

ILPD GENDER POLICY

I. INTRODUCTION

1.1. Context and justification

Within the context of promoting gender equality as encapsulated in the National Gender Policy, the Management of the Institute of Legal Practice and development (ILPD) realized that some prerequisites need to be in place to ensure that gender equality becomes a reality in the academic institution. For a proper identification of needed prerequisites a gender audit was conducted in January 2011 to identify major gender gaps and proposed strategies to bridge them. Development of Gender Policy for ILPD was one of the key recommendations formulated in the gender audit report. In March 2012, a Gender Committee was established to ensure a daily follow up for the development of the ILPD Gender Policy, as one of their mandates. It is worth mentioning that development of the ILPD Gender Policy falls under the deliverables of the ILPD NICHE/RWA/008 Project whose objectives include:

- 1) To enhance capacity and skills of ILPD staff;
- 2) To enhance ILPD's training mandate in the different post graduate diplomas it offers;
- 3) To enhance ILPD's oversight of all Continuous Legal Education (CLE) in the country through coordination with other stakeholders;
- 4) To strengthen ILPD research and consultancy capacity;
- 5) To strengthen ILPD's visibility and position in Rwanda and regionally.

Integration of gender dimension appeared to be a must for the above objectives to be successfully attained, as this will facilitate addressing the following challenges in line with gender within the institution:

- In its networking with other institutions on gender issues, the role and position of ILPD are hard to define since there is no gender policy;
- Adaptation of existing modules of the Post graduate diplomas in legislative drafting and Legal practice with respect to gender is hampered because no formal justification is available;
- There is a gender imbalance at the staff level **especially in the decision making organs of the institute like the management** yet recruitment procedures do not include any provision to take into account gender issues;
- In ILPD research policy no explicit attention to gender is given and no priority themes have been identified with respect to gender.
- Although the MAJ (Maisons d'accès à la Justice), associated with ILPD, have extensive experience with gender related cases, there is hardly any exchange with the regular ILPD courses.

-Most of ILPD staff are ignorant about gender matters and there is no gender budgeting in the Institute to build capacity in the gender perspective.

Based on the above, development of ILPD Gender Policy was found to be vital not only for the promotion of gender equality as a national policy but also as a key tool to address the mentioned challenges for successful attainment of the institution's objectives.

1.2. Current situation of gender in ILPD

Under this section, the situation of gender is informed by findings from the gender audit report of January 2011 supplemented by information from the Paper, People and Process (PPP) approach and consultations conducted with key stakeholders. Without overlooking the importance of other areas special attention was given to the following areas as stressed in the Terms of References for the development of this Gender Policy:

- Internal financial, material and human resource management practices and systems;
- Post graduate courses (DLP and DLD);
- Continuing Legal Education;
- Staff's and students' awareness and practice of gender sensitive principles
- Research,
- Community services,
- External relations.

1.2.1. Major Findings from Gender Audit/Gender SWOT Analysis in ILPD: the following came up as major findings from the 2011 Gender Audit that highlighted the Strengths, Weaknesses, Opportunities and Threats (SWOT) of ILPD in terms of gender mainstreaming within the institution:

-Strengths:

- Gender awareness
- ILPD ideal environment for learning
- Learning organization
- Bilingual programs and services
- Dynamic staff
- Great facilities

Weaknesses:

- Low female representation at management level
- High staff turnover
- No gender policy
- HRM not yet finalized
- Semi-autonomy

- Not prepared to admit students which are mothers with babies

Opportunities:

- Government gender policy and gender sensitive laws
- Monopoly for training of governmental justice institutions
- ICT integrated in all sectors of development
- High demand for ILPD services
- Tailor made ILPD services available

Threats:

- Cultural obstacles against women’s development
- Lack of confidence of Rwandan women
- Remoteness of ILPD
- Low availability of competent staff
- Low salaries in the public function

1.2.2. Paper/Documents review: the ILPD key documents were reviewed including Action Plan 2013-2014, Human Resource Management, Policies and Procedures, 2011, ILPD ICT Policy and ILPD Gender Audit, 2011. The following were found as commonalities in terms of strengths and weaknesses in line with national context and institutional reviewed documents:

Strengths	Weaknesses
<ul style="list-style-type: none"> • Government commitment enables gender equality (Vision 2020, EDPRS 2, National Gender Policy); • National Constitution encourages promotion of women in decision-making organs (at least 30% of women’s representation); • Various mechanisms to promote gender equality including Ministry of Gender and Family Promotion, National Women Council, Gender Monitoring Office and other members of the National Gender Machinery; • Sex-disaggregated data are used for 	<ul style="list-style-type: none"> • No gender mainstreaming strategy; • No effective gender mainstreaming across all documents; • No gender objectives and indicators; • No use of sex-disaggregated data in the rest of documents apart from lists of students and staff; • Limited efforts to consider the different needs and experiences of women and men: • Budgets are not gender responsive as they do not address specific needs of men and women among beneficiaries.

list of students and staff.	
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1.2.3. People/Students: for the students the following aspects were looked at to identify the key gender gaps:

Access:

Gender parity almost reached with the January-June, 2013 intake: out of total of 43 students 21 were females;

Eligible candidates are generally sent from institutions practicing law with no institutional gender policy/strategy;

Private candidates/self sponsored are also taken in limited numbers with males being the majority;

Selection processes do not take gender dimension into account, which sustains existing gender promoting more access by males than females;

Females with babies are less encouraged than those without babies;

Pregnant females from concerned institutions are less encouraged to apply.

Participation

Some gender outcomes are highlighted under some academic programs but with gender not mainstreamed within the same programs;

No gender specialist recruited to facilitate attainment of the planned gender outcomes.

Accommodation

Males and females students receive needed accommodation with some efforts made to accommodate females with babies: a separate house is available. However, the house may not be sufficient in case of high demand;

Facilities

Toilets arrangement allows limited privacy for females and disabled;

Need of sufficient sanitation materials in toilets (eg: toilet papers sometimes missing);

First Aid to address some common issues (eg: stomach cramps, monthly periods);

Water supply needs backup system to ensure permanence;

TV room: limited access and use by females who have to leave the room for males especially for soccer matches.

Computer labs: macho males tend to monopolize access and use of computers to the detriment of females.

Classroom chairs offer limited space for pregnant females and disabled;

Road used is close to the stadium and cemetery which allows limited security especially for females.

1.2.4. People/Human Resources or Staffing: for the staff gender gaps were analyzed through identification of their strengths and weaknesses in terms of knowledge, skills, resources and motivation needed to work toward gender equality, as illustrated in the table below.

Strengths	Weaknesses
<ul style="list-style-type: none">• There is a strong commitment of both managers and staff to mainstream gender;• Human resource practices and relations are respectful for both men and women within ILPD;• Some staff have been trained on basics of gender.	<ul style="list-style-type: none">• Limited skills and knowledge among staff on gender mainstreaming in policies, programs and projects;• Misconception of gender for the majority of staff;• Absence of gender capacity building plan for the staff;• No single woman in the senior management.

1.2.5. Process: this means the way different activities and practices are done in a given institution. For the case of ILPD some key elements were found to be embedded with gender gaps, as shown in the table below:

Strengths	Weaknesses
<ul style="list-style-type: none"> • Some efforts to address specific gender issues are verified. Eg: accommodation for females students with babies; • There is a gender committee to address emerging gender issues. 	<ul style="list-style-type: none"> • No system in place to ensure all programs mainstream gender; • Gender is not yet mainstreamed in the budget process; • No M&E system in place to ensure development and application of gender sensitive indicators. • No systematic reporting to capture sex-disaggregated data and gender sensitive data; • Recruitments of staff are not done by ILPD and are not gender sensitive; • Promotions are done nationally and less gender sensitive; • Women do not apply for senior management positions; • Geographical challenge (long distance to cover to reach ILPD) affects more females than males due to their social roles and responsibilities; • Provided services do not take gender dimension into account; • Research works give limited attention to gender issues and methods used remain gender neutral.

1.2.6. Consultations with key stakeholders: during consultations with key stakeholders the following were found as key gender gaps:

- Selection criteria for candidates wishing to join ILPD do not consider gender dimension (eg: equal representation between men and women whenever possible);
- Selection for joining ILPD does not encourage females with babies;
- Limited encouragement of breastfeeding females is justified by limited funds and inexistence of gender sensitive facilities at ILPD;
- Misunderstanding of gender by consulted resource persons who mistake gender for synonymous to women's representation;
- Inexistence of gender policy or strategy to guide gender mainstreaming within key stakeholders' institutions.

1.3. Statement of the problem

Given its crosscutting nature gender dimension needs to be captured under every single program under implementation in Rwanda as highlighted in various national planning instruments including but not limited to Vision 2020, EDPRS2 and National Gender Policy. This principle applies to ILPD as an academic institutions aimed at offering programs to develop capacities of both men and women for legal practice. Offered programs together with support relevant services will not facilitate attainment of target objectives as long as they do not address specific needs and priorities of both men and women among ILPD students, staff, stakeholders and other beneficiaries. This requires use of the approach of gender mainstreaming within the ILPD that should start with development of a gender policy as a primary tool for the institution to ensure gender equality becomes a reality.

1.4. Definition of key concepts

The concepts in the table below have been identified as some of the key relevant gender related as defined in Debbie Bundler et al (1998).

CONCEPT	DEFINITION
1. GENDER	Culturally and socially constructed roles, responsibilities, Privileges, relations and expectations of women, men, boys and girls. This social construction is embedded with inequalities between both sexes. Also, gender refers to other social categories of inequalities including age, religion, ethnicity, disability, etc.
2. SEX	This is the biological make up of men and women, boys and girls. (What we are borne with).
3. GENDER ROLES	These are the different tasks and responsibilities and expectations that society defines and allocates to men, women, boys and girls because of their biological make up. They are not necessarily determined by biological make up and therefore can change with time and according to situations.
4. GENDER BIAS	This is a positive or negative attitude / practice towards either female or male.
5. GENDER BLIND	This is a conscious or unconscious way of doing or saying things without considering the position, needs, feeling etc. of women, men, girls and boys.
6. BUDGET	A budget is an important economic instrument that the government uses to translate policies and political platforms into political commitments in terms of expenditures and taxation and as such it can be a powerful tool in transforming the country to meet the needs of the population.
7. GENDER EQUALITY	Refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.
8. GENDER EQUITY	Just or fair treatment, balanced recognition and appreciation of both women's and men's potential.

9. GENDER NEUTRAL	The planning for women, men, girls and boys as if they were homogeneous and not taking into consideration their different needs and roles. Experience has shown that gender neutral planning in reality addresses the needs of the dominant group.
10. PRACTICAL GENDER NEEDS	These are needs which are related to satisfying both men's and women's, girls' and boys' basic and material needs for their day today survival.
11. STRATEGIC GENDER NEEDS	Needs that are related to changing the situation of marginalized people especially the women. Meeting strategic needs helps women to achieve greater Gender equality. It also changes existing roles and therefore challenges women's subordinate position. Strategic needs may include such issues as legal rights, equal wages, and women's control over resources etc.
12. GENDER GAPS	Whereby as a result of customary practices, religious biases, social assumption, Myths or taboos, one gender is discriminated against to such an extent that it is prevented from getting its fair share of resources or services.
13. GENDER STEREOTYPING	This is the assigning of roles, tasks and responsibilities to a particular gender on the basis of preconceived prejudices.
14. PRODUCTIVE ACTIVITIES	Refers to the production of goods and services for consumption or trade. (When people are asked what they do, the response is usually related to productive work, especially work that generates income). Both men and women can be involved in productive activities but, for the most part, their functions and responsibilities will differ according to gender division of labour. Women's productive work is often less visible and less valued than men's.
15. REPRODUCTIVE ACTIVITY	Refers to biological activity meant for the maintenance and perpetuation of the human kind (eg ; breastfeeding) but mostly, it refers to any form of activity that does not generate income. The bulk of domestic activities are classified under the category of reproductive activities and women are among the majority of the people involved in reproductive activities.
16. GENDER MAINSTREAMING	Gender mainstreaming consists of taking into account men's and women's problems in policies, programs, decision-making positions and budget. The point is, men's and women's problems and skills are to be addressed with equity at the moment of designing, implementing, monitoring and evaluating

	<p>policies and programmes, at political, economic and social levels, so as to handle men and women the same way and uproot inequalities .</p>
<p>17. GENDER PLANNING</p>	<p>Gender planning is a development planning which addresses inequalities between women and men, in particular in political and economic fields at all levels. In gender planning, men's and women's interests (they are often different) must be taken into account and ways to address them must be identified. They require a significant participation of both men and women.</p>
<p>18. GENDER DISAGGREGATED DATA</p>	<p>Those are statistics which show clearly the numbers of men and women. They are important indicators which make easy the planning process.</p>
<p>19. GENDER RESPONSIVE BUDGET(GRB)</p>	<p>Gender responsive budget does not aim to produce a separate budget for women. Instead it aims to analyze any form of public expenditure, or method of raising public money, from a gender perspective, identifying the implications and impacts for women and girls as compared to men and boys. The key question is: What impact does this fiscal measure have on gender equality</p>
<p>20. ACCESS TO AND CONTROL OVER RESSOURCES</p>	<p>Access : gives the right to a person to use resources such as land and other production means;</p> <p>Control: gives the right to a person to decide on why and how to use available resources.</p>
<p>21. GENDER DIVISION OF LABOUR</p>	<p>Socially constructed ways of assigning roles and responsibilities to men and women based on their sexes/biological make up. Division of labor is the most important structure that sustains gender inequalities. The most important thing is not the nature of the roles and responsibilities assigned to men or women but the values accorded to them. Women's roles and responsibilities are accorded less values as compared to men. This is what maintains the inequalities between the two sexes.</p>

1.4. Methodology

The development of this policy covered four methodological approaches. They included literature review, focus group discussions, in-depth interviews and gender analysis of collected data, as discussed below.

Literature review: this approach consisted of reviewing key ILPD documents including various policies, plans and reports. The review focussed on the strengths and weakness in terms of gender mainstreaming. Information collected from key documents inspired formulation of guiding questions for the focus group discussions and in-depth interviews.

Focus group discussions: a group of 15 students including men and women discussed various issues affecting their life as legal practice students under the facilitation of the Gender Consultant. The facilitator encouraged active participation to ensure maximum of information was collected from the participants. Such a participatory approach facilitated the identification of specific needs and priorities from both men and women in line with gender equality in ILPD. There was a strong consensus on what constitute significant challenges with regard to gender equality promotion and sustenance, and what the key intervention programmes should be.

In-depth interviews: interviews were conducted with key resource persons including the authorities in the Senior Management of ILPD and various staff at different levels including both academic and administrative staff members. In-depth interviews allowed deep exploration of some of the major gender issues for a clearer understanding of the root causes and what was suggested as strategies to address them.

Data analysis: data collected by means of the methodological approaches above mentioned were looked at through gender lens which allowed highlighting strengths and weaknesses in line with gender equality hinting strategies to address them.

Identified gender gaps and proposed strategies were designed within the general orientation of gender promotion as inspired by the different international and national instruments. The most relevant ones are discussed in the next chapter.

II. GENERAL ORIENTATIONS

2.1. National Constitution

The Rwandan national constitution of June 2003 provides for higher levels of representation to previously marginalized groups such as women, youth and people living with disability. This constitutional framework provides quotas (at least 30%) for women in decision making organs which have resulted in an unprecedented number of women being elected or appointed to decision making positions at all levels. The constitution reinforces the principles of gender equality and elimination of all forms of discrimination against women and provides a very strong platform for gender mainstreaming in all sectors, education at all levels included.

2.2. Vision 2020

Vision 2020 is a long-term development framework that highlights the aspirations of Rwandan populations from 2000 to 2020. As Rwanda's development road map, it situates human development as one of the main pillars of the nation's development. Vision 2020 has six pillars one of them being Human Resource Development and Knowledge-Based Economy that fits very well with academic institutions, ILPD included. Furthermore gender equality is highlighted as one of the crosscutting issues that should crosscut the six pillars including the pillar mentioned above, which harnesses the development of ILPD Gender Policy to be in line with Vision 2020.

2.3. Economic Development and Poverty Reduction Strategy

The ILPD Gender Policy is in line with the overall goal of the Economic Development Poverty Reduction Strategy of achieving equity of voice, participation, and accessibility to services in every sector. Social protection and universal access to justice, including enactment and implementation of gender responsive laws can draw on this policy for effective implementation through "Accountable Governance" as one of the four thematic areas of EDPRS 2 that is under implementation till 2018.

The above mentioned thematic area has great potential to impact on women and men differently, and mainstreaming gender dimension in it will impact the thematic outcomes to address issues that affect gender relations in Rwandan society, especially in governance of which legal practice is part and parcel.

2.4. National Gender Policy

The National Gender Policy highlights “Good Governance and Justice” as one of the strategic objectives/programs to be attained. Under this program there is a number of sub-programs including but not limited to “Participation in Decision making” and “Human Rights and Rule of Law”. One of the actions proposed to implement the last program is “To ensure that existing laws are effectively enforced and that awareness on laws protecting women is sufficiently raised”. This is in direct connection with ILPD as mechanism put in place for improvement of legal practice.

2.5. Higher Education Policy

The Higher Education Policy highlights the wide gender gap in terms of participation of men and women with women’s representation of 30%¹ in public institutions. It is worth mentioning that women are represented at the rate of 52% as compared to 48% for men in private academic institutions. More participation of women in public tertiary institution in all areas is encouraged and gender mainstreaming through development and implementation of institutional gender policies is one of the best ways to successfully do it.

2.6. Government Programs

The ILPD Gender Policy will serve as a tool to facilitate the implementation of various government programmes, directly or indirectly, in a gender sensitive manner, especially those in line with legal practices among others. These programmes include specifically those in line with governance touching the key elements of governance including public accountability, citizen empowerment and participation in decision making, and ensuring effective service delivery, as described in EDPRS 2. More specifically the ILPD Gender Policy will contribute in achieving implementation of those programs in line with access to justice, legal aid and other similar programs.

2.7. Beijing Declaration and Platform for Action

The ILPD Gender Policy is informed by the values and principles enshrined in the Beijing Declaration and Platform for Action (1995) that highlights “Education and Training for Women” and “Human Rights of Women” as some of the 12 critical areas proposed worldwide for gender mainstreaming to ensure a significant and holistic development of women. Implementing the ILPD Gender Policy will help translation of the Beijing Declaration and Platform for Action into action action especially through the two critical areas mentioned above.

¹ Statistics, MINEDUC, Kigali, 2012.

2.8. International and Regional Development Goals

The ILPD Gender Policy is also in harmony with the Millennium Development Goals (MDGs). The third Goal of MDGs is to achieve gender equality and to empower women. This goal constitutes a cross-cutting principle, thus enabling other goals to be achieved.

United Nations Security Council Resolution 1325 on Women, Peace and Security specifically recognizes women's different roles and needs in conflict and post-conflict environments. It calls for the full and active participation of women in all peace and security processes including conflict prevention, resolution, management, peacekeeping, peace-building, post-conflict rebuilding, etc. It also calls for the protection and promotion of the rights of women and girls, prevention of violence and discrimination against women, and for an end to impunity for, as well as the prosecution of, perpetrators of violence and discrimination against women and girls.

The New Partnership for Africa's Development (NEPAD) is one of the key political commitments which enable African countries to accelerate the empowerment of women by ensuring that the partnership is linked to the MDGs. In order to implement this political commitment, NEPAD set itself the goal of placing particular attention on poverty reduction amongst women. Legal issues are also catered for under NEPAD.

III. VISION AND OBJECTIVES OF THE POLICY

This chapter discusses important elements including the vision, mission, objectives of the policy and policy principles and statements as highlighted in the sections below.

3.1. Vision

The gender oriented vision of the Institute of Legal Practice and Development (ILPD) is to become a practical school for all legal professionals in a spirit of excellence, independence and services to the community, drawing from the diversity and richness of the civil and common law traditions ensuring that specific needs and priorities of men, women and people faced with any form of social discrimination are equally addressed.

In short, ILPD has the ambition to server as "IHURIRO", a meeting place for legal professionals from within Rwanda, the region, Africa as well as from the rest of the world whereby each category of populations seeking ILPD's services will access them taking into consideration of their different gender needs and priorities.

3.2. Mission

To contribute to the development of justice in Rwanda and the region, through offering initial professional training to persons holding a bachelor's degree in law, in particular, by offering postgraduate programs for judges, prosecutors, lawyer, bailiffs, notaries, etc. to bring their quality up to international standards. ILPD will ensure mainstreaming of gender dimension in terms of access, performance and completion.

3.3. Objectives

General objective: The main objective of the ILPD Gender Policy is to provide practical legal education to lawyers at the start of their career as judges, prosecutors or lawyers as well as to already serving legal professionals ensuring that the provided education is mainstreamed with their specific gender needs and priorities for both their own professional interest and that of the beneficiaries of their services.

In line with this objective, the courses offered are diverse and equip students with hands on practical knowledge and skills about the law, procedure, institutions as well as the likely documents that have to be drafted in order to initiate the necessary action. Gender dimension should be captured at the levels of both production and distribution of knowledge and skills to the benefits of students and concerned populations.

Specific objectives: to ensure the above main objective is achieved the following specific objectives should be attained:

- To ensure gender balance is respected, whenever possible, during recruitment of candidates students for the various academic programs offered at ILPD;
- To avail the minimum of needed facilities for recruited students both males and females taking into consideration their different gender needs and priorities;
- To design gender sensitive academic programs to raise gender awareness among students, males and females, and to empower them with needed knowledge and skills for a gender responsive treatment of legal issues in the real professional life;
- To design gender responsive research methods to come up with gender sensitive solutions to emerging legal issues;
- To mainstream gender in the planning processes of ILPD's support programs, administration and finance, to come up with a gender responsive budget;
- To develop and use gender-disaggregated and sex-disaggregated data for a gender sensitive planning, implementation, monitoring and evaluation system.

3.4. Policy principles and statements

National Gender Policy in full support to promotion of gender equality

The Government of Rwanda strongly believes in, and promotes gender equality, equity and empowerment of women and men as a crucial human resource for social and economic development; The Government of Rwanda is committed to using its fullest powers to fight, prevent and provide response to all forms of gender discrimination in society; and gender related interventions must be conducted in all social, economic and political sectors.

Laws and policies promoting human rights and development

The legislative framework is comprised of laws that govern conduct in the society. The law provides a set of enforceable rules and guidelines that compel or prohibit gender discriminatory behavior. Policies enshrine government commitments and priorities and provide the framework for achieving these goals. Laws and policies must therefore work hand in hand to achieve development goals, advance human rights and create a more just and equitable society.

Consideration of Cultural Issues

Gender inequalities caused by misinterpretation, misunderstanding and misguided cultural values should not be ignored by Rwandan society. All stakeholders must work together to change negative attitudes on gender, culture and human rights in order to eliminate taboos and the culture of silence on any form of gender discrimination. On the other hand, positive cultural values that promote gender equality and gender equity, respect and solidarity with victims of gender discrimination can be reinforced to achieve a society that does not tolerate gender inequality.

IV. STRATEGIES FOR ADDRESSING GENDER ISSUES IN ILPD

4.1. Introduction

Based on the findings from data analysis as informed by results of literature review, focus group discussions with students and consultations with ILPD authorities and staff, and key stakeholders (see Section 1.2), strategic objectives or policy programs together with associated actions have been proposed as stressed in the section below.

4.2. Strategic objectives/programs

Strategic Objective 4.2.1: Put in place gender sensitive measures to ensure equal access to ILPD training programs for both males and females including pregnant and breastfeeding applicants.	
CONSTRAINTS	POLICY ACTIONS
There is no equal access to training programs between qualified male and female candidates: there are more males than females.	In close collaboration with key stakeholders, whenever necessary, prepare terms of reference for recruitment of students encouraging applications from females.
	Involving the ILPD Gender Committee for selection of qualified students to assist in ensuring respect of gender balance whenever possible.
	In case of interviews ensuring that the panel is gender balanced whenever possible.
Strategic Objective 4.2.2: Increase accommodation facilities to ensure enough space for pregnant and breastfeeding students	
CONSTRAINTS	POLICY ACTIONS
There are limited rooms for accommodation of pregnant and breastfeeding students	Increase facilities for accommodation of pregnant and breastfeeding students ensuring that they respond to their different needs and priorities.

Strategic Objective 4.2.3: Encourage females through recruitment and/or promotion processes to attain at least 30% of women representation in ILPD decisions making organs

CONSTRAINTS	POLICY ACTIONS
There is very limited number of women in decision-making organs	Raise awareness of qualified women on the importance of their participation in decision making.
	Encourage women to apply for decision-making positions
	Take measures to sustain women's participation in decision making

Strategic Objective 4.2.4: Increase facilities and equip them with needed materials for sanitation and recreational purposes for both males and females including disabled

CONSTRAINTS	POLICY ACTIONS
There is limited access to recreational facilities for both male and female students, which allows increased access by dominating males to the detriment of females.	Avail enough facilities for easy access by both males and females.

Strategic Objective 4.2.5: Establish a joint capacity building plan for both ILPD Staff and stakeholders to ensure good understanding of gender, its analysis and how to mainstream it in policies/programs/projects.

CONSTRAINTS	POLICY ACTIONS
There is no capacity building plan for ILPD Staff and Stakeholders on gender mainstreaming in policies, programs, project and budgets.	Conduct training needs assessment in gender mainstreaming for ILPD Staff and Stakeholders.
	Design training manual tailored to identified training needs
	Develop training plan based on availability of targeted categories of staff
	Organize training sessions on gender mainstreaming in policies, programs, projects and budgets.

Strategic Objectives 4.2.6: Mainstream gender dimension in academics, administration and finance both in theory and practices and recruit gender specialists to ensure effective and sustainable implementation

CONSTRAINTS	POLICY ACTIONS
Despite the existence of some gender outcomes, programs are not systematically gender mainstreamed.	Integrate gender dimension in the designing, implementation, monitoring and evaluation of both academic and administration programs.
Teaching methods are less gender sensitive	Prepare teaching methods taking into account gender dimension.
Research methods do not address gender issues	Develop research methods addressing the gender issues as imbedded the question under study.

V. INSTITUTIONAL FRAMEWORK FOR POLICY IMPLEMENTATION

5.1. Introduction

In order for this policy to be successfully implemented, the ILPD Management as a whole will have to:

- o facilitate and empower the various Faculties and Departments and other structures to understand the contents of the policy and implement it;
- o ensure that implementation tools including strategic plans, action plans and mechanisms for coordination, monitoring and evaluation are put in place and functional;

Key Actors must be brought on board to contribute in dissemination and implementation of this policy, as no single actor alone can successfully translate it into actions. Different stakeholders will have to give their contribution in the implementation of this policy based on their mandates but the following are just the major ones:

Ministry of Justice (MINIJUST)

As the overseer Ministry, MINIJUST will ensure this policy is in line with the National Gender Policy and other gender related national orientations. Based on its mandate this ministry will also assist in the advocacy in matters regarding implementation of this policy and resource mobilization whenever needs be.

National Public Prosecution Authority

As one of the beneficiaries of ILPD training programs, the National Public Prosecution Office in close collaboration with ILPD will abide by this policy whenever possible especially in terms of recruitment of students. Based on performance assessment of graduates from ILPD the National Prosecution Authority may, upon request, provide ILPD with feedback on how to improve the training programs to be offered. Internship program can be used as opportunity for the implementation of this policy for ILPD students who can join the National Prosecution Authority for practices.

Supreme Court

As another beneficiary of ILPD training programs, the Supreme Court will contribute in the implementation of this policy especially at the level of students recruitment in ensuring that gender balance is respected, whenever possible, among their students sent to ILPD. Implementation of this policy will also be done through ILPD students who can join the Supreme Court as part of the internship program.

Kigali Bar Association

Like the previous institutions the Kigali Bar Association is a mechanism in place that can be used for the implementation of the ILPD Gender Policy. The latter can be implemented at the level of students recruitment and within the context of internship program. Comments on the performance of students doing internship in the Association can be sent to ILPD for future improvement of the policy implementation.

VI. CONCLUSION

In order to achieve its vision of becoming a school of excellence in legal profession and free of any form of gender discrimination ILPD Management has initiated this Gender Policy which is in line with the country's poverty reduction strategy (currently EDPRS 2) and complements the National Gender Policy. The implementation of this policy should therefore be regarded as an institutional contribution for national development as well as the fulfillment of the country's human rights' obligations.

This policy calls for a multi-disciplinary approach towards its full implementation. The policy's vision is to become a school of excellence for all legal professionals free of any form of gender discrimination.

The overarching objective of the policy is to provide practical legal education to lawyers of different status taking into consideration their specific gender needs and priorities for both their professional benefit and that of the beneficiaries of their services.

The situation analysis recognizes that more work must be done to raise gender awareness for both students and staff (including academics and administration) and impart them with needed gender related knowledge and skills to ensure gender equality becomes a reality within ILPD. Additionally the involvement of the key stakeholders is of a paramount importance for successful implementation of this policy.

Implementation tools need to be put in place to ensure effective coordination, monitoring and evaluation so that the envisaged vision can become a reality. The vision is within reach of the institution, but one that will require sustained commitment and adequate human and financial resources.

VII. FINANCIAL IMPLICATIONS

It is vital to avail sufficient financial resources for the implementation of the ILPD Gender Policy. For this to be achieved, it is suggested that the actions or activities required to implement the policy should be outlined in a five - year Strategic Plan whose total costs will be determined during development of the strategic plan. Substantial linkages and good collaboration with stakeholders will facilitate resource mobilization and lead to relatively quick implementation of the Strategic Plan to be developed.