

**PROGRAMME TITLE: CONTINUOUS  
PROFESSIONAL DEVELOPMENT CERTIFICATE  
IN LIFE SKILLS AND GENDER RESPONSIVE  
EDUCATION (CPDCLGE)**

**UNDER TRANSFORMATIVE HIGHER  
EDUCATION AND LIFELONG LEARNING FOR  
SUSTAINABLE GROWTH(TELLS) PROJECT**

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# I. BACKGROUND INFORMATION

- TELLS is a joint effort by Makerere University, Uganda, University of Rwanda, Jimma University, Ethiopia, and the University of Agder, Norway. Our Bachelor's, Master and PhD programs reach out to over 100.000 students. The project continues the successful NORHED I cooperation. It is funded by NORAD with NORHED II program.
- Important topics on the TELLS education and research agenda are life-long learning, new certificate structures, digital inclusion, embracing diversity, gender equality, 21st-century “soft-skills”, enhanced capacity by using artificial intelligence, new pedagogical models, virtual student and staff exchange, and policies for the digital age.

# CONT'D

- TELLS will offer high-quality education to a much wider part of society using courses and learning objects that are owned by all partners. TELLS enhances existing master programs for teachers, and creates programs for life-long learning for teaching professionals.
- **TELLS will create a program for life skills with special focus on female students and teachers, to prevent their withdrawal from studies and social exclusion.**
- In order to implement the 2022 TELLS project action plan, in WP2/Deliverable 2.4.1.a series of Workshops has been organized for the purpose of creating a Continuous Professional Development (CPD) for Life Skills for Female students and Gender Aspects.

## II. MAIN OBJECTIVE OF THE PROGRAMME

- To fill the evident gap in life skills and gender aspects at the University of Rwanda-CE

## III. SPECIFIC OBJECTIVES

- **To empower and prepare both student-teachers and in-service teachers for key knowledge, attitudes and skills** they need to be able to cope with various challenges they face both in life and in the day to day teaching-learning related endeavours.

# IV. OUTCOMES OF THE WORKSHOPS

- **A Needs Assessment Tools developed**
- **A Programme Proposal developed**
- **A Programme Specification developed**
- **Two modules descriptions developed**

# 4.1. Programme Proposal

As per the University of Rwanda requirements and guidelines, the programme proposal is the first programme document developed. Among other elements, it shows the:

- **Programme title and proposed award:** CPD Certificate in Life Skills and Gender Responsive Education
- **Mode of delivery:** Blended Learning
- **Programme Funding:** Fees to be paid by students and partners such as NORAD with the Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED II) through the Transformative Higher Education and Lifelong Learning for Sustainable Growth (TELLS) Project fund.
- **Programme Leader:** Myself Ass. Prof Beatrice Yanzigiye
- **Programme Development Team:** CE staff involved in the development of the programme (19 people)
- **Projected student numbers:** 900 per year i.e., 3600 in 4 years



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## ➤ Programme background:

- ✓ The emphasis **on infusion of life skills through education** is defended by the fact that a quick paradigm shift can be guaranteed if life skills are integrated into the curriculum (Atieno, 2018). Besides, **the component of gender is yet to be given the required consideration across various spheres and this is hindering the attainment of the existing gender policies and programme expectations.**
- ✓ To fill the evident gap in life skills and gender, the University of Rwanda through “**Transformative Higher Education and Lifelong Learning for Sustainable Growth (TELLS)**” Project, **has set to bring in its contribution by developing programmes aimed to prepare both student-teachers and in-service teachers** for key skills they need to be able to cope with various challenges they face both in life and in the day to day teaching-learning related endeavours.

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## ➤ Rationale:

- ✓ The CPD Certificate in Life skills and Gender dimensions comes as a response in order to inculcate to youth when they are still in secondary schools these important skills.
- ✓ With regard to the Gender Dimensions component of the programme, [the Revised National Gender Policy \(Ministry of Gender and Family Promotion, 2021\)](#) recommends a national effort to ensure that not only gender equality concepts and principles are well understood among different categories of Rwandans, but also programmes that are more gender responsive are planned and implemented.

## ➤ Proposed modules:

- ✓ [LGE1141: Life Skills Education for Secondary School Teachers](#)
- ✓ [LGE1142: Gender Responsive Education for Secondary School Teachers](#)

## 4.2. Programme Specification

In addition to similar information presented in the programme proposal, the programme specification highlights among others the following key elements:

### ➤ Programme Graduate Attributes and Intended Learning Outcomes

- ✓ *Knowledge and Understanding*: At the completion of the programme, students will be able to demonstrate knowledge and understanding of Life skills, life skills education, gender, gender-responsive education and how these can positively impact learners and society in general
- ✓ *Cognitive/Intellectual skills/Application of Knowledge*: At the completion of the programme, students will be able to apply the life skills and gender-responsive in their teaching, learning and assessment methods/approaches in their day-to-day lives which help learners and the wider community in problem solving.

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- ✓ *Communication/ICT/Numeracy/Analytic Techniques/Practical Skills/Information Literacy*: At the completion of the programme, students will be able to: Communicate confidently, clearly, and coherently orally and/or in writing about life skills and gender-responsive.
- ✓ *General transferable skills*: At the completion of the programme, students will be able to:
  - ❖ Devise initiatives to improve self, students' and others' life skills
  - ❖ Reflect on one's individual needs and goals for career development with respect to Life skills and gender responsive education
  - ❖ Share experiences with students and other educators from diverse socio-cultural backgrounds
  - ❖ Cope with new trends and apply innovative methods/approaches for implementing life skills education and Gender-responsive that create a transformative life for learners and wider community
  - ❖ Collaborate with peers on new trends and innovative approaches to address gender-responsive education issues.
  - ❖ Initiate innovative interventions that address learning barriers among all learners, both boys and girls
  - ❖ Promote a positive attitude towards life skills education and demonstrate fairness in dealing with ethical, social and professional challenges
  - ❖ Demonstrate positive values towards rational use of own and others' financial resources

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## ➤ Teaching and Learning strategy:

- ✓ Lecturing, self-study and reflection, engagement of students in reading learning resources and various learning activities (quizzes and assignments) on e-learning platform.
- ✓ Active participatory methods such as project-based learning, case studies, role playing, and simulations, virtual and physical field visits and others

## ➤ Assessment strategy

- ✓ Formative assessment will comprise:
  - ❖ online forum interactions, quizzes, written assignments. For face-to-face, students will do presentations that will be assessed following well defined criteria.
  - ❖ Students will also create portfolios in which they capture evidence of their practices as a tool for achieving the predetermined competence criteria
- ✓ There will be a summative assessment in the form of a final examination

## 4.3. Module Descriptions

As indicated above, the programme is composed of 2 modules presenting the following indicative content:

➤ **LGE1141: Life Skills Education for Secondary School Teachers**



This module focuses on key concepts of **life skills and life skills education; skills of knowing and living with oneself** (self awareness, assertiveness, coping with emotions and stress, managing anger and anxiety, self esteem, self control...); **skills of knowing and living with others** (cooperation, managing peer-pressure, tolerance, empathy, peaceful co-existence, rights...); **life skills for effective decision making** (critical thinking, creative thinking and problem solving...); **children's rights**, people with disabilities and other vulnerable groups, **environmental awareness, conservation and protection and also livelihood skills** (Time management, interview skills ).

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## ➤ **LGE1142: Gender Responsive Education for Secondary School Teachers**

This module comprises six units as follows:

- ✓ **Understanding key gender-related concepts** (gender, sex, gender equity, gender equality, gender sensitive, gender-based violence, gender discrimination, gender blindness, gender stereotypes, gender roles, gender relations, gender responsive, gender awareness, gender mainstreaming, gender bias, sex-disaggregated data, gender analysis, gender needs, gender transformation...)
- ✓ **Introduction to gender-responsive education** and its importance for secondary school teachers
- ✓ **The socio-cultural context of Rwanda** (patriarchy issues, traditional gender relations and norms, pre & post-colonial gender relations and trends in Rwanda...)
- ✓ **The gender policy environment in Rwanda** (National Gender policy 2021, Girls' Education Policy, Education Sector Strategic Plan (ESSP) 2018/2019 to 2023/2024, Education Sector Policy (2003,; National Strategy For Transformation (NST1) 2017-2024, Science, Technology and Innovation Policy, Competence-Based Curriculum framework (2015)....)

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- ✓ **The status of gender equality in Rwandan Education** (gender disaggregated statistics, enrolment, promotion and retention rates, school dropouts, teenage pregnancy....)
- ✓ **Gender responsive pedagogy – Practices, challenges and strategies** (gender-responsive lesson planning, lesson delivery (e.g. gender-responsive teaching methods), classroom management, gender-responsive assessment)



## V. WAY FORWARD

- The CPD Programme: **“CONTINUOUS PROFESSIONAL DEVELOPMENT CERTIFICATE IN LIFE SKILLS AND GENDER RESPONSIVE EDUCATION (CPDCLGE)”**:
- ✓ Is ready to continue with the validation process at Department, School and College Levels.

THANK YOU FOR YOUR KIND ATTENTION

Associate Prof. Dr. Beatrice YANZIGIYE/UR-CE TELLS PROJECT TASK  
LEADER

07<sup>th</sup> July 2022