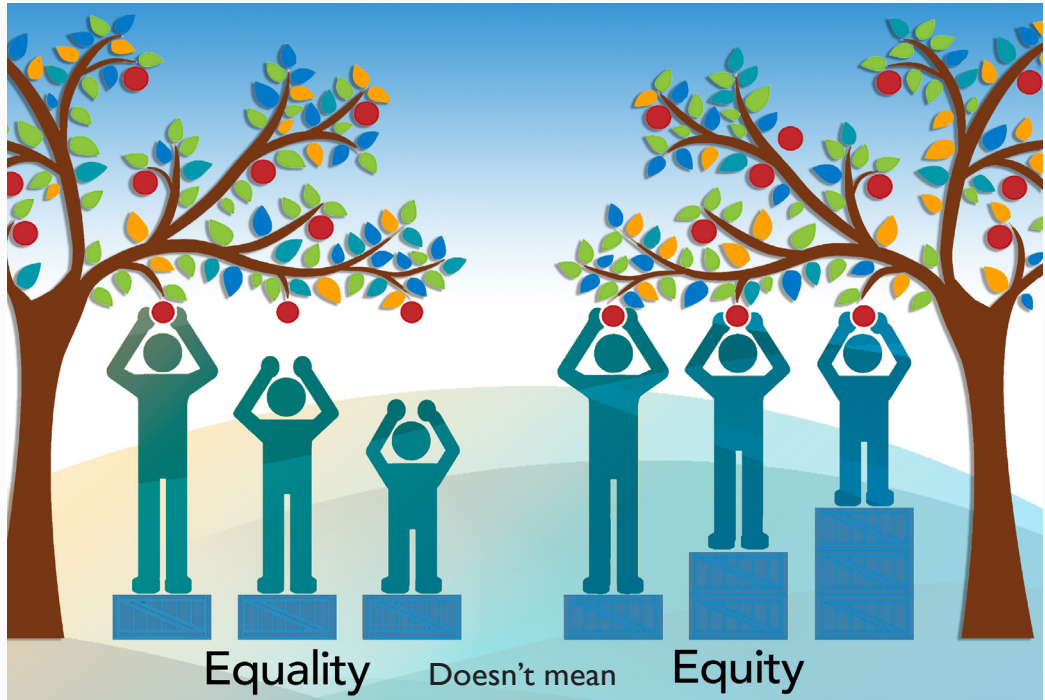
17. “Gender” and “sex”

“Gender” and “sex” are often used interchangeably but ‘sex’ refers to biologically-determined reproductive anatomy, while ‘gender’ generally refers to socially constructed roles for males and females, or norms that define the characteristics, capacities and behaviors expected of boys/men and girls/ women. Gender roles are learned through socialization via family, community, schools, culture, religion, government, and the media.

Sexual orientation is distinct from one’s gender identity or self-conception and refers to the emotional or romantic attraction that people have toward other genders or sexes. LGBT refers to a diversity of sexual orientations and gender identities that people have such as lesbians (women attracted to women), gay men (men attracted to men), bisexual people (men or women attracted to both sexes) and transgender people (gender identify does not align with the reproductive anatomy they were born with).

18. Gender Equity

Giving equal treatment to both girls and boys, women and men to access resources and opportunities, according to their respective needs. The concept recognizes that Women and men have different needs and power in society and that these differences should be identified and addressed in a manner that rectifies the imbalances between genders. This may include unequal treatment, or treatment that is different but enables girl/women and boys/men to equally exercise rights, benefits, obligations and opportunities.



Equality = Sameness

Equity = Fairness

19. Gender sensitive

The ability to recognize and respect the experience and needs of all genders.

20. Gender discrimination

Denying opportunities and rights or giving preferential treatment to individuals on the basis of their sex.

21. Gender stereotype

The constant portray, such as in the media, conversation, jokes, or books, of women and men occupying social roles according to a traditional gender role or division of labour.

22. Gender mainstreaming

The consistent integration of Gender concerns into the development and implementation of policies, pillar programs and projects at all levels, including nation, community, school and classroom.

23. Gender responsiveness

Taking action to correct Gender bias and discrimination order to ensure Gender Equality and Equity.

24. Empowerment

The process through which marginalized people such as poor, minorities, and girls and Women become aware of their subordination, and acquire the skills and knowledge they need to analyze and overcome their marginalization.

25. Gender-Based Violence (GBV)

refers to any harm perpetrated against a person's will on the basis of gender. Gender-Based Violence is also defined as any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering among women and men, including threats of such acts and coercion or arbitrary deprivations of liberty, whether occurring in public or in private life (United Nations, 1993; UnitedNations, 1995).

Although any person is at risk, Girls and Women are mainly the victims of gender based violence. Gender Based Violence (GBV): In the course of eliminating all forms of GBV and violence against women, Rwanda has demonstrated a strong commitment to putting an end to GBV categorized as a national security, human rights, and a development issue.

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