

Engendering Education in Rwanda

Introductory background

- Traditionally, **Rwandan society is characterized by a patriarchal social structure** that underlies the unequal social power relations between men and women, boys and girls. This has translated into men's dominance and women's subordination.
- **Gender inequalities have not seen as unjust, but as respected social normality (NGP, 2010)**
- Pre-colonial Rwanda was led according to the principle of patriarchy.. The introduction of a monetary economy stressed the existing gender inequalities as men were the only ones to have access to and control over money, the key resource. Furthermore, the violence and brutality undergone by men in their contact with colonial rule was reflected in their attitude towards women and children.
- **The political will of the Rwandan leadership after 1994 and the 4th World Conference on Women held in Beijing (China) in 1995 were the key factors that underpinned important changes in the Rwandan society. The following 2major changes took place in the Country:**
 - ❖ First, physical and social reconstruction of the country, which involved women
 - ❖ Second, the Beijing recommendations were another opportunity for Rwandan women to increase their participation in decision making positions, mostly in the high-ranking positions.

Commitment to promote gender equality

Country Level

1) The Constitution of the Republic of Rwanda of 2003 revised in 2015

Enshrines the principles of gender equality and women's rights & provides for the minimum **30% quota for women in all decision-making organs**.

It has considered education as a fundamental human right and an essential tool to ensure that Rwandese citizens women and men realise their full potential.

2) Vision 2050: 2050 Considers gender equality as a cross-cutting issue & commits to establish a gender friendly legal & policy framework.

3) NST1 (National Strategy for Transformation 2017-2024): NST1 is yet another key strategy in place to lay the foundations for decades of sustained growth and transformation that will accelerate the move towards achieving high standards of living for all Rwandans.

Under the NST1 strategy, education is also a key priority as one of its pillars.

4) Revised National Gender Policy (2021)

Priority 3 – continue to promotion of gender equity and equality in education

Priority 4 – Leverage on positive cultural norms for gender promotion

Priority 7 – Gender specific capacity development

International Level

1) Convention on the Elimination of all forms of Discrimination against Women (CEDAW), 1979

2) The Sustainable Development Goals 2015 (SDGs 4&5)

3) Beijing Platform for Action (1995)

4) HeForShe Global Impact Campaign (2015)

5) Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa (Maputo Protocol), signed 2003

Equal rights between men & women (civil & political, economic, social, cultural as well as environmental rights)

Education Policy Environment

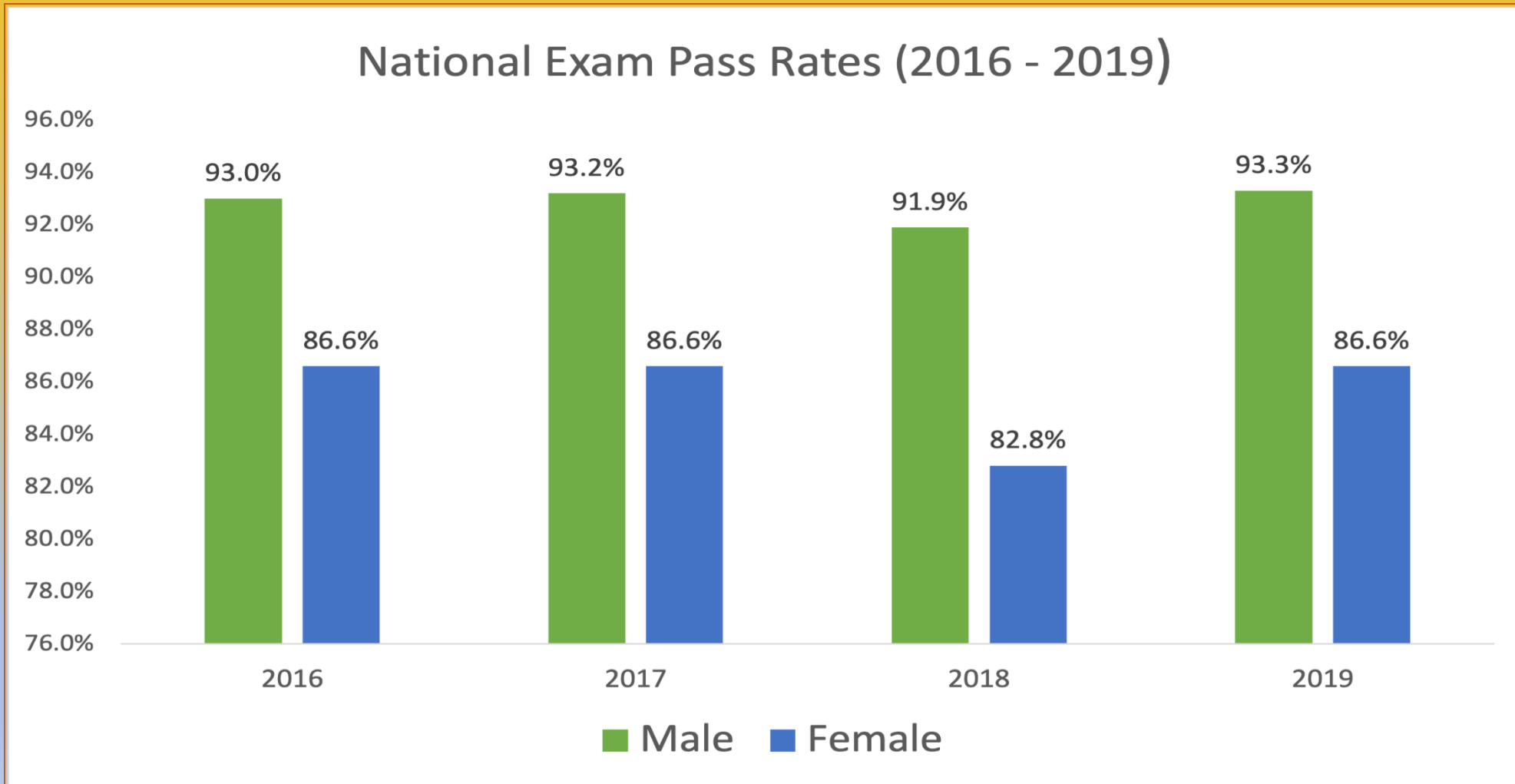
- ❖ Girls' Education Policy (2008)
- ❖ Revised Special Needs Education and Inclusive Education Policy (2018)
 - ❑ Equity based on disability, gender, rural & urban dichotomy
- ❖ Education Sector Strategic Plan (ESSP) 2018/2019 to 2023/2024,
- ❖ Education Sector Policy (2003)
 - ❑ (focus on Girls' and Women's Education, pg.15)
- ❖ Science, Technology and Innovation Policy (2020)
 - ❑ Objective 3: Diversified initiatives to promote women in STI
- ❖ Competence-Based Curriculum framework 2015
 - ❑ Gender as one of the crosscutting issues
- ❖ Nine Year Basic Education Policy (9YBE)
- ❖ Educational Institutional Gender Policies
 - ❑ E.g. UR Gender Policy 2016

**GENDER
GAPS IN EDUCATION**

Statistical data of gender in education at all levels

Level	2019	
	Female	Male
Nursery	50.8%	49.2%
Primary	49.5%	50.5%
Secondary	53.3%	46.7%
Tertiary	43.1%	56.9
STEM(Upper secondary schools)	44.7%	55.3%
TVET	41.1%	58.9%

Gender Statistics – the gaps



TVET Trainees enrolled in level 1 to 7 by Sector

MINEDUC 2019

Sector	Number			Percentage	
	Male	Female	Total	% Male	% Female
Arts and Crafts	1,141	5,936	7,077	16.1%	83.9%
Beauty and aesthetics	232	1,077	1,309	17.7%	82.3%
Business services	2,130	9,204	11,334	18.8%	81.2%
Hospitality and tourism	2,850	7,643	10,493	27.2%	72.8%
Agriculture and food processing	2,683	3,164	5,847	45.9%	54.1%
ICT	7,398	5,738	13,136	56.3%	43.7%
Media and Film Making	383	276	659	58.1%	41.9%
Technical services	3,946	1,215	5,161	76.5%	23.5%
Energy	4,821	1,249	6,070	79.4%	20.6%
Construction and Building services	21,370	4,203	25,573	83.6%	16.4%
Manufacturing and Mining	1,511	255	1,766	85.6%	14.4%
Transportation	8,243	567	8,810	93.6%	6.4%
Total	56,708	40,527	97,235	58.3%	41.7%

STEM students enrolled in tertiary institutions 2016-2019

Description/Year	2015/16	2016/17	2017/18	2018/19
Total STEM Students	30,644	36,046	35,592	37,055
Male	19,258	24,032	24,508	25,158
Female	11,386	12,014	11,084	11,897
<i>% of Male</i>	<i>62.8%</i>	<i>66.7%</i>	<i>68.9%</i>	<i>67.9%</i>
<i>% of Female</i>	<i>37.2%</i>	<i>33.3%</i>	<i>31.1%</i>	<i>32.1%</i>
STEM Students in Public schools		21,583	21,183	21,909
Male		15,037	15,476	15,902
Female		6,546	5,707	6,007
STEM Students in Private schools		14,463	14,409	15,146
Male		8,995	9,032	9,256
Female		5,468	5,377	5,890

Barriers to Girls and Women's education

- ❖ Socio-cultural barriers
- ❖ Socio-economic barriers
- ❖ Institutional/organizational barriers
- ❖ Personal barriers
 - Teenage pregnancy
 - Early marriages
 - Disability
 - Age/maturity
 - Poverty
 - Sexual violence
 - Gender stereotypes

Strategies to Address Gender Gaps

Promotion of Gender Transformative Education - How?

- Gender Transformative Education utilizes all parts of an education system to achieve gender equity and equality. These include:
 - Policies and pedagogies
 - Learning environments
 - Community engagement
 - Transforming stereotypes, attitudes, norms and practices by
 - Challenging power relations, rethinking gender norms and binaries
 - Raising critical consciousness about the root causes of inequality and systems of oppression