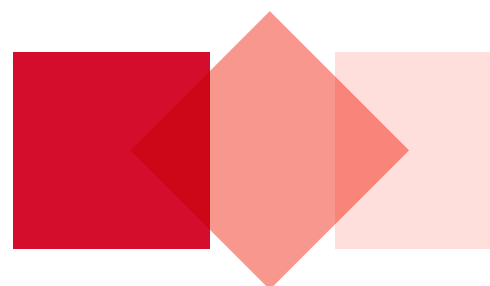


**Mainstreaming  
Gender and HIV &  
AIDS in Agriculture  
Curriculum:**

*a guide for  
instructors*



# acknowledgements

*Mainstreaming Gender and HIV & AIDS in Agriculture Curriculum: A Guide for Instructors* was produced as part of the “Post-Harvest Management to Improve Livelihoods” (PHMIL) Project which is a Tier 1 project of the University Partnerships in Cooperation and Development Program, funded by the Government of Canada through the Department of Foreign Affairs, Trade and Development Canada (DFATD). The project involves the Jimma University College of Agriculture and Veterinary Medicine (JUCAVM), the Dalhousie University Faculty of Agriculture, and McGill University. Two of the specific outcomes of this initiative have been to create gender balance and awareness in the PHMIL programs and other programs at JUCAVM through the implementation of a gender strategy, and to achieve HIV & AIDS awareness through the implementation of a strategy to combat HIV & AIDS. This guide is developed with the intention of contributing to the results of the project by enabling JUCAVM instructors to effectively mainstream gender & HIV & AIDS into their curriculum.

We acknowledge all those who participated in producing and finalizing this document. Firstly, we wish to thank consultant Dr. Emezat Menghesha for her work on this guide. We also would like to thank Ms. Asresash Demissie of the Gender Office of Jimma University, and Dr. Claudia Mitchell of McGill University for their guidance and thinking on what needed to go into the guide and for providing clear direction in the project. Also, Kendra Mellish of Dalhousie University for her work on developing the Mainstreaming Gender section of the guide. We acknowledge the many readers of various drafts and their valuable input: Prof. Solomon Demeke, Dr. Ali Mohammed, Dr. Tess Astatkie, Nancy Thornton, Hannah Pugh and other members of the project management team.

Please visit [www.dal.ca/about/agricultural-campus/campus-services/international-centre.html](http://www.dal.ca/about/agricultural-campus/campus-services/international-centre.html) for more details.

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The Post Harvest Management to Improve Livelihoods (PHMIL) is a Tier 1 project of the University Partnerships in Cooperation and Development Program, funded by the Government of Canada through the Department of Foreign Affairs, Trade and Development Canada (DFATD).

2014

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**PART 1**

# Gender

## Introduction

In 2007/2008 only 20.2 percent of graduates from higher education institutions in Ethiopia were women.<sup>1</sup>

Although recent Government initiatives improved the situation to some extent, the statistic above is a troublesome one. The statistic, and the graduation rate it represents is reflective of the fact that women have a lower initial rate of enrollment in Higher Education Institutions in Ethiopia, but also because many are lost along the way before graduation. While the rates of primary education for girls has been increasing over the years, girls and women still face barriers to their educational success unique to their circumstances as females. Barriers include socio-cultural (e.g., early marriage, gender role expectations), socio-economic (e.g., lack of family financial support for girls' education), political and institutional (lack of gender responsive budgeting), and school related factors (e.g., insensitive gender environment and teaching practices, inadequate facilities and resources).<sup>2</sup> This reality becomes even more troublesome when one recognizes that approximately 50 percent of Ethiopia's population is comprised of women, meaning that almost one half of the country has extra barriers holding them back from realizing their full potential, and thus contributing fully to the advancement of Ethiopia.

Take a moment and picture this in your mind: two farmers at work.

- What are the farmers doing?
- What tools are the farmers using?
- Are these farmers women or men?

Based on the agricultural labour force statistics - at least one of the farmers you were picturing should have been a woman.

1 Joint Programme on Gender Equality and Women's Empowerment. (2009). UNDAF

2 Ibid

In Ethiopia, women make up 48 percent of the agricultural labour force, and are responsible for 70 percent of household food production.<sup>3</sup> Agricultural labour performed by women includes weeding, harvesting, preparing storage containers, home gardening, poultry raising, transporting farm inputs and securing water for both household and on-farm uses.<sup>4</sup> Despite the extensive list of agricultural labour performed by women, and the agricultural productivity and food production realized as a result of that labour, there is a generally held belief that women in Ethiopia do not engage in farming. Farming is for men!<sup>5</sup> Failure to recognize the role of women in agriculture appears to be the fact that missing from the almost exhaustive list of agricultural tasks performed by women is...ploughing. A traditionally held belief within much of Ethiopia is that women should not be involved in ploughing, but without engaging in ploughing many Ethiopians do not recognize women as 'real' farmers; a dilemma.

Stemming from the undervaluing of women's agricultural labour (amongst other factors) is an unequal gendered divide in the access to resources, inputs, and extension services, including technology transfer.<sup>6</sup> Thus, there is little to no relationship between women's extensive agricultural labour and their role in decision making in the agricultural sphere. Further, women often do not see the financial profits and benefits of their labour.

### Why is this significant?

Educating women through formal education institutions (i.e., Secondary schools, Universities, etc.) and providing increased access to agricultural services and resources is directly connected to a raised standard of living for all who come into contact with women. For every additional year of secondary school a female completes, her wages can be increased by ten to twenty percent.<sup>7</sup> Studies have reported that "for every dollar a woman earns, she invests 80 cents in her family. Men, on the other hand, invest [only] around 30 cents..."<sup>8</sup> It is reported that while African women produce around 70 percent

3 Tempelman, D.E. (1998) Africa in Rural women and food security: Current situation and perspectives. Food and Agriculture Organization. Retrieved from: <http://www.fao.org/docrep/003/w8376e/w8376e03.htm>

4 Cohen, M and Lemma, M. (2001) Working Paper No. 28 Agriculture Extension Services and Gender Equality International Food Policy Research Institute Retrieved from: <http://www.ifpri.org/publication/ethiopia-strategy-support-program-essp>

5 Mitchell, C., Belew, D., Debela, A., Muleta, F., & Fikreyesus, S. (2010) The farmer and her husband: Engendering the curriculum in a faculty of agriculture in an Ethiopian university. Agenda. Pp. 66-77.

6 Mitchell, C., Belew, D., Debela, A., Muleta, F., & Fikreyesus, S. (2010) The farmer and her husband: Engendering the curriculum in a faculty of agriculture in an Ethiopian university. Agenda. Pp. 66-77.

7 Because I am a Girl. The state of the world's girls 2009-- girls in the global economy: Adding it all up. Plan Canada Retrieved from: <http://plan-international.org/files/global/publications/campaigns/BIAAG%202009.pdf>

8 Half the Sky Movement. Retrieved from: <http://www.halfttheskymovement.org/issues/economic-empowerment>



of food crops, they “receive about 5 percent less of the agricultural training and tools available to men.”<sup>9</sup> The UN estimates that if equal access was afforded to women and men to training and technologies that women could produce 20 to 30 percent more crops.<sup>10</sup> As an agricultural education institution, JUCAVM is uniquely positioned to have a widespread impact both on the lives of its students (by providing a gender sensitive environment to bolster the success of its female students), but also to develop and disseminate research, technologies and extension services to the wider community and the women farmers and professionals who live in those communities.

This guide will present, for your consideration, the important concepts of gender, a realistic view of gender in how it relates to Higher Education institutions, especially those engaged in agriculture curricula, and your role as an instructor in helping your students to be aware of, and engage with these issues in a teaching environment. The aim of this guide is to provide instructors, such as yourself, with a practical resource to either begin or continue to incorporate gender perspectives into your course, even in places it may not seem to fit right now. In actuality, there is a gendered dimension to almost every facet of participatory life—in education, in the workplace, in the political sphere, in the home, and prominently on the farm. It is through the process of mainstreaming gender and uncovering gendered perspectives that this reality will reveal itself. When you start to look for the inequalities and explore them with the students in your courses, you will all be surprised at what you can uncover!

This guide begins by providing instructors with reference material on the fundamental concepts of a gender approach—including the difference between sex and gender, gender equality vs. gender equity, and an explanation of gender mainstreaming. The manual will offer guidance on methods of examining curriculum for the infusion and integration of gender perspectives into the examination of course materials, as well as some best practices for ensuring that both women and men’s needs as students are recognized and addressed in relation to the course.<sup>11</sup>

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9 Ibid

10 Ibid

11 This initiative is part of the ‘Post-Harvest Management to Improve Livelihoods’ Project which aims to improve the livelihood and food security in Ethiopians by i) addressing post harvest management and value added challenges (PHMVA) of the agricultural sector by focusing on reducing post harvest losses and increasing food availability and marketability, and ii) creating opportunities by adding value to agricultural products, changing waste products to resources, monitoring quality and improving products to maintain nutritional quality and achieve export-level standards. These challenges and opportunities are also recognized by the Government of Ethiopia in its Plan for Accelerated and Sustainable Development to Eradicate Poverty (PASDEP). The main goal of the program is to contribute to the Ethiopian government’s priority of food security through increased availability of food and the creation of an enabling environment that supports the commercialization of agriculture. With this objective, the program intends to increase the capacity of JUCAVM to provide high-quality training, research and service in PHMVA to address the challenges of its stakeholders.

## Section A: Relevant terms and concepts

### Sex vs. Gender—What's the difference?

**Sex-** *Biological* characteristics that define human beings at birth as males or female

Examples:

**Gender** - A concept that refers to the differences between males and females that are *socially constructed*, changeable over time and have wide variations within and between cultures. ...Gender refers to learned behaviour and expectations to fulfill one's image of masculinity and femininity. Gender is also a socio-economic and political variable with which to analyze people's roles, responsibilities, constraints and opportunities. Gender and women are not synonyms.

Essentially, "people are born female or male, but learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should relate to other people."

This guide adopts and promotes a gender approach. This is not to be confused with a 'women specific' approach. In a gender approach, the perspectives, concerns and needs of both women and men are taken into account. Thus, it is not just the considerations of women which are addressed, but rather in a gender approach, the perspectives of men are also included and accounted for. A gendered approach seeks to improve the life situations of both women and men through identifying the gendered inequalities in an effort to create a more equitable and just world, beneficial to all women, men, girls, and boys.<sup>12</sup>

### Why should I be concerned about gender?

There are a number of reasons to care about gender and gender equality. Firstly, striving for gender equality is a matter of human rights and a legal obligation. Secondly, the pursuit of gender equality can be seen as an economic investment. The realization of gender equality is connected to the improved performance of the country as a whole; it can strengthen families, community and the economy.

<sup>12</sup> Son, J. Ed. (2010) Inter-Press Service Gender and Development Glossary 3rd Ed. <http://www.ips.org/mdg3/GenderandDevelopmentGlossary.pdf>, p. 34

## What is gender equality?

Look at the comic below:

- Is this truly a 'fair' evaluation of each animal?
- What is the problem with the instructor's evaluation?
- How could this evaluation be changed to actually be fair to all "students"?



## Equality

At its most basic, equality means:

- getting the same;
- being treated the same;
- receiving the same opportunities.
- "The same."

## Equity

Equity means getting what you need for an equal chance of success.

Equity:

- considers the context
- recognizes: not everyone is the same
- unique needs need to be met.
- "Fair does not always mean the same."

## Equality vs. Equity

Sometimes 'the same' is not fair. When the status quo gives advantage to one group over another sometimes offering 'the same' keeps the differential power relations in place, or even makes them worse.

**Scenario:** A training session for all farmers (women and men) in a new method for dehydrating mangoes is offered at a demonstration site by Development Agents.

**Equality:** On the surface this seems EQUALLY available to all farmers. However, many women are also tasked with responsibilities in the home (preparing and providing meals, child rearing, etc.), and travel to a demonstration site may not be possible for them to access this new technology transfer. Additionally, travel may increase women's vulnerability to gender based violence and possible HIV infection. Once again, the perspectives of women are absent from the discussion, and a well-meant initiative "equally available" to women and men does not address the priorities, needs, and realities of women.

**Equity:** sometimes calls for special conditions and measures because of the existing power dynamic. An equitable example would be that the Development Agents demonstrate the mango drying technology in the community, at a time convenient to both women and men, and with childcare provided. The training would still be open to all farmers (both women and men), but there would be no need to travel to the demonstration site, potentially leaving women out, or increasing their vulnerability. Additionally, women would be assured that their children are being safely cared for, allowing them to attend. Both women and men benefit, and the unique priorities, perspectives, needs, and realities of women are taken into account.

## Discrimination

Discrimination means the difference in the treatment of a person or people on a basis other than personal ability. This could be based on age, religion, class, colour, race, ethnic origin, gender, etc.

Discrimination may be direct or indirect. Direct discrimination is when a person receives unequal treatment because the job requirements target them specifically based on the characteristic of judgment (age, race, gender, etc.). For example, a job ad specifies that only males can apply. This is intentional discrimination, and is the easier discrimination to identify and address. Indirect discrimination is when the requirements appear neutral, but don't take into account the impact of giving one group an advantage over another. For example, a job ad specifies that applicants must be 183+ cm in height to apply for the job. While it seems neutral, how many women would be eligible

for this job vs. how many men would be eligible for this job? This type of discrimination can be either intentional or unintentional, and is much more difficult to identify and address than direct discrimination.

### **Access vs. Control.**

When a person has **access** to a resource (land, water, tools, extension services, etc.) they are able to use it or take advantage of an opportunity. While they are able to use it, it does not mean that the person is able to **control** it. For someone to be in a position of control of a resource, that person must be able to demonstrate ownership or rights to that resource, and be able to make decisions about its use and any potential benefits acquired through access to it.<sup>13</sup>

### **So, do we strive for equity or equality?**

Gender equity, including special provisions to counteract the historical imbalance of power between the sexes, should be sought until the day when the imbalance has been eliminated. The ultimate goal is for gender equality, when equity is truly no longer needed; when men and women enjoy truly equal participation and opportunities in all facets of life—educational, political, social, economic, and reproductive. When there is no longer a connection between gender and the access and control of resources, where some are left at a disadvantage. Therefore, we are striving for gender equity, until it is no longer necessary, and then equality is what we want. On that basis, this manual will refer to pursuing gender equality, but provide input on equity provisions to be made in the pursuit of equality.

**Gender Equality:** Gender equality is the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by society (stereotypes, rigid gender roles, or prejudices). Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.<sup>14</sup>

13 Valdivia, C. and Gilles, J. (2001). Gender and resource management: Households and groups, strategies and transitions. *Agriculture and Human Values*. 18. pp 5-9.

14 Son, J. Ed. (2010) *Inter-Press Service Gender and Development Glossary 3rd Ed.* <http://www.ips.org/mdg3/GenderandDevelopmentGlossary.pdf>

## Why pursue gender equality?

### **A Legal Obligation: Human Rights = Men's + Women's Rights**

Gender equality is a human right.

The United Nations guarantees gender equality as a human right. *All humans* are born with rights and fundamental freedoms. These rights cannot be taken away, they are 'inalienable'. Article 1 of the Universal Declaration of Human Rights states: "*All human beings* are born *free and equal in dignity and rights*. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."<sup>15</sup> The human race is made up of both women and men, and they are equally entitled to their rights as humans. Essentially, women are humans and humans have rights, therefore women's rights are human rights, and we, as humans, have an obligation to respect the rights of others.

Ethiopia has signed and ratified the Universal Declaration of Human Rights (UDHR) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Under both of these instruments Ethiopia is *required* to work toward the elimination of discrimination and the realization of gender equality.

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<sup>15</sup> Universal Declaration of Human Rights <http://www.un.org/en/documents/udhr/>

## Universal Declaration of Human Rights (UDHR)



**1 November 1949: Mrs. Eleanor Roosevelt (USA) holding the Universal Declaration of Human Rights as a poster in English. United Nations, Lake Success, New York.** <http://untreaty.un.org/cod/avl/ha/udhr/photo10.html>

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marriage, and education. See Appendix B for the complete UDHR, and a full listing of your human rights and fundamental freedoms.

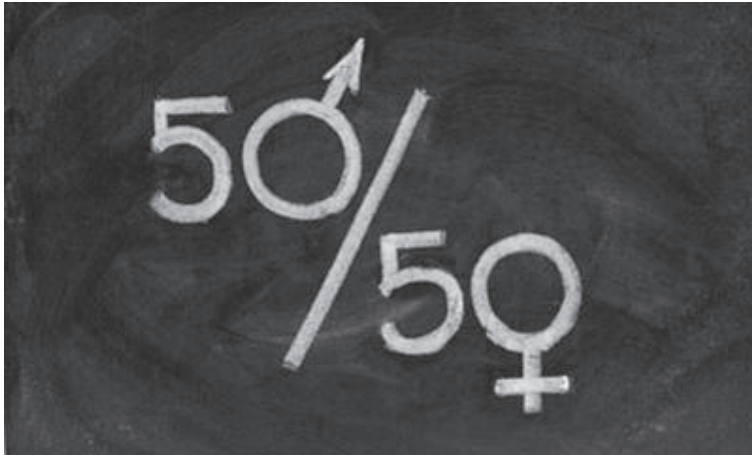
The UDHR identifies a list of inalienable rights and fundamental freedoms. Article 2 states that these rights are to be enjoyed equally no matter a person's race, color, **sex**, language, religion, political opinion, national or social origin, property, birth or other status. These rights are equally applicable to women and men. Some of the rights addressed in the UDHR include the rights to freedom of religion,

## Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)<sup>16</sup>

CEDAW directly addresses the discrimination on the basis of sex, and defines 'discrimination against women' as "distinction, exclusion, or restriction made on the basis of sex, which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of marital status, on the basis of equality between men and women, of human rights or fundamental freedom in the political, economic, social, cultural, civil, or any other field." It requires governments to take steps to condemn discrimination against women, and pursue policies and programs to combat it. As part of signing, Ethiopia, like all countries who have ratified, must offer a Country Report on the current efforts and progress, as well as future plans for action on the elimination of discrimination against women. These Country Reports are presented to the Committee for the Elimination of All Forms of Discrimination at least every four years. See Appendix C for the complete CEDAW.

<sup>16</sup> Convention on the Elimination of All forms of Discrimination Against Women <http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>





Ethiopia’s agreement to be a party to the UDHR and the CEDAW is not its only commitment to human rights and women’s rights. The constitution specifically enshrines human rights and addresses practices harmful to women. Chapter 3 of the constitution details human rights and their protections. Especially of

interest is Chapter 3, Article 35 entitled “Rights of Women.”<sup>17</sup>

1. Women shall, in the enjoyment of rights and protections provided for by this Constitution, have **equal rights with men**.
2. Women have equal rights with men in marriage as prescribed by this Constitution.
3. **The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures. The purpose of such measures shall be to provide special attention to women so as to enable them to compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions.**
4. The State shall enforce the right of women to eliminate the influences of harmful customs. Laws, customs and practices that oppress or cause bodily or mental harm to women are prohibited.
5. (a) Women have the right to maternity leave with full pay. The duration of maternity leave shall be determined by law taking into account the nature of the work, the health of the mother and the well-being of the child and family.  
 (b) Maternity leave may, in accordance with the provisions of law, include prenatal leave with full pay.

17 Constitution of the Federal Democratic Republic of Ethiopia (1994) [http://www.ilo.org/wcmsp5/groups/public/---ed\\_protect/---protrav/---ilo\\_aids/documents/legaldocument/wcms\\_125376.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---ilo_aids/documents/legaldocument/wcms_125376.pdf)



**6. Women have the right to full consultation in the formulation of national development policies, the designing and execution of projects, and particularly in the case of projects affecting the interests of women.**

7. Women have the right to acquire, administer, control, use and transfer property. In particular, they have equal rights with men with respect to use, transfer, administration and control of land. They shall also enjoy equal treatment in the inheritance of property.

8. Women shall have a right to equality in employment, promotion, pay, and the transfer of pension entitlements.

9. To prevent harm arising from pregnancy and childbirth and in order to safeguard their health, women have the right of access to family planning education, information and capacity.

### **Gender Equality: Good Returns on Your Investment**

Investments in gender equality are essentially investments in economic growth and development. The status quo both directly and indirectly leaves out half of the population. There is a gendered divide in terms of access and control of input resources, training, and to the benefits and profits of labour. Addressing this gendered divide, and investing in girls and women more effectively supports this half of the population, equipping them to be more productive and benefitting not only them, but also their families and the communities in which they live. In 2009, Robert B. Zoellick, President of the World Bank, said, “Investing in adolescent girls is precisely the catalyst ...countries need to break intergenerational poverty and to create a better distribution of income. Investing in them is not only fair, it is a smart economic move.”<sup>18</sup>

<sup>18</sup> Because I am a Girl The State of the World's Girls 2009 Girls in the Global Economy: Adding It All Up Plan Canada <http://plan-international.org/files/global/publications/campaigns/BIAAG%202009.pdf>

## Girls in the Global Economy: Adding it All Up

In their 2009 Annual Report, Plan International examined the economic impact a focus on investing in young girls:- their education, participation in work, and political spheres, would have for the global economy. They concluded that truly investing in girls was equivalent to investing in economic growth.

Their findings:

- If more adolescent girls had access to quality secondary education – their future wages would increase: **an extra year of secondary schooling** for adolescent girls can mean an increase of **10 to 20 per cent**. ...Education for girls is the “best development investment in terms of human capital formation, social justice and economic return”.
- If young women were able to start successful businesses – economic growth would increase. In Tanzania there would be as much as a **one per cent increase** [in economic growth] if barriers to women entrepreneurs were removed.
- If more young women had decent jobs with good pay – gross domestic product would go up. In India if the ratio of female to male workers were increased by only 10 per cent per capita, total **output would increase by 8 per cent**.
- If the work opportunities for young women were equal to their education or capacities – the average household income would grow. If women’s labour force participation had increased at the same rate as education during the 1990s in the Middle East and North Africa, the average household income would have been **higher by 25 per cent**.
- If young women had better access to farming land, fertilisers, credit and agricultural training – there would be more food available and the nutritional status of children would improve. When women receive the same levels of education, experience and farm inputs as men, they can **increase yields of some crops by 22 per cent**.
- If young women were better able to access credit – more children would go to school and households would have more cash. Female borrowing from micro-credit institutions has had a larger impact on children’s enrolment in school than borrowing by males. In Bangladesh, young women with access to credit over five years increased the **annual per capita household expenditure by \$9**.

*Because I am A Girl, The State of the World’s Girls 2009- Girls in the Global Economy: Adding It All Up*

[http://plan-international.org/files/global/publications\\_campaigns/BIAAG%202009.pdf](http://plan-international.org/files/global/publications_campaigns/BIAAG%202009.pdf)

Plan International Canada, Inc.

## Section B: Mainstreaming Gender

### What is mainstreaming?

This guide supports **Gender Mainstreaming** as a fundamental step in the pursuit of gender equality.

**‘Mainstream’** means the common thought and opinion of the majority, what is seen to be “normal,” “conventional,” or “popular.”

Generally, mainstreaming means bringing an issue/concept/perspective into the mainstream, or general consciousness, and making it part of the ‘normal’ and ‘popular’ conversation; making it a frequent and ‘popular’ consideration.

**Gender Mainstreaming**, as defined by the United Nations, is “the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”

[http://www.unfpa.org/webdav/site/global/shared/documents/publications/2011/Gender\\_Equality%20Strategy\\_2011.pdf](http://www.unfpa.org/webdav/site/global/shared/documents/publications/2011/Gender_Equality%20Strategy_2011.pdf)

### What is the role of Instructors in Gender Mainstreaming?

In a Higher Education Institution that subscribes to a gender mainstreaming policy, *all* aspects of that institution must participate in order for it to be effective. This includes the consideration and integration of gender perspectives into *all* institutional policies and practices, an analysis on the basis of gender in the allocation of institutional resources, and an emphasis on gender related research initiatives, to name a few. Gender mainstreaming implies that gender is not a separate set of issues; it is an element of all issues at all levels. It is not just at the administrative level that gender mainstreaming must take place. In fact, it is at the practical level where gender mainstreaming action is the most important. Frequently the policies are created and put into place, but the effectiveness of gender mainstreaming is lost in the implementation—in the

policy being carried out in the work place. The most important aspect in the implementation of a gender mainstreaming approach and a true pursuit of gender equality occurs in *your work*:

- in your relationships with colleagues and students;
- in an analysis and inclusion of the gender perspectives in the design and content of your course;
- in the methodologies that you use for lecture and assessment/evaluation;
- in the supplementary provisions for students based on the different needs of students by gender;
- in all aspects of your workplace life.

As the attitude and demeanour of administrative staff impacts the environment of the whole University, as does your attitude and demeanour impact the environment of your classroom. By demonstrating an awareness of and attitude supportive of gender equality, and addressing incidents and behaviour contrary to this pursuit, you thereby foster a classroom environment conducive to making a change in the status quo (the current 'normal' way of doing things). By implementing pedagogical practices inclusive of gendered perspectives, and including gender and the consideration of gender perspectives into your work, it will in turn positively impact your colleagues and your students. In fact, the manner in which you carry out your work has the potential to impact the wider sphere of agriculture. By providing a gender responsive atmosphere in the training of students, we are sending the future extension workers, farmers, and researchers out into the world outside of the institution recognizing the importance of gender perspectives, and talking about it in the mainstream conversation. We are sending out graduates who will recognize that saying 'X Farm operators attended the workshop' is not enough, that it is key to do a gender breakdown and consider 'X number of women farm operators attended and X number of male farm operators attended.' They will be graduates who will be able to engage in gender analysis and address gender based needs and priorities of the farmers that they engage with.

## Section C: Mainstreaming Gender in Pedagogy

### Informal analysis for Gender Mainstreaming in your instructional work

The first step in gender mainstreaming is to carry out a personal pedagogy gender consciousness assessment. Think about the following things:

#### Who are your students?

- What percentage of your students are women? What percentage of your students are Men?

**Sex disaggregated data:** Collecting sex disaggregated data refers to taking note of male/female breakdown in terms of numbers. Essentially, asking the question, “How many men? How many women?”

In teaching and keeping track of student progress it is critical to go beyond saying 30 per cent of the class failed the test. Instead this calls for sex disaggregation of data. What percentage of males failed the test? What percentage of females failed the test? Only then can we begin to ask questions about gender equity, and develop programs and strategies that target the issues accurately.

#### **How do you teach your students?**

- Do you use examples that appeal to women, feature women, or are taken from work by women authors as well as men?
- Do you use inclusive language? (He/She, chairperson vs. chairman)
- Are female students comfortable speaking in your classroom? If not, is there anything you can do?
- Do you treat the women and men the same in your classroom?
- Do you ask questions equally and alternatingly to female and male students?
- Are there equitable provisions made for female students in your class?

#### **What do you teach your students?**

- What topic do you teach?
- How does this topic look from the point of view of women’s experiences? Have you ever considered this?

- Do you raise issues of gender in relation to the topic?
- Do you raise issues of the absence of gender considerations in relation to the topic?

### **Planning to mainstream gender in your course—both how you teach & what you teach.**

Based on your answers to the quick assessment questions above, you have likely identified some areas for further research into the relationship between gender and your course topic, or where you may be able to mainstream gender into your course—it could be how you are teaching, what you are teaching, or a combination of both.

## **Rationale for Gender Based Equitable Provisions**

### **Why must we make special provisions for female students?**

Female students, at status quo, are less likely to succeed in higher education than their male counterparts.<sup>19</sup>

Females have a lower initial rate of enrollment in Higher Education Institutions in Ethiopia, and their rates of departure from the institution are twice those of their male counterparts—either through their decision to leave, or due to unsuccessful coursework.<sup>20</sup> A study conducted at Debu University in 2006 produced the statistic that for every ten enrolled females, four will be lost by the end of their first academic year, with a dismissal rate of 35 per cent.<sup>21</sup> This is not because women as a whole are less intelligent, or because women do not work as hard; it is because women have a different set of circumstances impacting their lives than their male counterparts. The gendered roles expected of women and men by society, an unsupportive institutional environment, and indirect discrimination all play a part in this phenomenon.

Tasked with much of the care of home and children, women often carry what is called a ‘double burden,’ of both their lives inside and outside of the home. In addition to her studies, a woman is often called upon to care for children—whether they are her own or her younger siblings—carry out food preparation, and household maintenance. Additionally, there may be more emphasis and value placed on a

19 Demise, A., Shinebaum, R., & Melesse, K. (2002) The problems of female students at Jimma University, Ethiopia, with some suggested solutions *Ethiop. J. Health Dev.* 16(3) Pp 257-263.

20 Amazan, R. (2009) Gendering the Ethiopian knowledge diasporas: Addressing gender inequality and inequity in public higher education *Comparative & International Higher Education* <http://www.highered.org/cihe/Number01-04.pdf>

21 Ibid

woman's work within the home by senior family members than on her educational pursuits. Negotiating this dynamic and finding time in amongst her household tasks to study, complete assignments, and attend classes can be more difficult for female students. Male students are usually not tasked with these family responsibilities, privileging them to dedicate more time to their studies and coursework.

Although in some cases there are supports in place to increase the enrollment of women in higher education institutions, the supports for female students tend to end either there or after their first year.<sup>22</sup> With few female faculty members, there are not many role models for female students to look up to, emulate, or provide examples of female academic success. Current pedagogical practices may privilege men's learning styles over those posited to be more conducive to women's learning (see below). Female students often do not have the same financial resources, making the acquisition of school supplies and textbooks more difficult. Perceived safety issues may make study and research resources at the library less or completely unavailable to female students. Young women are more vulnerable to sexual harassment, gender based violence, and rape. Female students may not feel comfortable meeting privately with male instructors, but may be too shy to ask questions in front of the class, resulting in unanswered questions or poorly clarified misunderstandings about course material covered, assignments, or exams. A study at Jimma University in 2000 identified safety and security as the number one concern both female and male staff and students identified as an issue for female students.<sup>23</sup> A finding of the study was that "... one may suggest that only in an atmosphere of security, can female students settle to complete their work and therefore achieve their full potential."<sup>24</sup>

Why is this important? Aside from the reasoning presented above for your consideration that gender equality is both a human right and an investment in development progress, the point of an institution of Higher Education is to educate students. An instructor must be sensitive to the needs of all of her/his students, and recognize that different students have different needs, whether it be students with different learning styles, religious affiliations, or gender. In some cases these guidelines call for ensuring the equal treatment of female and male students, (e.g., equal feedback to class contributions, calling on equal numbers, and alternately, of male and female students), and in some cases it calls for equitable, or special, provisions for women in the classroom (increased access to textbooks & resources, safe study

22 Demise, A., Shinebaum, R., & Melesse, K. (2002) The problems of female students at Jimma University, Ethiopia, with some suggested solutions *Ethiop. J. Health Dev.* 16(3) Pp 257-263.

23 Ibid

24 Ibid

areas). There is a balance between ensuring that all students are equally welcomed and their learning needs are met, and recognizing that there is a gendered aspect to the classroom, and in realizing that additional provisions may be required. These provisions are not new phenomena; Jimma University makes accommodations for students in other areas. For example, JUCAVM provides an additional cafeteria to meet the unique dietary needs of students of the Muslim faith. Gender-specific interventions can target women exclusively, men and women together, or only men, to enable them to participate in and benefit equally from amelioration (bringing them together) efforts. These are necessary temporary measures designed to combat the direct and indirect consequences of past discrimination.

However, on a final note: differences between men and women in an academic environment happen both because of the gender roles assigned and expected of them in certain situations, but they are also because these groups are made of heterogeneous individuals, with different backgrounds, interests, and personalities. It is important to note that while the following section offers some guidance on planning for an environment that is conscious of researched and identified gender related issues in the academic environment; these characteristics are not reflective of all female and male learners. For example, not all male learners are assertive in the classroom, whereas some female students are. Thus, while these are intended as guidelines for increasing the consciousness of gendered perspectives and creating an environment that lends itself to increased participation rates and reduced attrition rates amongst female students, one should not fall into the trap of perpetuating gender stereotypes or lumping all men and women into separate categories. It is a delicate balance.

## **Pedagogical Practices**

*The document “Creating Gender Equity in your Teaching”<sup>25</sup> provides practical guidance to instructors in identifying and adopting best practices when it comes to gender conscious pedagogy. These guidelines heavily inform the following section.*

### **Classroom Environment**

Creating a classroom environment that students can sense is a safe place for discussion, exploration and academic risk taking is a task of the instructor. By creating an environment from the first day of lecture where both female and male students can sense that their contributions will be welcomed, valued and addressed, an instructor can start down the path to a classroom where gender related issues

25 Hennes, R. (1994) Creating Gender Equity in Your Teaching <http://wrrc.ucdavis.edu/files/misc/genderequity.pdf>



are discussed. An example of a welcoming practice: giving students your full attention when they are speaking—offering an opinion, asking or answering a question, reporting group findings. Looking at the desk, shuffling notes, etc. gives an impression that the student's contribution is not important or worthy of your consideration. Ensuring that both female and male students equally receive your undivided attention when they are making a contribution to class establishes that their contributions are equally as important.

Creating a feeling of comfort for female students in a classroom that may be male dominated (both in terms of participants, and having a male instructor), requires special attention by the instructor. Both the use of certain practices and the absence of certain practices are recommended. Best practices are outlined in the box below.

### **Relationships between Instructional Staff and Students**

Your position as faculty/teaching staff member provides the opportunity for you to have an important influence on students' academic success and personal growth. It can also be a complex relationship involving a variety of roles including teacher and mentor.

Faculty members and teaching staff often have different personality styles in how they interact with students. It is important to develop an approach that is comfortable, but appropriate for you and your students.

It is important for faculty/teaching staff to recognize the power you have over students through grading, thesis advising, and the provision of references for graduate/professional schools or employment. Since there is an inherent imbalance of power within this relationship, it is important to remember your responsibility to not take advantage of that power or exploit the student. Since you have the greater power, you need to accept that authority and set the tone for the relationship. Therefore it is advisable that you maintain a professional relationship with students at all times.

The level of formality and approach to dealing with students often varies amongst faculty/teaching staff. While there is nothing wrong with being friendly with students, it is important to be aware that students can have a very different perception of your behaviour.

Interactions that are perceived as informal and personal can, under some circumstances, make students uncomfortable, confused or anxious. Students may be concerned, for instance, that the faculty/teaching staff member is interested in a more personal relationship, or that their personal privacy has been invaded.

Behaviours that can lead to or cause concerns include, but are not limited to:

- social invitations made to an individual student
- invitations to the instructor's home when no one else is present
- gifts
- proposals to share accommodations during conferences, research trips, etc.
- hugs, and kisses or other physical gestures
- comments, compliments questions or discussions of a personal nature

Significant problems can arise when there is an intimate relationship between a faculty/teaching staff member and a student, particularly where an advisory role is involved.

Because of the existence of power imbalance, a romantic or sexual relationship with a student that appears to be consensual may actually be unwelcome and unwanted. Students may have difficulty communicating their desire to end such a relationship, due to concern for their academic progress.

#### Additional Tips for Maintaining Professional Relationships with Students:

- Avoid initiating discussion with students about their social or sexual lives, or giving unsolicited advice on personal matters (family, relationships, etc.)
- If a student asks for help with a personal issue, be supportive, but avoid taking on a counselling role, instead refer them to university resources, such as the Gender Office
- Avoid physical touching, and consider alternate ways to demonstrate concern or sympathy
- Avoid close personal, intimate or sexual relationships with students
- Communicate your own boundaries for interactions with students. If a student crosses a boundary, let them know that it is inappropriate in the context of your relationship with them.

*Selected text, with permission, from "Sexual Harassment: Faculty/Teaching Staff-Student Relationships"*

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*[http://www.mun.ca/sexualharassment/brochures/SHO\\_Faculty-student\\_brochure\\_web.pdf](http://www.mun.ca/sexualharassment/brochures/SHO_Faculty-student_brochure_web.pdf)*

#### **Planning for a gender conscious classroom environment:**

- How can you set a classroom tone where students—both male and female, feel welcome?
- What provisions can you put in place to let female students know that their contributions will be sought as equally as their male counterparts', and that they will be given equal

consideration and weight?

- What provisions can be put into place to let all students (both women and men) know that behaviours inconsistent with a classroom policy of gender equality will not be tolerated?
- How can you let it be known that your classroom features this type of environment, in order to attract female students, as well as male students, to your class?

### Language of Instruction & Discussion

Manpower. Chairman. Spirit of Brotherhood.

What do all of these examples have in common? They are NOT inclusive language.

While these terms and phrases may seem neutral or generic, they are actually *exclusionary*; meaning that they leave people out. In these examples women are left out. The use of exclusionary terms may blatantly or subtly create the feeling that women do not belong; that they are not included or accounted for in relation to the area of study. Making a change and concentrating on using *inclusionary* language, terms like “workforce” rather than “manpower”, “chairperson” in place of “chairman,” and “spirit of humankind” instead of “spirit of brotherhood” is a step to removing this impression and subtle support for the absence of women.

Additionally, when giving a fictional example consider alternating men and women as the figure being talked about. For example, “When the farmer identified the problem *she*...” or “When the child’s primary caregiver gave the symptoms *he*...” Using examples that go against, rather than perpetuate, stereotypes and traditional roles work toward breaking them down. Consider the examples you are choosing to illustrate your lesson, and look for stereotypes. Can you turn those stereotypes around? Like the examples listed above, switching the pronoun from masculine to feminine (farmer and she, child’s primary caregiver and he) can be a fantastic chance to deconstruct these stereotypes with students. Students raising a question about the female farmer or the male primary caregiver can provide a chance to have the student explain her/his confusion and a lead to a class wide discussion around the topic.

Use analogies and generalizations that are accessible and relevant to as many students as possible, with special attention to the accessibility of female students. For example, how relevant would an example about football be to all students? How relevant would an example about engines be to all students? How accessible would an example about cooking be to all students?

*Language that includes all students:*

- Are there commonly used terms or phrases within your course topic that are exclusionary? How can you make them more inclusive?
- Are there roles that are traditionally or culturally ascribed to only one sex in your topic? How can you use your terminology/language to break down these roles?
- How can you select/create examples to breakdown, rather than perpetuate gender stereotypes?

**Instruction Style**

There has been research conducted into theories that men and women may learn in different ways. This research suggests that men may learn in an 'independent' mode, focusing on themselves as an individual in the learning situation, looking for 'the truth' through logical critique, and then defending this truth through a debate with others.<sup>26</sup> To explain in another way, male students may be looking for a single right answer and defend that answer against others who may not agree. Women, on the other hand, have been suggested to be more connected learners; both learning in collaboration with others, and connecting their new knowledge and concepts with previous knowledge.<sup>27</sup> In this way, it may be that female students have an understanding that there may be more than one right answer, and seek to connect those answers for the whole picture, incorporating the views of all. In line with this research, a classroom where students are required to work individually and debate topics would privilege the male students in the class over females. The inclusion of group work—small group discussions (with a range of mixing single sex and mixed sex groups), mind maps/concept maps, and a Think-Pair-Share (personal reflection, sharing with a partner or small group, presenting to the whole class) would be more supportive of women learners.

26 Pitts, N. (2007) Gendered Learning. Unpublished

27 Ibid

*Planning to meet the needs of all learners in your classroom:*

- How can you activate students' prior knowledge in the introduction of new concepts?
- How can material be presented in an interconnected manner, both to course concepts as well as to students' prior knowledge?
- Are there topics in your course where small group discussions would be appropriate?

### Questioning & Class Participation

In any classroom, there are students who are more assertive and confident in participating—answering questions, asking questions, contributing to class discussions. As instructors we often find ourselves hearing from these students the most often, at the expense of hearing from other students. To encourage a wider group of participants in class here are some ideas:

#### Questioning Tips<sup>28</sup>:

- **Pausing** for a period of 4- 5 seconds after asking a question: this allows students to consider the question or point put to the class, and often solicits more thoughtful and insightful answers. This may also bring about higher levels of participation by female students in the class. Research suggests that women prefer a longer period of time to consider the question posed, and formulate their answer.
- Asking **open ended questions**: rather than looking for a singular “right” answer, have students explain their thinking and rationale for their answer. This may also allow students to uncover their biases as they relate to gender and gender roles in agriculture.
- Asking questions that **connect material**: asking students to relate new information to previous topics, whether comparing or contrasting, can support the coherence of a course. It may also assist female students to connect new material with concepts they already know.

28 Using Classroom Questions Effectively (2005) BCIT Teaching and Learning Centre, British Columbia Institute of Technology <http://people.stfx.ca/aforan/questioning.pdf>

- **Start “easy”** early on: early in the course, or in a specific lesson, use questions that a large portion of the class, both male and female, would know. It is a good opportunity to encourage participation by more students in class, set a tone of welcome for answers from everyone, both women and men alike, and convey an image of yourself as an approachable (rather than intimidating) instructor.
- **Ask different people:** direct and take questions from students who may not be the most eager and forthcoming students in the class. Ask and take questions equally from female and male students, alternating between them. Ensure you ask questions of equal importance and requiring the same abilities of women and men. Try to elicit responses from all students over time, and make this participation expectation clear at the beginning of the course.
- **Set response etiquette:** Creating an environment where students shout out answers to questions or queries may stifle the voices of less assertive students, including women. A policy of answering hands and selecting respondents allows you to monitor and encourage the participation of all students, and students of both sexes.

### Group Work:

Providing the opportunity for students to work in pairs and small groups can help with participation levels and the feeling of comfort for all students to participate. Some notes on group work:

- **Group Make-up**--single sex, mixed sex groupings: some topics or assignments might lend themselves more toward a particular type of grouping. Gauging the topic and the appropriateness of group make-up, either single sex or mixed sex,
- **Guidance on Group Work:** often instructors will assign group work to students and send them off to complete a task. However, a frequent error by instructors at all levels of education is to assume that students know how to go about working as a group. Dedicating a mini-lesson on how group work should properly be carried out, the roles and responsibilities of group members, and the added dynamic of attention to gender perspectives would be a worthwhile endeavour.
- **Group Roles:** making sure that stereotypes and traditional gender roles do not play out within mixed sex groupings. Monitor groups for the roles that are assigned/taken on by men and women, to ensure that women are given equal chances to take on roles that allow for active learning opportunities.
- **Monitor Group Dynamics & Participation:** as in whole class

discussions the voices of some students may be left out or drowned out in group discussions. Monitoring that women's participation is being welcomed, and their input is being included in group discussions will allow you to raise awareness of actions not in line with the environment you are trying to create, and address such incidents.

### **Feedback:**

Pay close attention to the feedback you give to all of your students. Giving unequal levels of feedback may discourage those students receiving lower quality or less committed feedback, giving them the impression that you do not value them and their contributions as highly as their peers who receive more enthusiastic and detailed feedback. Ensure that both male and female students receive the same level and quality of input from you. This can be verbal responses to questions, comments or contributions in class, as well as written comments on assignments, lab reports, and tests. Female students may require more encouraging feedback to offset the traditional exclusion of their perspectives, input and contributions. Consider asking a colleague to observe your class, especially to watch for gender-based interactions, and provide you with guidance about the feedback you offer to students.

### **Safe Access to Resources & Study Places**

In 2000 a study to identify and generate solutions to the unique problems faced by female students at Jimma University was carried out.<sup>29</sup> This study consulted with both female and male staff and students at JU. The main area of concern identified by respondents (both male and female) was safety and security on campus. Walking on campus between study areas and dormitories was specifically mentioned. These underlying safety concerns have the real potential to impact female students' academic success. If female students are unable to safely travel from the library to the dormitory at later hours, they are restricted in comparison to their male counterparts in the amount of time they can study or access resources (e.g., textbooks available in the library). Also identified in the study as a concern was 'embarrassment by males during study periods.'<sup>30</sup>

While solving these issues is beyond the ability of only one instructor,

29 Demise, A., Shinebaum, R., & Melesse, K. (2002) The problems of female students at Jimma University, Ethiopia, with some suggested solutions Ethiop. J. Health Dev. 16(3) Pp 257-263.

30 Demise, A., Shinebaum, R., & Melesse, K. (2002) The problems of female students at Jimma University, Ethiopia, with some suggested solutions Ethiop. J. Health Dev. 16(3) Pp 257-263.



you can have an important impact on efforts to address the issues and measures to counteract their influence in the meantime. Being a role model for appropriate and equitable treatment of female students is a first step. By treating female students with respect and creating a classroom environment where women (including students, staff, and those outside of the University) are treated and referred to respectfully provides male students with an example of appropriate interactions, and female students an example of the dignity, respect and treatment they deserve. Actively raising the topic of treatment of female students and addressing it with the male students in your class is an important further step. Stressing to male students that harassment (e.g., inappropriate comments, touching, etc.) and violence against female students and staff members is unacceptable supports the work of the campus Gender Office, and makes you an important ally in the fight against gender based violence. The Gender Office is an excellent resource to consult as to how and when to raise these issues with your class.

In light of the reality that female students experience a unique risk of harassment, violence and disrespect in the academic environment, measures should be put into place to support the academic success of female students until such a time that these risks are completely removed. Identifying easily accessible and secure study places for female students is one such measure. A place where female students can study and work on their assignments, free from real or perceived harassment from male colleagues can be an important support to their academic success. Stocking study rooms with resources required by female students in their classes will help to even out the current advantage enjoyed by male students. Providing an opportunity for separate discussion groups and the completion of outside class group assignments by single sex groupings can work to alleviate the possibility of troublesome interactions between female and male students.

Planning to provide a safe and secure environment for female students' academic success

- Are there established study rooms for female students? If not, could you play a part in advocating for their establishment?
- Are extra copies of the resources for your course available in these study rooms? If not, how can these resources be provided?
- Do you actively address the issue of violence and harassment against female students on campus within your classroom?
- Are there other safety and security issues on campus that you have witnessed? Are there any actions that you can take personally to address them with your students?

### **Monitoring Student Progress, Getting at the Underlying Causes**

Use sex disaggregated data in monitoring the progress of your students. By monitoring the progress and comparing the achievements of female students in comparison to their male counterparts there is potential to uncover the underlying issues and difficulties that the students may be combatting. If you find that overall the male students in the class are doing well, but the female students are achieving lower scores on tests and assignments, it is an important opportunity to discover why and plan for steps to counteract these forces. The same is relevant if male students overall achieve lower scores in comparison to the female students. Asking yourself questions as to why there is a difference in the students' achievements is recommended:

- Have you established a classroom environment welcoming and encouraging to both women and men?
  - ✓ Do you use inclusive language?
  - ✓ Do you welcome contributions from women and men equally?
  - ✓ Do you model and promote equitable treatment of female students?
  
- Are you approachable to students both in and out of class for questions and/or clarifications?
  - ✓ Do you give both men and women your full attention when they are asking questions?
  - ✓ Do you interact appropriately with students?
  - ✓ Are you willing to meet with students to provide guidance on assignments before they are submitted?
  
- Does your instruction style favour one sex over the other?
  - ✓ Are there opportunities to vary your instructional methods?
  - ✓ Do you use questioning effectively?
  - ✓ Do you request topically appropriate groupings (single sex, mixed sex)?
  - ✓ Do you monitor the conduct of students in group work?
  
- Do you offer constructive and encouraging feedback?
  - ✓ Do you respond equally to student comments and questions?
  - ✓ Do you offer the same quality of written guidance (comments, suggestions for improvement) for student assignments to both women and men?
  
- Are there outside forces influencing students' achievement in your class?
  - ✓ Are students responsible for extensive household tasks in addition to their studies?
  - ✓ Are students supported by their family—financially and/or emotionally?
  - ✓ Do all students have safe and secure study places?
  - ✓ Do all students have sufficient access to class resources?
  - ✓ Are there actions you can take to mitigate these outside forces on your students?

## Section D: Mainstreaming Gender into Course Content

### Rationale: Mainstreaming Gender into Course Content

There are varying ideas of the purpose of higher education institutions. Whether you believe that the purpose is to prepare graduates to enter the workforce, to prepare graduates to critically view the world around them, or a completely different conception, gender mainstreamed course content is still relevant. For example, half of the population of Ethiopia is made up of women. This means that graduates entering the workforce, if not females themselves, will be working with females in almost every facet of the workplace. This is especially true if the graduates are working in the agricultural sphere, where women make up 48 per cent of the labour force.<sup>31</sup> Additionally, in order to be effective in their work, it is important that graduates be guided through the process of uncovering the realities of the world, which is that women contribute a significant proportion of labour, and carry out large amounts of productive work. Despite this, they often have limited access to resources, and even less often have control over resources for production, or additional resources (i.e. profits) generated by their productive labour. To take the second view, in order to critically analyze the world and gain an accurate picture of it, graduates need to understand that half of the population is female, and they contribute to that world in ways that are often left out, whether purposefully or not. Under both of these conceptions of the role of higher education, a gendered perspective enriches student education and their preparation to be part of the wider world, as an employee and as an informed citizen.

The presence of women is absent in our teaching. In fact, the presence of women is absent in an equitable manner in almost all bodies of knowledge. They are *literally* absent, with a disproportionately low number of women researchers, practitioners, and lecturers in many fields, especially science. “The gender inequalities are also the product of a failure to recognize women’s knowledge and know how, in other words a failure to recognize that Women are responsible for half of the human knowledge and technical expertise as agriculturalists, gardeners, animal-breeders, forest users, managers of their community water needs and resources and last but not least as technological innovators and agents of change.”<sup>32</sup>

Higher education institutions train the experts required to effectively

31 Tempelman, D.E. (1998) Africa in Rural women and food security: Current situation and perspectives. Food and Agriculture Organization. Retrieved from: <http://www.fao.org/docrep/003/w8376e/w8376e03.htm>

32 Gender and Science, United Nations Educational, Scientific, and Cultural Organization <http://www.unesco.org/new/en/natural-sciences/priority-areas/gender-and-science/>

run the agricultural sector. These institutions are training grounds for the intermediaries that liaise/work between the institutions of higher learning and farmers. In the Ethiopian context, development agents are a good example in this regard. In addition to training manpower, these institutions conduct research that serve as inputs for the design of programs and policies targeted at the agricultural sector. Such research serves as a major source of agricultural innovations for improving the agricultural production. These institutions may also engage in direct agricultural production through the practical aspect of their training and in so doing they produce good agricultural practices and products such as seeds.

The course content for an agricultural higher education institution should be reflective of the various actors who are a part the agricultural sphere. Ensuring that the extensive production and marketing roles that women undertake are articulated within your class is important. As mentioned in the manual's introduction, women have extensive roles in the agricultural sphere, but often receive little remuneration or have little by way of access and control to resources often generated by their own labour. Mainstreaming gender into the content of your curriculum means examining your topic of study to identify the work women do in relation to it, where and why women may be left out, and how women's perspectives can be included and given equal consideration to men's. If the development of course content continues in the current manner, excluding women's perspectives and their participation, the cycle will be perpetuated, resulting in the formulation and implementation of curricula, policies and projects that are not gender responsive and may end up excluding women.

The curriculum of higher education institutions focusing on agricultural research and training serves as a basis for the production of knowledge for policy and programs as well as experts and intermediaries. To this end, their curriculum should adequately capture and reflect the reality in terms of who does what in agricultural activities and reflect the needs of various roles in the sector. This calls for the inclusion of gender content in agricultural courses. This is important to improve the skills of students to engage in gender based analysis which in turn equips the graduates to address gender based needs and priorities of the farmers that they engage with. This makes the course content more relevant and applicable to the realities of the lives and experiences of female and male farmers.

## Women & Agriculture: An Overview

Before looking at your course content specifically, an overview of the gendered landscape of agriculture might be beneficial. This allows for the contextualization of the particular topic you instruct within the wider reality of the agricultural sphere:

There is a special relationship between women and agriculture. In many developing and least-developed countries' rural households, women play dual roles as both producers and consumers of agricultural produce. In these countries, agricultural production as well as marketing systems are dominated by rural households and are characterized as gendered.<sup>33</sup> Although there may be variations in the roles of men and women from place to place, the agricultural system tends to be gendered. In sub-Saharan Africa, for example, farming is a predominantly female activity.<sup>34</sup> Women in the region are mainly responsible for the production of staple food both for consumption and for the domestic markets. The figure comes close to 80% of basic-foodstuff production in both cases.<sup>35</sup> The figure from the Food and Agriculture Organization (FAO) gives a general picture of the role of women in agricultural production. FAO studies indicate that women produce about two thirds of the world's food.<sup>36</sup> This phenomenon is generally recognized as the 'feminization of agriculture'<sup>37</sup>, and highlights the critical roles that women play.

In addition to the production of food, women play an important role in the domestic trading of agricultural produce. In West Africa, for instance, women dominate the trade in staple food. In Southern Africa, particularly Zimbabwe, women dominate the marketing of fresh agricultural produce in the urban areas.<sup>38</sup> Similarly, in Guinea, up to 90% of the trading in staple food is carried out by women.<sup>39</sup> The trading of agricultural produce is an extension of women's role in household provisioning.<sup>40</sup> This applies in Ethiopia as well. For example,

33 S Baden 'Gender Issues in Agricultural Liberalization' (revised) BRIDGE (1998) 11 <<http://www.bridge.ids.ac.uk/reports/re41c.pdf>> 13/01/08.

34 Ibid.

35 The data regarding women and agriculture gives a general picture, showing the percentage of rural women involved in the agricultural sector (90 per cent of rural women in Africa), the percentage of labour input by women in the sector (60-80 per cent), the percentage of agricultural output produced by women (about 80 per cent of basic food in Africa), and the percentage of agricultural marketing for which women are responsible (about 60 per cent). FAO 'A synthesis report of the Africa region; Women, agriculture and rural development' at <<http://www.fao.org/docrep/x0250e00.HTM>> 14/11/2006.

36 Ibid.

37 Ibid.

38 S Baden 'Gender Issues in Agricultural Liberalization' (revised) BRIDGE (1998) 11 <<http://www.bridge.ids.ac.uk/reports/re41c.pdf>> 13/01/08

39 Ibid.

40 Ibid

in Tigray the regional state in Enderta woreda, women smallholder farmers including female headed households are organized into groups and engaged in the marketing of agricultural produce.

Women are the major contributors to the agricultural economy, both through their remunerative work on farms and through the unpaid work they traditionally render at home and in the community.<sup>41</sup> However, despite their contribution, in many societies they are systematically excluded from access to resources, essential services, and decision making in relations to agricultural activities. This shows the need to engender agricultural policies so as to address the needs and priorities of both women and men engaged in agricultural activities in countries that are predominantly agriculture based.

### **Gender based analysis**

Mainstreaming gender perspectives into your course content requires acknowledging and highlighting the gendered aspects of your topic. Asking strategic questions about the existing content of your course can help you uncover the areas where there are gendered aspects. These strategic questions can be referred to as engaging in a ***Gender based analysis***.

In order to legitimately bring gender into the mainstream conversation, gender content cannot be seen as separate from the general course content. This means that the guide is NOT asking you to add modules on gender specifically; in fact it is discouraging you from doing this. To insert these modules makes it seem as though gender is a separate set of issues, when in reality gender permeates all aspects of life where people are involved. The guide, rather, is recommending carrying out a gender based analysis of your current course content, to uncover and then highlight the gendered aspects of the existing content. You are not 'putting gender in' because it is already there. You are undergoing a process to highlight the issues, rather than leave them out, as has usually happened in the past.

Engaging in a gender based analysis can allow you to target areas and topics where infusing the existing content with gendered perspectives is possible. However, this manual does not ignore the reality that gender content is more relevant in certain topical areas. In fact it can be difficult, if not impossible, to identify in particular topics. For example, instruction around steps in a laboratory procedure and scientific calculations are two topical areas where there may be no place for highlighting gender content. It is important to recognize that mainstreaming gender into your course is not an "all or nothing" procedure. There are places where it fits, and places where it doesn't. However, as this guide will demonstrate, there are places where asking the right questions can uncover gendered perspectives

41 African Development Bank Gender Checklist for Agricultural Projects, 2010.

in topics where one might not have thought they were present, or in fact the absence of women or men might be the gendered content. A general guideline can be, 'where there are people involved, gender is involved.'

As mentioned above, engaging in the process of a gender based analysis of your course content means asking strategic gender related questions. The answers to these questions give a sense of who has the power, who makes the decisions, who does the manual labour, how women and men are impacted, etc. The answers you provide can inform infusing gender perspectives into your existing course content.



### **Guiding Questions for Gender-Based Analysis of Course Content**

Within your course, what are the topics where people are involved?

How are people involved?

What are they doing?

Who does what? Is it a female/male/girl/boy doing these things?

What influence do societal expectations and norms play in this?

What would be the family/community reaction if the behaviour was outside these norms?

What happens if the primary person responsible for this task becomes unwell or dies?

What training/knowledge/skills are required?

What time is required?

When are they doing these things?

Do these activities compete with other tasks/responsibilities?

What resources are required?

Who has access to those resources?

Who controls these resources?

Are there other resources that would be beneficial?

What additional resources are generated?

Who has control over the additional resources generated?

Who benefits from the generated resources?

Individuals? Family? Community? Group?

How do they benefit from the resources generated?

What factors can be changed sometimes to influence who benefits?

Who benefits directly? Indirectly?

What would be equal?

Is this reflective of equality (where everyone gets the same), or equity (where everyone gets what they need)?

What could change (positively or negatively) the equity of the situation?

Who assumes the risks?

Are there personal risks/safety issues?

Are there personal reputation risks/issues?

*Guiding Questions developed by Dr. N. Pitts, Assistant Dean International  
Dalhousie University, Faculty of Agriculture*

## Examples of gender based analysis in agricultural commodities and course content

For your use the following section will provide case studies and examples of gender based analysis of particular commodities and of course content. The commodities are enset and tea, and the narratives and analysis are related to their production in Ethiopia. The course content comes from two courses offered at JUCAVM, and one course offered at Dalhousie University, Faculty of Agriculture. The gender based analysis of the commodities and course topics were guided by the questions provided above.

### Gender and Enset

An example of the critical contributions of women to agricultural production that has garnered some attention is the role of women in the south and southwestern regions of Ethiopia in farming enset (*Ensete ventricosum* (Welw.) Cheesman). MacEntee, Thompson, and Fikreyesus<sup>42</sup> carried out an interview study involving women and enset production. In a video documentary, *Enset is a good thing: A documentary film about gender and enset* they describe the varied and changing roles of women and men in enset farming. The hardships of enset processing with traditional and poorly maintained tools is described while also drawing attention to the benefits of enset outputs in contributing to women's autonomy in the household, and security during times of financial and environmental hardship. Generally, women control the decision-making practices with regard to the planting and harvesting of crop as well as any income generated from enset outputs. While the potential of enset to contribute to the nutritional deficiencies in Ethiopian families is appreciated, this research highlights the need for agricultural developments in enset farming that take careful consideration of the gendered nature of these farming practices. This will ensure that women maintain autonomy in the home and community while at the same time providing more efficiently for their families.

42 MacEntee, K., Thompson, J., Fikreyesus, S. (2012). *Enset is a Good Thing: A documentary film about gender and enset in Jimma Zone, Ethiopia*. Truro: N.S.: Post-Harvest Management to Improve Livelihoods Project.

### Gender role in terms of the division of labor for all aspects of Enset production, processing and marketing

Activity	Responsible person	Special skill required	Remarks
Land preparation	Male/Female		
Planting material preparation and planting	Male >female	Yes	Variety selection
Weed/pest control	Female >male		
Harvesting	Female	Yes	
Decorticating of psuedostem	Female	Yes	Physically demanding (Figure 1)
Fermenting the decorticated psuedostem	Female	Yes	Time consuming
Preparing the 'Kocho'	Female	Yes	Female Children may participate
Sale of the product	Female		Time consuming

Table copied with permission from: Mitchell, C., Belew, D., Debela, A., Muleta, D., & Fikreyesus, S. (2011). *The Farmer and her husband: Engendering the curriculum in a Faculty of Agriculture in an Ethiopian University*. Agenda, 2010, 66-77

#### Tea

Mitchell, Belew, Debela, Muleta and Fikreyesus<sup>43</sup> present a narrative of the gendered aspects of production, harvest and processing of tea in Ethiopia. They write:

43 Mitchell, C., Belew, D., Debela, A., Muleta, D., & Fikreyesus, S. (2011). *The Farmer and her husband: Engendering the curriculum in a Faculty of Agriculture in an Ethiopian University*. Agenda, 2010, 66-77.



*“[In Ethiopia,]...women are centrally involved in the tea manufacturing process, both in the fields and in the factories. Harvesting the tea leaf is a very labour intensive process, which usually commences around 07h00 and ends by 16h00 with an hour’s break for lunch. Most of the harvesting is done by women, who are regarded as having nimble fingers through years of experience of harvesting only the tender leaves and rejecting the mature leaves. When the basket gets full and heavy, the leaves are weighed, collected, and taken to the factory for processing. Women also do factory work which involves the process of withering, rolling, fermenting, drying, sifting (or grading) and packing. However, traditionally, operating rollers and drying machinery has been a man’s job, along with the removal of weeds, fertiliser application, pruning, soil conservation, new planting and replanting.”*

These roles are summarized in the table below:

### Men and women's roles in tea production and processing

Activity		Responsible person	Special skill required	Remarks
Seedling raising	Cutting preparation	Females		
	Media preparation	Females	Yes	
	Planting	Male/female		
	plastic covering	Male / female		
	Watering	Female		<ul style="list-style-type: none"> <li>• Time and energy consuming</li> <li>• women walk great distances to fetch water (exposes them to gender based violence)</li> </ul>
	Shading	Male/female		
Land preparation		Male/female		
Transplanting		Male/female		
Field management		Male/female		
Plucking (harvesting)		Female		wounding by dried stub
Processing		Male/female	Yes	
Cupping (quality evaluation)		Male/female	Yes	

Table used with permission from: Mitchell, C., Belew, D., Debela, A., Muleta, D., & Fikreyesus, S. (2011). The Farmer and her husband: Engendering the curriculum in a Faculty of Agriculture in an Ethiopian University. *Agenda*, 2010, 66-77.

The authors write, however, that the following areas are not explored in their analysis, and would benefit from further exploration:

- Who has the power?
- How do we map issues of power and access to resources in the framework?
- What are the consequences of engaging in long hours of back-breaking labour?
- [What are the consequences of] having no access to technologies which might reduce the labour inputs and increase the time available to find more lucrative markets?
- Who plays the double roles of crop production and domestic labour?
- ...Who controls decisions linked to the market economy?
- What is the impact of land ownership?
- Who is consulted by Ministries of Agriculture or rural extension departments or researchers?

The questions listed above are an appropriate transition into our discussions of course content. It is these types of questions that this guide suggests that you ask and then include in your course content.

### **Course Content**

The first two examples, Agricultural Marketing and Value Chain Management and Poultry Production and Hatchery Management, are courses offered at JUCAVM:

<b>Agricultural Marketing and Value Chain Management</b>	
<b>Topic</b>	<b>Gender Based Analysis</b>
The role of agricultural marketing in economic development;	Who is considered a producer? Who has access to which market? Women smallholders are the majority of the population responsible for the production and marketing of horticultural products.
Characteristic feature of farm products in general and perishable products in particular and their marketing problems, marketing mix, marketing functions and agencies;	Marketing problems in horticultural products – who is the main producer? Problems of producers? Marketing at what level – individuals, as cooperatives, the issue of middle men in marketing? Do men and women have the same marketing problems? For example, women farmers may not be able to travel long distances to market their produce because of limitations on mobility in many parts of Ethiopia.
Marketing costs and margins (with emphasis to horticultural products);	Do price policies take into account who produces what with what inputs? Who assumes the risks for marketing costs? Who benefits from profits? Who controls profits?

Agricultural Marketing and Value Chain Management	
Topic	Gender Based Analysis
Agricultural price determination and policies;	Price policies: Do women smallholder producers have adequate information on pricing? How about men farmers? Are they better placed in terms of access to pricing information?
Government intervention programs;	Government intervention programs: to what extent do government intervention programs successfully target women and men farmers? Women farmers face difficulty in terms of accessing support programs from government institutions
Commodity markets: approaches to horticultural marketing problems;	Storage: women small scale producers mostly lack storage facilities to preserve their produce until marketing season. What is the impact of this on agricultural marketing?
Principles of agricultural marketing to improve the value chain of horticultural produce.	What are the problems of women in the value chain - where are the women in the value chain?



Poultry Production and Hatchery Management	
Topic	Gender Based Analysis
Origin, classification and distribution of poultry in the world	Scientific
Breeds of chickens	Scientific
Poultry production systems. Poultry production in Ethiopia	<p>What is the general nature of poultry farming? Subsistence? Commercial?</p> <p><i>Poultry are generally owned and managed by women in the Ethiopian context. Children are also involved in raising poultry. Poultry are very often essential elements of female-headed households. Given this, increased knowledge and capacity gained by women and children in the management of poultry production would have significant contributions to food and income supplementation. At a strategic level, the management and production of poultry would contribute to increasing the decision making power of women within the household.</i></p>

Topic	Gender Based Analysis
The anatomy and Physiology of domestic birds	What knowledge/skills/ training is offered to women and men in terms of anatomy? Physiology?
Brooding, grower, layer, breeder and broiler management	Who manages? Are relevant technologies available to address these topics? Are there technologies that could be developed to improve this management?
Incubation and hatchery management, methods of improvement of hatchability of eggs, factors influencing fertility and hatchability, techniques of artificial incubation, incubation environment, embryonic development and the hatching process.	Who has access to extension services around these topics? As women primarily own and manage poultry, are extension services provided in a way that women can access them?
Chick sexing and grading	Knowledge/Skills/Training Required?
Principles of poultry nutrition ration formulation, environment and poultry housing, poultry disease and parasite control, poultry farm planning and record keeping. Poultry waste management.	When animal health issues arise, who is able to recognize and treat illness? Is training on record keeping available to women?

Discussions during the creation of this manual included particular topics that have a more natural fit for the inclusion of gender perspectives. However, even courses that are scientifically rich have topical areas where asking strategic questions in a gender analysis can reveal areas for inclusion. Whether it is figures who have contributed to the field, the absence of individuals from the field who may have altered its development, or differing viewpoints/perceptions of the topic there are areas where gender may exist where you previously thought it might not. In response to this, Dr. Nancy Pitts, Assistant Dean International of Dalhousie University’s Faculty of Agriculture carried out a gender based analysis of a course on Food Quality and Food Safety. At first glance this topic appeared highly scientific, and without areas for mainstreaming gender. However after putting the course content through the lens of the gender analysis guiding questions the following table was the result:

Quality of Food Products	
Topic	Gender Based Analysis
Food Safety vs Food Quality	Do females and males in families have different concerns and views of food quality and food safety?
Food Safety and bioterrorism	If traditionally males are more frequently in the armed services, do they think of food safety & bioterrorism differently?
Evolution of ‘food safety’ since 1970	Most of the scientists and legislators were male; would it have evolved differently if there had been 50/50 for females and males in these roles? What may have been missed? Overlooked? Underemphasized?
Food biotechnology and safety issues	Do males and females view genetic engineering in the same way?

<p>Government regulations on food safety:</p> <p>Canada</p> <p>USA</p> <p>Codex Alimentarius</p>	<p>Would different gender norms in different countries impact the government regulations?</p>
<p><b>Concepts of Quality</b></p>	
<p>Topic</p>	<p>Gender Based Analysis</p>
<p>Quality control; Quality Assurance Total Quality Management</p>	<p>Informational: Primarily females are working in Quality Control Departments; QC Departments managed by males and females. Requires long hours, repetitive tests Math &amp; charting requirements—are there gender differences?</p>
<p><b>Canadian Regulatory Control</b></p>	
<p>Topic</p>	<p>Gender Based Analysis</p>
<p>Historical perspective and development CFIA; Health Canada Food and Drugs Act GMP Regulations for Novel foods; nutraceuticals</p>	<p>Organizations are predominantly headed by males, females within the organizations reach lower levels/ have little authority—would this have influenced the way these legislative regulations were made?</p>

<b>HACCP</b>	
<b>Topic</b>	<b>Gender Based Analysis</b>
<p>The basis and origin Pre-requisite Programs Basic principles of HACCP and HACCP plans CP vs CCP</p> <p>new approaches for consumed-fresh horticultural products</p>	<p>Scientific, detail rich</p>
<b>ISO Quality Standards</b>	
<b>Topic</b>	<b>Gender Based Analysis</b>
<p>ISO 9000 series ISO 22000 ISO 14000</p>	<p>Scientific, detail rich</p>
<b>Product Development</b>	
<b>Topic</b>	<b>Gender Based Analysis</b>
<p>Basic steps and considerations Understanding consumer demands (including current consumer issues) Developing products for international markets:     cultural, religious and ethnic considerations</p>	<p>What is needed for product development? creativity innovation entrepreneurship technical skills &amp; knowledge problem solving Who is better at this? Is there a gendered aspect?</p>

<b>Statistical Process Control</b>	
<b>Topic</b>	<b>Gender Based Analysis</b>
<p>Sampling methods Acceptance sampling</p> <p>Inspection levels</p> <p>Single and double inspection plans Process control</p> <p>control charts (x, R charts)</p> <p>Shewhart charts</p> <p>Cusum charts</p>	<p>Scientific content Math based, but fairly routine Application of control charts</p>
<b>Sanitation</b>	
<b>Topic</b>	<b>Gender Based Analysis</b>
<p>Cleaning and sanitation methods - dry, wet, CIP, SIP Chemical cleaning and sanitizing agents and recent consumer concerns Monitoring sanitation programs</p>	<p>Previously manual cleaning, so physical stature and strength were factors—now mostly CIP</p>

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<p>Cleaning and sanitation methods - dry, wet, CIP, SIP                      Chemical cleaning and sanitizing agents and recent consumer concerns                      Monitoring sanitation programs</p>	<p>Previously manual cleaning, so physical stature and strength were factors—now mostly CIP</p>
<b>Labelling, Packaging of Products</b>	
<b>Topic</b>	<b>Gender Based Analysis</b>
<p>Name/nature of the product (Food and Drugs Act)                      List of ingredients                      Nutritional labeling</p>	<p>Are food labels user friendly for males and females? Male single parents? How do differing education levels impact this? Would one sex be less likely to seek clarifying information than the other?</p>

## Incorporating the Results of your Course Gender Analysis

After completing the gender analysis of your course content and identifying areas where gender perspectives can be highlighted, it is now time to plan *how* you will highlight those perspectives. Some recommendations follow.

### Professional Development

Depending on the analysis that you have done, including new or adapted information in your course may raise additional questions for you. You may wish to learn more about the interaction of gender with your topic out of interest, or perhaps you do not feel completely comfortable with the new subject matter. Seeking out current research and engaging in a literature review of current topics would likely be advantageous. Additional resource material can help to keep core material up-to-date as well as present potential new perspectives on the topic.

A search of campus library materials may serve your needs, or perhaps a search of Google Scholar for professional resources. Even a selective general search engine (e.g., Google) of “gender and [your topic]” could prove useful. Another excellent resource for addressing gender and guidance on how to approach gender issues within your course content would be your campus Gender Office.

### Readings

As mentioned above, a literature review of your topic could be useful in increasing your personal knowledge, or confidence in your knowledge of the gendered aspects of your course topic. Additionally, supplementing or changing your required readings for your students may be advantageous. The literature review mentioned above could serve this dual purpose as well. Finding scholarly articles (or non-scholarly articles which you have vetted) to offer new or adapted perspectives could bring an entirely new perspective of a topic to your students. Articles that may be written by female authors on your topic, or that take a gendered viewpoint of your topic could augment your course readings.

### For example:

- ✓ The World Bank, Gender in Agriculture Sourcebook, 2009.  
(<http://siteresources.worldbank.org/INTGENAGRLIVSOUBOOK/Resources/CompleteBook.pdf>)
- ✓ The Commonwealth Secretariat, Gender Mainstreaming in Agriculture and Rural Development: A Reference Manual for Government and other Stakeholders, 2001



(<http://www1.uneca.org/Portals/ngm/Documents/Gender%20Mainstreaming/Gender-mainstreaming-in-education.pdf>)

However, if you do choose to include such new articles, please consider the importance or lack of importance that you would be implying if they are listed as suggested reading only, rather than required readings.

### Site Visits & Guest Speakers

If you utilize site visits as part of your class, consider including sites that are run by women, or where both men and women farmers are engaged in agricultural activities. On a site visit, asking students to include observations in regard to gender could enrich the experience. Adapting the gender analysis guiding questions provided in this guide can provide a starting place for student observations during a site visit. For example students could be observing:

- Who does what?
- What resources are available?
- Who seems to have access? Control?
- Are available technologies relevant to both men and women's work?
- Are women absent from particular tasks? If so, why?
- Are men absent from particular tasks? If so, why?
- Are there initiatives that could work to rectify inequalities that may have been observed?

If there are female researchers or practitioners available, inviting them as a guest speaker might be a way to ignite discussion of gender and your topic. If women researchers or practitioners are not available in your area, perhaps this is a topic that could be raised with your class: *Why aren't there female practitioners available?*

### Class Discussions

Raising the gendered nature of particular aspects in your class in an environment of discussion allows students to construct and share knowledge. It may offer an opportunity to explore the gendered perspectives, rebut traditional customs and practices, brainstorm ways to address these inequalities, or just to simply have a discussion. For example, Dr. Pitts' course could ask students to speculate

on how the legislative regulations surrounding food quality and safety may have developed differently had there been more influential females involved in their development. A cautionary note: be careful to balance freedom of expression and opinion with efforts to maintain a classroom environment respectful of all students, and giving value to gender perspectives.

### **Assignments & Evaluations**

Including gender as part of assignment criteria or as testable material gives it legitimacy as course content.

Reflecting on ways to include gender perspectives into your assessment and evaluation:

- To what extent do your current assessment methods allow students to appreciate and investigate the position of women and men in relation to agriculture, from the perspective of the area of inquiry of the course/module?
- How might you incorporate gender perspectives into assessment methods?

There are various options that serve as ideal entry points for gender based inquiry such as personal reflections, field observations, oral/ conversational questions and even written tests. An example would be to ask for the development of a business plan through field observation targeted at women and men entrepreneurs. The business plan should include comparative assessment of the problems in business development from the perspective of female entrepreneurs vs. male entrepreneurs

## PART 2

# *HIV and AIDS mainstreaming*

### **Section A: About HIV & AIDS**

#### **HIV PREVENTION FAST FACTS**

##### *What is HIV?*

HIV stands for Human Immunodeficiency Virus. The virus attacks cells in your body that fight off infection and keep the body healthy. When HIV has damaged the immune system, someone is said to have AIDS, or acquired immune deficiency syndrome. As HIV takes hold the body produces antibodies in an attempt to fight the virus.

##### *Where is HIV found?*

HIV is found in the bodily fluids of a person who has been infected - blood, semen, vaginal fluids and breast milk.

##### *How is HIV transmitted?*

Through:

Unprotected sex (vaginal, anal and to a lesser extent oral sex) with an infected person

Sharing contaminated syringes, needles or other sharp instruments

From mother to child during pregnancy, childbirth or breast feeding when the mother is already HIV positive

Blood transfusion with contaminated blood

All these ways of transmitting HIV can be prevented

*Can I tell someone has HIV just by looking at them?*

No. A person living with HIV may look healthy and feel good just like you. A blood test is the only way a person can find out if he or she is infected with HIV.

*Can I get HIV from shaking hands or other forms of social contact?*

No. HIV is not transmitted through non-sexual day-to-day contact. You cannot be infected by shaking someone's hand, by hugging someone, by using the same toilet or by drinking from the same glass as a person living with HIV. HIV is not transmitted through coughing or sneezing like some other diseases. There is no need to fear social interaction with people living with HIV.

*What is the risk of getting HIV from kissing?*

Transmission through kissing on the mouth carries virtually no risk; no evidence has been found that the virus is spread through saliva by kissing.

*Are mosquito bites a risk of infection with HIV?*

HIV is not spread by mosquitoes or other biting insects. Even if the virus enters a mosquito or another sucking or biting insect, it cannot reproduce in insects. Since the insect cannot be infected with HIV, it cannot transmit HIV to the next human it feeds on or bites.

*Does HIV only affect certain risk groups like gay men or people who inject drugs?*

No. Anyone who has unprotected sex with a person living with HIV can become infected. Similarly if HIV is present and someone shares contaminated injecting equipment with a person infected with HIV, or has a transfusion with contaminated blood they can become infected with HIV. Infants can be infected with HIV from their mothers during pregnancy, during labour or after delivery through breastfeeding.

*What should you do if you think you have been exposed to HIV?*

You should immediately seek advice from a local health provider who may recommend counseling and testing for HIV or suggest a course of post-exposure prophylaxis. It's important to remember that if you have been newly infected with HIV you could be highly infectious during this early stage.

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*What is post-exposure prophylaxis?*

Post-exposure prophylaxis, or PEP, is a course of antiretroviral drugs prescribed within 48 hours of exposure to HIV to protect against infection. PEP is not 100% effective, even when started soon after exposure, so it is vitally important to try to take every measure to prevent transmission in the first place.

*How can you limit your risk of getting HIV through sex?*

Abstain from sex

Remain faithful in a relationship with an uninfected equally faithful partner with no other risk behaviour such as injecting drug use

Use male or female condoms correctly each time you have sex

*How effective are condoms in preventing HIV?*

Male and female condoms are highly effective in protecting against sexual transmitted infections including HIV. They need to be used every time you have vaginal and anal penetration. In order to achieve the maximum protective effect condoms must be used correctly all the time. Incorrect use can lead to condom slippage or breakage, thus diminishing their protective effect.

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*How can people who inject drugs reduce their HIV risk?*

HIV can be transmitted through the use of contaminated injecting equipment. But there are certain steps they can take to reduce this risk:

If you cannot stop taking drugs completely change from injecting to non-injecting drug use (e.g. smoke or take the drugs orally)

Never re-use needles, syringes, drug-preparation equipment and never share with other people.

Use a new, sterile syringe (obtained from a reliable source, like a chemist or a needle exchange programme) to prepare and inject drugs each time

Use a fresh alcohol swab to clean the skin prior to injection

*How can mother-to-child transmission be prevented?*

Transmission of HIV from an infected mother to her child can occur during pregnancy, labour or after delivery through breastfeeding. The risk of mother-to-child transmission can be significantly reduced by:

A short treatment of antiretroviral drugs administered to the pregnant mother before the birth and to the child after birth

Caesarian section birth

Seek advice from a health professional on breastfeeding. If possible avoid breastfeeding if you are living with HIV but only when replacement feeding is acceptable, feasible, affordable, sustainable and safe.

*Is it ever completely safe to have sex with a HIV-positive person?*

There is a significantly reduced risk of infection if the person living with HIV has undetectably low levels of virus in their bodily fluids as a result of consistent adherence to treatment. However, avoiding penetrative sex or using condoms remains advisable.

*What is the risk of getting HIV through body piercing or from a tattoo?*

A risk of HIV transmission exists if non-sterile instruments are used. Instruments that penetrate the skin should be sterilized, used once, then disposed of or sterilized again.

*Does male circumcision prevent HIV transmission?*

Male circumcision reduces the likelihood of men acquiring HIV in unprotected sex. It only reduces, but does not eliminate, the risk of acquiring HIV through sex.

Reproduced from: [http://data.unaids.org/pub/BrochurePamphlet/2009/20090401\\_prevention\\_fast\\_facts\\_en.pdf](http://data.unaids.org/pub/BrochurePamphlet/2009/20090401_prevention_fast_facts_en.pdf)

## Understanding HIV & AIDS mainstreaming

UNAIDS has recently proposed the following working definition of mainstreaming HIV and AIDS:

“Mainstreaming HIV and AIDS is a process that enables development actors to address the causes and effects of HIV and AIDS in an effective and sustained manner, both through their usual work and within their workplace. Mainstreaming HIV and AIDS means realising that we all work in a context more or less affected by the HIV and AIDS epidemic and analysing whether consequently we need to adapt our activities to this reality.”<sup>44</sup>

In a similar note, mainstreaming and HIV and AIDS is defined as a process which enables development actors to strengthen the way in which they address the causes and consequences of HIV & AIDS, through adapting and improving both their existing work and their workplace practices.<sup>45</sup>

Two areas of action are highlighted in the mainstreaming of HIV and AIDS. These are: the internal and external areas of action. The internal refers to the very domain of the organization/institution and includes the employees, and internal procedures of operation.<sup>46</sup> This answers the question of how HIV and AIDS affect the work of the organization/institution in question. The external domain refers to the mandate

44 <http://www.unaids.org/en/>

45 Sue Holden Mainstreaming HIV and AIDS: A briefing paper 2005.

46 Ibid



and the usual work of the organization or institution in question.<sup>47</sup> In this respect the focus is on how HIV and AIDS affect the people that the organization works with, what it can do to contribute towards minimizing the impacts of the problem and how it can contribute to lessen vulnerability of people towards HIV and AIDS.

Mainstreaming addresses both the direct and indirect aspects of HIV and AIDS within the context of the normal functions of an organization or community. It is essentially a process whereby a sector analyses how HIV and AIDS can impact it now and in the future, and considers how sectoral policies, decisions and actions might influence the long-term development of the epidemic and the sector.

To respond effectively to the epidemic, it requires exceptional responses that demonstrate timeliness, scale, inclusiveness, partnerships, innovation and responsiveness. In other words, to stay on top of the rapidly evolving epidemics, actions need to be incorporated into sectors' normal operations while simultaneously continue seeking innovations and extending new partnerships.

### **Gender and HIV & AIDS: general context**

In most societies, gender relations are characterized by an unequal balance of power between men and women, with women having fewer legal rights and less access to education, health services, training, income-generating activities and property. This situation affects both their access to information about HIV and AIDS and the steps to be taken to prevent transmission. Women in particular have limited access to information about HIV and AIDS and reproductive health, because of social pressures and cultural norms which stress that women should not openly discuss these issues and seek information. Cultural beliefs and expectations tend to make men responsible for deciding when, where and how sex will take place, while women generally lack control over sex and reproduction. This heightens not only women's but also men's vulnerability to HIV and other sexually transmitted infections (STIs).<sup>48</sup>

The feminization of poverty has meant that women and girls increasingly have to exchange sex for money, food, shelter or other needs, though much of this sex is unsafe. They are also vulnerable to being trafficked into sexual slavery.<sup>49</sup>

The cultural expectation that women will be the prime or only caregivers to their infected family members creates disproportionate

<sup>47</sup> Ibid

<sup>48</sup> The Commonwealth Secretariat Gender Mainstreaming in HIV & AIDS: Taking a Multisectoral Approach New Gender Mainstreaming Series on Gender Issues, 2002.

<sup>49</sup> Ibid

social and economic burdens. The costs of medicines and treatments are very high and reduce the families' abilities to pay for education and other services. Sickness and death cause labour shortages and to increase food insecurity.<sup>50</sup>

There are also harmful traditional and customary practices that make women and girls more vulnerable to HIV infection. These include early marriage, wife inheritance, abduction and female genital mutilation (FGM) and gender-based violence.<sup>51</sup>

In many of the heavily affected countries, young people are the most rapidly growing group of new HIV & AIDS infections, with girls far outnumbering boys partially attributed to poverty, lack of information, lack of economic and social empowerment and lack of availability of protective methods.<sup>52</sup>

### **Gender and HIV & AIDS: Ethiopian context**

The gender context in Ethiopia is characterized by disparities in the economic, social, cultural and political positions and conditions of women. These disparities make women more vulnerable to HIV and AIDS infection. There is no adequate information on the national level picture of the HIV and AIDS prevalence and associated problems. However, the discriminatory practices and the low status of women indicate that women are more exposed to HIV and AIDS than men.<sup>53</sup>

Ethiopian women are exposed to different forms of sexual violence such as abduction, rape and forced sex within marriage. Abduction is widely practiced with an occurrence rate of 69 percent at a national level.<sup>54</sup> Marriage by abduction occurs in almost all regions of Ethiopia (very high in SNNPR). Rape is a common occurrence in both urban and rural areas. It is traditionally tolerated to the extent that most women who have been violated do not report the incident. In a study conducted among adolescents from six semi-urban centers of the country, 9% of sexually active women reported to have been raped, while 74% reported sexual harassment.<sup>55</sup>

Harmful traditional practices enhancing HIV infection are commonly practiced in every part of the country. "Women, from infancy to

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50 Ibid

51 Ibid

52 Ibid

53 Miz-Hasab Research Center Gender and HIV Aids in Ethiopia, 2004.

54 NCTPE, Baseline Survey on Harmful Traditional Practices, 1998. See also the Follow Up Survey on Harmful Traditional Practices, 2008.

55 OSSA and German Foundation for World Population, 1999.

adulthood and children of both sexes suffer most from the effects of harmful traditional practices, ranging from the allocation of family food resources and nutritional taboos to other harmful practices such as Female Genital Mutilation (FGM), early marriage, marriage by abduction, uvulectomy (surgical removal of the uvula, a small piece of tissue that hangs in the back of the throat) and milk tooth extraction.<sup>56</sup> The most common and painful harmful practice for women is FGM which is practiced frequently in Ethiopia.<sup>57</sup> The main reason of FGM is to subdue the sexual feeling of a woman in order not to exhibit sexual needs before marriage and after marriage.

Women in Ethiopia currently are not able to exercise their sexual rights. Children, particularly girls, are socialized not to discuss issues on sexuality and HIV & AIDS, even with their mother. Findings of a study on attitudes and practices of female students in a high school in Adigrat of the Tigray region revealed that 80% of the students never discuss these issues with their parents. Reasons given were culture, fear of being labeled as promiscuous and respect for parents. These students also perceived AIDS as an act of the devil.<sup>58</sup>

Women are often unable to negotiate safe sex (e.g condom use) partly due to their socialization that makes them to be ignorant of sex and subservient to men. This may also be exacerbated by gender-based violence. The practice of unsafe sex is common in the rural and urban areas.<sup>59</sup> The prevailing sexual behavior exposes women to HIV and the STI infection.

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56 As note 5 above.

57 Miz-Hasab Research Center Gender and HIV Aids in Ethiopia, 2004.

58 Hadas Woldegiorgis (2001). Interim Poverty Reduction Strategy (I-PRSP) of Ethiopia: Glimpse from A Gender Perspective: In Reflections –Documentation of the Gender Forum. Number 5, July 2001.

59 Gebre, Solomon. 1990. Sexual Behavior and Knowledge of AIDS and other STDs; A Survey of Senior High School Students. Ethiopian Journal of Health Development, Vol. 4, No. 2, Addis Ababa, Ethiopia.

## Section B: The need to mainstream HIV & AIDS

### HIV and AIDS mainstreaming in the educational system

HIV and AIDS have adverse impacts on the core business of institutions of higher education. This necessitates the need to mainstream HIV and AIDS in the education sector with a particular focus on higher education.<sup>60</sup>

In the African context, the main mode of transmission of HIV and AIDS is heterosexual sex. People aged 19-24 are sexually active, and are precisely the immediate targets of higher education. Higher Education Institutions provide the forum, in a sense, for easy interaction among this age group, thereby facilitating the spread of the disease. This indicates that Higher Education Institutions provide a special environment for HIV and AIDS. Another important point is that relationships are not stable as school sessions interchange with holidays. Moreover, depending on the settings of higher education institutions, there may be a possibility of dynamic interaction between the institutions and the surrounding communities. This is particularly true in the Ethiopian context where there may not be sufficient on-campus accommodation and hence students are forced to rent hostels and the like.<sup>61</sup>

At the same time, it must also be noted that this age group, especially those at universities, is constituted as a captive population which is easier to reach in terms of interventions. Universities and other higher education institutions can confront the challenge of HIV & AIDS by dealing with the problem on campus.<sup>62</sup>

Higher education institutions must be involved in the fight against HIV & AIDS for several reasons. For one thing HIV & AIDS affects human resource development, the raison d'être of higher education institutions. Further, university based researchers generate and disseminate new knowledge on HIV & AIDS on a global scale. Creating knowledge is a major mandate of universities. Medical research is key but other types of research are also important at this stage. These include research related to nutrition and leadership. It is clear that the universities and other higher education institutions can make a difference and the clear place to begin is with the institution itself and then move into the community.<sup>63</sup>

60 "The HIV & AIDS Challenge in African Higher Educational Institutions" An AAU Competency Based Training in Management and Leadership For African Higher Educational Institutions.

61 Ibid

62 Ibid

63 Ibid

## HIV and AIDS mainstreaming in the Agricultural Curriculum

Although traditional agricultural education programmes do not cover the subject of health, the impact of HIV & AIDS on agriculture is now changing the way we think. In the same way that instructors need to update their courses because of other scientific developments, the curriculum needs to take into consideration the changing social landscape. It is becoming increasingly clear that agricultural programmes cannot ignore health and social issues, and could provide important leadership in dealing with the HIV scourge. Accordingly, it is imperative to integrate HIV and AIDS in the curriculum of agricultural. This should be done for several reasons. First, it is vital to raise the level of understanding and analysis for graduates of agriculture so that they can protect themselves against HIV & AIDS infection and if infected, to reduce the progression of infection to disease by applying life-prolonging strategies. Second, it is important to build up the capacity of agricultural graduates to help communities with appropriate combinations of agriculture and health innovations and advice programmes. A third reason is to effectively utilize limited resources for agriculture in an environment of the HIV & AIDS pandemic. Finally, it is important that the curriculum enables agricultural graduates to diagnose and address societal problems associated with agriculture and HIV & AIDS, and hence to develop or link up with appropriate support.

### **Curriculum integration, HIV & AIDS and types of knowledge**

In 2010 the book ‘Creating Space for HIV and AIDs in the curriculum—A Rapid Assessment of curricular responses in South African Higher Education Institutions’ was published. This work brought forward the perspectives of instructors as they related to HIV and AIDS, their impact on their teaching and their interactions with students. The excerpts below comes from that work:

There are at least 3 different types of knowledge which instructors that might consider critical in curriculum integration: (1) Personal knowledge and keeping students alive; (2) disciplinary knowledge; and (3) workplace knowledge.<sup>64</sup>

64 HEAIDS, 2010. Creating space for HIV and AIDS in the curriculum - A RapidAssessment of curricular responses in South African Higher Education Institutions. Pretoria: Higher Education South Africa

**Personal knowledge and “keeping students alive”.** Personal knowledge means knowing about the realities of students’ lives and how they are impacted by HIV and AIDS, either ill themselves or with an ill family member. Given the age group of students attending university, personal knowledge is without doubt the most important. As one female instructor from an Agricultural faculty in South Africa put it, “*how can I possibly teach just about poultry when my students are coming to me about testing positive? My first concern is to help them stay alive!*”<sup>65</sup> Another instructor at the same institution and working in the area of waste management similarly comments:

*You will see a student that had lectures, first and second year students and last year there were students that were very bright, they were A students. This year they are dropping you can see and it would be alarming obviously to see student’s marks drop just like that and you call them into the office and you speak to them what happened and it is a sad reality that almost each and every student is affected in some way or the other. You will find that most of the students are raised by grandparent, they don’t have parents anymore. Most of them have sick mothers so they are not able to attend because they have to take care of their siblings. Their mothers are constantly sick in the hospital, they can’t walk so they don’t have money to come to school. So these are the issues, to be honest, that I only found out about this year. I was not aware.*<sup>66</sup>

**Disciplinary knowledge and HIV & AIDS:** Disciplinary knowledge relates to the actual discipline-specific content in relation to the subject area. An instructor in Waste Management in South Africa talked about how he addresses HIV & AIDS in the curriculum:

*In South Africa when we talk of waste management they think about hospital waste without expanding, without thinking that waste is generated every day everywhere. Where there are people there is waste and chances are that there is medical waste and a lot of people are infected, you know, so you will find that nothing is safe anymore, so any waste generated is a cause for concern.*<sup>67</sup>

65 HEAIDS, 2010. Creating space for HIV and AIDS in the curriculum – A RapidAssessment of curricular responses in South African Higher Education Institutions. Pretoria: Higher Education South Africa

66 Ibid

67 Ibid

A lecturer in poultry production spoke about the ways in which the idea of ‘virus’ can be a cross cutting concept, appropriate to talk about the HIV virus as well as the various viruses affecting poultry:

*For me like it is actually go because the course that I am lecturing...if it is poultry it has got to do with physiology and all these things, you deal with viruses, you have to explain to the students what is a virus, what is bacteria and how does it work and why do you need a vaccine, how does the vaccine work and all that? So every time when I lecture let's say we are talking about a vaccine you are always going to make a reference to HIV and all those thing and why we don't have a vaccine yet or why we don't have a cure for the virus and all of those things. So it is easy, so what I do, I don't have a lecture that says that I will put actually aside to say that this is for HIV and AIDS. We were told to actually do something like that but for me it will actually discourage students to actually attend.*

68

Another lecturer also working in agriculture spoke about the ways in which HIV & AIDS has even influenced the development of and teaching about technologies:

*We have realised that most of the projects like gardening where there are people who are HIV positive it is actually difficult for them to actually plough and use the hand hoe and all that...so what we really tried to introduce was the mechanical hand hoe, that one that you push and all that.... And this should carry over into areas like engineering. I think even in engineering everything can be integrated if you actually understand your course, you can actually integrate it anywhere, because even the thing that I was telling you about [the hoe]...it was really the people from engineering who did this...because these people who are affected and they don't have energy so what can you come up with from the engineering side. So you have all these sectors.*<sup>69</sup>

**Workplace knowledge and HIV & AIDS:** Workplace knowledge refers to the specific set of topics and skills that will be needed once the student graduates and begins to work in the particular work setting: (e.g. the chemical industry, schools, hospitals, pharmacies, engineering sites so on). Given the professional nature of the training students are receiving in their specific programs (e.g. Rural Extension, Education, Commerce and so on), how does their training include information on what they would need in the actual workplace (working with colleagues, nature of interaction with the public and so on)?

68 Ibid

69 HEAIDS, 2010. Creating space for HIV and AIDS in the curriculum - A RapidAssessment of curricular responses in South African Higher Education Institutions. Pretoria: Higher Education South Africa



Workplace knowledge was poignantly presented by a lecturer who prepares Rural Extension workers:

*I focus more in extension on integration on educating rural people how to raise poultry. And then explain to the students that they need to go out and educate people because poultry is a good source of protein for people living with HIV and AIDS. They have a course that deals with community development, it's the extension, it used to be called agricultural extension so that is where I do a lot of integration because the students that we train in extension...after completion they go out and work with the communities and advise the communities on the issues of being able to plant vegetables properly, plant any other crops... or engage in many activities like nutrition that will help to boost their income in income generating projects which at the same time helped me to mitigate against AIDS, HIV and AIDS. And then the other course that I integrate HIV and AIDS in is the basic science. Our students are from disadvantaged backgrounds so we introduce them more to basic sciences and in basic sciences there is a section that deals with sexual reproduction and birth control. That is where I also fit it in because it fits properly into that section. So and then I give them some assignments and tests with some questions related to HIV and AIDS so as to test their level of understanding in terms of HIV and AIDS...HIV & AIDS is a very sensitive issue. That is why we have these technical courses like poultry, crop production, animals...a person can have all these technical skills but without people skills it will be like... you cannot expect them...they can go out there and fail to convey the message because they do not have the skill of working with people.<sup>70</sup>*

In some cases instructors focused on only one type of knowledge, although in most cases there was a combination of two or a blend of all three. A good example can be seen in the case of the female instructor working in Waste Management noted above. Her opening comments in the interview were not about her disciplinary area at all. Rather she went right to the point that she realized how serious the impact of HIV & AIDS was on her students: so many of the students were coming to her to report their HIV positive status. She also discovered that many of them were caring for sick parents and that there was very little food in the families. She saw herself placed in a counselor role. It was only well into the interview that she began to talk about her own disciplinary area of Waste Management and the ways that she has integrated HIV & AIDS into her teaching, research and community outreach. As she noted:

<sup>70</sup> Ibid



*This is such a serious issue in this country. No one is checking on what is happening to syringes and needles outside of hospitals. And what about all the waste from schools and universities...sanitary towels...and in home-based care? We train all these home based care workers to go into homes of HIV positive patients and they change dressings. What do they do with the dressings? Does anyone know? What is happening at landfill sites where we know there are scavengers?<sup>71</sup>*

Another instructor made a point of distinguishing between personal knowledge and disciplinary knowledge, noting the following:

*You know I think you were asking earlier about it becoming a professional course and kind of what happens there and stuff and I think the important thing to me and the way we have designed it is around recognising that students are not only here about gaining knowledge that we have an opportunity and a responsibility to actually educate beyond just kind of filling them with books and knowledge. There is so much more that we can do. And I believe that people that we graduate from...certainly from health sciences should be well rounded and able to cope and so it is about of course they must go away with good knowledge but they also need to be empathic people who can actually work in relationships and that if they can't do that they are not going to be good with their patients or their clients and that they also need to be reflective in what they do so everything we do is around a model that we call the integrated health professional and it is those three aspects pulled together sort of saying you know, in order to be effective you need to be all of those things, not just thinking that if I know the stuff in the textbook I am fine but if you can't relate to someone or you are not constantly thinking how does this, you know what is happening in my life impact on how I am going to be with people, then you are not going to be effective in what you do. Because I think the idea that medicine or physiotherapy or whatever it is, is anything other than a caring profession is wrong, I mean that is exactly what they are. It is about the people, it is more than...I mean you can access the knowledge on the internet but it is how you are going to give that across and how you are going to interpret it for people.<sup>72</sup>*

The narratives above, all based on interviews with lecturers in Higher Education Institutions give a good sense of the challenges of HIV & AIDS curriculum integration but also the rewards of adopting this approach.

71 HEAIDS, 2010. Creating space for HIV and AIDS in the curriculum – A RapidAssessment of curricular responses in South African Higher Education Institutions. Pretoria: Higher Education South Africa

72 Ibid

## Section C: Various approaches to mainstreaming HIV & AIDS

### Investigating different curriculum models

The first category of approaches in the area of HIV & AIDS mainstreaming, relates to dealing with various areas of inquiry that arise in agriculture (including post-harvest management) referred to as 'major courses'. This guide advocates for a focus on external domains in mainstreaming HIV and AIDS, when it comes to the major courses or modules. What does this mean in practice? Major courses or modules attempt to equip students with the knowledge/expertise in regards to a particular field of agriculture. Upon graduation, the students are then expected to implement the expertise they have acquired on the ground – interact with the primary stakeholders such as policy makers, farmers, farmers groups, entrepreneurs etc. The focus of mainstreaming in this connection should be to assess the impact of HIV and AIDS on these various stakeholders that students and graduates would ultimately interact with on a daily basis. Questions to consider:

- How does HIV & AIDS affect the people (farmers, policy makers, entrepreneurs etc.) that we work with, particularly in relation to the work that we do with them?
- How does it help the people with whom we work to become less susceptible to HIV infection and less vulnerable to the impacts of AIDS?
- Where does our comparative advantage lie in responding to these effects?

The second category of approaches refers to a specialized course/ curriculum dealing with HIV and AIDS issues in agriculture in general and in post harvest management in particular. In a specialized course dealing with HIV & AIDS, both domains/aspects i.e. the internal and external domains can be integrated in such a course. Accordingly, a specialized course will look into the internal factors such as employees and students of higher educational institutions, working procedures, institutional set and the like to answer the fundamental question: How does HIV & AIDS affect our university and its ability to work effectively, now and in the future(internal domain)? In addition, it attempts to acquaint students with most basic knowledge on HIV and AIDS so as to equip them with the know how in terms of how to interact with vulnerable or most affected sections of the society (external domain).

The guide advocates for mainstreaming or integrating HIV and AIDS issues into mainstream curriculum or major courses as well as the adoption of a specialized course that can thoroughly introduce students to concepts of HIV and AIDS as applied in the agricultural

sector and the existing situation in the country including policy and institutional frameworks that address HIV and AIDS in general, as well as in the agricultural sector. The section that follows deals with integrating HIV and AIDS within the mainstream curriculum or courses.

Similar to other curriculum documents used in the country, the agriculture curriculum that is (will be) used in the program has (will have) the following components (either as module or course): module title, module description, learning outcome, module content, learning strategies, module assessment and resource content. This document is (these documents are) the basis for instructors for designing and delivering their lecture and finally for assessment. Accordingly, the guidelines used to mainstream HIV and AIDS would have a particular focus on module content and attempt to show through various examples the mechanisms to integrate HIV and AIDS in the course or module in question.

Module content: The contents of the course or module determine the areas of inquiry as well as the knowledge that is transferred to students. HIV and AIDS concerns should be adequately integrated in the course content. Here are some examples.

### **Example 1.<sup>73</sup> Agricultural production and HIV and AIDS**

The impact of HIV & AIDS is most severe on smallholder agriculture - the primary economic sector and engine of growth of many sub-Saharan African countries including Ethiopia. The adverse effect is seen through its effects at the household level. Smallholder agriculture relies almost exclusively on family labor-often the only productive resource poor people have. In terms of household food security, HIV and AIDS impacts on the productive capacity of farm households, thus influencing availability, access and utilization of food in the following ways:<sup>74</sup>

#### **a) Adverse effects on agricultural productivity**

Household labour quality and quantity are reduced, first in terms of productivity, when HIV-infected persons fall sick. There will be declines in the supply of household labour because of patient care (this burden falls mostly on the women who are also the main food producers) and death. For example, in one village in Tanzania, in households with a patient with AIDS, nearly 30% of household labor was spent on AIDS-related matters (including care of the patient and funeral duties). If two people were devoted to nursing the patient, as was the case in 66% of recorded cases, the total labor loss was 43% on average.

73 FAO Addressing Impacts of HIV and AIDS on Ministries of Agriculture: Focus on Eastern and Southern Africa 2000.

74 Ibid

The impact of HIV & AIDS morbidity and mortality not only affects labor inputs to farm production, but, more significantly, it disrupts the household production/domestic labor interface by diverting women's labor from regular caring activities to caring for persons living with HIV & AIDS. This can have severe repercussions not only on food production but also on food and livelihood security, health, education (children are often taken out of school), nutrition and family welfare. The illness and death of a young adult woman could have a dramatic effect on the household, given that women provide up to 80-90% of labor and managerial services and are the primary care givers at the rural household level.

In the case of crop production, FAO research in Eastern and Western Africa in the early 1990s shows that the impact of HIV & AIDS resulted in one or more of the following consequences:

- Reduction in the area of land under cultivation;
- Changes in cropping patterns/shift from cash crops to subsistence production;
- Decline in the range of crops cultivated;
- Decline in the ability to control pests;
- Loss of soil fertility;
- Decline in crop yields;
- Loss of crop and farm management skills.

Recent evidence from Eastern Africa shows that these early trends continue to prevail. According to the MAAIF of Uganda, in severely affected districts like Rakai and Masaka, up to 25% of households are cultivating less land as a result of the HIV epidemic. A decline in cash crop production, and particularly coffee, which is labor intensive, is also being observed.<sup>75</sup>

#### **b) Decline in on- and off-farm disposable household income**

HIV & AIDS greatly increases household expenditures and has adverse effects on- and off-farm income, and especially the availability of disposable cash which largely determines the amount and quality of food that could be purchased. Household income declines due to:

Increased expenditures for special foods, medication and treatment, transport to and from health care facilities and funerals. According to a simulation study conducted in Kenya, costs of AIDS represented 78% of household income during the first year of AIDS impact (with one adult death) and 167% the second year;

The loss of the income of the HIV patient (either in the form of labor or remittances);

<sup>75</sup> FAO Addressing Impacts of HIV and AIDS on Ministries of Agriculture: Focus on Eastern and Southern Africa 2000.

HIV & AIDS stigmatization that may prevent persons with HIV from continuing to work, engage in trade etc.<sup>76</sup>

### **c) Erosion of household resource and asset**

In Uganda, reports indicate that many affected households sell their food crops in order to cover hospital expenses. Some households even sell off their land to raise money for medical care. In fact, it has been argued that it is becoming increasingly common for some hospitals and clinics to encourage terminally ill patients to surrender land titles as security for medical bills. A World Bank study reported that asset ownership declined when an HIV positive household member died, but remained stable when the death was not related to HIV & AIDS. The erosion of the household resource base deprives families of the essential means to sustain themselves. Surviving widows and their children often have great difficulties in retaining family land and other assets which tend to revert to the late husband's family.<sup>77</sup>

### **d) Erosion of knowledge base and skills for agricultural production**

Agricultural work is becoming increasingly less attractive in rural areas even among youths who have been brought up in farming households. Conversely, urban centres have been identified with physically less demanding work as well as with higher wages. Given that rural youths spend most of their time in school, their participation in farm work is limited to the peak season. A combination of these factors is contributing to a situation whereby youths are less inclined to make a living off the land and are losing the essential skills needed for agricultural production. This is further compounded by HIV & AIDS which has left behind more than 12 million orphans to date in sub-Saharan Africa.<sup>78</sup>

The death of one or both parents to HIV & AIDS often means that younger members of the family may not have the necessary knowledge, experience and management skills to run the farm of the household. Similarly, if one parent dies, it may be that the surviving parent does not have the skills in farming and/or marketing certain crops.

76 FAO Addressing Impacts of HIV and AIDS on Ministries of Agriculture: Focus on Eastern and Southern Africa 2000.

77 Ibid

78 Ibid

## Evaluating different curriculum models

*There are 3 main 'models' of mainstreaming HIV & AIDS into the curriculum:*

*Mainstreaming across all courses, so that every course includes some HIV & AIDS content*

*Designing a carrier subject in a program where the content lends itself to integration with HIV & AIDS issues*

*A stand-alone course as part of the sector program*

There is no one perfect way for carrying out the mainstreaming of HIV & AIDS and 'no one size fits all'. Some universities such as the University of Namibia also have a 'stand alone' course that all first year students take regardless of their program of study. This first year course which typically aims to keep young people alive through knowledge of HIV & AIDS is not the same as mainstreaming curricular content and has different purposes.

## Strengths and weaknesses of mainstreaming HIV & AIDS across the curriculum

The least effective way of including life skills-based HIV prevention education is when it is integrated into all, or many, existing subjects and delivered by regular classroom teachers.

Strengths	Weaknesses
<p>A whole school approach can be taken. It utilizes structures that are already in place and is often more acceptable than a separate course of family life education or sex education.</p> <p>Many teachers are involved, even those not normally involved in teaching HIV education.</p> <p>High potential for reinforcement.</p>	<p>The issues can be lost among the higher status elements of the subjects.</p> <p>Teachers may maintain a heavy information bias in content and methods applied, as is the case with most subjects.</p> <p>The logic of HIV prevention is lost.</p> <p>Very costly and time consuming to access all teachers and change teaching materials.</p> <p>Some teachers do not see the relevance of the issue to their subject.</p> <p>Difficulty in ensuring the consistency of message across subjects and the logic required for HIV prevention.</p> <p>Potential for reinforcement seldom realized due to other barriers.</p>

Clarke, David J. (2008) Heroes and Villains: teachers in the education response to HIV. Paris: International Institute for Educational Planning, 90. Retrieved 15 May 2009 from [http://www.iiep.unesco.org/fileadmin/user\\_upload/Info\\_Services\\_Publications/pdf/2009/HIV\\_CLARKE.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Publications/pdf/2009/HIV_CLARKE.pdf).

**Strengths and weaknesses of the approach of one ‘carrier’ subject or separate course**

Strengths	Weaknesses
<p>Teachers of the carrier subject are likely to see the relevance of the topic to other aspects of the subject.</p>	<p>Risk of an inappropriate carrier subject being selected.</p>
<p>Teachers of the carrier subject are likely to be more open to the teaching methods and issues being discussed due to their subject experience.</p>	<p>Integration in biology would focus on biomedical knowledge, while health education or civic education would permit a more holistic approach involving social and personal issues.</p>
<p>Cheaper and faster to integrate the components into materials of one subject than to infuse across all.</p>	<p>Integration may be marginal addition.</p>

Clarke, David J. (2008) Heroes and Villains: teachers in the education response to HIV. Paris: International Institute for Educational Planning, 89. Retrieved 15 May 2009 from [http://www.iiep.unesco.org/fileadmin/user\\_upload/Info\\_Services\\_Publications/pdf/2009/HIV\\_CLARKE.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Publications/pdf/2009/HIV_CLARKE.pdf)

A specialized ‘stand alone’ course is a course that equips students with the basic understanding of HIV & AIDS concepts and its manifestations and impacts on the sector. In addition to offering students with a basic understanding of HIV & AIDS a medical and social perspective, it will look into the internal factors such as employees and students of higher educational institutions, working procedures, institutional set and the like to answer the fundamental question of “How does HIV & AIDS affect our university and its ability to work effectively, now and in the future?” It will attempt to acquaint students with most basic knowledge on HIV and AIDS so as to equip them with the know how in terms of how to interact with vulnerable or most affected sections of society.



**List of Potential topics**

*Topic 1: An introduction to Human Immunodeficiency Virus (HIV) and Acquired*

*Immune Deficiency Syndrome (AIDS)*

*Topic 2: HIV Transmission, spread and prevention*

*Topic 3: Opportunistic diseases commonly associated with HIV & AIDS*

*Topic 4: Impact of HIV & AIDS on livelihood*

*Topic 5: Treatment and counseling*

*Topic 6: Agricultural solutions to HIV & AIDS problems*

*Topic 7: Policy and institutional aspects*

*Topic 8: Stigma, discrimination and exclusion pertaining to People Living With Aids (PLWA)*

**Strengths and weaknesses of this approach**

Strengths	Weaknesses
Likely to have teachers who are focused on the issues, and can be specifically trained	The subject may be accorded very low status and not seen as important, especially if not examinable.
Most likely to have congruence between the content and teaching methods in the subject, rather than shortcutting which may occur through ‘infusion’ or ‘carrier subject’ approaches	Requires additional time to be found in already overloaded curriculum if not already included. Other teachers may make no effort to promote HIV education within their teaching.

Clarke, David J. (2008) Heroes and Villains: teachers in the education response to HIV. Paris: International Institute for Educational Planning, 89. Retrieved 15 May 2009 from [http://www.iiep.unesco.org/fileadmin/user\\_upload/Info\\_Services\\_Publications/pdf/2009/HIV\\_CLARKE.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Publications/pdf/2009/HIV_CLARKE.pdf)

### **Challenges and tips in integrating HIV&AIDS into the curriculum**

- Lack of trained human resources has been observed as a key factor hindering the abilities of Higher Educational institutions to respond effectively to the threat posed by HIV & AIDS to the institutions
- The tendency towards of viewing HIV & AIDS as a health issues rather than multi-faceted issue
- the culture of silence and denial that needs to be changed; and
- HIV and AIDS fatigue syndrome <sup>79</sup>

Some tips on integrating HIV & AIDS into the curriculum<sup>80</sup>

- Clearly this work is not just about sex and sexuality. You need not mention condoms or sex to be addressing some aspects of HIV & AIDS. Transmission is fuelled by many issues related to topics such as those listed below. If you educate people to address some of the factors that fuel transmission, you will be contributing to curbing the pandemic and helping graduates to create a world where issues related to HIV & AIDS are addressed in a humane, practical and effective manner:-
  - ✓ gender inequality
  - ✓ poverty/economic development
  - ✓ mobility (bridging populations)
  - ✓ discriminatory attitudes and stigma
  - ✓ human rights
- Start small. See how you can work HIV & AIDS into just one topic or section of a learning area, and then consider how you might expand, rather than feeling that you have to redesign your whole curriculum.
- Be sensitive to the unexpected when you create a space for students to explore their understandings of HIV & AIDS. You may, for example, find that some students may want to discuss issues that are more personal. Be prepared to take on this role. Know where to refer them for counseling.

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79 "The HIV & AIDS Challenge in African Higher Educational Institutions" An AAU Competency Based Training in Management and Leadership For African Higher Educational Institutions.

80 Ibid

- Network with other staff members who are working in integration. You should gain the support and collaboration of colleagues or a 'like-minded' team to discuss integration possibilities.

Stay up to date. Knowledge about HIV & AIDS is ever changing so it is important that you keep yourself informed and in touch with other colleagues working in areas such as gender and HIV & AIDS medical research.<sup>81</sup>

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81 "The HIV & AIDS Challenge in African Higher Educational Institutions" An AAU Competency Based Training in Management and Leadership For African Higher Educational Institutions.

## Section D: The link between HIV & AIDS and gender relations

It is likely that the AIDS epidemic will cause a major agricultural labour shortage in many countries, with 7 million agricultural workers already lost and at least 16 million more who could die before 2020 in sub-Saharan Africa. A study conducted by FAO in Namibia showed that for all types of rural households death due to AIDS meant the “loss of productive resources through the sale of livestock (to pay for sickness, mourning and funeral expenses) and sharp decline in crop production”.<sup>82</sup> Sickness also contributes to the scarcity of labor because of both the incapacity of workers and the time others have to devote to looking after the sick. If a family member is sick with AIDS, women may be unable to perform such labour-intensive and significant tasks as watering, planting, fertilizing, weeding, harvesting and marketing. In many rural areas, women account for 70 per cent of the agricultural labor force and 80 per cent of food production. With lost labor, nutritious leafy crops and fruits may be replaced by starchy root crops, while the sale of livestock means less milk, eggs and meat.<sup>83</sup>

Chronic food insecurity, high levels of malnutrition and immune system deficiencies could be some of the results of an AIDS pandemic. In addition, the death of farmers, extension workers and teachers from AIDS can undermine the transmission of knowledge and know-how and the local capacity to absorb technology transfers. Since men have more access to productive resources such as land, credit and technology, their widows may be left without such access and womens’ livelihoods may be threatened. HIV & AIDS is also reducing investment in irrigation, soil enhancement and other capital improvement.<sup>84</sup>

### **Institutional mechanisms necessary for effective mainstreaming of gender and HIV & AIDS in curriculum**

There are certain necessary preconditions or an enabling environment that should obtain for adequate mainstreaming of gender and HIV and AIDS in the agricultural curriculum. These conditions relate more with the institutional frameworks and human resource. Some of these are mentioned below:

### **Institutional structure to support gender and HIV & AIDS mainstreaming**

Institutional reform that supports the implementation of

82 The Commonwealth Secretariat Gender Mainstreaming in HIV & AIDS: Taking a Multisectoral Approach New Gender Mainstreaming Series on Gender Issues, 2002.

83 Ibid

84 Ibid

mainstreaming in the curriculum can include the strengthening of the gender office to coordinate gender related activities in the program. This may result in (as it is already the case in higher educational institutions in the country) the opening and/or strengthening of gender and HIV and AIDS offices and clubs.

This office would form part of the institutional structure of the higher educational institutions. As such it should be assigned with the required human resources, and should be allocated sufficient budget to plan and implement programs.

Clubs on the other hand may operate at the level of students and/or teachers or a combination of both. In many of the higher educational institutions in particular in TVETS, there are strongly operating gender and HIV and AIDS clubs that engage in various activities: awareness creation session, support to victims of Gender Based Violence (GBV) as well as students with HIV and AIDS, etc.

### **Gender and HIV & AIDS skills training for instructors**

It is important to try to make academic staff more aware of the gender dimensions of teaching and learning. This can be done through short seminars and workshops that may be continually given within each institution (for example gender clubs in various higher educational institutions provide workshop programs to familiarize staff members about gender and HIV issues in general as well as the prevailing situation within the respective institutions).

Gender skills training for academic staff is important. This could include:- on the job training for instructors on the basic concepts of gender and HIV and AIDS; short courses during break sessions in other (higher) educational institutions that provide courses on gender and HIV and AIDS; work visits to institutional structures with the mandate to work on gender and HIV AIDS issues such as the Ministry of Women Youth and Children Affairs as well as regional bureaus; and Federal and regional level HIV Prevention Offices.

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## Appendix A: Glossary

**Access (to Resources):** when a person has access to a resource (land, water, tools, extension services, etc.) they are able to use it or take advantage of it therefore creating an opportunity.

**Acquired Immune Deficiency Syndrome (AIDS):** a disease of the immune system caused by infection with the retrovirus HIV, which destroys some types of white blood cells and is transmitted through blood or bodily secretions.

**Control (of Resources):** that person must be able to demonstrate ownership or rights to that resource, and be able to make decisions about its use and any potential benefits acquired through access to it.

**Direct Discrimination:** is when a person receives unequal treatment. For example because job requirements target a person specifically based on the characteristic of judgment (age, race, gender, etc.). For example, a job ad specifies that only males can apply. This is intentional discrimination, and is the easier discrimination to identify and address.

**Discrimination:** the difference in the treatment of a person or people on a basis *other than personal ability*. This could be based on gender, age, religion, class, colour, race, ethnic origin etc.

**Equality:** the state or quality being equal i.e. of getting the same, being treated the same, receiving the same opportunities.

**Equity:** Equity means getting *what you need* for an equal chance of success, considering the context, recognizing that not everyone is the same and some people have unique needs need to be met.

**Equitable Provisions:** special measures to counteract the historical imbalance of power i.e. between the sexes.

**Gender:** a concept that refers to the differences between males and females that are *socially constructed*, changeable over time and have wide variations within and between cultures. Gender refers to learned behaviour and expectations to fulfill one's image of masculinity and femininity. Gender is also a socio-economic and

political variable with which to analyse people's roles, responsibilities, constraints and opportunities. Gender and women are not synonyms (do not mean the same thing).

**Gender Based Analysis:** is an analytical tool that systematically integrates a gender perspective into the development of policies, programs and legislation, as well as planning and decision-making processes. It helps to identify and clarify the differences between women and men, boys and girls, and demonstrates how these differences affect an organization/system.

**Gender Equality:** gender equality is the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by society (stereotypes, rigid gender roles, or prejudices). Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.<sup>85</sup>

**Gender Mainstreaming:** as defined by the United Nations, is “the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”

**Human Immunodeficiency Virus (HIV):** the virus attacks cells in your body that fight off infection and keep the body healthy. When HIV has damaged the immune system, someone is said to have AIDS, or acquired immune deficiency syndrome. As HIV takes hold the body produces antibodies in an attempt to fight the virus.

**Indirect Discrimination:** is when something appears neutral, but don't take into account the impact of giving one group an advantage over another. For example, a job ad specifies that applicants must be 183+ cm in height to apply for the job. While it seems neutral, how many women would be eligible for this job vs. how many men would be eligible for this job? This type of discrimination can be either intentional or unintentional, and is much more difficult to identify and address.

85 Son, J. Ed. (2010) Inter-Press Service Gender and Development Glossary 3rd Ed. <http://www.ips.org/mdg3/GenderandDevelopmentGlossary.pdf>

**Mainstreaming:** ‘Mainstream’ means the common thought and opinion of the majority, what is seen to be “normal,” “conventional,” or “popular.” Generally, mainstreaming means bringing an issue/concept/perspective into the mainstream, or general consciousness, and making it part of the ‘normal’ and ‘popular’ conversation; making it a frequent and ‘popular’ consideration.

**Pedagogy:** is the science and art of education, specifically instructional theory. An instructor develops conceptual knowledge and manages the content of learning activities in pedagogical settings.

**Post-exposure prophylaxis:** post-exposure prophylaxis, or PEP, is a course of antiretroviral drugs prescribed within 48 hours of exposure to HIV to protect against infection. PEP is not 100% effective, even when started soon after exposure, so it is vitally important to try to take every measure to prevent transmission in the first place.

**Privilege:** a benefit, advantage, or favor; a right or immunity not enjoyed by others or by all; special enjoyment of a good, or exemption from an evil or burden.

**Pseudostem:** a false stem formed of the swollen leaf bases, as in the banana.

**Sex:** biological characteristics that define human beings at birth as males or female.

**Sex Disaggregated Data:** collecting sex disaggregated data refers to taking note of male/female breakdown in terms of numbers. Essentially, asking the question, “How many men? How many women?”

**Female Genital Mutilation (FGM):** also known as female genital cutting and female circumcision, is defined as procedures that involve partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

**Uvulectomy:** is a procedure in which all or part of the uvula, the bell-shaped organ hanging from the top of the throat, is removed.

**Status quo:** is a Latin term meaning the existing state of affairs. It is a commonly used form of the original Latin “statu quo” – literally “the state in which”. To maintain the status quo is to keep the things the way they presently are.

## *Appendix B*

# *Universal Declaration of Human Rights*

### **PREAMBLE**

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

**Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS** as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1.**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2.**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Article 3.**

Everyone has the right to life, liberty and security of person.

**Article 4.**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5.**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6.**

Everyone has the right to recognition everywhere as a person before the law.

**Article 7.**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.



**Article 8.**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9.**

No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10.**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11.**

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12.**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13.**

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14.**

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15.**

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16.**

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17.**

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

**Article 18.**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19.**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20.**

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

**Article 21.**

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22.**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23.**

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable

remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

#### **Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

#### **Article 25.**

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

#### **Article 26.**

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27.**

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28.**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29.**

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30.**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

## *Appendix C*

# *United Nations Convention on the Elimination of All Forms of Discrimination Against Women*

### **INTRODUCTION**

On 18 December 1979, the Convention on the Elimination of All Forms of Discrimination against Women was adopted by the United Nations General Assembly. It entered into force as an international treaty on 3 September 1981 after the twentieth country had ratified it. By the tenth anniversary of the Convention in 1989, almost one hundred nations have agreed to be bound by its provisions.

The Convention was the culmination of more than thirty years of work by the United Nations Commission on the Status of Women, a body established in 1946 to monitor the situation of women and to promote women's rights. The Commission's work has been instrumental in bringing to light all the areas in which women are denied equality with men. These efforts for the advancement of women have resulted in several declarations and conventions, of which the Convention on the Elimination of All Forms of Discrimination against Women is the central and most comprehensive document.

Among the international human rights treaties, the Convention takes an important place in bringing the female half of humanity into the focus of human rights concerns. The spirit of the Convention is rooted in the goals of the United Nations: to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women. The present document spells out

the meaning of equality and how it can be achieved. In so doing, the Convention establishes not only an international bill of rights for women, but also an agenda for action by countries to guarantee the enjoyment of those rights.

In its preamble, the Convention explicitly acknowledges that “extensive discrimination against women continues to exist”, and emphasizes that such discrimination “violates the principles of equality of rights and respect for human dignity”. As defined in article 1, discrimination is understood as “any distinction, exclusion or restriction made on the basis of sex...in the political, economic, social, cultural, civil or any other field”. The Convention gives positive affirmation to the principle of equality by requiring States parties to take “all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men”(article 3).

The agenda for equality is specified in fourteen subsequent articles. In its approach, the Convention covers three dimensions of the situation of women. Civil rights and the legal status of women are dealt with in great detail. In addition, and unlike other human rights treaties, the Convention is also concerned with the dimension of human reproduction as well as with the impact of cultural factors on gender relations.

The legal status of women receives the broadest attention. Concern over the basic rights of political participation has not diminished since the adoption of the Convention on the Political Rights of Women in 1952. Its provisions, therefore, are restated in article 7 of the present document, whereby women are guaranteed the rights to vote, to hold public office and to exercise public functions. This includes equal rights for women to represent their countries at the international level (article 8). The Convention on the Nationality of Married Women - adopted in 1957 - is integrated under article 9 providing for the statehood of women, irrespective of their marital status. The Convention, thereby, draws attention to the fact that often women’s legal status has been linked to marriage, making them dependent on their husband’s nationality rather than individuals in their own right. Articles 10, 11 and 13, respectively, affirm women’s rights to non-discrimination in education, employment and economic and social activities. These demands are given special emphasis with regard to the situation of rural women, whose particular struggles and vital economic contributions, as noted in article 14, warrant more attention in policy planning. Article 15 asserts the full equality of women in civil and business matters, demanding that all instruments directed at restricting women’s legal capacity “shall be deemed null and void”. Finally, in article 16, the Convention returns to the issue of marriage and family relations, asserting the equal rights and obligations of women and men with regard to choice of spouse,

parenthood, personal rights and command over property.

Aside from civil rights issues, the Convention also devotes major attention to a most vital concern of women, namely their reproductive rights. The preamble sets the tone by stating that “the role of women in procreation should not be a basis for discrimination”. The link between discrimination and women’s reproductive role is a matter of recurrent concern in the Convention. For example, it advocates, in article 5, “a proper understanding of maternity as a social function”, demanding fully shared responsibility for child-rearing by both sexes. Accordingly, provisions for maternity protection and child-care are proclaimed as essential rights and are incorporated into all areas of the Convention, whether dealing with employment, family law, health care or education. Society’s obligation extends to offering social services, especially child-care facilities that allow individuals to combine family responsibilities with work and participation in public life. Special measures for maternity protection are recommended and “shall not be considered discriminatory”. (article 4). “The Convention also affirms women’s right to reproductive choice. Notably, it is the only human rights treaty to mention family planning. States parties are obliged to include advice on family planning in the education process (article 10.h) and to develop family codes that guarantee women’s rights “to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights” (article 16.e).

The third general thrust of the Convention aims at enlarging our understanding of the concept of human rights, as it gives formal recognition to the influence of culture and tradition on restricting women’s enjoyment of their fundamental rights. These forces take shape in stereotypes, customs and norms which give rise to the multitude of legal, political and economic constraints on the advancement of women. Noting this interrelationship, the preamble of the Convention stresses “that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality of men and women”. States parties are therefore obliged to work towards the modification of social and cultural patterns of individual conduct in order to eliminate “prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women” (article 5). And Article 10.c. mandates the revision of textbooks, school programmes and teaching methods with a view to eliminating stereotyped concepts in the field of education. Finally, cultural patterns which define the public realm as a man’s world and the domestic sphere as women’s domain are strongly targeted in all of the Convention’s provisions that affirm the equal responsibilities of both sexes in family life and their equal rights with regard to education and employment. Altogether, the Convention provides a comprehensive framework for challenging the various forces that have created and sustained discrimination based upon sex.



The implementation of the Convention is monitored by the Committee on the Elimination of Discrimination against Women (CEDAW). The Committee's mandate and the administration of the treaty are defined in the Articles 17 to 30 of the Convention. The Committee is composed of 23 experts nominated by their Governments and elected by the States parties as individuals "of high moral standing and competence in the field covered by the Convention".

At least every four years, the States parties are expected to submit a national report to the Committee, indicating the measures they have adopted to give effect to the provisions of the Convention. During its annual session, the Committee members discuss these reports with the Government representatives and explore with them areas for further action by the specific country. The Committee also makes general recommendations to the States parties on matters concerning the elimination of discrimination against women.

The full text of the Convention is set out herein:

## **Convention On The Elimination Of All Forms Of Discrimination Against Women**

### **The States Parties to the present Convention,**

Noting that the Charter of the United Nations reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women,

Noting that the Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex,

Noting that the States Parties to the International Covenants on Human Rights have the obligation to ensure the equal rights of men and women to enjoy all economic, social, cultural, civil and political rights,

Considering the international conventions concluded under the auspices of the United Nations and the specialized agencies promoting equality of rights of men and women,

Noting also the resolutions, declarations and recommendations adopted by the United Nations and the specialized agencies

promoting equality of rights of men and women,

Concerned, however, that despite these various instruments extensive discrimination against women continues to exist,

Recalling that discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity,

Concerned that in situations of poverty women have the least access to food, health, education, training and opportunities for employment and other needs,

Convinced that the establishment of the new international economic order based on equity and justice will contribute significantly towards the promotion of equality between men and women,

Emphasizing that the eradication of apartheid, all forms of racism, racial discrimination, colonialism, neo-colonialism, aggression, foreign occupation and domination and interference in the internal affairs of States is essential to the full enjoyment of the rights of men and women,

Affirming that the strengthening of international peace and security, the relaxation of international tension, mutual co-operation among all States irrespective of their social and economic systems, general and complete disarmament, in particular nuclear disarmament under strict and effective international control, the affirmation of the principles of justice, equality and mutual benefit in relations among countries and the realization of the right of peoples under alien and colonial domination and foreign occupation to self-determination and independence, as well as respect for national sovereignty and territorial integrity, will promote social progress and development and as a consequence will contribute to the attainment of full equality between men and women,

Convinced that the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields,

Bearing in mind the great contribution of women to the welfare of the family and to the development of society, so far not fully recognized, the social significance of maternity and the role of both parents in the family and in the upbringing of children, and aware that the role of women in procreation should not be a basis for discrimination but that the upbringing of children requires a sharing of responsibility between

men and women and society as a whole,

Aware that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women,

Determined to implement the principles set forth in the Declaration on the Elimination of Discrimination against Women and, for that purpose, to adopt the measures required for the elimination of such discrimination in all its forms and manifestations,

Have agreed on the following:

## **PART I**

### ***Article 1***

For the purposes of the present Convention, the term “discrimination against women” shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

### ***Article 2***

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

- (a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;
- (b) To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;
- (c) To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination;
- (d) To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;
- (e) To take all appropriate measures to eliminate discrimination

against women by any person, organization or enterprise;

(f) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women;

(g) To repeal all national penal provisions which constitute discrimination against women.

### **Article 3**

States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

### **Article 4**

1. Adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.

2. Adoption by States Parties of special measures, including those measures contained in the present Convention, aimed at protecting maternity shall not be considered discriminatory.

### **Article 5**

States Parties shall take all appropriate measures:

(a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;

(b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.

### **Article 6**

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

## PART II

### **Article 7**

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:

- (a) To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies;
- (b) To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;
- (c) To participate in non-governmental organizations and associations concerned with the public and political life of the country.

### **Article 8**

States Parties shall take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.

### **Article 9**

1. States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband.
2. States Parties shall grant women equal rights with men with respect to the nationality of their children.

## PART III

### **Article 10**

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- (a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in

educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;

(d) The same opportunities to benefit from scholarships and other study grants;

(e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;

(g) The same Opportunities to participate actively in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

### **Article 11**

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to work as an inalienable right of all human beings;

(b) The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;

(c) The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training;

(d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work;

(e) The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work, as well as the right to paid leave;

(f) The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction.

2. In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:

(a) To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status;

(b) To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;

(c) To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;

(d) To provide special protection to women during pregnancy in types of work proved to be harmful to them.

3. Protective legislation relating to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

### **Article 12**

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.

2. Notwithstanding the provisions of paragraph 1 of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

### **Article 13**

States Parties shall take all appropriate measures to eliminate

discrimination against women in other areas of economic and social life in order to ensure, on a basis of equality of men and women, the same rights, in particular:

- (a) The right to family benefits;
- (b) The right to bank loans, mortgages and other forms of financial credit;
- (c) The right to participate in recreational activities, sports and all aspects of cultural life.

#### **Article 14**

1. States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.

2. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:

- (a) To participate in the elaboration and implementation of development planning at all levels;
- (b) To have access to adequate health care facilities, including information, counselling and services in family planning;
- (c) To benefit directly from social security programmes;
- (d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;
- (e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self employment;
- (f) To participate in all community activities;
- (g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;
- (h) To enjoy adequate living conditions, particularly in relation to



housing, sanitation, electricity and water supply, transport and communications.

## **PART IV**

### ***Article 15***

1. States Parties shall accord to women equality with men before the law.
2. States Parties shall accord to women, in civil matters, a legal capacity identical to that of men and the same opportunities to exercise that capacity. In particular, they shall give women equal rights to conclude contracts and to administer property and shall treat them equally in all stages of procedure in courts and tribunals.
3. States Parties agree that all contracts and all other private instruments of any kind with a legal effect which is directed at restricting the legal capacity of women shall be deemed null and void.
4. States Parties shall accord to men and women the same rights with regard to the law relating to the movement of persons and the freedom to choose their residence and domicile.

### ***Article 16***

1. States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:
  - (a) The same right to enter into marriage;
  - (b) The same right freely to choose a spouse and to enter into marriage only with their free and full consent;
  - (c) The same rights and responsibilities during marriage and at its dissolution;
  - (d) The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;
  - (e) The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;
  - (f) The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or

similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;

(g) The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation;

(h) The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.

2. The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

## **PART V**

### ***Article 17***

1. For the purpose of considering the progress made in the implementation of the present Convention, there shall be established a Committee on the Elimination of Discrimination against Women (hereinafter referred to as the Committee) consisting, at the time of entry into force of the Convention, of eighteen and, after ratification of or accession to the Convention by the thirty-fifth State Party, of twenty-three experts of high moral standing and competence in the field covered by the Convention. The experts shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution and to the representation of the different forms of civilization as well as the principal legal systems.

2. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

3. The initial election shall be held six months after the date of the entry into force of the present Convention. At least three months before the date of each election the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit their nominations within two months. The Secretary-General shall prepare a list in alphabetical order of all persons thus nominated, indicating the States Parties which have nominated them, and shall submit it to the States Parties.

4. Elections of the members of the Committee shall be held at a meeting of States Parties convened by the Secretary-General at United

Nations Headquarters. At that meeting, for which two thirds of the States Parties shall constitute a quorum, the persons elected to the Committee shall be those nominees who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

5. The members of the Committee shall be elected for a term of four years. However, the terms of nine of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these nine members shall be chosen by lot by the Chairman of the Committee.

6. The election of the five additional members of the Committee shall be held in accordance with the provisions of paragraphs 2, 3 and 4 of this article, following the thirty-fifth ratification or accession. The terms of two of the additional members elected on this occasion shall expire at the end of two years, the names of these two members having been chosen by lot by the Chairman of the Committee.

7. For the filling of casual vacancies, the State Party whose expert has ceased to function as a member of the Committee shall appoint another expert from among its nationals, subject to the approval of the Committee.

8. The members of the Committee shall, with the approval of the General Assembly, receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide, having regard to the importance of the Committee's responsibilities.

9. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

### **Article 18**

1. States Parties undertake to submit to the Secretary-General of the United Nations, for consideration by the Committee, a report on the legislative, judicial, administrative or other measures which they have adopted to give effect to the provisions of the present Convention and on the progress made in this respect:

(a) Within one year after the entry into force for the State concerned;

(b) Thereafter at least every four years and further whenever the Committee so requests.

2. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Convention.

**Article 19**

1. The Committee shall adopt its own rules of procedure.
2. The Committee shall elect its officers for a term of two years.

**Article 20**

1. The Committee shall normally meet for a period of not more than two weeks annually in order to consider the reports submitted in accordance with article 18 of the present Convention.
2. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. (amendment, status of ratification)

**Article 21**

1. The Committee shall, through the Economic and Social Council, report annually to the General Assembly of the United Nations on its activities and may make suggestions and general recommendations based on the examination of reports and information received from the States Parties. Such suggestions and general recommendations shall be included in the report of the Committee together with comments, if any, from States Parties.
2. The Secretary-General of the United Nations shall transmit the reports of the Committee to the Commission on the Status of Women for its information.

**Article 22**

The specialized agencies shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their activities. The Committee may invite the specialized agencies to submit reports on the implementation of the Convention in areas falling within the scope of their activities.

**PART VI**

**Article 23**

Nothing in the present Convention shall affect any provisions that are more conducive to the achievement of equality between men and women which may be contained:

- (a) In the legislation of a State Party; or
- (b) In any other international convention, treaty or agreement in force for that State.

**Article 24**

States Parties undertake to adopt all necessary measures at the national level aimed at achieving the full realization of the rights recognized in the present Convention.

**Article 25**

1. The present Convention shall be open for signature by all States.
2. The Secretary-General of the United Nations is designated as the depositary of the present Convention.
3. The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.
4. The present Convention shall be open to accession by all States. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

**Article 26**

1. A request for the revision of the present Convention may be made at any time by any State Party by means of a notification in writing addressed to the Secretary-General of the United Nations.
2. The General Assembly of the United Nations shall decide upon the steps, if any, to be taken in respect of such a request.

**Article 27**

1. The present Convention shall enter into force on the thirtieth day after the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying the present Convention or acceding to it after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the date of the deposit of its own instrument of ratification or accession.

**Article 28**

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to this effect addressed to the Secretary-General of the United Nations, who shall then inform all States thereof. Such notification shall take effect on the date on which it is received.

**Article 29**

1. Any dispute between two or more States Parties concerning the interpretation or application of the present Convention which is not settled by negotiation shall, at the request of one of them, be submitted to arbitration. If within six months from the date of the request for arbitration the parties are unable to agree on the organization of the arbitration, any one of those parties may refer the dispute to the International Court of Justice by request in conformity with the Statute of the Court.
2. Each State Party may at the time of signature or ratification of the present Convention or accession thereto declare that it does not consider itself bound by paragraph 1 of this article. The other States Parties shall not be bound by that paragraph with respect to any State Party which has made such a reservation.
3. Any State Party which has made a reservation in accordance with paragraph 2 of this article may at any time withdraw that reservation by notification to the Secretary-General of the United Nations.

**Article 30**

The present Convention, the Arabic, Chinese, English, French, Russian and Spanish texts of which are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS WHEREOF the undersigned, duly authorized, have signed the present Convention.

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