

# **WILDFIRE DANCE THEATRE**

## **LESSON PLAN: GENDER EQUALITY**

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## Wildfire Dance Theatre Workshop Development Learning Curriculum Introductory Remarks

The following lesson plans have been developed as an integral part of the Wildfire Dance Theatre (WDT) performances to be implemented in the classrooms of grade 10, 11 or 12 students in a variety of classes. Though the material has been developed for students of the intermediate and senior grades, it can be used for younger grades and modified by the teacher according to the capacity and skill level of the class.

The lesson plans follow the Ontario Ministry of Education curriculum in terms of format, learning expectations, and evaluation techniques. The lesson plans themselves, however, can be used within any provincial educational standards or requirements.

There are five thematic development priorities or issues that have been identified by WDT within which all the dances can be categorized. They are: Poverty, AIDS, Human Rights, Gender Equality, and Global Turmoil. Each lesson plan is associated with a particular WDT performance and has been developed as a stand-alone unit and can be incorporated into a variety of units of study.

There are four components to the overall design of each of the lesson plans. These components (Review, Reflect, Explore, Apply) allow teachers to present background information and statistics on each of the thematic issues, as well as engage students in an exploration of the emotional and human components inherent in each. The final project is a summative activity that provides students with the opportunity to apply what they have learned in researching more about one of Canada's 25 international Development Partners and how a particular thematic development issue presents itself in that country. It is a hands-on, interactive activity, utilizing the background information provided throughout the lesson, and building capacity for action.

The WDT curriculum supports the development aims, objectives and priorities of the international community. Improvement in any one of these five thematic areas will contribute to meeting both the [United Nations Millennium Development Goals](#) and Canada's key priorities outlined in the International Policy Statement. The [Youth Zone](#) of the [Canadian International Development Agency](#) (CIDA) is an excellent access point for students and teachers to learn more about international development issues, and some of the materials incorporated in these lesson plans have been drawn from this site. Ideas for contributing to CIDA's [Butterfly 208 Project](#) have also been included in the Follow-Up Activities section of the lesson plans.

The overall aim of the lessons is to provide students with knowledge, capacities and skills that will allow them to take action in any or all of these five important thematic areas, whether in Canada, or internationally. With the knowledge and understanding these lesson plans provide, students will have built capacity to act in a meaningful way towards solutions. It is hoped that teachers will accompany their students to organize "[Make Poverty History](#)" Campaigns in their schools and communities, prepare activities for the United Nations International Human Rights Day, International Women's Day, or any

other similar special days. Proactive engagement by students is an anticipated outcome of this collective learning and action initiative.

As educators we understand that this is the starting point, not the final product in terms of the curriculum. The effectiveness of content can only really be understood after its implementation in the classroom. We wish to acknowledge and thank CIDA's Global Classroom Initiative, the Nancy Campbell Collegiate Institute and the Canadian Baha'i International Development Agency for their ongoing support and contributions to develop and improve the curriculum. We also look forward to receiving the feedback of teachers as they implement these lesson plans and share with us their experience, and provide us with suggestions and contributions to help improve the curriculum.

Lastly, we hope that the performances of the Wildfire Dance Theatre and its development curriculum will animate, encourage and inspire youth to get involved, to make a change, to transform themselves and their communities, to think and act locally and globally, and to contribute to a more just, peaceful and harmonious global community.

The WDT team

## **GENDER EQUALITY**

**Activity:** Gender Equality

**Time:** 220 minutes (not including time for completing activities)

**Dance:** Equality

### **Description:**

#### **Learning Expectations:**

##### Grade 10 Healthy and Active Living (Health Studies)

- HLV.01 – explain strategies to promote positive lifestyle choice and relationships with others;
- LSV.01 – identify ways of taking appropriate action in new situations based on knowledge of positive decisions related to healthy active living
- LSV.02 – demonstrate understanding of conflict resolution, anger management, and mediation;
- LS2.02 – describe different styles of handling conflict and their effectiveness in different situations;
- LS2.03 – describe the benefits of developing anger management strategies;
- LS2.04 – identify the techniques for dealing with angry disputants;
- LS3.01 – demonstrate behaviours that are respectful of others' points of view (listening actively, showing appreciation, criticizing ideas not people)

##### Grade 10 Individual and Family Living (Social Sciences and Humanities)

- SO2.02X – distinguish between effective relationships and ones that are emotionally, psychologically, or physically abusive, and identify resources and strategies for dealing with abusive relationships;
- PRV.02X – demonstrate communication and conflict-resolution skills in the context of family and social relationships;
- PRV.03X – understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems;
- PR1.04X – demonstrate several appropriate strategies, grounded in research, for resolving conflict in a variety of relationships (e.g. Disagreement over curfew; accusation of cheating; dispute over boyfriend or girlfriend)
- DI2.03X – describe variations in the roles of adolescents and in expectations of females and males among families within Canada and in other countries.

##### Grade 12 Challenge and Change in Society (Social Sciences and Humanities)

- SC1.04 – evaluate the impact of changing social mores on the well-being of Canadians (e.g. desensitization to violence and abuse)

##### Grade 12 English (Language)

- LAV.02 – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic

language appropriately in seminars and presentations of independent study projects.

### **Planning Notes:**

Teachers should:

1. Prepare information about creating mind maps, if students do not already know how to do this.
2. Prepare photocopies of the appropriate handouts and Appendixes.
3. Print off and set up the Gender Equality Game as described in the Explore section.
4. Set up a computer, projector, and speakers in preparation for viewing the Stephen Lewis video (Explore section).

### **Teaching/Learning Strategies:**

#### **1) Review**

- Review with students the Equality dance description (see Appendix 1). Check for understanding, answer any questions students may have about the dance and its message. Ask the students, what they think equality between men and women should look like. Does it mean being the same?

#### **2) Reflect**

- Ask students to create a mind map of how gender equality is tied into other issue. Teachers should put key words on the board (peace, war, poverty, HIV/AIDS, the environment, sustainable development, education, human rights, etc). Students should draw a mind map that illustrates the connections of these problems to each other and how they branch from or are connected to gender equality. Teachers should review mind map techniques if students do not already know how to do this and give 20 minutes of time to prepare a mind map that contains as much information as they can think of related to gender equality.

#### **3) Explore**

- Provide students with the Definitions Matching Sheet (Appendix 2). Have students read the various definitions related to gender equality and match the descriptions to the definitions. Review and take up the answers with students. Teachers may also put each term on a card and have students identify which definition is associated with each card.
- Hand out the Beijing Platform for Action document to everyone in the class (Appendix 3). This is only part of the entire Beijing Platform for Action; these sections have been selected as the most important and relevant for this topic.
- Divide the class into four groups. Group 1 covers the Beijing Declaration from point 1 to point 20. Group 2 covers the Beijing Declaration from point 21 to the end. Group 3 covers the Mission Statement. Group 4 covers the 10 points under Education and Training of Women.
- Each group is to read through their section together and develop a creative presentation to summarize the main points in their section. Ideas for presentations include; reading one or two main sentence per paragraph and acting out the rest of the paragraph; creating a visual picture on chart paper of what their section of the Platform talks about; writing and performing a song highlighting the main parts of

their section; or simply summarizing and talking about the main ideas in their section.

- Teachers should download the Gender Equality Game from the War Child website. ([http://www.warchild.ca/studentscentre\\_lessonplans.asp](http://www.warchild.ca/studentscentre_lessonplans.asp)) Click on Gender Equality Lesson Plan under the “Building Global Bridges” title. Instructions for the game can be found under “Lesson Layout”. Follow instructions under number 2.
- Discuss how students felt while playing the game. What emotions were most obvious? Why did one group have more difficulty finishing the game than the other group? Teachers should make an effort to have equal participation from both the male and the female students in the class about how they felt.
- Prepare the technological set-up for viewing the Stephen Lewis video. The video is 42 minutes in length. The introduction is a speech presented in French. Stephen Lewis begins to talk about 9 minutes into the video. Teachers should slide the progress bar to the 9-minute time mark. Allow the video to play in full while students watch. The video can be downloaded from the following website: ([http://portal.unesco.org/en/ev.php-URL\\_ID=28743&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=28743&URL_DO=DO_TOPIC&URL_SECTION=201.html)) Scroll down and click on the link Click here to see the video.
- Explain that the United Nations and participating countries established 8 Millennium Development Goals (MDGs) in 2000, one of which is focused on gender equality. Hand out the MDG Fact Sheet (Appendix 4) and review with the students.
- Explain that Canada is providing aid and development assistance to 25 Development Partner Countries. Hand out a list of who those countries are (Appendix 5). One of those countries (Rwanda) will be examined as a case study.
- The Rwanda Appendixes (6 to 10) should be handed out in one package to all the students in the class. Divide the class into four groups and have them conduct a Round Table Discussion on the information, using the Round Table Discussion Topics (Appendix 11) as a guide. Give the students 20 minutes to read the information, and 30 minutes to discuss as a group.
- Just before presenting the Apply activity to the class, have them revisit their mind maps. With all the additional knowledge and information they have received they should add to their mind map and include ideas, information, and connections they have made between gender equality and other issues as a result of participating in the activities in this lesson.
- After the Round Table Discussion, introduce the final project (see Apply section). This project is based on the Stephen Lewis video. If the technology was not available for teachers to show the video, the project can be modified and not include that information.

#### **4) Apply**

- Divide the class into 4 or 5 groups for this activity.
- In the Stephen Lewis video, he made a number of strong statements like: “HIV/AIDS is the ultimate expression of gender inequality,” and “Gender equality is the most important fight in the world.” Groups should select one of the

messages they recall from the video about gender equality that left a strong impression on them or that they feel passionate about. They should research one of the 25 Development Partner countries and find information related to that statement or message. Their findings will be shared with the rest of the class in an oral presentation.

- To modify this project, if the video was not shown, have students research gender equality in one of the 25 Development Partners and share their findings in an oral presentation.
- For both options, students should follow the Analysis for Presentation handout (Appendix 12).
- Students should also be aware of issues of gender equality at the local level. If possible, have a local community representative come in to the class as a guest speaker to speak about gender issues in their community. They may be a local woman politician, a volunteer or educator that assists women in the community, or a man that promotes gender equality in the community. The teacher may also arrange to have someone who works in international development come as a guest speaker to talk to the class about their experiences in the field. The Youth Speakers program developed by CIDA is an excellent resource for youth speakers who have had experience in developing countries. Teachers can contact the Coordinator of the program to make arrangements.

### **Follow-Up Activities:**

The students may complete the following activities as follow-up to this lesson plan, depending on time and resources. The Criterion Checklist used for the oral presentation in the Analysis section may be used as an assessment tool for these follow-up activities. Background information for students to read to assist in the completion of these projects can be found on the CIDA website: <http://www.acdi-cida.gc.ca/index-e.htm>

- **Gender Issues** – Students could extend their understanding of gender equality and research how women are affected by a particular issue (HIV/AIDS, poverty, war and conflict, etc)
- **MDGs** – Review the specific goals and indicators associated with the third MDG on promoting gender equality. Prepare a report for the year 2015 explaining how we met our goals and targets for this Millennium Goal, referring specifically to the indicators. This information can be found at <http://www.unmillenniumproject.org/goals/index.htm>
- **G20/L20** – The members of the G20 are the finance ministries and central banks of 19 countries. A proposal has been put forth to create an L20 based on the leaders of these G20 to assist in strengthening capacity to manage critical global challenges. The L20 is not intended as a replacement for the G20. The L20 are made up of the following countries: Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Korea, Mexico, Russia, Saudi Arabia, South Africa, Turkey, the United Kingdom, The United States and the European Union. Students could be divided up into groups representing each of

these countries and research strategies for dealing with gender equality in Africa. Have students come together and present their findings and discuss possible solutions on a global scale in a Symposium style consultation.

- **Artistic Presentation** – Have student create an individual visual art piece, an individual writing piece, or a group visual art/multimedia project one of the themes of the Butterfly 208 project, examining in detail the issue of gender equality as it relates to that theme. Information on Contest Rules and themes can be found at [http://www.bp208.ca/contest\\_rules.php](http://www.bp208.ca/contest_rules.php)
- **The 0.7% Promise** – Have students research the 0.7% Promise. What has the Canadian government sent in the form of developmental assistance that assists women in Africa and what are their future plans for continued assistance?
- **Stephen Lewis** – Research and present biographical information on Stephen Lewis, focusing specifically on the work he has done in Africa and at the United Nations. A book report on “A Race Against Time” should be included as part of the project.
- **International Women’s Day** – Have students prepare a program that commemorates International Women’s Day.

**Evaluation and Assessment:**

The following activities may be used by the teacher for evaluation and assessment of the concepts and skills taught in this lesson:

Task/Product	Tool	Achievement Chart Category
Oral Presentations	Criterion Checklist	Knowledge/Understanding Thinking/Inquiry Communication Application

## APPENDIX 1

### **WDT Piece – Equality**

A man and a woman are caught in a dance of struggle. The man uses his power to keep the woman in her “place”, showing her how to behave, what to think, where to stand. The woman repeatedly attempts to communicate her right to equality with her male partner. She grows in her strength and doesn’t give up her position. After a time of struggle they dance separately, until finally coming together to compliment each other in a dance of equality.

Think of humanity as two wings of a bird. Both equal in strength. If one wing is not used then the bird will not fly. Half of the human race is made of men and the other half women. Humanity loses the talents, abilities, and contributions of one half of its population, if it does not recognize the equality of both.

## **APPENDIX 2**

The following terms are used in international development to describe and discuss gender equality. Based on your knowledge of gender equality, match the terms to the definitions. We will take up the answers together as a class.

<b>TERMS</b>	<b>DEFINITIONS</b>
Gender Equality	<b>A)</b> Refers to the variety of methods used to understand the relationships between men and women, their access to resources, their activities and the constraints they face relative to each other. It is an essential element of socio-economic analysis.
Equity and Equality	<b>B)</b> Women and men have equal conditions for realizing their full human rights and potential to contribute to national political, economic, social, and cultural development and benefit equally from the results. It is essential for human development and peace.
Women's Empowerment	<b>C)</b> This supports women to become more aware of the unfair power relations they face. This process will be different for women according to their race, ethnicity, culture, class, age, disability, and/or other status. It allows both men and women to take control over their lives by gaining skills, setting their own agendas and building self-confidence and self-reliance. It also means that women have increased control over their lives by acquiring a voice to challenge and overcome the inequality they experience.
Gender Analysis	<b>D)</b> An understanding of socio-economic relations, and with it gender relations, is an integral part of policy analysis, and is essential in creating and implementing effective initiatives. Analysis of the different situations of men and women can provide an understanding of the different impacts that legislation, cultural practices, policies, and programs can have on women and men.
Gender Analysis in Development Cooperation	<b>E)</b> The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and

	evaluation of the policies and programmes in all politic, economic, and societal spheres so that women and men benefit equally, and inequality is not perpetuated.
Gender Mainstreaming	<b><u>F</u></b> This is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. This leads to equality.

### APPENDIX 3

#### BEIJING PLATFORM FOR ACTION

(<http://www1.umn.edu/humanrts/instree/e5dplw.htm>)

#### **BEIJING DECLARATION**

1. We, the Governments, participating in the Fourth World Conference on Women,
2. Gathered here in Beijing, in September 1995, the year of the fiftieth anniversary of the founding of the United Nations,
3. Determined to advance the goals of equality, development and peace for all women everywhere in the interest of all humanity,
4. Acknowledging the voices of all women everywhere and taking note of the diversity of women and their roles and circumstances, honouring the women who paved the way and inspired by the hope present in the world's youth,
5. Recognize that the status of women has advanced in some important respects in the past decade but that progress has been uneven, inequalities between women and men have persisted and major obstacles remain, with serious consequences for the well-being of all people,
6. Also recognize that this situation is exacerbated by the increasing poverty that is affecting the lives of the majority of the world's people, in particular women and children, with origins in both the national and international domains,
7. Dedicate ourselves unreservedly to addressing these constraints and obstacles and thus enhancing further the advancement and empowerment of women all over the world, and agree that this requires urgent action in the spirit of determination, hope, cooperation and solidarity, now and to carry us forward into the next century.

#### **reaffirm our commitment to:**

8. The equal rights and inherent human dignity of women and men and other purposes and principles enshrined in the Charter of the United Nations, to the Universal Declaration of Human Rights and other international human rights instruments, in particular the Convention on the Elimination of All Forms of Discrimination against Women and the Convention on the Rights of the Child, as well as the Declaration on the Elimination of Violence against Women and the Declaration on the Right to Development;
9. Ensure the full implementation of the human rights of women and of the girl child as an inalienable, integral and indivisible part of all human rights and fundamental freedoms;

10. Build on consensus and progress made at previous United Nations conferences and summits - on women in Nairobi in 1985, on children in New York in 1990, on environment and development in Rio de Janeiro in 1992, on human rights in Vienna in 1993, on population and development in Cairo in 1994 and on social development in Copenhagen in 1995 with the objectives of achieving equality, development and peace;

11. Achieve the full and effective implementation of the Nairobi Forward-looking Strategies for the Advancement of Women;

12. The empowerment and advancement of women, including the right to freedom of thought, conscience, religion and belief, thus contributing to the moral, ethical, spiritual and intellectual needs of women and men, individually or in community with others and thereby guaranteeing them the possibility of realizing their full potential in society and shaping their lives in accordance with their own aspirations.

**are convinced that:**

13. Women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace;

14. Women's rights are human rights;

15. Equal rights, opportunities and access to resources, equal sharing of responsibilities for the family by men and women, and a harmonious partnership between them are critical to their well-being and that of their families as well as to the consolidation of democracy;

16. Eradication of poverty based on sustained economic growth, social development, environmental protection and social justice requires the involvement of women in economic and social development and equal opportunities and the full and equal participation of women and men as agents and beneficiaries of people-centred sustainable development;

17. The explicit recognition and reaffirmation of the right of all women to control all aspects of their health, in particular their own fertility, is basic to their empowerment;

18. Local, national, regional and global peace is attainable and is inextricably linked with the advancement of women, who are a fundamental force for leadership, conflict resolution and the promotion of lasting peace at all levels;

19. It is essential to design, implement and monitor, with the full participation of women, effective, efficient and mutually reinforcing gender-sensitive policies and programmes, including development policies and programmes, at all levels that will foster the empowerment and advancement of women;

20. The participation and contribution of all actors of civil society, particularly women's groups and networks and other non- governmental organizations and community-based organizations, with full respect for their autonomy, in cooperation with Governments, are important to the effective implementation and follow-up of the

**Platform for Action;**

21. The implementation of the Platform for Action requires commitment from Governments and the international community. By making national and international commitments for action, including those made at the Conference, Governments and the international community recognize the need to take priority action for the empowerment and advancement of women.

**We are determined to:**

22. Intensify efforts and actions to achieve the goals of the Nairobi Forward-looking Strategies for the Advancement of Women by the end of this century;

23. Ensure the full enjoyment by women and the girl child of all human rights and fundamental freedoms, and take effective action against violations of these rights and freedoms;

24. Take all necessary measures to eliminate all forms of discrimination against women and the girl child and remove all obstacles to gender equality and the advancement and empowerment of women;

25. Encourage men to participate fully in all actions towards equality;

26. Promote women's economic independence, including employment, and eradicate the persistent and increasing burden of poverty on women by addressing the structural causes of poverty through changes in economic structures, ensuring equal access for all women, including those in rural areas, as vital development agents, to productive resources, opportunities and public services;

27. Promote people-centred sustainable development, including sustained economic growth through the provision of basic education, life-long education, literacy and training, and primary health care for girls and women;

28. Take positive steps to ensure peace for the advancement of women and, recognizing the leading role that women have played in the peace movement, work actively towards general and complete disarmament under strict and effective international control, and support negotiations on the conclusion, without delay, of a universal and multilaterally and effectively verifiable comprehensive nuclear-test-ban treaty which contributes to nuclear disarmament and the prevention of the proliferation of nuclear weapons in all its aspects;

29. Prevent and eliminate all forms of violence against women and girls;
30. Ensure equal access to and equal treatment of women and men in education and health care and enhance women's sexual and reproductive health as well as education;
31. Promote and protect all human rights of women and girls;
32. Intensify efforts to ensure equal enjoyment of all human rights and fundamental freedoms for all women and girls who face multiple barriers to their empowerment and advancement because of such factors as their race, age, language, ethnicity, culture, religion, or disability, or because they are indigenous people;
33. Ensure respect for international law, including humanitarian law, in order to protect women and girls in particular;
34. Develop the fullest potential of girls and women of all ages, ensure their full and equal participation in building a better world for all and enhance their role in the development process.

**We are determined to:**

35. Ensure women's equal access to economic resources including land, credit, science and technology, vocational training, information, communication and markets, as a means to further the advancement and empowerment of women and girls, including through the enhancement of their capacities to enjoy the benefits of equal access to these resources, inter alia, by means of international cooperation;
36. Ensure the success of the Platform for Action which will require a strong commitment on the part of Governments, international organizations and institutions at all levels. We are deeply convinced that economic development, social development and environmental protection are interdependent and mutually reinforcing components of sustainable development, which is the framework for our efforts to achieve a higher quality of life for all people. Equitable social development that recognizes empowering the poor, particularly women living in poverty, to utilize environmental resources sustainably is a necessary foundation for sustainable development. We also recognize that broad-based and sustained economic growth in the context of sustainable development is necessary to sustain social development and social justice. The success of the Platform for Action will also require adequate mobilization of resources at the national and international levels as well as new and additional resources to the developing countries from all available funding mechanisms, including multilateral, bilateral and private sources for the advancement of women; financial resources to strengthen the capacity of national, subregional, regional and international institutions; a commitment to equal rights, equal responsibilities and equal opportunities and to the equal participation of women and men in all national, regional and international bodies and policy-making processes;

the establishment or strengthening of mechanisms at all levels for accountability to the world's women;

37. Ensure also the success of the Platform for Action in countries with economies in transition, which will require continued international cooperation and assistance;

38. We hereby adopt and commit ourselves as Governments to implement the following Platform for Action, ensuring that a gender perspective is reflected in all our policies and programmes. We urge the United Nations system, regional and international financial institutions, other relevant regional and international institutions and all women and men, as well as non-governmental organizations, with full respect for their autonomy, and all sectors of civil society, in cooperation with Governments, to fully commit themselves and contribute to the implementation of this Platform for Action.

# **PLATFORM FOR ACTION**

## **Chapter I MISSION STATEMENT**

1. The Platform for Action is an agenda for women's empowerment. It aims at accelerating the implementation of the Nairobi Forward-looking Strategies for the Advancement of Women 1/ and at removing all the obstacles to women's active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making. This means that the principle of shared power and responsibility should be established between women and men at home, in the workplace and in the wider national and international communities. Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental prerequisite for equality, development and peace. A transformed partnership based on equality between women and men is a condition for people-centred sustainable development. A sustained and long-term commitment is essential, so that women and men can work together for themselves, for their children and for society to meet the challenges of the twenty-first century.
2. The Platform for Action reaffirms the fundamental principle set forth in the Vienna Declaration and Programme of Action, 2/ adopted by the World Conference on Human Rights, that the human rights of women and of the girl child are an inalienable, integral and indivisible part of universal human rights. As an agenda for action, the Platform seeks to promote and protect the full enjoyment of all human rights and the fundamental freedoms of all women throughout their life cycle.
3. The Platform for Action emphasizes that women share common concerns that can be addressed only by working together and in partnership with men towards the common goal of gender equality around the world. It respects and values the full diversity of women's situations and conditions and recognizes that some women face particular barriers to their empowerment.
4. The Platform for Action requires immediate and concerted action by all to create a peaceful, just, humane and equitable world based on human rights and fundamental freedoms, including the principle of equality for all people of all ages and from all walks of life.
5. The Platform for Action requires immediate and concerted action by all to create a peaceful, just and humane world based on human rights and fundamental freedoms, including the principle of equality for all people of all ages and from all walks of life, and to this end, recognizes that broad-based and sustained economic growth in the context of sustainable development is necessary to sustain social development and social justice.

6. The success of the Platform for Action will require a strong commitment on the part of Governments, international organizations and institutions at all levels. It will also require adequate mobilization of resources at the national and international levels as well as new and additional resources to the developing countries from all available funding mechanisms, including multilateral, bilateral and private sources for the advancement of women; financial resources to strengthen the capacity of national, subregional, regional and international institutions; a commitment to equal rights, equal responsibilities and equal opportunities and to the equal participation of women and men in all national, regional and international bodies and policy-making processes; and the establishment or strengthening of mechanisms at all levels for accountability to the world's women.

## **B. Education and training of women**

71. Education is a human right and an essential tool for achieving the goals of equality, development and peace. Non-discriminatory education benefits both girls and boys, and thus ultimately contributes to more equal relationships between women and men. Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change. Literacy of women is an important key to improving health, nutrition and education in the family and to empowering women to participate in decision-making in society. Investing in formal and non-formal education and training for girls and women, with its exceptionally high social and economic return, has proved to be one of the best means of achieving sustainable development and economic growth that is both sustained and sustainable.

72. On a regional level, girls and boys have achieved equal access to primary education, except in some parts of Africa, in particular sub-Saharan Africa, and Central Asia, where access to education facilities is still inadequate. Progress has been made in secondary education, where equal access of girls and boys has been achieved in some countries. Enrolment of girls and women in tertiary education has increased considerably. In many countries, private schools have also played an important complementary role in improving access to education at all levels. Yet, more than five years after the World Conference on Education for All (Jomtien, Thailand, 1990) adopted the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs, 11/ approximately 100 million children, including at least 60 million girls, are without access to primary schooling, and more than two thirds of the world's 960 million illiterate adults are women. The high rate of illiteracy prevailing in most developing countries, in particular in sub-Saharan Africa and some Arab States, remains a severe impediment to the advancement of women and to development.

73. Discrimination in girls' access to education persists in many areas, owing to customary attitudes, early marriages and pregnancies, inadequate and gender-biased teaching and educational materials, sexual harassment and lack of adequate and physically and otherwise accessible schooling facilities. Girls undertake heavy domestic work at a very early age. Girls and young women are expected to manage both educational and domestic responsibilities, often resulting in poor scholastic performance and early drop-out from the educational system. This has long-lasting consequences for all aspects of women's lives.

74. Creation of an educational and social environment, in which women and men, girls and boys, are treated equally and encouraged to achieve their full potential, respecting their freedom of thought, conscience, religion and belief, and where educational resources promote non-stereotyped images of women and men, would be effective in the elimination of the causes of discrimination against women and inequalities between women and men.

75. Women should be enabled to benefit from an ongoing acquisition of knowledge and skills beyond those acquired during youth. This concept of lifelong learning includes

knowledge and skills gained in formal education and training, as well as learning that occurs in informal ways, including volunteer activity, unremunerated work and traditional knowledge.

76. Curricula and teaching materials remain gender-biased to a large degree, and are rarely sensitive to the specific needs of girls and women. This reinforces traditional female and male roles that deny women opportunities for full and equal partnership in society. Lack of gender awareness by educators at all levels strengthens existing inequities between males and females by reinforcing discriminatory tendencies and undermining girls' self-esteem. The lack of sexual and reproductive health education has a profound impact on women and men.

77. Science curricula in particular are gender-biased. Science textbooks do not relate to women's and girls' daily experience and fail to give recognition to women scientists. Girls are often deprived of basic education in mathematics and science and technical training, which provide knowledge they could apply to improve their daily lives and enhance their employment opportunities. Advanced study in science and technology prepares women to take an active role in the technological and industrial development of their countries, thus necessitating a diverse approach to vocational and technical training. Technology is rapidly changing the world and has also affected the developing countries. It is essential that women not only benefit from technology, but also participate in the process from the design to the application, monitoring and evaluation stages.

78. Access for and retention of girls and women at all levels of education, including the higher level, and all academic areas is one of the factors of their continued progress in professional activities. Nevertheless, it can be noted that girls are still concentrated in a limited number of fields of study.

79. The mass media are a powerful means of education. As an educational tool the mass media can be an instrument for educators and governmental and non-governmental institutions for the advancement of women and for development. Computerized education and information systems are increasingly becoming an important element in learning and dissemination of knowledge. Television especially has the greatest impact on young people and, as such, has the ability to shape values, attitudes and perceptions of women and girls in both positive and negative ways. It is therefore essential that educators teach critical judgement and analytical skills.

80. Resources allocated to education, particularly for girls and women, are in many countries insufficient and in some cases have been further diminished, including in the context of adjustment policies and programmes. Such insufficient resource allocations have a long-term adverse effect on human development, particularly on the development of women.

81. In addressing unequal access to and inadequate educational opportunities, Governments and other actors should promote an active and visible policy of

mainstreaming a gender perspective into all policies and programmes, so that, before decisions are taken, an analysis is made of the effects on women and men, respectively.

## APPENDIX 4

### UNMDG FACT SHEET

#### **What are the MDGs?**

The United Nations created 8 Millennium Development Goals, also referred to as MDGs. They are the world's time-bound and quantified targets for addressing extreme poverty in its many dimensions—income poverty, hunger, disease, lack of adequate shelter, and exclusion—while promoting gender equality, education, and environmental sustainability. They are also basic human rights—the rights of each person on the planet to health, education, shelter, and security. There are certain goals that have been established by the UN to be met by the year 2015.

(<http://www.unmillenniumproject.org/goals/index.htm>)

In September 2000, 191 countries adopted the United Nations Millennium Declaration, which led to the Millennium Development Goals (MDGs). The MDGs are a set of specific targets for poverty reduction, health, education, gender equality, environmental sustainability, and global partnerships to be reached by 2015. In 2002, the international community struck a new development agreement to achieve these goals under the Monterrey Consensus. Developing countries assumed primary responsibility for them, while the industrialized countries, including Canada, committed to supporting their efforts through aid, trade, and debt relief.

([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/AllDocIds/2F996AA6A87776FC85256F81004D3D77?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/AllDocIds/2F996AA6A87776FC85256F81004D3D77?OpenDocument))

#### **What are the 8 Goals?**

1. Eradicate Extreme Poverty and Hunger
2. Achieve Universal Primary Education
3. Promote Gender Equality and Empower Women
4. Reduce Child Mortality
5. Improve Maternal Health
6. Combat HIV/AIDS, Malaria, and Other Diseases
7. Ensure Environmental Sustainability
8. Develop a Global Partnership for Development

#### **What do we know about MDG 3?**

**The challenge:** The gender gap is closing—albeit slowly—in primary school enrolment in the developing world. This is a first step toward easing long-standing inequalities between women and men. In almost all developing regions, women represent a smaller share of wage earners than men and are often relegated to insecure and poorly paid jobs. Though progress is being made, women still lack equal representation at the highest levels of government, holding only 16 percent of parliamentary seats worldwide.

**Canada's contribution:** Canada continues to be a world leader in promoting gender equality in all aspects of development, including trade, peacebuilding, human rights, and many other areas. All initiatives in Canada's aid program make gender equality considerations explicit, and a wide range of projects directly address gender-based issues.

([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument))

### **What have we done about gender equality?**

There are specific things countries need to do in order to meet that MDG 3. Canada has already done a great deal of work in this area for the world's developing countries and the role of women. CIDA and its partners have contributed to:

- **Economic independence for women.** In Bangladesh, a rural road construction program has created 40,000 full-time jobs for impoverished widows and trained more than 60,000 to manage their finances and begin their own small businesses.
- **Greater equality in education.** In Senegal, adult literacy programs contributed to the literacy of 36,000 students, 75 percent of them women, in 2003 alone.
- **A stronger role for women in decision-making.** In Peru, training for women voters and candidates helped raise public awareness about gender-based issues in the latest national elections in which almost one third of the candidates were women. Women now hold 17 percent of the seats in Peru's Congress.
- **CIDA's Partners** – CIDA and its extensive network of partners are working together to develop and implement programs to alleviate hunger and poverty around the world. A complete list of those partners and their website can be found at [http://www.acdi-cida.gc.ca/cida\\_ind.nsf/b2a637b3ebb3f4e68525677e0071f3e1/d8ed636343cae86f85256d860063f75a?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/b2a637b3ebb3f4e68525677e0071f3e1/d8ed636343cae86f85256d860063f75a?OpenDocument)

([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument))

## APPENDIX 5

### 25 DEVELOPMENT PARTNERS

(From [http://www.acdi-cida.gc.ca/cida\\_ind.nsf/vLookupNewsEn/1FA5B23102631F6585256FE8005299D2?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/vLookupNewsEn/1FA5B23102631F6585256FE8005299D2?OpenDocument))

"By 2010, at least two-thirds of CIDA's direct country-to-country assistance will be focused on 25 developing countries — of which more than half are in Africa — that are among the poorest but have the capacity to use aid effectively," (Minister Aileen Carroll, Former Minister of International Cooperation).

Canada's 25 Development Partners:

<b>Africa</b>	<b>Americas</b>	<b>Asia</b>	<b>EUROPE</b>
Benin Burkina Faso Cameroon Ethiopia Ghana Kenya Malawi Mali Mozambique Niger Rwanda Senegal Tanzania Zambia	Bolivia Guyana Honduras Nicaragua	Bangladesh Cambodia Indonesia Pakistan Sri Lanka Vietnam	Ukraine

The following criteria have been used to select Development Partners:

- **Level of poverty.** To ensure that aid resources focus where the need is greatest, CIDA's Development Partners were identified from among the poorest countries. The *UNDP Human Development Index*, which ranks countries based on life expectancy at birth, adult literacy, school enrolment, and standard of living measured by GDP per capita, is one of the tools used to identify Development Partners. Another is income; only countries below US\$1,000 in average per-capita annual income (measured at current exchange rates) would be considered for designation as Development Partners.

- **Ability to use aid effectively.** Criteria for assessment include economic management, structural policies, policies for social inclusion and equity, and public sector management and institutions. The World Bank's *Country Policy and Institutional Assessment*, which assesses a country's policies and institutional framework to support poverty reduction, sustainable growth, and effective use of development assistance, offers one international tool, which is used to assist in making a Canadian judgment.
- **Sufficient Canadian presence to add value.** Canada's current rank relative to other donors and the scale of our current aid effort will be factors in assessing Canada's potential for impact in a developing country. It is recognized that Canada's presence is further enhanced through a strong contribution to our priority sectors, and where we have a particularly effective and privileged policy dialogue. Canada's value-added is further strengthened through its own historical and people-to-people ties with these countries.

CIDA will target its efforts in the following sectors: governance, health (with a focus on HIV/AIDS), basic education, private-sector development, and environmental sustainability, with gender equality as a crosscutting theme that is systematically and explicitly integrated across all programming. These sectors are all fundamental to human well being and crucial to the achievement of the Millennium Development Goals, internationally agreed, time-bound, and quantifiable targets for reducing global poverty.

The 2002 Peer Review of Canadian aid carried out by the Organization of Economic Cooperation and Development's Development Assistance Committee (DAC) noted that Canadian aid is among the most dispersed of DAC members in terms of countries supported and that this could be a disadvantage for Canada in having an impact. The World Bank's influential 1999 research report "Assessing Aid: What Works, What Doesn't, and Why", concluded that development assistance should more concentrated in 'high impact' countries and that strong economic institutions and policies result in aid being more effective in reducing poverty. The United Kingdom and the Netherlands are among several major donors, which have increased the focus of their aid programs to target a more limited number of the poorest developing countries.

## APPENDIX 6

### RWANDA: A CASE STUDY

(<http://www.acdi-cida.gc.ca/CIDAWEB/webcountry.nsf/VLUDocEn/Rwanda-Factsataglance>)

This table provides some facts about Rwanda related to international development and compares them with similar facts about Canada.

Topic	Rwanda	Canada
<b>Official name:</b>	Republic of Rwanda	Canada
<b>Capital:</b>	Kigali	Ottawa
<b>Area</b> (Thousands of km <sup>2</sup> ):	26	9,985
<b>Population</b> (millions):	8.5 (2004)	32.0 (2004)
<b>Population density</b> (per km <sup>2</sup> ):	327 (2004)	3 (2004)
<b>Urban population</b> (%-2003):	18	80
<b>Gross national income (GNI)</b> (per capita):	US\$220 (2003)	US\$23,930 (2003)
<b>GNI purchasing power parity (PPP)</b> (per capita):	US\$1,290 (2003)	US\$29,740 (2003)
<b>Structure of GDP</b> (%-2003):		
Agriculture	42	2
Industry	22	32
Services	36	66
<b>Ecological footprint</b> (global hectares per person-2001):	0.7	6.4
<b>Human development index (HDI) ranking:</b>	159 <sup>th</sup> of 177 countries (2002)	4 <sup>th</sup> (2002)
<b>Gender-related development index (GDI) ranking:</b>	129 <sup>th</sup> of 144 countries (2002)	4 <sup>th</sup> (2002)
<b>Life expectancy at birth:</b>	43 (1960), 39 (2003)	71 (1960), 79 (2003)
<b>Mortality rate under 5 years old</b> (per 1,000):	206 (1960), 203 (2003)	33 (1960), 6 (2003)
<b>Adult literacy rate</b> (% 2000-2004):		
Total	64	99
Men	71	99
Women	59	99
<b>Population using improved drinking water sources</b> (%-2002):		
Total	73	100
Urban	92	100
Rural	69	99

## APPENDIX 7

### STORIES FROM THE FIELD

<http://www.acdi-cida.gc.ca/CIDAWEB/webcountry.nsf/VLUDocEn/643E9BEB631DFC18525706000548B1F>

#### **Widows of the Genocide' lobby for women's rights in Rwanda**

The changes in attitudes toward women are apparent in Rwanda. In the late 1990s, women made up fewer than 2 percent of community leaders; however in the 2003 local parliamentary elections, 48 percent of newly elected members of parliament were women. Consequently, Rwanda has the highest percentage of female members of parliament in the world.



© Karin Tearle/Rwanda Development Trust

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**In 1994, in a little more than 100 days, more than 800,000 Rwandans were butchered in one of the most intense genocides in recent memory. Among the survivors were thousands of women who had been widowed, raped, or infected with HIV. Their bodies, hearts, and minds had been traumatized. When the killing stopped, they gathered together stray children, and carried on as best they could.**

**As Rwandan women grapple with the challenge of rebuilding their lives and their communities, Canada is lending a hand through the Canadian Fund for Gender and Development, our primary source of funding to support Rwandan women.**

**"The fund helps groups tackle the strategic needs of women in our country," said Marie Kagaju, a former gender expert with the Canadian aid program in Kigali. "We help to mend wounds from the past. We also dig down to the root causes of problems, to make real changes that will have long-term effects."**

**Since 1998, the fund has supported 66 projects, including consultations for laws to improve the property, marital and labour rights of women; medical and counselling services for abused women; public awareness campaigns to promote social justice and equality for women and girls; information on family planning and AIDS prevention; and voter education for women.**

**The results are impressive. Rwandan law has improved women's rights in marriage and inheritance. Forced child marriages are no longer legal, and penalties for the abuse and rape of children and babies have been substantially increased. Regulations against child rape are especially important in an environment where many men still believe that sex with an infant or young virgin can cure AIDS. The**

**Association of Widows of the Genocide (AVEGA) is one of the most active women's groups in the country. With support from the fund, AVEGA completed a major survey of services most urgently needed by Rwandan women. Its agenda is practical: it wants existing laws enforced, more emergency medical services for battered women and children, more female police officers and judges, some financial compensation for the way genocide destroyed their families, and more programs to educate the general public about the value of equal rights for women. "Attitudes are changing," said Ms. Kagaju. "People expect the laws to evolve to meet new realities."**

**The changes in attitudes toward women are apparent in Rwanda. In the late 1990s, women made up fewer than 2 percent of community leaders; however in the 2003 local parliamentary elections, 48 percent of newly elected members of parliament were women. Consequently, Rwanda has the highest percentage of female members of parliament in the world.**

**Jacques Lepine, a former Head of Aid at the Canadian embassy in Kigali, once observed broad general acceptance of the new moves toward more equal rights for women. "After the upheavals and horrors they've seen in recent years, people here are ready for major change. Rwandans are resilient people," he said. "They want to support a climate of better values and more equality."**

**In 2004, the Canadian Gender and Development Fund entered into its third stage of programming. Its dual objective is to contribute to poverty reduction among both men and women, as well as achieve the sustainable development of a more just and gender-equitable society in Rwanda. Various activities include technical management and leadership training, development and distribution of gender analysis tools, institutional support to female elected officials, as well as studies, action-research and advocacy for gender equality in rural development and local governance.**

## **APPENDIX 8**

### **RWANDA'S DEVELOPMENT COMMITMENT**

(<http://www.acdi-cida.gc.ca/CIDAWEB/webcountry.nsf/VLUDocEn/Rwanda-ProgrammingFramework>)

#### Rwanda's Development Commitment

The Government of Rwanda has adopted a comprehensive policy framework to guide its own strategic decisions, and those of donors as they worked toward Rwanda's development, especially poverty reduction. The centrepiece of this framework is the poverty reduction strategy paper (PRSP), an ambitious plan to halve the proportion of Rwandans living in poverty by 2015. The plan's well-defined priorities and targets are summarized in Vision 2020, a policy statement that outlines the government's objectives for the year 2020.

The PRSP, developed in consultation with the people of Rwanda, enjoys broad popular support among Rwandan civil society. As a result, donors—including Canada—have aligned their work in Rwanda with the plan's six priorities that are all geared to promoting economic growth of particular benefit to poor women and men:

- rural development and agricultural transformation
- human development
- economic infrastructure
- governance and decentralization
- private sector development
- institutional capacity building

The goals expressed in Vision 2020 are, in other words, Rwanda's own expression of the Millennium Development Goals, as indicated in the table on the following page.

## Poverty Monitoring Indicators – Rwanda

Subject	Vision 2020	Millennium Development Goals
Poverty, economic growth	Reduce the population living below the poverty line from 60 percent to 30 percent by 2015; achieve annual economic growth equivalent to 7–8 percent of GDP until 2020.	Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day; halve the proportion of people who suffer from hunger.
Gender equality	Achieve equal (50 percent) participation of women in tertiary training.	Eliminate gender disparity in primary and secondary education by 2005, and at all levels of education no later than 2015.
Population growth	Reduce the population growth rate from 3.2 percent to 2.5 percent by 2010.	
Fertility rate	Reduce the average number of children per family from 6 to 4 by 2010.	
Maternal mortality	Reduce the maternal mortality ratio from 810/100,000 to 202/100,000 by 2015; make reproductive health services available to all.	Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio.
Infant and child mortality	Reduce infant mortality from 107/1,000 to 35/1,000 by 2015.	Reduce by two thirds, between 1990 and 2015, the under-five mortality rate.
Literacy, basic education	Increase net primary enrolment from 72 percent to 100 percent by 2015.	Ensure that, by 2015, children everywhere will be able to complete primary schooling.
Prevalence of AIDS	Lower the prevalence rate from 14 percent* to 5 percent by 2020.	Halt, by 2015, and begun to reverse, the spread of HIV/AIDS.
Protection of soil against erosion	Increase protected area from 20 percent to 70 percent by 2020.	Mainstream the principles of sustainable development into country policies and programs; reverse loss of environmental resources.

\* 2000 estimate, since revised downwards by UNAIDS, to 3.4–7.6%

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Why is Canada Working with Rwanda?

There are three main reasons why Rwanda is a development partner:

- **Enormous development challenges.** Rwanda faces challenges that are far beyond its means: poverty, an economy dominated by low-yield subsistence agriculture, resource scarcity and degradation, and the legacy of the genocide.
- **Rwanda is helping itself.** Rwanda has developed a credible framework for its own development initiatives and the international community's activities.
- **Canada's interests in the Great Lakes region of Africa.** Because of this region's strategic importance to African economic development and its impact on international security, Canada has supported the path to peace in the Great Lakes for over 10 years and plans to continue in this role through a "3D" approach that combines diplomacy, defence and development.

In April 2005, the Government of *Canada launched Canada's International Policy Statement: A Role of Pride and Influence in the World*. As part of this new policy, CIDA identified a core group of 25 development partners that will receive at least two thirds of Canada's bilateral assistance by 2010. These are countries where there is a high level of poverty, yet also an ability to use aid effectively and prudently, and where there is sufficient Canadian presence to add value. Fourteen of these countries, including Rwanda, are in sub-Saharan Africa—the world's most impoverished area.

### **What CIDA is Doing**

Canada's relationship with Rwanda began in 1963 when Canadian missionary Father Georges-Henri Lévesque helped establish the National University of Rwanda. Since that time, CIDA has contributed over \$500 million to Rwanda.

Early programs included institutional support for the national university, rural development, road construction and electrification. Humanitarian relief and housing construction in the 1994–1999 emergency period gave way to a development program focusing on basic human needs, promoting equality between men and women, and building institutions related to justice and human rights. Programming for the 2005–2011 period builds on CIDA's experience, is solidly anchored in Rwanda's own poverty reduction strategy, and focuses on the needs and rights of poor, rural Rwandans.

## Principles of Intervention

CIDA's 2002 statement, *Making a Difference in the World: A Policy Statement on Strengthening Aid Effectiveness*, will guide all of the Agency's programming in Rwanda. The following three principles are particularly pertinent:

**Local ownership.** Recipient countries—rather than donors—must identify their own priorities and develop their own strategies. In Rwanda's case, authorities clearly identified areas for Canadian involvement, giving particular attention to CIDA's expertise in rural private-sector development and gender equality.

**Improved donor coordination.** Recipient countries must coordinate the involvement of donors to avoid duplication and heighten overall impact. In keeping with its policy of decentralization, the Government of Rwanda has created a common development fund (CDF) to channel money to local districts. Canada and other donors aim to use mechanisms such as the CDF to harmonize their support to rural development.

**Results-Based Approach.** Improved monitoring and evaluation of development programs leads to more effective results. In partnership with Rwandan authorities, CIDA will develop a framework to monitor performance that will identify any necessary adjustments in programming.

### Rural development

For the 2005–2011 period, CIDA will place a strong emphasis on rural development. In keeping with Canada's International Policy Statement, these investments will strengthen the private sector, particularly through increasing access to markets and providing new entrepreneurship opportunities for rural men and women living in poverty. They will also protect the environment by halting or reversing land degradation and promoting sustainable agriculture and agroforestry.

The Government of Rwanda is preparing a sector-wide rural development strategy that will set priorities for the following: agriculture research and extension; the development of export crops; food processing and marketing support; land-use legislation and policies; easier access to private and public funding of agriculture; and a labour-intensive rural infrastructure program.

In the short and medium term, CIDA will support the last-mentioned element of this strategy: the rural infrastructure program. Investments such as terracing, swamp reclamation, and reforestation will augment agricultural productivity and production. Building or repairing feeder roads, local markets, and crop storage will increase farmers' ability to sell what they grow. The labour-intensive approach will also create much-needed temporary employment for low-income earners, young school leavers, demobilized troops, and freed prisoners. Small firms and community groups will also benefit through contracts to organize the work.

In the long term, the program will help transform Rwanda's economy by increasing rural income and purchasing power, as well as enhancing savings and investment. Strengthened infrastructure will also lead to better environmental management and protection.

Ultimately, these initiatives will strengthen the enabling environment for the rural private sector, increasing the access of poor farmers to markets and expanding the commercial potential of agriculture.

### **Local governance**

As part of Rwanda's five-year action plan to decentralize decision making, local authorities and rural associations play a large role in implementing the country's poverty reduction strategy. These fledgling authorities, however, do not yet have the full capacity to manage these ambitious and innovative programs. For this reason, CIDA will help strengthen local governance.

This major capacity building program will draw on CIDA's expertise, experience, and credibility in community development. With the aim of supporting an inclusive approach to local governance, the program will target local elected officials, district staff and peasants' associations. Not only will the program strengthen all these groups, it will also improve their linkages and communication, enabling them to work better together.

### **Integrating gender equality, HIV/AIDS, and the environment**

Canada and Rwanda are committed to integrating the goals of gender equality, the prevention of HIV/AIDS, and the protection of the environment into all of CIDA's initiatives as a way to strengthen the overall impact of support to rural development and local governance.

**Gender equality.** Women are more than half the population of Rwanda and over 57 percent of the rural adult population, performing much of the agricultural labour. Traditionally, women have not had access to public decision making. Recently great strides have been made in the Rwandan Parliament where nearly half of the representatives are women. This emerging equality is not, however, reflected at the district level nor in the rural areas. CIDA will draw on its expertise in gender equality to build the capacity of Rwandan authorities, civil society, and local communities to integrate gender equality into poverty reduction programs, increase women's participation in decision making, and eliminate practices that discriminate based on gender. In the context of local governments, CIDA will work towards ensuring that development plans and municipal services provide equal benefits to men, women, girls and boys. In the context of rural development initiatives, issues of access to decent work and to decision making will form part of the Agency's gender strategy.

**Environment.** Environmental degradation, declining food security, and unsustainable population growth are significantly linked to one other and also to chronic poverty. The dominance of low-

yield agriculture, the use of firewood as the chief source of household energy, not to mention the years of conflict and repeated population shifts, have all taken a heavy toll on Rwanda's soil, forests, and water. Natural resource management must receive constant attention if sustainable development is to be achieved. CIDA-supported initiatives will help rehabilitate and conserve natural resources directly and also build capacity for environmental protection. By promoting poverty reduction, and by supporting the modernization of the rural economy, CIDA's program will also help ease the pressure on natural resources.

***HIV/AIDS.*** Prevalence rates of HIV infection in rural Rwanda, currently estimated at 2-5 percent, are lower than the rates of up to 30 percent seen in some areas of southern and eastern Africa. The potential impact of HIV/AIDS on the labour force and on health costs is still significant, and prevention must be a priority. All CIDA-funded programs will explore how they can extend awareness and prevention activities into hard-to-reach communities.

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## Strategic Results Framework

### Canada–Rwanda Cooperation, 2005–2011

#### **Reducing poverty and improving the living conditions of all Rwandans**

##### *Transforming the rural economy and improving well-being*

##### *Expected Outcomes*

- Creation of non-agricultural jobs in rural areas
- Increased agricultural productivity and production
- Greater protection and rehabilitation of the natural environment
- Equal access to the means of production for women and men in rural areas
- Less vulnerability for farmers
- Diversification of the rural economy
- Greater awareness of ways to prevent HIV/AIDS among rural population

##### *Strengthening local governance in civil society and in the public sector*

##### *Expected Outcomes*

- Local administrators can better coordinate planning processes and can better manage financial resources for local development plans
- Rural associations can better represent vulnerable groups
- Government partners have stronger gender-equality capacities
- Women and men are equally involved in local governance
- Farmers' associations and their federations can better negotiate their social and economic interests under local development plans
- Non-governmental organizations (NGOs) have stronger capacities for gender-equality advocacy and support
- Women's NGOs and grassroots communities can better influence local decision making
- Rural populations are better protected against HIV/AIDS
- Local authorities make a greater contribution to the protection and renewal of natural resources

## **APPENDIX 9**

### **PROJECT PROFILE**

(<http://www.acdi-cida.gc.ca/cidaweb/cpo.nsf/vLUWebProjEn/D7A81F52095C912A852570190031852D?OpenDocument>)

#### **Project Profile**

Country	Rwanda: 100%
Project Number	A030656001
Title	Gender Equality and Development - Phase II
Status	Operational
CIDA Contribution	\$900,000
Duration	2001 - 2006
Partner - Executing Agency	AMBASSADE DU CANADA A KIGALI
Priority	Integrated basic human needs: 5% Gender equality is the principal objective/result: 75% Protection and promotion of human rights: 10% Civil society's policy role: 10%
Sector	Strengthening civil society: 30% Human rights: 30% Multi-sector/Cross-cutting: 40%

#### **Project Description**

Living in a society that does not view them as equal to men, legally or socially, Rwandan women face a struggle to obtain their rights. This decentralized fund provides small grants to Rwandan non-governmental organizations (NGOs) to defend women's strategic interests. Focus is maintained on four key areas of intervention: reducing violence against women and girls, defending or publicizing their legal rights, strengthening the women's movement, and increasing women's technical and organizational skills so that they can further the cause of gender equality themselves. With thirty sub-projects, results are diverse, but include: advocacy for a new inheritance law, literacy training for over one thousand women and men, improved trauma counselling and legal advice for genocide survivors, and a stronger voice for women within local governments, NGOs and umbrella organizations.

## **APPENDIX 10**

### **PROJECT PROFILE**

(<http://www.acdi-cida.gc.ca/cidaweb/cpo.nsf/vLUWebProjEn/D7A81F52095C912A852570190031852D?OpenDocument>)

#### **Project Profile**

Country	Rwanda: 100%
Project Number	A032316001
Title	Gender Equality and Development - Phase III
Status	Operational
CIDA Contribution	\$3,000,000
Duration	2004 - 2009
Partner - Executing Agency	AMBASSADE DU CANADA A KIGALI
Priority	Gender equality is one of the objectives/results: 30% Democratic institutions and practices: 10% Civil society's policy role: 60%
Sector	Government administration: 30% Strengthening civil society: 70%

#### **Project Description**

The purpose of this project is to build the capacities of local government partners, civil society organizations and grass-roots communities so they may better advocate for women's rights, promote gender equality in poverty reduction programs, and ensure that power is shared equitably between women and men in Rwanda. The project supports activities such as leadership training, the development and dissemination of gender analysis tools, institutional support, support to female elected officials, as well as studies, action-research and advocacy for gender equality in rural development and local governance. The long term outcomes include equal access for both women and men to the resources and benefits of poverty reduction programs, and equal participation in Rwanda's governance and development initiatives. Accordingly, this project has the dual objective of contributing to poverty reduction among both men and women, as well as the sustainable development of a just and gender-equitable society in Rwanda.

## APPENDIX 11

### ROUND TABLE DISCUSSION TOPICS

1. **Gross National Income** - Discuss the difference in Gross National Income between Rwanda and Canada. Why does this difference exist? What kind of life do you think people in Rwanda have who live on \$220 a day? How can we change this situation?
2. **Life Expectancy** - As you read the material, identify the reasons behind the life expectancy of people in Rwanda.
3. **Mortality rate under 5** – The Under 5 Mortality rate in Rwanda has only been lowered by 3 in 43 years. Why do you think this is? What does this say about the world we live in?
4. **Widows of Genocide** – Discuss the opening paragraph. Why do you think 48% of parliament is now made up of women? What, if any changes, will come from that?
  - Identify the results that have come from the Canadian Fund for Gender and Development.
  - Why does a country that ranks 159<sup>th</sup> out of 177 countries on human development index, and 129<sup>th</sup> out of 144 on gender-related development index, have such a high percentage of women in the government?
  - Discuss what, if any, changes would happen in Canada if our Parliament contained 48% women.
5. **Rwanda's Development Commitment** – Discuss the difference between the Millennium Development Goals and Vision 2020.
  - Discuss why Canada is working with Rwanda and the implications of their reasons.
  - Discuss how gender equality, HIV/AIDS and the environment are all related.
6. **Projects** - Analyze the Projects in Rwanda and discuss their implications. Discuss what should be happening for Phase IV given what you know about Vision 2020, the MDGs, Phases II and III, and development in Rwanda in general.

## APPENDIX 10

### ANALYSIS FOR PRESENTATION

In the Stephen Lewis video, he made a number of strong statements like: “HIV/AIDS is the ultimate expression of gender inequality,” and “Gender equality is the most important fight in the world.” Your group should select one of the messages you recall from the video about gender equality that left a strong impression on you or that you feel passionate about. You should research one of the 25 Development Partner countries and find information related to that statement or message. Your findings will be shared with the rest of the class in an oral presentation. In your oral presentation to the class about your topic you should include the following elements:

**Handout** – summarize the main points of information presented on the website related to your topic and provide as a handout for the rest of the class

**Visual Aid** – create a visual representation of the information presented on the website related to your topic. Be creative about what information you present and how you present it.

**Universal Participation** – all members of your group must present at least one component of your project.

**Personal Thoughts** – include some personal thoughts and ideas related to your topic. These may include ideas for how you or your school community can help make a difference, personal experiences you have in relation to gender/equality, or how you felt in learning about gender equality.

Your presentation should be 20-30 minutes in length.

**APPENDIX 11**

**RUBRIC FOR ORAL PRESENTATION**

**Evaluation Rubric**

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*Task to be evaluated*

<i>Categories</i>	<i>Level 1 (50-59%)</i>	<i>Level 2 (60-69%)</i>	<i>Level 3 (70-79%)</i>	<i>Level 4 (80-100%)</i>
<i>Knowledge/ Understanding</i>	<i>- demonstrates limited understanding of issue</i>	<i>- demonstrates some understanding of issue</i>	<i>- demonstrates considerable understanding of issue</i>	<i>-demonstrates thorough understanding of issue</i>
<i>Thinking/Inquiry</i>	<i>- develops and explains argument with limited effectiveness</i>	<i>- develops and explains argument with some effectiveness</i>	<i>- develops and explains argument with considerable effectiveness</i>	<i>- develops and explains argument with high degree of effectiveness and clarity</i>
<i>Thinking/Inquiry (add this row to the rubric if used in 4.4)</i>	<i>- uses problem solving skills with limited effectiveness</i>	<i>- uses problem solving skills with some effectiveness</i>	<i>-uses problem solving skills with considerable effectiveness</i>	<i>- uses problem solving skills with a high degree of effectiveness</i>
<i>Communication</i>	<i>- communicates with limited sense of audience and purpose</i>	<i>- communicates with some sense of audience and purpose</i>	<i>- communicates with clear sense audience and purpose</i>	<i>- communicates with strong sense of audience and purpose</i>
<i>Application</i>	<i>- uses limited gestures</i>	<i>- uses some appropriate gestures</i>	<i>- uses appropriate gestures effectively</i>	<i>- uses natural effective gestures</i>

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.