

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

GIRLS' EDUCATION POLICY

April 2008

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Abbreviations and Acronyms

CRC	Convention on the Rights of the Child
DFID	Department for International Development
EFA	Education for All
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
FAWE	Forum of African Women Educationalists
HEI	Higher Education Institutions
ICT	Information and Communication Technology
IGE	Inspector General of Education
KIE	Kigali Institute of Education
KIST	Kigali Institute of Science and Technology
MDG	Millennium Development Goal
MIGEPROF	Ministry of Gender
MINECOFIN	Ministry of Finance and Economic Planning
MINEDUC	Ministry of Education, Science, Technology And Scientific Research
MTEF	Medium Term Expenditure Framework
NCDC	National Curriculum Development Centre
NGO	Non-Governmental Organisation
PACFA	Protection and Care of Families Against HIV/AIDS
PROFEMMES	Collectif des Associations Rwandaises de Promotion de la Femme, de la Paix et du Développement
RNEC	Rwanda National Examinations Council
SRH	Sexual and Reproductive Health
TVR	Rwanda Television
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children’s Fund
UNIFEM	United Nations Development Fund for Women
UPC	Universal Primary Completion
UPE	Universal Primary Education

Executive Summary

1. *Gender* is a socially constructed perception about the roles that men and women play in a particular culture or community. Gender differences involve *power relations* in terms of who takes decisions, who owns resources and property at household, community or society level. *Gender disparities in education* refer to unequal access to quality education and the differences in education achievement between males and females.
2. The *Government of Rwanda National Gender Policy* outlines the following strategies for the education sector:
 - Introduce measures that aim at ensuring that gender issues are mainstreamed in the educational system, in the areas of curriculum, policy and all educational programmes;
 - Introduce measures that aim at enhancing opportunities for boys and girls at all levels of education and in all institutions of higher learning and training;
 - Introduce special measures to improve girls' enrolment in the non-traditional fields of study particularly in Science and Technology, to increase their performance;
 - Introduce measures to promote and enhance vocational skills and functional literacy for women and men taking into consideration gender roles and responsibilities.
3. The *overall objective* of the Girls' Education Policy is to guide and promote sustainable action aimed at the progressive elimination of gender disparities in education and training as well as in management structures.
4. The *specific objectives* of the Girls' Education Policy are:
 - To integrate gender issues into national, district and community programs and plans;
 - To establish a legislative and institutional framework to initiate, coordinate, monitor and evaluate programs aimed at promoting gender equality in education and training;
 - To stimulate collective and concerted efforts, at all levels, to eliminate gender disparities in education and training
5. The *Strategies* for successful implementation of the Girls' Education Policies are concerned with:
 - (i) *ACCESS*: Policies that are directed towards addressing those factors that prevents girls and boys from entering school and towards providing a hospitable environment that encourages them to stay in school;
 - (ii) *QUALITY/ACHIEVEMENT*: Policies that are directed to improving the learning environment and encouraging both girls and boys to take advantage of all the opportunities available within the education system;

- (iii) *RETENTION/COMPLETION*: Policies that are designed to promote retention and completion in schools and institutions of higher education and address factors that may be barriers to full participation.
6. *Affirmative Actions* will increase girls' access to and participation in Secondary and Higher Education:
 - Review teaching methods at secondary schools and HEIs to ensure girls' participation is not inhibited;
 - Provide remedial courses for girls seen as "at risk" of failing or dropping out of secondary or higher education;
 - Provide intensive remedial holiday courses for girls who wish to enter male dominated fields;
 - Award supplementary points to girls or use a lower cut-off point for their entry into higher education;
 - Encourage education institutions to be proactive in increasing their female enrolment by setting annual targets for the next five years for the enrolment of girls and boys into institutions and courses in which they are under-represented.
 7. *Monitoring and review data* will be collected to assess progress with the performance indicators and contribute to Annual Reports. More in depth evaluations will provide more information behind the numbers and progress or lack of it.
 8. *The Girls' Education Task Force* will annually compile the indicators in the policy matrix and develop a Gender Assessment of the Education System.
 9. *FAWE* will commission a qualitative assessment every three years to supplement the available statistical data. *The Ministry of Gender* will continue to monitor gender disparities within Rwanda and analyse the extent to which a revised or strengthened Gender in Education policy would contribute to eradicating these disparities.
 10. Implementation of the Girls' Education Policy will be delivered through a costed *Girls' Education Strategic Plan* at District, School and Institutional levels.

1. Introduction

Rwanda is undertaking a major and far-reaching rebuilding effort after the genocide of 1994 and has committed itself to developing a society that is democratic and participatory and practises good governance. A necessity for such a society is human resource development that reaches down and out to all sectors of the nation and ensures that, within the limits of the country's resources, all individuals are given the opportunity to obtain the basic education and training that will facilitate their participation and decision-making in the economy, politics and society. Therefore, Rwanda has embarked on the elimination of disparities in education a cornerstone of its rebuilding efforts.

Education of all children is important; it promotes economic growth, social development and democracy. The education of girls yields extremely high economic and social returns. Female literacy and schooling have been linked to development gains in both agricultural production and maternal and child health.

Since the World Conference on Education for All held in Jomtien, Thailand in 1990, the number of children attending primary school in developing countries including Rwanda has increased by 50 millions. The Jomtien Conference saw basic education not only as a human right but also as a pre-requisite for sustainable development of societies-both rich and poor. Despite enormous gains, girls' participation in school still lags behind boys. The fact that many of the impediments to girls' enrolment and persistence in school are specific to girls and not to boys requires a concerted effort to increase educational opportunities for girls as a development imperative.

The principle of gender equity is an integral part of the Rwanda Constitution (Article 16) but the constitution does not explicitly refer to strategies for achieving equity. However, a precedent has been set in the legislature of reserving a certain proportion of seats for women. In this way Rwanda has one of the highest proportions of women in the Parliament. Affirmative action is an integral part of the Rwanda Constitution and has been used to ensure that the proportion of women in the Parliament is among the highest in the world. This high level of political representation has earned Rwanda much praise in the international arena for its strong, positive moves towards gender equity.

1.1 Definitions of the Concepts of Girls' Education Sub – Sector Policy

Gender

Gender refers to a set of different roles, attitudes and values which communities ascribe as appropriate for one sex or the other. The allocated roles and prevalence of attitudes and values vary according to culture, race, class, age, ethnicity, and time. Gender therefore is a socially constructed perception about the roles that men and women play in a particular culture or community. Gender does not only describe the different roles and relationships between men and women but also the *power relations* in terms of who takes decisions, who owns resources and property at household, community or society level. Gender roles can change due to changing

factors such as culture, time and technology. These roles are hence acquired and vary from community to community. In patriarchal communities the allocation of these roles is so skewed that women are considered to be victims of the society they are supposed to play a positively significant role.

Gender relations therefore, being socially determined influence all spheres of life ranging from division of labor, accessibility of resources, decision-making, moral values, education rights, group rights and national laws.

1.1.2 Gender disparity in education

Gender disparities in education refer to unequal access to quality education and the differences in education achievement. Barriers towards girls' access and retention in primary and secondary school are myriad in many developing countries. The secondary position of women in most patriarchal societies translates itself into viewing of education as not being as important for girls. Socio-economic and cultural factors play a part, and in some cases, families favour boys over girls for entrance into school, especially if access to quality education is not free. More generally, the broader obstacle of poverty continues to keep girls (and boys) in varied labour environments in order to help their families subsist. This brings about gender disparities in education. A number of studies have already shown that this contribute a lot to promotion or denial of equal opportunities for girls and boys in education. This is aggravated by gender insensitive or gender-blind curriculum through channels such as languages and illustrations used in the textbooks.

Other issues of gender disparities in Rwanda are repetition and performance. Taking performance as an example, only 37.91% of girls passed the Primary six exams compared to 62.09% of boys (2006 Primary results). The gap widens in secondary school: 31.7% of girls passed Tronc Commun exams while 68.3% of boys passed (2006 Tronc-commun results). The situation becomes even worse at tertiary level where only 26% of undergraduates are girls (Ministry of Education statistics 2002).

1.1.3 Affirmative action

“Affirmative action” or “positive discrimination” is a general term for initiatives that try to increase the representation of groups in sectors (politics, the economy or education) in which they have been historically under-represented. It acknowledges the fact that the causes of this under-representation may lie outside the sector concerned, but the argument is that the remedy may take a long time and that short-term measures can be taken to directly address this under-representation in the intervening period.

1.2 Background

1.2.1 National context

Given the target of Universal Primary Completion by 2015 (UPC), MINEDUC is obligated to:

- Ensure that all girls and boys enter school—*this is close to being a reality*
- Ensure that all girls and boys remain in school until the end of the cycle—*this involves reducing repetition and dropout*
- Assuring that all children reach an acceptable level of learning –*this involves improving attendance and learning achievement.*

Under the National Gender Policy, the ‘education and professional training’ policies are:

- To ensure that boys and girls have equal access to educational opportunities in a manner that guarantees satisfactory performance and output in all fields of study.
- To promote girls’ enrolment in Science and Technology.
- To increase the literacy rates of women and men with specific emphasis on women

The National Gender Policy calls on the government to use the following strategies:

- Introduce measures that aim at ensuring that gender issues are mainstreamed in the educational system, in the areas of curriculum, policy, and all educational programmes.
- Introduce measures that aim at enhancing opportunities for boys and girls at all levels of education and in all institutions of higher learning and training.
- Introduce special measures to improve girls’ enrolment in the non-traditional fields of study particularly in Science and Technology, to increase their performance.
- Introduce measures to promote and enhance vocational skills and functional literacy for women and men taking into consideration gender roles and responsibilities.

1.2.2 Regional and International context

The government of Rwanda has also made a number of international commitments that underline its determination to respect human rights and uphold democratic principles. For the Ministry of Education (MINEDUC), the three central international commitments are the Convention on the Rights of the Child (CRC), Education for All and to the Millennium Development Goals (MDG). The convention commits signatories to ensuring that the right of all children to education is realized and Education for All (EFA) and the Millennium Development Goals (MDGs) have a target of universal completion of primary school (UPC) and gender equality (in opportunities and outcomes) by 2015. The Government of Rwanda pledges have led to an Education Sector Policy commitment to ensuring that there is Universal Primary Enrolment by 2010 and Basic Education for all by 2015.

Other important points under the Education Sector Policy are:

- The use of ICT in education

- Outcomes Based Curriculum
- Constant Monitoring of Learning Achievement
- Becoming a regional service and information centre

2. Overall Guidelines

The Girls' Education Policy is in line with other government development programs including the following:

- Vision 2020
- Education Sector Policy
- Economic Development Poverty Reduction Strategy
- Rwanda Government's Seven year program
- The National Decentralization Policy
- The National Gender Policy
- The National Policy on Orphan Children and Other Vulnerable Children
- Law on the Rights and Protection of the Child Against Violence
- International Development Goals
- Millennium Development Goals
- NEPAD

2.1 Vision 2020

Rwanda's Vision 2020 emphasizes the importance of promoting gender equality and equity through education by continuously updating and adapting its laws on gender. It will support education for all, eradicate all forms of discrimination, fight against poverty and practice a positive discrimination policy in favour of women. Gender will be integrated as a cross-cutting issue in all development policies and strategies. Girls Education sub sector policy is in line with Vision 2020. (Rwanda Vision 2020, p.21). Key indicators of the Rwanda vision 2020 emphasize that Gender equality in tertiary Education be 50% for female and 50% for male (Rwanda Vision 2020 p.25)

2.2 Education Sector Policy

Gender is one of the most obvious areas where there is likely to be inequality in education. The inequality that exists between the sexes becomes more pronounced as the level of education gets higher. This tendency is reinforced in education management and administration positions where there are many more men than women in decision making roles. This simply reflects the lack of opportunity women have to reach the higher levels of education which would give them the qualifications to reach higher positions in employment (Educ.Policy p.15)

Education Policy strategies p. 18, 19 and 23, emphasize the following:

- Take measures that promote performance of women and men, boys and girls.

- Take affirmative actions to promote the education of girls and women in secondary and higher education in an appropriate manner
- Take affirmative action for girls to study science and technology related subjects

2.3 Economic Development Poverty Reduction Strategy – EDPRS

Rwanda's Economic Development Poverty Reduction Strategy indicates that Gender parity in net primary Enrollment has already been achieved by 2000 -1 and now the rate is slightly higher for girls (87 percent) than for boys (85 percent). Thus, in terms of attendance, Rwanda has achieved the Education for All goal of eliminating gender disparities in primary education by 2005. However, the goal emphasizes the need not only for girls to be present in school, but also for attention to be paid to their needs in relation to teaching and learning practices, curricular and the safety of the school environment (EDPRS 2008-2012 p.29).

2.4 Rwanda Government's 7-Year Program

The Government of Rwanda is committed to rebuilding a new society based on the principles of democracy and equal opportunities for all and women and men in particular as per article 9(4) of the Rwandan Constitution. Consequently, it is from this context that a number of machineries both governmental and non-governmental have been set-up to promote gender equity and equality.

The government of Rwanda has set a goal of obtaining Universal Primary Education (UPE) in its seven years program. This takes into account all children boys and girls alike, to finish primary school at 100% rate. This is a concern in the Education For All (EFA/Education Pour Tous) policy that Rwanda has also developed.

1. This Programme pays attention to girl child's education especially in Science and Technology.
2. Supports initiatives by women in poverty alleviation projects.
3. Sensitize women to go to school at all levels for instance by facilitating girls who became pregnant to go back to school after delivery.
4. Sensitize women to go to decision making positions.

2.5 The National Decentralization Policy

Girls' Education Sub sector policy is also in line with the Rwanda National Decentralization policy objectives that emphasize the element of empowering its citizens to own all the process of eliminating poverty by participating in planning and management of their development process. (National Decentralization Policy 2001, p.9) Hence, there is a need to ensure that all citizens are trained and educated in order to participate in the ownership of the decentralization process.

2.6 The National Gender Policy

The policy complements National Gender Policy. Education of boys and girls is one of its main objectives. It emphasizes equal access to Educational opportunities in a manner that guarantees satisfactory performance and output in all fields of study.

2.7 Legal and Policy Framework

This Gender in Education Policy is only one of several policy frameworks (in existence or in development) that support the overall ESSP framework. They include the Orphans and Vulnerable Children Policy, the Science, Technology and Innovation Policy, the Early Childhood Development Policy, the Special Needs Education Policy, the Teacher Management and Development Policy, the HIV/AIDS Policy, and the Nine-Year Basic Education Framework.

The Girls' Education Task Force¹ is implementing a number of pilot programmes to promote the education of girls (see appendix 1) and some projects in MINEDUC have active gender components, e.g. School Management Project. The progress of these initiatives will be monitored for possible expansion or scaling up.

2.8 International Development Goals

i. Millennium Development Goals (MDG's)

This Policy is also in agreement with MDGs goals. The Second goal of MDG is to achieve Universal Primary Education by ensuring that both boys and girls complete primary schooling. While the Eliminating Gender Disparity in Primary and Secondary Education preferably by 2005 and at all levels by 2015 is the 3rd objective of the MDGs.

ii. New Partnership For African Development (NEPAD)

The policy is line with fourth Primary objective of NEPAD which is to accelerate the empowerment of women by ensuring that the partnership is linked to the MDGs goals. The empowerment of women through education and training which is to the advantage of the Nation is the road map to development.

iii. Education For All (EFA)

The policy will be the driving engine in achieving EFA Goals. In its 2nd goal EFA's international agreement is to achieve Universal Primary Education by 2015 in all countries including Rwanda. The goal emphasizes that all children particularly girls, in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality. Elimination of Gender Disparity in education is EFA's 5th objective.

¹ The Task Force is chaired by the Director of Planning, MINEDUC, and includes MIGEPROF, FAWE, UNICEF, DFID, PROFEMMES, PACFA, NATIONAL YOUTH COUNCIL AND NATIONAL WOMEN'S COUNCIL.

3. Education Sector Analysis

The MINEDUC is responsible for overall policy formulation and the various professional institutions (RNEC, NCDC, KIE, IGE, etc.) are the national sources of technical services like assessment, curriculum and textbook development, teacher training and teacher support and oversight.

Schools are managed at the local level with regional and district administrations responsible for setting administration of teacher salaries, etc. Many of these functions have been recently decentralised and there is an ongoing capacity building effort to enable regional and district administrations and head-teachers to fulfil their planning, budgeting, and management responsibilities.

Efforts are being made to give parents and communities a greater role in the management of their schools through the establishment of Parent/Teacher Committees and Boards of Governors. The capacity building linked to this initiative is also a key entry point for girls' education issues.

3.1 Constraints of the sub sector

The Ministry of Education has developed Girls' education policy to help meet the national and international commitments and to bring the education sector policy in line with the national gender policy. Despite the tremendous increase in enrolments, performance, repetition, dropout and attendance remain problems for both genders.

Despite the progress made in the provision of education to all, gender disparities continue to be an important characteristic of some aspects of the Rwandan education system. The removal of these gender disparities, most to the disadvantage of girls and some to the disadvantage of boys, will help the following major, specific objectives of the education sector:

- To ensure that education is available and accessible to all Rwandan people;
- To improve the quality and relevance of education;
- To promote the teaching of science and technology with a special focus on ICT;
- To improve the capacity for planning, management and administration of education.
- Lack of a sub sector policy that can help promote parity in education and training
- Lack of public awareness on the education of a girl child especially the parents and the community.
- Lack of disaggregated data in almost all sub sectors
- Counselling and guidance programmes has to be strengthened and scaled up to all schools
- Research for correct facts and figures at all levels and all institutions need to be emphasized
- Strengthen coordination by establishing Task forces for promotion of girls education at all levels

3.1.1 Early Childhood Education

The early childhood sub-sector is small and the least developed sub-sector. Before 2003, it enrolled only about 1% of the age group predominantly in private, high cost institutions in urban areas. However, the Ministry is now encouraging the development of community-based child-care centres and developing a curriculum for 3-6 year olds. There are already 1200 centres, enrolling about 200,000 children, Western region in former provinces like Gisenyi and Cyangugu. These centres serve 3-6 year olds and focus on education; the Ministry of Health runs nutrition centres that provide immunization and mother-child services. There has been no movement to integrate the health and education service provision for this age group.

Because data is scarce at this level and what is available is not disaggregated by income or gender, it is difficult to draw long-term implications for gender issues. However, it is possible to conclude that gender disparities at this age level will not be significant given that there are no known gender preferences for children at this age. In addition, the enrolment into primary school is very balanced, with a slight advantage for girls.

3.1.2 Primary Education Sector

Since the declaration of free primary education, funded by a capitation grant of FRW300, in 2003 the primary sector has continued to grow rapidly. Gross enrolment ratios are now (2006) over 143% for both boys and girls and girls form a slight majority at primary level. Net enrolment is now (97.0% for girls and 92.9% for boys). Clearly, cost was a major barrier to enrolment for both boys and girls. The capitation grant increased to FRW 1500 in 2000. There will continue to be annual increases in the capitation grant so that by 2010, it will be FRW 6401 and FRW 8356 by 2015. With the increased funding will come a requirement that head-teachers and Parent/Teacher Associations develop annual activity plans for the spending of this grant.

Unfortunately, both repetition and dropout are very high at this level. Repetition ranges from 14.6% in East to 15.4% in South; and dropout ranges from 10.4% in South to 21.4% in West and completion rates are less than 50% (2004 data).

Female teachers are in the majority (54%) at this level and a very high proportion, over 93%, has been trained. Female teachers tend to be clustered in the lower grades and only a small minority of head-teachers are female. There is still an overall teacher shortage and the pupil/qualified teacher ratio was 73.6:1 in 2005.

Girls participation in primary and secondary education is not different from boy's participation. Girls participation has been constant at around 50% in primary schools getting to about 51% in 2005. Net enrolment rate for girls has improved quite significantly from 69.7% in 1997/98 to 97.0% in 2006.

Performance as measured on the Grade 6 examination (2002/3) is low overall, but particularly for girls in mathematics and science.

A nine-year basic education programme has been approved and is in implementation. A substantial expansion of capacity is planned for what is now the *tronc commun* level, including an increase in the number of science schools. This will considerably improve the retention of girls through to what is now S3, as the selection pressures at Grade 6 level will be eased. However, this expansion must be accompanied by significant initiatives to improve the teaching and learning environment (teacher skills and attitudes, the quality and availability of textbooks, etc.) so that gender disparities at the end of basic education (in performance, subject choice and completion) will disappear. The number of female teachers qualified to teach at the secondary level must also be expanded.

3.1.3 Secondary Education Sector

At *tronc commun* level, there are 81630 boys enrolled compared to 74669 girls (MINEDUC Statistics 2006). The girls are predominantly enrolled in private, lower quality institutions and the boys are enrolled in public, higher quality institutions. Female dropout is higher at this level 12.3% versus 8.6%. Upper secondary still has a higher proportion of boys but the enrolment is approximately half that of *tronc commun*. Female dropout is higher at this level 6.4% versus 4.3%.

There is also a growing divergence in subjects studied by boys and girls at secondary level, particularly within the professional and technical sections. In 2005 only 30% girls were in Math-Physics while 41% were in Bio chemistry. In Technology: 14% in Electricity and 6% in General Mechanics and Automobile. Girls tend to select subjects that are more traditionally associated with female vocations, such as teacher training, home economics etc.

About a quarter of girls, but about half of the boys, attain satisfactory grades in the S3 examination and are therefore eligible for continuation to S4. Female teachers are in the minority at this level, and more likely to be unqualified.

3.1.4 Tertiary Education

Gender disparities persist, and indeed widen further, at higher education level, which also has both public and private sub-sectors. The disparities at secondary level lead girls to perform less well in the S6 examinations, particularly in science subjects. As a result, females account for just 26.8% of the student body in public institutions of higher education, against gender parity at S1 level². In contrast, females hold a slight majority in the poorer quality private institutions, 51.6%.

² World Bank.

As with secondary education disparities in subject choices exist at tertiary level, girls prefer the humanities to engineering courses. In 2005, at NUR, female students taking agriculture were 19% while in science and technology they were 16%. For KIST, in the Faculty of Technology it was 20% and for ISAE it was 23%. Once enrolled, girls also drop out at a higher rate; some girls will drop out upon marriage, while pregnancy and abortion rates are also reported to be high at the tertiary level. The high cost of living and increased student poverty has led some into prostitution.

3.1.5 Technical, Vocational and Adult Literacy Education

The vocational and technical sub-sector is also small but growing. However, girls/women are under-represented and predominantly enrolled in those streams that are traditionally 'female' and likely to lead to poor employment prospects.

There is an ongoing literacy programme run by the Ministry of Education and a number of NGOs. The total enrolment is about 307,000 of whom 70% are female. The instructors are volunteers in the government centres and receive a small stipend in programmes run by NGOs. Most of the 6260 instructors are male. A high dropout rate is reported from the yearlong course, so progress in reducing the number of illiterates is slow. There is a strong potential for synergy between the drive for UPE and the attempt to reduce the number of adult illiterates that has not yet been realised.

3.3 Strength of the sector

In spite of the constraints that have been identified, there are already many opportunities within Rwanda that will contribute positively to the implementation of this policy. These include:

- A constitution that clearly spells out the need to ensure equality in all aspects of development
- An Education Sector Policy that emphasizes the need for gender equality in access to quality education
- A National Gender Policy that emphasizes the need for gender equality in development, among others.
- Baseline study on basic education for girls and other vulnerable children in Rwanda (MINEDUC/UNICEF July 2002)
- National Task force was established at central level
- A desk was established with someone in charge of promotion of girls education

3.4 Sector Policy Principles

Girls' Education Policy is based on the following principles:

- Training teachers and education managers on gender issues
- Building capacity of female teachers and managers

- Increasing the share of girls and women in public secondary schools, higher education institutions, science and technology courses, education management positions etc
- Ensuring parity in access to quality education
- Increasing the number of women in management positions (only one woman at management level at RNEC and only one inspector at the Inspectorate)
- More concerted efforts in sensitising the population on the need for providing education to children irrespective of gender
- Gender analysis by the Ministry and its institutions to determine the actual extent of girls' and boys' participation in education at all levels
- Capacity building for women in order to create self esteem and confidence as well a sense of justice and equality among staff
- Encouraging boys to take courses traditionally regarded as feminine (nursing, secretarial studies, home economics, etc)

3.5 Vision for the Sector

The vision of this policy is a society free from gender disparities in all sectors of development and an education system where all children (girls and boys) have equal access to quality education.

3.6 Mission of the sector

The mission of this policy is to provide an enabling environment for the promotion of gender equality in education and training. It is intended to establish guiding principles in Rwanda's endeavors to eliminate gender disparity and priorities for government and stakeholder action.

3.7 Objectives of Girls' Education Policy

3.7.1 Overall Objective

The overall objective of the Girls' Education policy is to guide and promote sustainable action aimed at the progressive elimination of gender disparities in education and training as well as in management structures.

3.7.2 Specific Objectives

- To integrate gender issues into national, district and community programs and plans
- To establish a legislative and institutional framework to initiate, coordinate, monitor and evaluate programs aimed at promoting gender equality in education and training
- To stimulate collective and concerted efforts, at all levels, to eliminate gender disparities in education and training

4. Strategies and activities for successful implementation

The Strategies for successful implementation of the Girls' Education Policies are concerned with:

- *ACCESS*: Policies that are directed towards addressing those factors that prevents girls and boys from entering school and towards providing a hospitable environment that encourages them to stay in school;
- *QUALITY/ACHIEVEMENT*: Policies that are directed to improving the learning environment and encouraging both girls and boys to take advantage of all the opportunities available within the education system;
- *RETENTION/COMPLETION*: Policies that are designed to promote retention and completion in schools and institutions of higher education and address factors that may be barriers to full participation.

Key Activities (costed) for successful implementation of the Girls' Education Policy are:

- Mainstream gender desegregation and analysis in all reporting, data collection and research by developing a tracking system for all school pupils;
- Provide alternative non formal means of education for children (catch up centres) who are unable to attend formal school and introduce means of moving between the 2 systems;
- Put in place mechanisms for school age pupils to participate in governance, skills enhancement activities such as clubs, local speak out events etc;
- Strengthen sex and family life education in the school curriculum;
- Establish and increase numbers of technical schools in each Province to offer a diversified education programme for girls and boys;
- Provide separate facilities for the 2 gender groups, particularly sanitation and playgrounds;
- Provide subsidies and scholarships for areas where retention and completion rates are low;
- Develop laws, codes of conduct for teachers and pupils to protect special needs children, especially girls, from sexual, physical and mental abuse.

Affirmative Actions that will increase girls' access to and participation in Secondary and Higher Education, where improvement in girls' access and performance is critical are:

- Review teaching methods and assessments of learning achievement at secondary schools and HEIs to ensure girls' participation is not inhibited;
- Provide remedial courses for girls seen as "at risk" of failing or dropping out of secondary or higher education and place special emphasis for re-entry for girls who become pregnant during their education;
- Provide intensive remedial holiday courses for girls who wish to enter male dominated fields;
- Provide fee free tuition for 20 girls a year who qualify for science and/or technology training and education;
- Sensitise families and local communities through PTAs about importance of girls completing formal education;
- Consider supplementary points to girls or use a lower cut-off point for their entry into higher education;
- Set 5 year binding targets (50:50) for the enrolment of girls and boys into institutions where girls are underrepresented;
- Build more girls only boarding schools and establish them as centres of excellence for demonstrating girls' achievements in schooling;
- Work towards 50:50 balances of appointments of females and males as head teachers and Principals;
- Identify and train women with potential at entry and middle management levels and fast track them into education management positions.

4.2 Proposed Affirmative Action

For this policy, the area of greatest concern is that of girls in secondary and tertiary education. The action that has already been taken has resulted in a remarkable increase of enrolment at the primary level. However, it will be some years before these cohorts make their way through the education system. It should also be recognised that affirmative actions will only be one of a number of strategies. For example, increasing the capacity of the education system, improving the learning environment, increasing the number of qualified teachers and offering incentives to girls to enrol in traditionally male fields of study will all help improve the representation of females in the secondary and tertiary levels.

To promote the number of girls available for entry to these levels of education, the following affirmative action strategies have been proposed:

- Examine teaching approaches at secondary and HEIs to ensure girls' participation is not inhibited—*this is to ensure that both girls and boys are being encouraged and supported to do their best. This will cover such areas as the nature of teacher-student interaction— are both girls and boys being given the opportunity to answer questions that test knowledge and critical skills; are girls being given classroom duties disproportionately; is the content equally likely to appeal to both genders, etc?*
- Provide remedial courses for girls seen as at risk of failing or dropping out of secondary or higher education—*It is not cost-effective to allow those girls who have made it to secondary or higher education to fail or drop out because of poor performance. It is more efficient to provide targeted assistance when needed, rather than allow the family and state investment to be wasted.*
- Provide intensive remedial holiday courses for girls who wish to enter male dominated fields—*This initiative is intended to provide girls who may have missed the cut-off point by only a few points, i.e. who have already demonstrated substantial mastery of the material, the opportunity to fill any gaps or weaknesses in their preparation.*
- To ensure that 50% places for women or girls are reserved for entry into higher education to ensure equal representation in the education sector—*The setting of this depends on the need to control the numbers who enter public higher education institutions and is arbitrary in that respect. Many more students, both male and female, obtain satisfactory marks each year than are eligible for entry. In that respect, adjusting the percentage by gender or even by membership in a disadvantaged group, for example coming from the lowest quintile income group is a valid, equitable use of the examination marks to ensure equitable representation of the whole of Rwandese society.*

Institutions can be encouraged to be proactive in increasing their female enrolment by setting annual targets for the next five years for the enrolment of girls and boys into institutions and courses in which they are under-represented. There need to be sanctions for a failure to reach these targets, perhaps a warning in the first year and a financial penalty starting in the second year.

The under-representation is also an issue for teaching, administrative and technical staff. Two strategies are proposed in this area.

- Provide researchers and technicians with training, using affirmative action strategies to ensure a 25% representation of women within seven years.
- Identify and train promising women candidates at entry level or middle management and fast track them into educational management.

5. Stakeholder Views

MINEDUC

There is a need for:

- Training teachers and education managers on gender issues
- Building capacity of female teachers and managers
- Increasing the share of girls and women in Public secondary schools, higher education

- Institutions, Science and Technology courses, Education management positions etc
- More concerted efforts in sensitizing the population on the need for providing education to children irrespective of gender
 - Gender analysis by the Ministry and its institutions to determine the actual extent of girls' and boys' participation in education at all levels
 - Capacity building for women in order to create self esteem and confidence as well as a sense of justice and equality among staff

Ministry of Gender and Family Promotion

The Director of Gender in MIGEPROF pointed to the underlying issues: gender based violence, inappropriate and unsuitable infrastructure, low expectation of girls and high demand of domestic labour for girls, that have led to persistent gender gaps in enrollment and achievement, particularly in public secondary and higher education institutions. These gaps are made worse by lack of role models.

Partners

The following recommendations/strategies came from partners:

- Policy should be based on evidence
- Avoid an over-emphasis on a single strategy e.g improvement of girls' at the expense of boys
- Integrate gender issues in the education sector through existing government planned programmes
- Incorporate monitoring and evaluation strategies
- Provide for mechanisms for linkages in government (Ministry to ministry and decentralized structures)

General Public

Through the consultative workshops held in provinces, participants exhibited a strong concern with gender issues. There was a consensus on the need to censor or compel households who do not send their children to primary schools. Linked with this was a strong recommendation that an intensive sensitization of communities and parents takes place on the benefits of educating their children irrespective of gender.

Participants saw no need to separate classrooms at the school level but supported provision of separate sanitation facilities as well as play grounds for different genders. They regarded the Gender and Children's Desk at every police station as an important part of child protection as victims can report cases of harassment. They objected to the use of the term 'girls' and other vulnerable children' as this implies all girls were vulnerable

Table 1. Policy matrix

<i>Policies</i>	<i>Strategies (categorised by level of education)</i>	<i>Activities (arranged according to priority)</i>
ACCESS		
<p>1. Promote measures for equity of participation in education, focusing on enrolment, retention and attendance of girls and vulnerable children.</p>	<p><u>Basic</u></p> <ul style="list-style-type: none"> • Put in place grade-specific action plans to ensure equitable participation • The participation of parents, teachers and users of educational facilities (learners, pupils and students) in their management shall be encouraged to achieve transparency, accountability, predictability and participation in an atmosphere of good governance, including efforts to reduce gender disparities. • Parents will be required to send and support all children (girls and boys) to primary school. <p><u>All</u></p> <ul style="list-style-type: none"> • Review Education acts, rules and regulations, including Minimum Quality Standards, and where necessary, amend to ensure a gender equitable environment for pupils, teachers and administrators. • Development and encouragement of partnerships with all stakeholders (including civil society) to promote equal participation. • Planning and management of the education system shall be based on evidence-based gender-disaggregated statistics and information. • There shall be proper monitoring and evaluation of the system, and a school-based procedure for monitoring learning established that clearly disaggregates the results by 	<ul style="list-style-type: none"> • Strengthen the planning department at central and decentralised levels and strengthen its capacity for data collection, analysis and monitoring of gender dimensions. • Include gender sensitive school management and administration in the teacher-training curriculum. • Train school heads and teachers in gender analysis and planning and make them accountable for implementing these skills. • Conduct awareness - raising campaigns for communities on benefits of education and the role they can play in supporting their children's education. • Identify and take action against households who fail to send their children to primary school.

	<p>gender.</p> <ul style="list-style-type: none"> • MINEDUC should actively monitor the progress of pilot activities that promote educational participation and assess them for scaling-up or expansion. 	
<p>2. Put in place compulsory measures to ensure all educational institutions mainstream as norm, gender disaggregation and analysis in all reporting, data collection and research activities.</p>	<p><u>Basic</u></p> <ul style="list-style-type: none"> • Tracking system for children (child profiles) will be developed. <p><u>All</u></p> <ul style="list-style-type: none"> • All aspects of EMIS data will be gender disaggregated and using appropriate indicators. • Regular data collection to ensure regular monitoring of participation of all genders especially girls in the educational process. 	<ul style="list-style-type: none"> • Develop and integrate gender-sensitive indicators in the EMIS. • Establish child profiles – or tracking systems for school age children at school and those not enrolled.
<p>3. Take affirmative action to promote the education of girls and women and vulnerable groups at secondary and higher education levels.</p>	<p><u>Secondary</u></p> <ul style="list-style-type: none"> • Provide intensive remedial holiday courses for girls who wish to enter male-dominated fields after secondary level. <p><u>Secondary and Tertiary</u></p> <ul style="list-style-type: none"> • Set five year binding targets for enrolment of girls and boys into institutions and courses in which they are under-represented. • Provide remedial courses for girls seen as at risk of failing or dropping out of secondary or higher education. • Examine teaching approaches at secondary and HEIs to ensure girls' participation is not inhibited. 	<ul style="list-style-type: none"> • Develop instructional materials for remedial programmes in mathematics and science subjects. • Month-long holiday courses for girls • Review job descriptions, promotion criteria to ensure they reflect the necessity to address disparities of gender, income level, region, and social group as an integral part of job performance. • Provide residential accommodation for girls and women in higher learning institutions on a preferential basis.

	<p><u>Tertiary</u></p> <ul style="list-style-type: none"> • Provide researchers and technicians with training, using affirmative action strategies to ensure a 25% representation of women within seven years. • Identify and train promising women candidates at entry level or middle management and fast track them into educational management. • Award supplementary points to girls or use a lower cut-off point for entry into higher education to ensure equal opportunities in the education sector. 	<ul style="list-style-type: none"> • Set specific quotas for admission of girls and women in HEIs. • Special bursaries and sponsorship programmes.
<p>4. Provide for enrolment or re-entry of girls and boys who have dropped out including girls who drop out due to pregnancy, girls and boys who are head of households, child workers, etc.</p>	<p><u>Basic</u></p> <ul style="list-style-type: none"> • Alternative, but compatible, non-formal means of education available to all who are unable to attend formal school and the children should be able to move between the two systems. <p><u>All</u></p> <ul style="list-style-type: none"> • Make it obligatory and compulsory for girls and boys who drop out to re-enter including girls who drop out due to pregnancy. • Routine justification reports for repetition and dropout by girls and boys. 	<ul style="list-style-type: none"> • Develop guideline, procedures and regulations for re-entry of children who drop out. • Develop guidelines for the admission of children from alternative education (catch-up centres) to formal education and vice versa.

QUALITY/ACHIEVEMENT		
<p>5. Ensure gender sensitive curricula focusing on life skills, leadership, etc. for girls to promote self-confidence and self-esteem.</p>	<p><u>Basic</u></p> <ul style="list-style-type: none"> Put in place mechanisms for participation of children especially girls in governance, life skills enhancement activities such as clubs, etc. Adopt gender sensitive and child centred methodologies for classroom teaching. <p><u>Basic and Secondary</u></p> <ul style="list-style-type: none"> Strengthen the National Examination Council’s ability to analyse results by gender and other dimensions and provide advice on how to improve the performance of girls and boys. Strengthen the General Inspectorate’s ability to support and monitor teachers and head-teachers in the development of supportive gender-sensitive learning environments. Provide relevant and gender-neutral textbooks that will encourage learning of both girls and boys in all subjects. <p><u>All</u></p> <ul style="list-style-type: none"> Strengthen sex education and family life education in the curriculum. Performance indicators will be established and each institution will be evaluated according to these indicators, which must include measures of gender equity. 	<ul style="list-style-type: none"> Establish a rolling in-service programme on gender analysis for key personnel in planning department, Examinations Council, Inspectorate, National Curriculum Development Centre, etc. Revise curricula in higher education to include modules on gender analysis in economics, education, statistics and the social sciences. Set up an independent mechanism and gender committee to screen materials for gender stereotyping.
<p>6. Promote and diversify technical and vocational training and remove all gender stereotypes in</p>	<p><u>Secondary</u></p> <ul style="list-style-type: none"> Establish a technical school in each province and progressively more as means allow, offering a diversified programme so both boys and girls can get opportunities to 	<ul style="list-style-type: none"> Offer incentives to girls to enter traditionally male occupations and boys who want to enter traditionally female occupations. Ensure vocational programmes are

<p>choice of vocations.</p>	<p>participate.</p> <p><u>All</u></p> <ul style="list-style-type: none"> • Carry out research to establish causes of high attrition from science and technology by boys and girls in general and girls in particular. • Link technical and vocational education to demands of the local, regional and international labour markets. 	<p>relevant to both girls and boys needs.</p> <ul style="list-style-type: none"> • Ensure that guidance and counselling services address gender issues.
<p>7. Put in place measures to promote, specifically, the participation of girls in science and technology as well as other learning opportunities.</p>	<p><u>Secondary and Tertiary</u></p> <ul style="list-style-type: none"> ▪ Special measures for girls' and vulnerable groups' participation in science and technology related fields, including targeted science fairs, incentives/rewards. <p><u>All</u></p> <ul style="list-style-type: none"> ▪ Introduce psychosocial counselling in schools and colleges. ▪ Develop and disseminate guidelines for the reduction of repetition by girls and boys 	<ul style="list-style-type: none"> • Provide two years of free tuition for 20 girls a year who qualify for science and/or technology training • Identify and empower women role models in teaching science and technology.
<p>RETENTION/COMPLETION</p>		
<p>8. Ensure that the construction or rehabilitation of educational institutions is gender responsive.</p>	<p><u>Basic</u></p> <ul style="list-style-type: none"> • Provision of playgrounds to ensure both boys and girls can freely participate in games and sports. <p><u>All</u></p>	<ul style="list-style-type: none"> • Gender-sensitive and gender-responsive guidelines for school construction, including sanitation. • Avail emergency sanitary packs including sanitary towels in all schools and washrooms for girls. • Provide facilities for disposal of

	<ul style="list-style-type: none"> • Separate sanitation facilities including washrooms for girls. 	sanitary towels.
9. Provide targeted subsidies and preferential resource allocations for groups disadvantaged in educational access and participation by virtue of gender.	<p><u>Basic</u></p> <ul style="list-style-type: none"> • Special budget allocation to areas /schools with low retention/completion. • Head-teachers must ensure that the spending plans for the capitation grant are gender-equitable. <p><u>Secondary and Tertiary</u></p> <ul style="list-style-type: none"> • Secondary schools and tertiary institutions must ensure that boys and girls benefit equitably from income generating projects implemented to contribute to their budgets, within the limits of each institution's capacity. • Schools must prepare and submit an annual plan showing income-generating activities that equitably divide the effort required between girls and boys and women and men. <p><u>Tertiary</u></p> <ul style="list-style-type: none"> • Heads of higher education institutions are required to demonstrate the extent to which their expenditures are gender equitable. 	<ul style="list-style-type: none"> • Guidelines on subsidies and scholarships to be developed and disseminated. • Budget allocations for scholarships and bursaries to girls and disadvantaged groups.
10. Put in place special measures to protect special needs children	<p><u>Basic</u></p> <ul style="list-style-type: none"> • Require teachers to prepare for and integrate children with 	<ul style="list-style-type: none"> • Set up administrator/teacher/pupil committee for consultation.

<p>/students, especially girls, from physical, mental and sexual abuse.</p>	<p>special needs.</p> <p><u>All</u></p> <ul style="list-style-type: none"> • Develop teacher and pupil codes of conduct, including clear procedures for sanctions. • Obligatory for budgets of district and schools to provide for purchase of equipment to enable learning. • Ensure that any funds available for students with special needs are equitably spent 	<p>.</p>
<p>11. Ensure protection of girls, boys and women from sexual harassment and unwanted sexual advances in educational institutions.</p>	<p><u>Basic and Secondary</u></p> <ul style="list-style-type: none"> • Use the Gender and Children’s Desk in the National Police, Ombudsman and confidential systems to enable affected children to report offenders without repercussions. <p><u>All</u></p> <ul style="list-style-type: none"> • Develop and disseminate teacher and pupil codes of conduct, including clear procedures for sanctions against offenders. 	<ul style="list-style-type: none"> • Set up administrator/teacher/pupil committee for consultation.

6. Programs of the Sector

- a) Scholarship programmes to girls from poor families by FAWE and PACFA
- b) Well designed sensitization programmes to parents, teachers, press, school boys and community at large on different strategies to support girls.
- c) Empowering girls through different approaches including girls education promotion clubs. Such initiatives need to be scaled up.
- d) Single sex schools model to continue in short term until the gap is minimized.
- e) Affirmative action for girls in science and technology in Secondary and Higher education

The monitoring framework for the gender policy has been developed according to the following principles:

- The monitoring indicators are indicators which MINEDUC (or other agencies) already collects as a standard part of the EMIS
- The timing of the data collection is intended to coincide with existing schedules
- The indicators focus on the intended impact of the policies, rather than directly on the policies themselves.

Virtually all the indicators are to be collected and reported annually, using the existing system for data collection. This system is being substantially upgraded and will become an EMIS that will provide all the data for decision-making within MINEDUC as well as allowing the trends in the characteristics of the educational system to be tracked.

This monitoring will be supplemented with regular evaluations. These evaluations will take a more in-depth look to reveal the story behind the numbers and help explain either the progress or lack of it. These evaluations will be used as a learning experience to help improve or modify policies and the linked activities designed to implement them.

On an annual basis, the Girls' Education Task Force will compile the indicators listed in the matrix below and develop a Gender Assessment of the Education System. The assessment should provide the statistics and a discussion of the trend.

Every three years FAWE should commission a qualitative assessment to supplement this statistical data. The main terms of reference should be to assess:

- Attitudes of parents, students, teachers and employers to the educational attainment and ambitions of girls and boys in Rwanda
- Identification of those aspects of the education system that most contribute to or detract from the educational success of girls and boys

- An assessment of girls and boys' attitudes towards their learning environment at primary, secondary and tertiary level and the extent to which they find it supportive and enriching

The Ministry of Gender will continue to monitor gender disparities within Rwanda and analyse the extent to which a revised or strengthened Gender in Education policy would contribute to eradicating these disparities.

The Ministry of Education will develop a Strategic Plan that will be implemented at district and school level. The strategic plan has detailed costed activities, indicators and timeframe that will enable MINEDUC to carryout annual monitoring and evaluation.

Table 2. Monitoring of gender disparities

Policy Option	Indicator	Responsible Party/Frequency	
		Collection	Reporting
ACCESS			
1. Promote measures for equity of participation in education, focusing on enrolment, retention and attendance of girls and vulnerable children.	Gender disaggregated enrolment and dropout data for each grade from upper primary to tertiary levels, particularly for disadvantaged groups.	MINEDUC/1	MINEDUC/1
2. Put in place compulsory measures to ensure all educational institutions mainstream as norm, gender disaggregation and analysis in all reporting, data collection and research activities.	Availability of all data in gender disaggregated form	Institutions	MINEDUC/1
3. Take affirmative action to promote the education of girls and women and vulnerable groups at secondary and higher education levels.	Existence of affirmative policies at public secondary and tertiary education and in science and technology institutions	MINEDUC and Institutions/1	MINEDUC/1
	Rate of change towards parity in enrolment and graduation	MINEDUC/1	MINEDUC/1
4. Provide for enrolment or re-entry of girls and boys who have dropped out including girls who drop out due to pregnancy, girls and boys who are heads of households, child workers, etc.	Existence of administrative guidance	MINEDUC	MINEDUC/1
	Enrolment in catch-up centres Rate of increase of re-entrants (g-d)	MINEDUC Insitutions/1	MINEDUC/1 MINEDUC/1
QUALITY/ACHIEVEMENT			
5. Ensure gender sensitive curricula focusing on life skills, leadership, etc for girls to promote self-confidence and self-esteem.	G-d Performance in national examinations	RNEC/1	MINEDUC/1
	Removal of gender-stereotypes in teaching/learning materials	NCDC/IGE (ongoing)	MINEDUC/1

6. Promote and diversify technical and vocational training and remove all gender stereotypes in choice of vocational subjects.	Rate of increase of females in traditionally male subjects Rate of increase of males in traditionally female subjects Change in the gender profile of the labour market	Institutions/1 MINECOFIN (every 2 years)	MINDEDUC/1 MINECOFIN
7. Put in place measures to promote, specifically, the participation of girls in science and technology as well as other learning opportunities.	Rate of change towards parity in enrolment and graduation in science and technology institutions	Institutions/1	MINEDUC/1
RETENTION/COMPLETION			
8. Ensure that the construction or rehabilitation of educational institutions is gender responsive. .	The proportion of institutions with separate sanitation facilities for girls and boys G-d proportion of students taking part in organised sports	Institutions/1 Institutions & MINEDUC/1	MINEDUC/1 MINEDUC/1
9. Provide targeted subsidies and preferential resource allocations for groups disadvantaged in educational access and participation by virtue of gender.	Existence of subsidies and preferential resource allocations Rate of change towards parity in enrolment and graduation at secondary and public and private tertiary institutions	MINEDUC MINEDUC/1	MINEDUC/1 MINEDUC/1
10. Put in place special measures to protect special needs children /students, especially girls, from physical, mental and sexual abuse.	Existence of special measures Implementation of special measures Reports of school-based physical, mental and sexual abuse	MINEDUC MINEDUC Police Stations	MINEDUC/1 MINEDUC/1 MINEDUC/1
11. Ensure protection of girls, boys and women from sexual harassment and unwanted sexual advances in educational institutions.	Dissemination of codes of conduct Institution of complaint procedures Level of sexual harassment reported	MINEDUC MINEDUC FAWE, Police Stations,	MINEDUC/1 MINEDUC/1 MINEDUC/1

7. Conclusion

Girls' Education Policy being the crosscutting issue of the entire Education Policy, there is a need for advocacy by all people especially the decentralized levels. The role of parents and communities towards girls' education should be strengthened .

Key areas of proposed intervention will be to ensure that girls have access to adequate sanitation facilities in schools and that girls should be protected so that they can study in the environment free from abuse. There are also plans to scale up girl's education promotion clubs in Primary and Secondary schools so as to empower girls by helping them to analyse issues affecting their education and to come up with relevant solutions.

The quality of girls' education is a major area of focus in terms of improving the retention, achievement, performance and completion rate of girls in post primary and tertiary education, especially for girls from poor households. Increased consideration of gender issues in education through training programmes for all teachers is required if increased number of girls are to enter into maths, science and technology subject areas.

***Appendix 1. DRAFT National Plan of Action for improving Girls' Education
2005-2008***

Strategic Results Area 1: Girls' Education Partnership and Network established and maintained

Specific Results:

- 1.1 Girls' Education Partnership and network established and maintained
- 1.2 Children and young people's alliance/network established and maintained

Strategic Results Area 2: Supportive policy and legal environment for Girls' Education established

Specific Results:

- 2.1 Girls' Education Policy and programme developed and integrated in ESSP & MTEF
- 2.2 Monitoring and evaluation framework for GE policy established and operational
- 2.3 Policy and programme for OVC and education developed
- 2.3 Gender sensitive school regulations to reduce rape and sexual harassment established and monitored

Strategic Results Area 3: Sensitization and Communication Strategy for Accelerated Girls' Education developed at all levels and harmonized messages

Specific Results:

- 3.1 Girls' Education Communication, Mobilization and Advocacy Strategy elaborated
- 3.2 Clubs reinforced and new ones established in 80 % of schools (primary & secondary)
- 3.3 Girls and boys speak out and are active peer leaders

Strategic Results Area 4: Quality of Education improved in all schools

Specific Results:

- 4.1 50 % of girls have improved competencies in maths and science
- 4.2 Reproductive health, HIV/AIDS prevention, life skills, biology and civics integrated in curriculum

Strategic Results Area 5: Safe and Protective Spaces for Girls

Specific Results:

- 5.1 Water and Sanitation facilities in schools
- 5.2 Mechanism in place to support genocide survivors and victims of gender and sexual violence

Strategic Results Area 6: Reducing Cost of Education (increasing access for Girls)

Specific Results:

- 6.1 Capitation grants directly to schools at beginning of school year 2003

- 6.3 Parent education linked to ECCD, adult literacy and micro-economic opportunities
- 6.4 Socio-economic support to 10 % of targeted girls who are head of household
- 6.4 Technologies to reduce workloads and support economic conservation established in all provinces

Strategic Result Area 7: Integrated Monitoring and Evaluation

Specific Results:

- 7.1 A system of personal identification cards and files for each child in school is set up to track enrolment, progress, completion and drop-out

Appendix 2. Consultation Process

People Interviewed

- Hon. Joseph MUREKERAHO, Minister of State for Higher Education
- Narcisse MUSABEYEZU, Secretary General of Education
- Inspector General of Education
- Director General, National Curriculum Development Centre
- Claver YISA, Director of Planning, MINEDUC
- Charles NABONGO, Education Programme Officer, UNICEF
- RenWick Irvine, Education Adviser, DFID
- Jo Bourne, Education Advisor, DFID
- Judy Walker, Senior Social Development Advisor
- Catherine Van Even, Coordinator, School Management Project
- Thérèse MUKANKURANGA, Department of Pre-Primary
- Augustin GATERA, Director of non –Formal, Technical and Vocational Education
- Emma RUBAGUMYA, Director of Pre-Primary, Primary and Secondary
- John MUTAMBA, Ministry of Gender
- Yvonne MUREBWAYIRE, PROFEMME
- Odette Mukazi MUTANGUHA, FAWE Rwanda Coordinator
- Gatama Chantal, UNHCR
- William NTIDENDEREZA, MINEDUC
- Julienne UWAMAHORO, Gender Desk MINEDUC

The consultations were conducted in all five Provinces in the country. Each Provincial consultation was facilitated by one consultant assisted by MINEDUC Officers and FAWE as shown in the table below:

Table 1.1: Date and Location of Consultation Workshops

Province	Date of Consultation	Venue	Participants	Facilitators
Eastern	4-04-06	Rwamagana	77	MINEDUC/Consultant/ FAWE/UNICEF
Kigali City	3604-06	Kigali	33	MINEDUC/Consultant/ FAWE/UNICEF
Northern	5-04-06	Musanze	85	MINEDUC/Consultant
Southern	4-04-06	Butare	85	MINEDUC/Consultant
Western	5-04-06	Karongi	47	MINEDUC/Consultant FAWE

Table 1.2: List of Invitees per District

Designation	Number per District
District Director of Education	1
District Officer for Education	1
District Officer for Culture	1
District Mayor/Executive Secretary	1
District Health Officer	1
Primary School heads	3
Secondary School heads	3
Faith Based Organisations (Catholic, Protestants, Muslims)	3
Parents	3
Women Council Representatives	2
Total	20

The consultations were conducted for o full day in each province. The programme was strictly adhered to except in Kigali where the workshop started late. After reviewing the policy options in plenary, Participants broke up into groups. Each group then exhaustively discussed one policy option in all provinces except Kigali.

Each group examined the policy option assigned to it in terms of its structure and correctness, proposed own strategies and actions they thought would ensure effectiveness implementation of the policy and came up with a summary report to the plenary. These were later analysed against the revised policy options. The recommendations and comments from these consultations workshops were used to improve on the proposed policy options, Indicators and actions.

Appendix3. Questions for stake holders

▪ **Partners**

1. Name of organisation/ interviewee/ date of interview
2. Role in education
3. Perception of key issues in gender and education
 - a) Based on? (Direct experience, research etc)
 - b) Rank them in order of priority
4. Recommendations for policy/strategic options
5. Possible contributions (technical assistance, research, training opportunities & funding)

▪ **Other Ministries and Institutions outside sector**

1. Name of organization/interviewee/ date of interview
2. Key gender issues in own sector
3. Policies / strategies in place to address these gender issues and assessment of their effectiveness, acceptability etc
 - a) Prompt for experience of gender mainstreaming, gender budgeting & affirmative action
4. Role in Education
5. Perception of key issues in gender and education
 - a) Based on? (Direct experience , research etc)
 - b) Rank them in order of priority
6. Recommendations for Policy/strategic options for education sector
7. Possible contributions to the education sector in this area: training, information sharing, research findings etc collaboration in strategies

▪ **MINEDUC Officials and Institutions (NCDC, RNEC, IGE, KIE etc)**

1. Name of organization/interviewee/ date of interview
2. What are the most pressing issues faced now by your department?
 - a) Gender dimension?
3. Any other area where gender is an issue?
4. What type of gender analysis goes on currently in your department?
 - a) Who is responsible for it?

- b) What is done with the information generated?
- c) Are you satisfied with the current level of gender analysis?
 - i. Why or why not?
- d) Would you be interested in developing the capacity of your department in this area? Whose capacity should be developed?
 - i. How do you see this capacity building as contributing to the functioning of your department?

For the rest of Ministry:

- 5. a) Which areas do you see gender disparities as an area of concern? (For the sector generally and / or own department /institution)
 - c) Are these areas where boys / men are perceived as being as a disadvantaged? Should something be done in this area?
- 6. What type of strategies would you recommend (specific to issue)
 - a) Prompt for views on affirmative action (quotas, set a side, separate, recruitment supplementary support etc)
- 7. How would you react to gender equity (enhancement of) being a criterion for promotion?

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