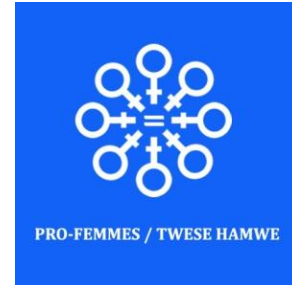




**Norwegian People's Aid**



## **Comparative Analysis between National Commitments and Districts/HLIs Plans regarding Gender Equality Promotion and GBV prevention and Response”**

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**Final Report  
Pro-Femmes Twese Hamwe**

**November; 2018**

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*Cover photo was taken by the consultant during FGD with Some students from UCK Girls Leaders Forum*

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## ACRONYMS

<b>CASS</b>	College of Arts and Social Sciences
<b>CAVM</b>	College of Agriculture, Animal Sciences and Veterinary Medicine
<b>CBE</b>	College of Business and Economics
<b>CE</b>	College of Education
<b>CMHS</b>	College of Medicine and Health Sciences
<b>CSOs</b>	Civil Society Organizations
<b>CST</b>	College of Science and Technology
<b>DFID</b>	United Kingdom Department for international Development
<b>DHS</b>	Demographic and Health Survey
<b>EWOPAD</b>	Enhancing Women's Participation in Decision making
<b>GBV</b>	Gender Based Violence
<b>GMO</b>	Gender Monitoring Office
<b>GoR</b>	Government of Rwanda
<b>IOSC</b>	Isange One Stop Center
<b>MIGEPROF</b>	Ministry of Gender and Family Promotion
<b>MINALOC</b>	Ministry of Local Government
<b>MINICOFIN</b>	Ministry of Finance and Planning
<b>MINIJUST</b>	Ministry of Justice
<b>MINISANTE</b>	Ministry of Health
<b>NGOs</b>	Non-Governmental Organizations
<b>NISR</b>	National Institute of Statistics of Rwanda
<b>NPPA</b>	National Public Prosecution Authority
<b>PF/TH</b>	Pro-Femmes TweseHamwe
<b>RGB</b>	Rwanda Governance Board
<b>RIB</b>	Rwanda Investigation Bureau
<b>RNP</b>	Rwanda National Police
<b>ICK</b>	Institut Catholique de Kabgayi
<b>UNDP</b>	United Nations Development Program
<b>UR</b>	University of Rwanda
<b>USAID</b>	United States of Agency for International development

## ACKNOWLEDGEMENTS

This analysis has been compiled thanks to contributions from staff of PF/TH involved in EWOPAD project funded by NPA; we are indebted to their contribution and support to making this assignment be realized as planned;

Our acknowledgement is extended to Norwegian People's Aid (NPA) whose financial and technical support enabled Pro-Femmes Twese Hamwe to conduct this analysis;

We owe a lot of thanks to women and men from districts of Gakenke, Gatsibo, Ngororero and Nyaruguru, HLIs' leaders and girls from UR- College of Arts and Social Sciences (CASS-), College of Agriculture, Animal Sciences and Veterinary Medicine (CAVM-), College of Science and Technology (CST) and Institut Catholique de Kabgayi (ICK). Their inputs were highly valuable to making this documentation rich in content;

Finally, we express sincere thanks to different stakeholders including Government officials, representatives of development partners, CSOs and private sector whose inputs enabled to enrich this report.

## EXECUTIVE SUMMARY

Covering four districts (Gakenke, Ngororero, Gatsibo and Nyaruguru) and four High Learning Institutions :UR- College of Arts and Social Sciences (CASS-), College of Agriculture, Animal Sciences and Veterinary Medicine (CAVM-), College of Science and Technology (CST) and Institut Catholique de Kabgayi (ICK); this comparative analysis aimed at reviewing how national priorities related to gender equality promotion and GBV prevention and response were being considered into districts and HLIs plans.

Through desk review, FGDs, Key Informants Interviews and consultation meetings with different stakeholders, the analysis acknowledges significant strides made by both central and local governments in promoting gender equality and fight against GBV. It also highlights key gaps and formulates recommendations to address the situation.

Among commendable achievements, there are political will at central government and across all four districts to continue increasing the number of females in leadership and decision making positions. At national level, currently, 61% of parliamentarians are females while in central government, females form 50%<sup>1</sup>. In addition, Rwanda is the champion of **HeForShe** campaign and has positioned gender equality and women's empowerment at the heart of the Country's National Strategy for Transformation-NST1 (2017-2018).

At district level gender mainstreaming is stated in district plans and budgets of all target four districts while in elected positions (district and sector councils) female representation is encouraging in most cases surpassing 50%.

Key gaps in Gender Policy implementation at district level are manifest mainly in lack of updated District Gender Analysis, poor gender planning and budgeting, low level of women's participation in well-paid and top decision making positions, low gender sensitivity among some local leaders and lack of anti-sexual harassment policy.

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Among key recommendations there are urgency for all districts to update their gender analysis before district planning and budgeting, making GBV indicators part of the district performance objectives; and developing confidential GBV reporting mechanisms. It is also recommended to continue building the capacity of district and sectors staff on gender analysis, gender mainstreaming and GBV prevention and response, develop anti-sexual harassment policy at district level; and establish a specific GBV sub-working group additional to DJAF.

In regards to gender equality and GBV prevention and response in HLIs, the analysis noted first that Rwanda has shown commitment, through Education Policy (2003) and National Girls' Education Policy (2008) in mainstreaming gender equality within the education sector. This sector is considered as a fundamental human right and an essential tool to ensure that all Rwandese citizens, women and men, girls and boys realize their full potential. At primary and secondary levels gender parity in students' enrolment has been achieved while in TVET and HLIs the situation calls for more work.

Major gender disparities in HLIs are manifest in student's enrollment, completion, staffing and other aspects of the university life. Since 2013 to August 2018, female enrolment in University of Rwanda has increased only by 2% from 32% in 2013/2104 academic year to 34% in 2017/2018 academic year. The analysis did not manage to get statistics about private HLIs.

Gender disparities are also visible in Science, Technology, Engineering and Mathematics (STEM) subject areas. To improve the situation, key recommendations call for deliberate choices and strategies to increase and retain the number of female students & lectures, disseminate UR gender policy in all UR colleges, develop anti-sexual harassment policy, improve residential, entertainment environment for female students; and support active participation of female students in decision making positions in students' committees.



## **PART I: THE ANALYSIS BACKGROUND**

### **1.1. Pro-Femmes Twese Hamwe Organizational Vision and Work Focus**

Established in October 1992 as a non-profit making organization, Pro-Femmes/ Twese Hamwe is a national civil society umbrella organization for women's promotion, peace building and development in Rwanda currently representing 53 member organizations within the country. Its mission is to eradicate all forms of discrimination towards women, to promote their socio-economic, political and legal status, and to enhance the institutional and organizational capacities of its umbrella and member associations through the promotion of sustainable human development based on gender equality and a culture of peace, justice and human rights. The strategic objectives of PF/TH are to 1) become a consultative and reflection forum on strategies and activities for promoting women's social, economic and cultural and legal development; 2) facilitate exchanges between member organizations, and 3) promote partnerships with organizations and institutions working to advance women's status and development.

### **1.2. EWOPAD Project Background**

Pro-Femmes/Twese Hamwe, in collaboration with Norwegian People's Aid (NPA) have been since 2002 implementing Women Can Do It Program which includes EWOPAD (**Enhancing Women's Participation in Decision making (EWOPAD) project**). The project aims at promoting a citizen engagement and social accountability model for enhancing women participation and influence in governance processes to address gender based violence at local and national levels. The project has been implemented in 4 districts (Gakenke, Gatsibo, Ngororero and Nyaruguru) and 4 higher learning institutions (HLIs) namely ICK (Institute Catholique de Kabgayi), UR Huye Campus (former NUR), UR Busogo Campus (former ISAE Busogo) and UR Nyarugenge Campus (former KIST). One of the project activities is to identify gaps between national commitments and districts /HLIs plans regarding gender equality promotion and GBV prevention and response.

### **1.3. The Analysis Scope and Purpose**

This comparative analysis was carried out in line with strategic objectives of Pro-Femmes/Twese Hamwe to eradicate all forms of discrimination and violence towards women and promotion of women's leadership. It aimed at reviewing national priorities and districts/ HLIs plans related to gender equality promotion and GBV prevention and response with a view of identifying gaps and propose possible solutions to influence districts and HLIs Leaders to bridge identified gaps. It also sought to find out how citizen engagement and social accountability models have been used to enhance women/girls' participation in plans of target districts and HLIs, so as to enable them influence governance processes aimed at addressing gender based violence and promote women's leadership at local and national levels.

The analysis further assessed whether and how practically target districts and HLIs have been aligning to National political will and proven efforts that the government of Rwanda has adopted. While strategies to foster gender equality promotion and prevention or fight against GBV were part of the analysis much attention was drawn to practical strategies or deliberate measures adopted by target districts and HLIs in fostering Women& Girls leadership in all facets of life in target districts and HLIs. District and HLIs policies, plans, enabling environment and infrastructures were also assessed to see how to cater for some special needs of both males and females. Statistics about employment in some key leadership and technical positions were analyzed as well.

The analysis timeframe spans to 2013- 2018 period for target HLIs and year 2018 for districts. More emphasis has been put on gaps and recommendations. The findings will be used as evidence for advocacy to address identified gaps in implementation of national plans, laws and policies related to gender promotion and GBV prevention and response.

#### **1.4. The Methodology**

This comparative analysis used participatory approaches from the design of tools and data collection involving staff of PF/TH, district officers and HLIs key staff and students. The consultant mobilized two teams working in pairs of one female and male. one (1) FGD with a big number of women (18) in leadership positions in Gakenke district; four (4) FGDs with University students, and interviews with Sixteen (16) key informants from all four districts, GMO, MIGEPROF, Never Again, NCPD, NPA and PF/TH were held.

At district level apart from Gender officers and planners, Key Informants included Nyaruguru District Mayor, Nyaruguru District Executive Secretary, Nyaruguru district Gender Officer, Nyaruruguru district planner; Ngororero District Vice Mayor, Ngororero Gender Officer; Gatsibo and Gakenke districts' Planners and Gender Officers. Specific to Gakenke and Ngororero districts, the analysis was also done in collaboration with members of women leaders forum at district level during their quarterly workshop to discuss District Gender budgeting approaches and processes.

From University of Rwanda, most information was shared through email by sharing official documentation as well as advice from UR Colleges (CST; CASS, and CAVM). Career guidance from CASS and CST were consulted while Principal of CAVM took initiative to share needed information-.

From ICK, the secretariat of the Vice Chancellor has assisted a lot. On the side of students, representatives of Girls Leaders' Forums from all four target HLIs through FGDs (in total 26 students) were interviewed in the form of FGDs.

The sampling of key informants was based on a deliberate choice in relation to the information needed- The target was to interview Gender officers, district planners or whoever would be recommended by district authorities to provide required information. A national validation workshop was held to provide more inputs and harmonize preliminary findings.

Primary data were combined with secondary data gathered through literature review and analysis of districts strategic plans. Qualitative data were analyzed by producing comparative analysis from which summaries were produced. The quantitative data have been analyzed using excel and production of diagrams for sound presentation and interpretation of generated data.

For the purpose of logical presentation, findings are grouped at four levels: Planning and Budgeting; Good Governance& Leadership, Employment and Gender Friendly Infrastructures for both females and males.

### **1.5. Some Limitations**

Additional to shortage of time in comparison to the demand of the assignment, the analysis faced some limitations:

- The analysis took place during holidays making it difficult to get top University leadership staff as well as getting a big number of students to interact with
- Targeting selectively four districts and four High Learning institutions in which EWOPAD project is implemented, limits the interpretation and application of findings to entire country as situations may be different from one district to another. There is an assumption however, as reflected from the validation workshop held on from Kigali Nobleza Hotel, with different stakeholders<sup>2</sup> that findings reflect more or less the overall picture of the country's context.
- In regards to HLIs, the analysis targeted only one HLI (ICK) which is targeted by EWOPAD project while there are about 47 private HLIs including High Learning TVET. (MINEDUC Handbook Report 2017; April 2018). This situation does not allow extrapolating findings on other Private HLIs.

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<sup>2</sup> The first consultation meetin tok place at Nobleza Hotel on ... bringing together district planners, Gender officers, representatives of women and girls from target districts and HLIs.

## **PART II: GLOBAL & NATIONAL COMMITMENTS TO GENDER EQUALITY & GBV ELIMINATION**

### **2.1. Introduction**

Before reviewing national commitments and guidelines to local government to promote Gender equality and eliminate GBV, it was judged important to conduct a desk review of global and regional commitments of which Rwanda is signatory. The analysis has selected major commitments and demonstrated how progressive Rwanda has been performing on those commitments.

### **2.2. Global Commitments for Gender Equality and Elimination of GBV**

Gender Equality can be traced to the 1945 United Nations Charter and the Universal Declaration of Human Rights of 1948 which underscore freedom, equal rights and dignity for all human beings (UN, 1949). Since then, the promotion of gender equality has been an ultimate goal for the international community for many years. The first Conference on Women was held in 1975 in Mexico City, the second in 1980 in Copenhagen, the third in 1985 in Nairobi and the last took place in Beijing in 1995. Another important International Conference in this regard is the 1994 Conference on Population and Development held in Cairo (Bunch, 2007; UNDP, 2014).

These global gatherings adopted diverse key instruments including the 1979 Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW); the 1993 United Nations Declaration on the Elimination of Violence Against Women; the Beijing Platform for Action 1995; the Millennium Declaration and Development Goals (2000); The United Nations Security Council resolutions 1325 on women, peace and security that politically legitimizes women's role in peace, security in conflict and post-conflict management (African Union, 2009; UNDP, 2014); and the Sustainable Development Goals SDGs (2015).

The opportunity offered by the establishment of the SDG Center for Africa in Rwanda presents an excellent occasion but also a stimulating challenge for Rwanda to share its successful experience in promoting gender equality accountability, drive innovative strategies to sustain gains and accelerate progress. Lessons learned in establishing accountability for gender equality in the public sector, private and civil society institutions will play an important role to further pitch Gender equality at higher levels in the regional and global development agenda.

In Education sector, the promotion of Gender equality is one of the six goals of the global Education for All campaign launched in 2000 by 164 countries gathered at the World Education Forum in Dakar. These countries adopted the Dakar Framework for Action and the Millennium Development Goals (MDGs), particularly goal 3 on gender equality and empowerment. This was seen as an effective way to bridge the gender gap in education, reduction of poverty, and improvement of health, and to stimulate other sectors to meet the Millennium Goals by the year 2015 (The African Union, 2009; UNESCO 2012). The UNESCO considers education as a fundamental human right that all individuals are entitled to enjoy whatever the circumstances in which they live (UNESCO, 2012). The global community has recognized education for girls and women as not only a matter of respecting a basic human right for half the population but also as a powerful and necessary first step to achieving the broader goals of EFA. Educating females and males brings benefits to them but also to the society as a whole. Yet, educating girls can lead to many additional benefits - from improved maternal health, reduced infant mortality and fertility rates, to increased prevention against HIV and AIDS (UNESCO, 2012).

The Goal 4 of Global Sustainable Development Goals (SDGs) is about to "Ensure inclusively and equitable quality education and promote lifelong learning opportunities for all". In addition, the resolutions number 8 of the World Education Forum organized jointly by international development agencies including UNESCO, UNICEF, The World Bank, UNDP, UN Women adopted **the Incheon Declaration for Education 2030** recognized the importance of gender equality in achieving the right to education for all. (UNESCO et al., 2015, p.iv).

### **2.3. Regional Commitment**

Within the African continent, efforts have been made by member states in ensuring the principle of equality and non-discrimination between men and women through various policies, declarations and strategic plans adopted by regional organisations and their member states and government (The African Union, 2009). One of the other big achievements is the adoption of the Protocol to the African Charter on Human Rights and Peoples' Rights known as the Maputo Protocol. This legal document addresses issues relating to women in the areas of harmful practices like girl child marriages, widows, elderly; unequal rights in marriage, unequal treatment of women in land distribution, exclusion from decision-making among others (Omotosho, 2015). The majority of the African member states have ratified the Protocol.

The African Union strategic Plan 2063 acknowledges Gender equality as ...

The EAC has been the first organisation at the regional level to develop a Strategic Plan on Gender, Youth, Children, Persons with Disabilities, Social Protection and Community Development 2011-2015 (EAC Secretariat, 2010) and EAC gender policy.

The regional commitment is in addition visible in the adoption of the Solemn Declaration on Gender Equality in Africa (SDGEA) by AU Heads of State and Government at their Summit in 2000. Through this declaration, the leaders reaffirmed their commitment towards the principle of gender equality as enshrined in the clauses of the African Union Act, as well as other existing commitments both regionally and internationally (The Africa Union, 2009; Omotosho, 2015).

## **2.4. Rwanda National Commitments**

### **2.4.1. Introduction**

As a signatory of different global and regional commitments to the promotion of gender equality and fight against any forms of Gender Based Violence, Rwanda has made significant strides to ensuring both females and males are part and parcel of any development initiatives at central and local government levels. This is explicit in different policies, laws programs and strategies aimed at gender equality and elimination of all forms of GBV.

### **2.4.2. Rwanda's Commitments to Gender Equality Promotion**

In the aftermath of the 1994 Genocide, women are considered as necessary participants in the overall reconstruction process; and this is done in compliance with the international and regional commitments towards the promotion of gender equality. Gender equality is an integral part of the Constitution of Rwanda as amended in 2015. Clearly stipulated in the 2003 constitution as amended in 2015, in its preamble, the constitution of Republic of Rwanda states the commitment of the GoR to building a State governed by the rule of laws, based on the respect of human rights, freedom and on the principle of equality of all Rwandans before the law as well as equality between men and women (Constitution of Rwanda, 2015 Article 10, section 4) The article clearly states that women shall occupy 30% of positions in official decision-making organs<sup>3</sup>.

Additional to National Gender Policy adopted in 2004 and revised in 2010; the GoR has also created specific institutions to foster gender equality such as the Ministry of Gender and Family Promotion, the Gender Monitoring Office, the National Women's Councils, National Gender Clusters, Forum of Women Parliamentarians, Gender Monitoring Office and Gender Focal Points at district level (MIGEPROF, 2010; GMO, 2010). By adopting the Gender Policy in 2010, Rwanda's vision is to build a Rwandan society free from any form of gender-based discrimination; a society where both males and females fully and equitably participate in all developmental processes (MIGEPROF, 2010).

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<sup>3</sup> " building a State governed by the rule of law, a pluralistic democratic Government, equality of all Rwandans and between men and women which is affirmed by women occupying at least thirty percent (30%) of positions in decision-making organs"



The Ministry of Gender and Family Promotion has provided local governments (districts) with clear guidance on how to promote gender equality in district planning and budgeting. All districts are required to mainstream gender equality in all district policies, programs and projects in line with ministerial guidelines with more focus on gender planning, budgeting; and coordination, monitoring, evaluation and reporting of all gender equality promotion and GBV interventions.

Gender equality has also been made a cross-cutting issue in all macroeconomic policies and development strategies, including Vision 2020, EDPRS I and II (GoR, 2013); and the National Strategy for Transformation (NST1 2017-2024). This implies all districts to include gender into their strategic and action plans as well as their respective budgets. The Organic Law on State finances and property N°12/2013/OL of 12/09/2013 in its article 32:12 instituted the gender budget statement among other requirements for the budget framework paper not only as an instrument used by Budget Agencies (Ministries and Districts) in implementing Gender Responsive Budgeting policy, but also a gender specific accountability document produced by Government, showing agency's commitment to attain gender equality.

Districts are also required to implement commitments to **HeForShe Campaign**. In 2015, H.E Paul Kagame, the President of the Republic of Rwanda was selected among the **HeForShe** global impact champions based on his relentless commitment and notable Rwanda's achievements in promotion of gender equality and women's empowerment. Three impact commitments were thus pledged: 1) Bridging the gender digital divide in ICT and attain parity in access and usage; 2) tripling girl's enrolment in TVET to advance women employment opportunities; and 3) Eradicating GBV in all its forms. Each year a country report is produced and submitted to the UN to demonstrate the progress made towards these commitments.

### **2.4.3. Rwanda's Commitments to GBV Prevention and Response**

In line with its commitment to fighting all forms of GBV, the Government of Rwanda has given special attention to GBV response and prevention by enacting GBV Law of 2008 and National GBV Policy adopted in 2011 (MIGEPROF, 2011). With support from different development partners, the GoR has established structural mechanisms to address GBV. Such mechanisms include ISANGE ONE STOP CENTRE, Rwanda National Police, Rwanda Investigation Bureau (RIB), National Public Prosecution Authority (NPPA), Community Policing, Umugoroba w'Ababyeyi (Parents' Evening Forum) and Inshuti z'umuryango (Family Friends). Activities of all these structures and of other development partners intervening in GBV must be coordinated, supervised, evaluated and reported by district to ensure they complement each other.

The newly adopted [Law N°68/2018 of 30/08/2018](#) determines offences and penalties in general and its article 132 provides tough punitive measures of child defilement, including imprisonment for a term not less than twenty (20) years; life imprisonment in case defilement is committed on a child under fourteen (14) years; and the penalty cannot be mitigated by any circumstances.

### **2.4.4. Rwanda's Commitments to Gender Equality Promotion in HLLs**

In 2003 Rwanda adopted Education Policy setting out objectives that clearly deal with gender issues within education sector. Rwanda considers education as a fundamental human right and an essential tool to ensure that all Rwandese citizens - women and men, girls and boys realise their full potential (MINEDUC, 2003). The article 20 of Constitution of Rwanda also underlines the rights to education to every Rwandan (Constitution of Rwanda, 2015). In 2008 in line with the target of Universal Primary Completion by 2015 (UPC), the GoR through MINEDUC committed to:

- Ensure that all girls and boys enter school,
- Ensure that all girls and boys remain in school until the end of the cycle by reducing repetition and dropout; and
- Ensure that all children reach an acceptable level of learning by improving attendance and learning achievement.

All these commitments were adopted in line with policy guidelines of the National Gender Policy in regards to education and professional training. These policies include:

- To ensure that boys and girls have equal access to educational opportunities in a manner that guaranties 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

In the same year 2008, Rwanda adopted Girls' Education Policy with special measures to promote girl's education/. These include, for example, 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.

The policy also considered measures that promote performance of women and men, boys and girls; as well as affirmative actions to promote the education of girls and women in secondary and higher education ( Rwanda Education Policy strategies p. 18, 19 and 23,)and Girls Education Policy (year2008).

In all High Learning Institutions (HLIs), national commitments require mainstreaming gender in education programs and adopting specific measures to ensure both females and males benefit equally from education opportunities at University collegial teams and students level. All these initiatives are in line with global and regional commitments that the GoR is a signatory of.

## PART III: THE ANALYSIS OF KEY FINDINGS

### 3.1. Major District Achievements in regards to Gender equality

- **All district's plans consider gender equality and GBV Interventions:** As observed in strategic and annual plans and budgets of the all covered four target districts, they all include aspects of gender equality promotion and GBV prevention and response. All districts have even Gender Budget Statements (GBS), the problem is however in implementation; as confessed by respondents to the survey (for instance Gakenke District Counsel).
- **All districts have developed Gender Budget Statements:** In line with the requirements of the Organic Law No. 12/2013/OL/ of 12/09/2013 on state finances, all target districts have elaborated Gender Budget Statements to address gender inequalities. One has to appreciate that all four districts have included in their GBS the following components that are critical to gender equality and GBV prevention and response as shown in figure 3:
  - ✚ Support to GBV victims
  - ✚ Monitoring Gender through UWA;
  - ✚ Support to ECD functioning
  - ✚ Investment in water and sanitation
  - ✚ Investment in agriculture techniques
  - ✚ Investment in social protection
  - ✚ Investment in feeder roads
  - ✚ Support to adult literacy
- **All Districts have achieved the minimum 30% of females' Representation in elected leadership positions:** From figure 1, the analysis notes that all four districts are doing their best to meet align to the national minimum commitment to have at least 30% in all leadership positions mainly being part of the district counsel where we have more female representation reaching

even 80% (Gatsibo district) and lowest percentage is 61% in Nyaruguru district (figure 1).

Even if target districts can tell exact number of updated GBV cases and at which level awareness about gender equality has increased, they all report increased awareness on gender equality and GBV. as demonstrated in testimonies being documented at family and community levels as well as well increasing number of GBV cases being reported while before people could not even dare to report a GBV case.

Districts report that media penetration in remote areas has assisted a lot in spreading messages for promotion of gender equality as well as for GBV prevention often offering GBV denunciation venues. On the other hand, district officials do acknowledge that the fact that there is an increase of GBV cases being reported, it indicates that there may be many cases unreported, if one considers the silence culture surrounding GBV as a sensitive and private-life issue.

- **Strides in increasing the number of females' enrolment in ICT:** In regards to bridging the gender digital divide, GMO assessment (GMO 2016-2017 Report) noticed remarkable progress in gender and ICT. The penetration and use of ICT devices especially mobile phone for both male and female headed households and how they have facilitated women's access to financial services is an important achievement. In addition, the introduction of E-learning (even if not in all HLIs) offers great opportunities for students to access required skills and education without leaving behind the rest of their daily responsibilities.

### 3.2. District Gaps in Regards to Gender Equality

- **Lack of comprehensive Gender Analysis with clear indicators:** In all four districts there is no comprehensive **Gender Analysis** prior to the planning and budgeting. The gender situation statements in GBS are extracted from on EIVC reports (the latest EIVC4 focused on 2013- 2014 and was published in 2016) without specific update on gender disparities. For instance no district is able to say with confidence the number of teenage mothers in the district as there is no recent identification of these teenage mothers village by village.

The situation has led to gender blind in some instances. Indeed without analyzing what challenges and barriers that may affect differently both females and males, it is taken for granted that district development plans and initiatives such as UBUDEHE, construction of schools, water points, and feeder roads will eventually target equally both females and males. There is no analysis of knowledge and skills gaps to measure whether indeed any development initiative will equally benefit both female and male citizens in the district.

- **Due to lack of gender analysis at district level, proper integration of National Commitments into district plans is still desired:** Despite the political will and GoR's commitments to achieving Gender Equality, there is a lot to do at implementation levels (district, sector, cell and village). While all districts today have Gender Budget statements, the analysis of GBS 2017-2018 show that projected budgets are unrealistic as they are not based on facts.

District planners reported some difficulties making clear indicators for Gender and GBV in district action plans therefore difficulties to come up with sound Gender Budget Statement (GBS). All respondents in four districts of Gatsibo, Gakenke, Ngororero and Nyaruguru, reported some challenges during gender budgeting "**when we budget to construct roads, schools, health centres, markets we do target both women and men and all of them benefit from them we cannot have budget for women alone or for men alone.**"

It is true that all infrastructures benefit all citizens regardless of their sex, but there is a call to being more gender sensitive and do the best to single out special needs in each sector in order to come up with gendered indicators.

- **Small budget for Gender equality promotion and GBV interventions:** critical analysis reveals that infrastructures and social protection are the most predominant interventions catered for by most gender budget statements. Awareness activities around gender equality promotion, GBV prevention and response count for very little between 10,000,000 to 17,000,000 million Rwandan francs (figure 1). It is not well documented how those sectors with big portion of budget (infrastructures) will address gender inequalities.

Figure 1: Summary of the analysis of district Gender Budgeting

Districts	Budget allocated to Promotion of Gender equality and GBV prevention and response	Social protection	Budget allocated to the construction of feeder roads	Budget allocated to ECD	Budget allocated to Water	Budget allocated to Energy ( Bio-Gas)	Budget allocated to agriculture
Gakenke district	14,000,000	1,398,037,302	844,251,000	77,000,000	331,581,430.00	186,700,000	1,067,444.22
Gatsibo district	17,667,318,981	111,842,011	1,093,950,215	7,000,000	1,511,830,326	-	23,80,11,842,011
Ngororere District	10,000,000	237,051,067	1,197,877,271	76,923,077	974,395,605	45,750,000	41,250,000
Nyaruguru district	5,353,792	76,923,077	5,067,500,650	156,923,077	188,921,014	-	2,567,890,065

As observed in table1, activities intended for gender equality promotion are often mingled amidst many other activities; therefore making impossible to single out a budget line allocated to Gender equality promotion. Across all districts the total amount supposed to be spent on GBV and Gender equality promotion are between 10,000,000 and 17,000,000 Rwandan francs. As reported by Gender Officers from four target district, MINICOFIN has on average allocated five million Rwandan Francs (5,000,000 FRW) for each district to support to teenage mothers for each district. The budget is however managed at MINICOFIN level, therefore making it a long process to access it when support to teenage mothers is required.

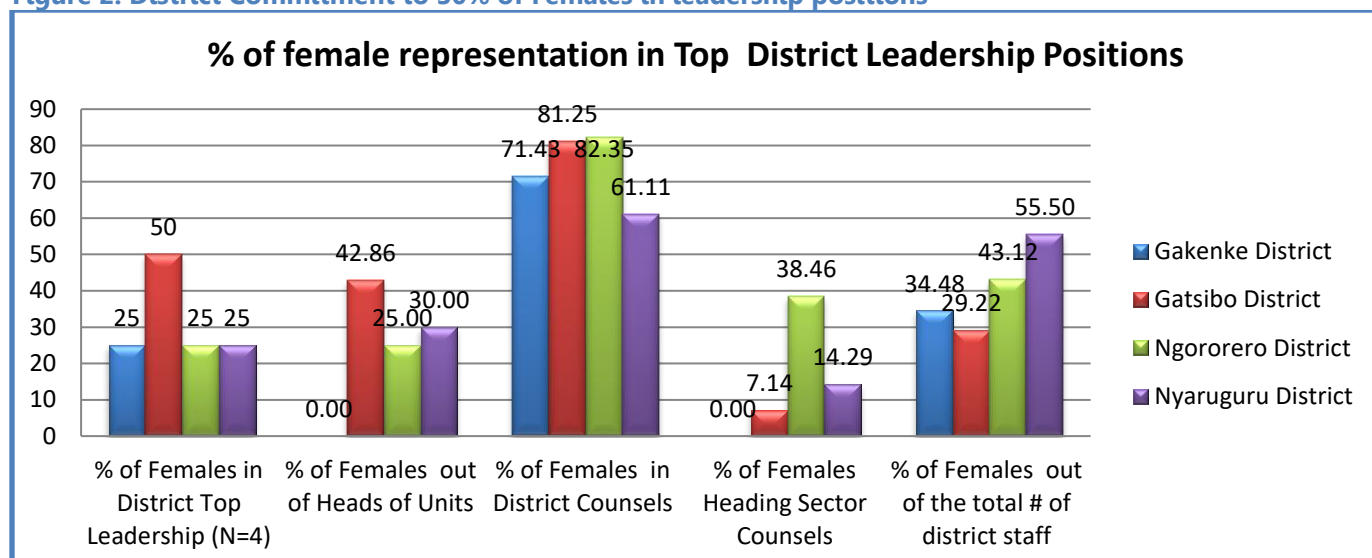
The analysis of the 2017-2018 Gender Budget Statements (GBS) from all target districts noted that those GBS focus mainly on social protection, construction of feeder roads, water points and early child development centres (ECD). Figure 1 shows, for instance, that Gatsibo district has allocated about a total of 17, 667,318, 981 FRW. The budget includes construction of water points and early child development centres (ECD). The reasoning for the district is that the more women in rural areas will walk short distances to fetch water and have access to ECD centres for their children, the more they will get enough time to venture into business and other economic activities like their male counterparts.

- **HeForShe not clearly stated in Gender Budget Statements:** The integration of **HeForShe** commitments into accountability frameworks including District Performance Objectives (IMIHIGO) as well as by different actors at central and local levels remains is still missing in all four Gender Budget Statements. The same observation has been made by Gender Monitoring Office (2015-2016 and 2016-2017 annual reports). Activities such as re-integration of all GBV victims and even perpetrators, issues resulting from teenage pregnancy, human trafficking, and HeForShe commitments are not being given due value in GBS in most cases counting for less than 2% across all districts (GMO 2016-2017 Annual report).
- **Low sensitivity and limited awareness on GBV issues among some leaders:** Districts gender officers and planned reported having acquired knowledge and skills in gender and GBV through various trainings but their top managers have not received the same capacity building to understand the importance of gender mainstreaming and urgency/sensitivity to invest more in GBV prevention and response. In general government officials and technocrats in different government and religious institutions both at central and local levels have political will, enough knowledge and sensitivity of / on GBV issues, but there is low gender sensitivity among some local government officials. It is reported that the situation has led to low importance given to gender issues in district planning and budgeting.



- **The low females' representation is observed in Top leadership & Managerial Positions:** While in all districts, females' representation in elected positions is above 50% (highest female representation is 80% in Gatsibo and lowest percentage is 61% in Nyaruguru district), their representation in district top decision making and competitive positions is less than 30%<sup>4</sup>. As shown in figure 2, out of top district positions in district ( Mayor, Vice Mayors, Executive Secretary and heads of Units), the number of women starts shrinking to 25% (Gakenke, Nyaruguru and Ngororero districts respectively) with expect of Gatsibo district having 50% (figure 2) .

**Figure 2: District Commitment to 30% of Females in leadership positions**

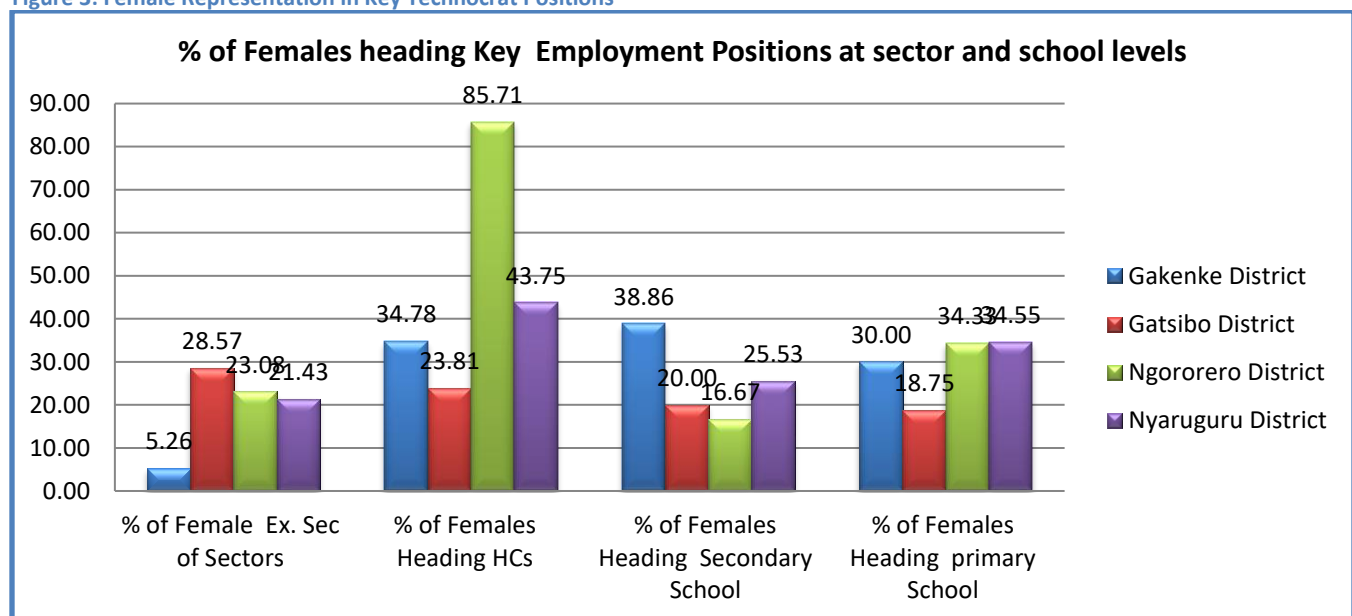


- The low females' representation is observed in leadership positions at sector level both for those elected and competitive positions. While district should push for having female representation at all sectors of life, majority of interviewed women in leadership positions reported that the nature and conditions of a job/ position make women fear. They gave an example of Sector Executive Secretary who has to work even extra hours including nights. **"Many women fear the challenge and they do have other domestic demands additional to other duties outside their families"** the Gakenke Gender Officer shared.

<sup>4</sup> These statistics were obtained from target districts, through a questionnaire that was used to collect data. The questionnaire is in annex 3.

- Across all districts, the percentage of females who are **executive secretaries of sectors are less than 30%** while a good representation is with **females heading Health facilities whereby Ngororero district hits 85.71%** (figure 2). In regards to heading secondary and primary schools, Gakenke district is the one performing well having 38.86% of females heading secondary schools against 30% heading primary schools.
- On the other side Gatsibo district scores low in all positions where female representation is less than 30%: ( 28.57% of females are sector executive secretaries; 23.81% heading health Centres; 20% heading secondary schools and only 18.75% heading primary schools (figure 3)

Figure 3: Female Representation in Key Technocrat Positions



- Missing Sound plans to lift females from lower to highly paid positions/jobs and skills in district still desired:** While the political will for gender equality is there, there are no clear and deliberate plans to ensure that all employment venues in the district equally benefit both females and males. Employment is simply left to competition in all spheres of life including UBUDEHE, agriculture sector, TVET or private sector regardless of whether females and males can equally compete.

All four target districts do not have a deliberate commitment (even if it requires affirmative actions) on how to lift females from lower to highly paid positions/jobs and skills. All these challenges call for strategic and well informative actions including but not limited to mobilizing more girls to enroll in more technical and employable fields and also ensure that technical schools are gender-friendly. The analysis showed that districts are not questioning which type of jobs women and men are venturing in. In UBUDEHE programme, for instance, most of women are “aides” being paid 1000 Rwandan francs while their male counterparts are being paid almost four times higher; simply because the later have skills in construction. In agriculture sector, majority of women are reported to be involved in production activities (land preparation, planting, and harvesting) but very few benefiting from other activities of the agricultural value chain such as trading and transformation.

### **3.3. Gaps In GBV Prevention and Response**

- **Lack of GBV Disaggregated Data about at district level:** across all four districts it is difficult to get updated statistics about GBV cases for different categories of people (Children, female and male adults) as some data are with IOSC while others are with development partners or with police. There are some concerns at IOSC to sharing information about GBV cases with district officials as GBV cases contain confidential information that should not be public. The analysis noted It is should be helpful for the district to have at least updated GBV statistics of GBV cases and not confidential information about GBV, until there is a clear protocol on how district can manage details about GBV cases.
- **GBV issues not given due priority during planning and budgeting:** as a result of lack of Gender Analysis at district level there is a challenge for planners to have disaggregated data/indicators to reduce imbalances/disparities between both males and females,; and allocate enough little budget to GBV.

- **Prevention/ Awareness messages not appropriately inclusive and categorized to age-group and environment:** Most awareness messages tend to focus on women and girls leaving behind boys and men. For instance the use of some community-based awareness mechanisms such Umugoroba w'Ababyeyi (parents' evening forum) is often perceived as women's venue to discuss their issues only. Moreover, UMUGOROBA w'ABABYEYI seems excluding youth as there is no such thing like Youth Evening Forum (UMUGOROBA W'URUBYIRUKO).
- **Inconsistency in behavior change communications:** The analysis of district GBV prevention and response activities noted that most activities re planned around 16 days of activism and International women's day while there should be a consistent/permanent programme for with well-thought messages for GBV prevention and response. District should design permanent age-range and environment-friendly behavior change communication programmes.
- **GBV reporting not properly tackled in district plans:** while the commitment to eradicating GBV is a national commitment using all possible strategies, at district and community level sound strategies to eradicate the silence culture around GBV are missing. There is also lack of confidential GBV reporting channels to enable GBV Victims and any other family or community member who interface GBV case to report confidentially. Even if security organs and other concerned actors have pooled efforts together and aggressively mobilized community members on preventive measures and on reporting, innovative strategies to unlock the silence around GBV cases reporting at HH/family level are missing.
- **GBV Response Services not covered in full:** While **Isange One Stop Centres** (IOSCs) have upgraded their services they remain few not accessible by GBV victims in remotest areas. Each of the target districts has one IOSC which is by principal a district referral hospital. Currently Rwanda has in total 44 IOSCs. Not only are these IOSCs far away for some GBV victims from remotest areas, but also they do not offer all services at once. For instance forensic evidence is done in one single laboratory in Kigali and victims have to wait for results<sup>5</sup>.

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<sup>5</sup> Source: Rwanda Investigation Bureau (RIB) August 2018

- **Low support to GBV victims:** All four districts have planned for **support to teenage mothers** but indicative measurement to assess achievement of their objectives is not clear. Moreover the budget to support identified teenage is still managed by MINICOFIN making it a long process to get it when a teenage mother is identified. Moreover there are no guidelines on how this budget should be used; often ending up being unused yet many teenage mothers seek desperately for support and re-integration.
- **Support to other GBV victims in district plans not considered.** Moreover it is not clearly planned whether GBV victims will be offered psycho-social or economic support. Lack of updated data of GBV victims makes it difficult for district to also design their interventions. Specific study to identify teenage mothers at each district level is required.
- In regards to **enabling environment**, there are key issues identified including a) **lack of sexual harassment policy** in all four districts. During interviews with key informants and FGDs some cases of sexual harassment were discussed but these are not being reported due to various factors. This challenge was also observed from HLIs; b) Lack of **confidential GBV reporting channels across all districts** is a big problem for GBV victims to report their cases at district, sector and cell levels; c) Lack of **communication materials** within the working environment on gender equality and fight against GBV is another gap, yet offices of districts, sectors and cells are good venues for dissemination of GBV prevention messages; d) while all districts have public toilets, they are **not labeled/separated** for both males and females; and e) **lack of gender friendly entertainment and sports infrastructures and equipment**- yet it is a policy for every Friday-afternoons to do sports for government institutions.
- In regards to **collaboration, coordination and reporting GBV interventions** in the districts, all respondents confessed having discussed the establishment of **district GBV Network** with support of Pro-Femmes Twese Hamwe but the network has not yet been materialized.

- The **mapping of who** is doing **what** and **where** is still missing. Even among those actors known to intervene in GBV sector, there is **lack of learning and exchange** from each other therefore hindering good collaboration. Lack of harmonized **GBV reporting format** for all actors is another gap to be addressed. The analysis noted lack of centralized GBV data management unit to be able to track all GBV data at district level. Aware of the gap MIGEPROF and MoH have secured funding from World Bank to strengthen the MIS to be able to generate all GBV data.

### 3.4. Findings from High Learning Institutions (HLIs)

#### 3.4.1. Major achievements in Promoting Girls Education

- **Towards Gender Parity in Education:** By April 2018, MINEDUC reported gender parity was achieved at primary and secondary education levels while gender disparities were still observed in students' enrolment in TVET and high learning institutions. In Primary schools, the percentage of males was 49.92% in 2016 and 50.10% in 2017 while the percentage of females was 50.08% in 2016 and 49.90% in 2017 (decrease by 0.6% while number of Male was increased by 0.2%). In secondary schools male students represented 47.08% in 2016 and 46.66% in 2017 while the percentage of female students was 52.92% in 2016 and 53.34% in 2017. MINEDUC acknowledges the work to be yet done in TVET and High learning Institutions in regards to increasing the number of females' enrolment. In TVET, the percentage of male students was 60.02% in 2015, 55.92% in 2016 and 57.1% in 2017 while the percentage of female was 39.98% (2015), 44.08% in 2016 and 42.9% (2017)<sup>6</sup>.
- **No Gender discrimination in students' enrolment in HLIs:** The overall situation in HLIs is that gender promotion in education sector is mainly driven by students' demand and parents' desire and capacity to send their female and male children to these institutions. The students' enrolment rates do not emanate from deliberate efforts of HLIs to have gender parity. A big step for UR to have in place Gender Policy development but moving beyond the policy to elimination of GBV and sexual harassment is still desired.

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<sup>6</sup> MINEDUC, 2017 Education Statistics

The same move should be encouraged in all private HLIs. By developing its Gender policy, the University of Rwanda (UR) has committed to the promotion of gender equality where all students, academics, administrative and support staff, females and males enjoy equal opportunities, human rights and non-discrimination in all spheres of University life. One has but to applaud the stride.

- **Introduction of inclusive approaches:** The analysis shows that some **encouraging practices** existing. Students with difficulties such as pregnant and breastfeeding mothers and young mothers are able to upgrade their education through e-learning while limiting their mobility and still taking care of their children and homes, students with disabilities are also welcomed even if much efforts are needed to accommodate them.
- **Private High Learning Institutions offering more learning opportunities to females:** of the 54 tertiary institutions (TIs) in Rwanda including TVET higher institutions (17) and Higher education institutions (37), private institutions are 40 representing 74%. In total all tertiary institutions received a total 91,193 students in in 2016-2017 of which private tertiary institutions account for 57.6%. In regards to gender balance, female students represent 45.3% of total enrolment, and separately we have 33.9% and 53.6% of female students in public and private institutions respectively (figure 4).

Figure 4: Tertiary Students in 2016 and 2017

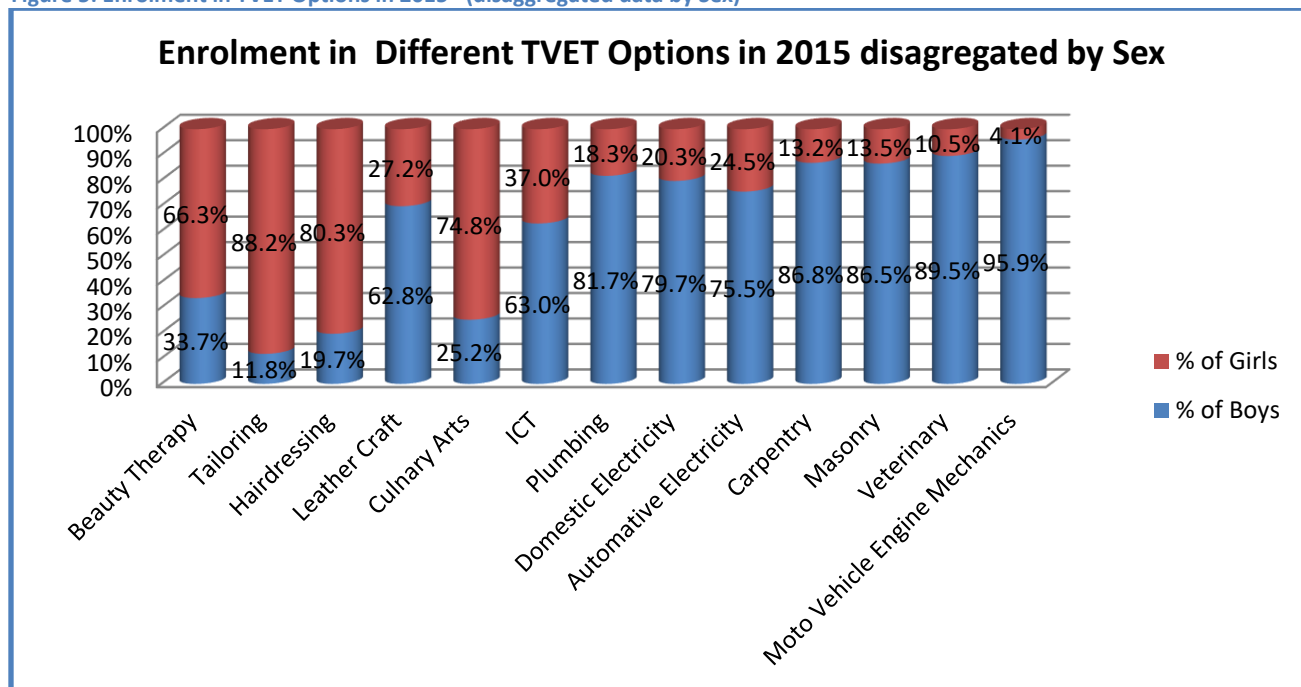
Indicator/Year	2015-2016	2016-2017
<b>Total students</b>	<b>90,803</b>	<b>91,193</b>
Male	52,297	49,908
Female	38,506	41,285
% of Male	57.6%	54.7%
% of Female	42.4%	45.3%
<b>Students in Public Tertiary institutions</b>	<b>39,208</b>	<b>38,595</b>
Male	27,451	25,518
Female	11,757	13,077
% of Male	70.0%	66.1%
% of Female	30.0%	33.9%
<b>Students in Private Tertiary institutions</b>	<b>51,595</b>	<b>52,598</b>
Male	24,846	24,390
Female	26,749	28,208
% of Male	48.2%	46.4%
% of Female	51.8%	53.6%

Source: MINEDUC, April 2018

### 3.4.2. Major Gaps Identified in HLIs

- **The gender imbalances in TVET with very low participation of females in male-dominated trades:** The national commitment to triple girl's enrolment in TVET is a big progress that has been made where by female representation in TVET stands at 41.8% against 58.2% male counter parts in 2016 (MINEDUC 2016)<sup>7</sup>.

Figure 5: Enrolment in TVET Options in 2015 \*(disaggregated data by Sex)



Despite registered progress in promotion of gender equality in TVET, a lot is yet to be done to improve the participation of females in male-dominated trades to ensure their levels of employability and competitiveness at labour market increases as well. From figure 5, it is clear that girls tend to focus on beauty therapy (66.3%), tailoring (88.2%), hairdressing (80.3%) and culinary trades (74.8%) while boys venture into those skills that will be the most needed and well paid positions such as plumbing (81.7%), domestic electricity (79.7%), ICT (63%) motor vehicle engine mechanics (95.9%) (Figure 5). These gender imbalances in TVET are interlinked to socio-cultural mind-set and stereotypes hindering female enrolment in some TVET trends (mechanical engineering, construction, ICT,).

<sup>7</sup> Source: Data from MINEDUC, 2015 Statistical Year Book, and June 2016



In fact when districts talk of encouraging girls to attend TVET they should move beyond the number of female being enrolled to question which types of TVET trades girls select or are oriented in. This will avoid that most of girls end up venturing into one trade mainly tailoring, hotel management or/and culinary services. For instance when Gakenke district planner was asked about types of trades young girls are pursuing, he responded that great majority of girls are going into tailoring or catering while boys go into construction, welding, electricity etc.

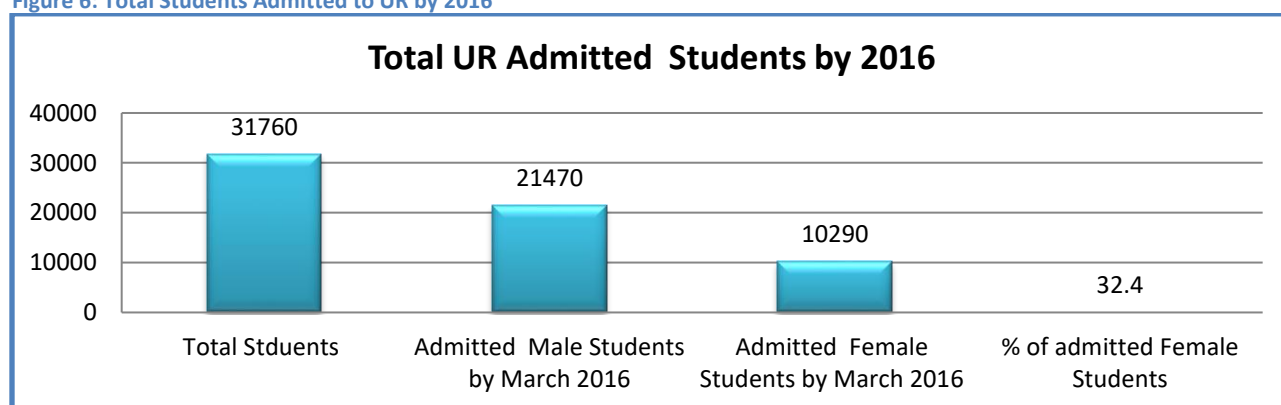
- **Gender Blind in HLIs:** UR is dependent on the Government of Rwanda through the ministry of Education meaning it has obligations to abide to all government instructions while ICK or any other private HLI can have room to apply its own initiatives or changes. By virtue of receiving a variety of students and staff including females and males; adult and young students with or without disabilities; target UR colleges and ICK are viewed as inclusive in nature. Moreover students' admission is based on students' performance, and currently there is affirmative action of any sort to improve the enrollment of female students.
- The analysis noted that the current practice and approaches do not consider gender disparities and disadvantages that may prevent female students from enrolling and completing their studies in HLIs. As reported by key informants there is tendency to not move beyond inclusiveness and diversity at HLIs and question how studying environment, programs, structures, policies and rules affect differently both female and male students and staff. Since students' enrolment is done on competition (UR case) and not on positive discrimination (affirmative actions) merit, there is that assumption that everyone attending University studies should have enough knowledge package, be mature enough to act and react logically and respect any human beings. Moreover, target UR colleges and ICK do not have **sexual harassment policy** and **confidential GBV reporting channels**.

- **Behaviour change communications** in regards to gender equality and GBV attract little attention in HLIs and when they occur they are not properly designed and delivered to be friendly. As it has been reported in media and other forums in Rwanda, GBV and Sexual Harassment (SH) are rife within various institutions and homes in Rwanda. The university is no exception, and example cases have been sighted in different colleges and campuses, e.g. the "**sex for marks issue**". It was also indicated that since there is no policy and or reporting mechanism to address the issues of GBV and SH, the victims choose not to embarrass themselves and instead remain silent about the whole matter.
- **Interventions to foster Gender Equality and fight against GBV not properly mainstreamed:** At the University of Rwanda, there is no specific Gender Mainstreaming Unit or department, such a unit would be important to oversee gender mainstreaming in all the UR programmes, plans and activities including at Colleges and Campus level. , Youth friendly communication materials appropriate for HLI environment to attract both female and male students are missing. Elsewhere, target girls leaders reported not being well-equipped with required knowledge and skills in Gender and GBV for them to confidently be able to mobilize other students. In addition.
- **UR outreach to all colleges for Gender Policy awareness desired: Even if** Target UR colleges reported being aware of the UR Gender Policy, they do informed they are not clear about benchmarks to measure Gender Policy implementation progress. The University of Rwanda is currently composed of six Colleges namely; College of Education (CE), College of Science and Technology (CST), College of Arts and Social Sciences (CASS), College of Business and Economics (CBE), College of Agriculture, Animal Sciences and Veterinary Medicine (CAVM) and College of Medicine and Health Sciences (CMHS). These colleges and their respective schools operate in 14 campuses spread throughout the country. In addition, the University has research-based centres and institutes that are mainly affiliated with different colleges. The UR has moral obligation to ensure the developed Gender policy is properly understood by management teams in all colleges for effective implementation.

- **Imbalances in Students' Enrolment, Performance and Completion at UR**

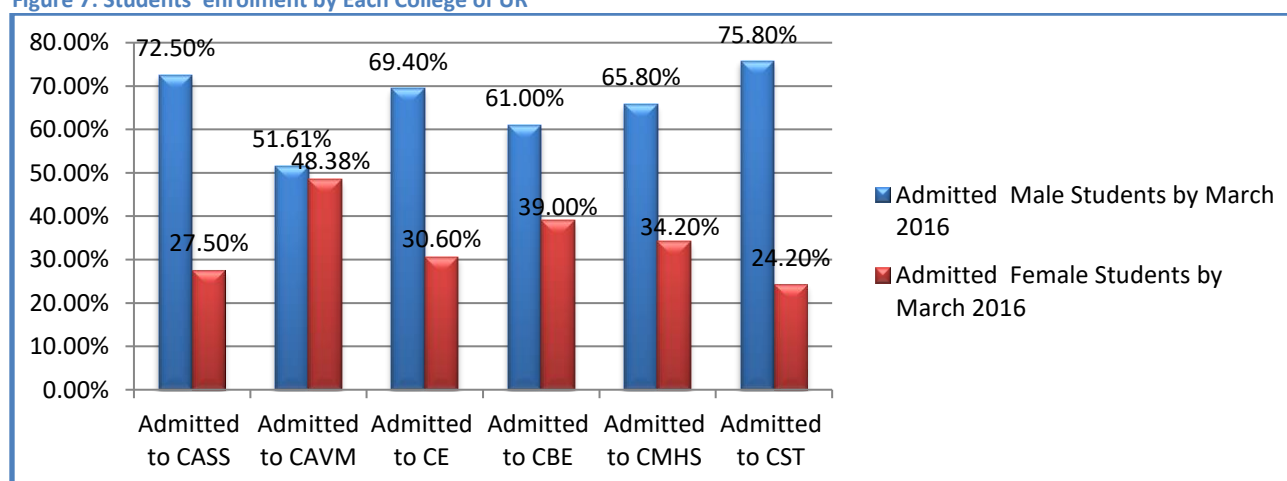
Normally the GoR's desired enrolment in all education system is 50%. Gender imbalances in students' enrolment at University of Rwanda are of long ago, and it seems they will not disappear soon. As shown in figure 6, statistics show that for the last five years since 2013, the percentage of female students admitted to the University remains an average of 33%. By March 2016, enrolment had reached a total number of 31,760 students of whom 10,290 were females representing 32% females against 67.6% males (figure 6).

Figure 6: Total Students Admitted to UR by 2016



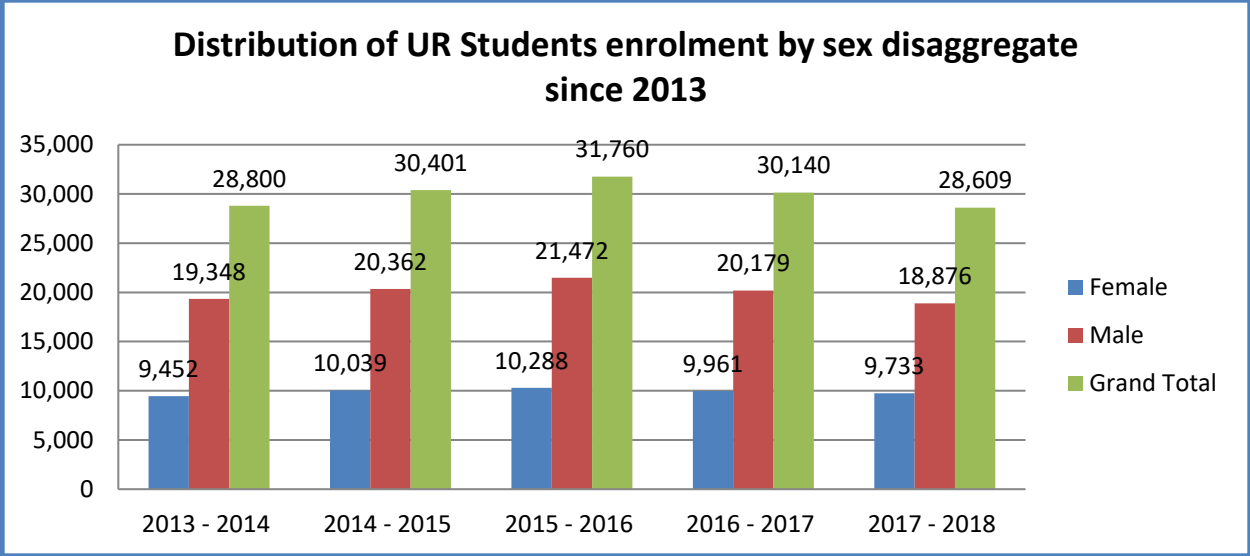
If we consider student's enrolment based on each college of UR, the number of female students per college for 2016 shows 27.5% for CASS, 30.6% for CE, 39.0% for CBE, 48.38% for CAVM, 34.2% for CMHS and 24.2 % for CST (figure 7). This means there is a small number of females in science and technology. The situation may deteriorate as tuition for sciences has increased with academic year 2017/2018.

Figure 7: Students' enrolment by Each College of UR



Since 2013, details in terms of percentages about distribution of UR Students enrolment by sex disaggregate, statistics show that females are 33% on average which under the target of 50% while male students are 67% (figure 9& 10)

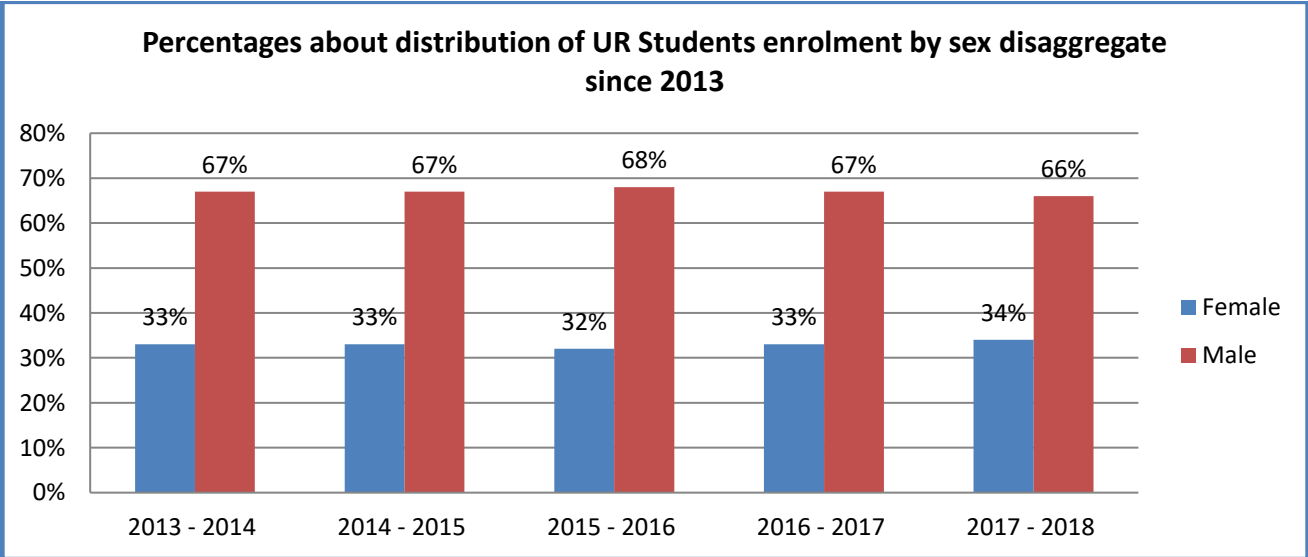
Figure 8: UR Students' enrolment per sex since 2013



Source: MINEDUC , Statistics and Figures , April 2018

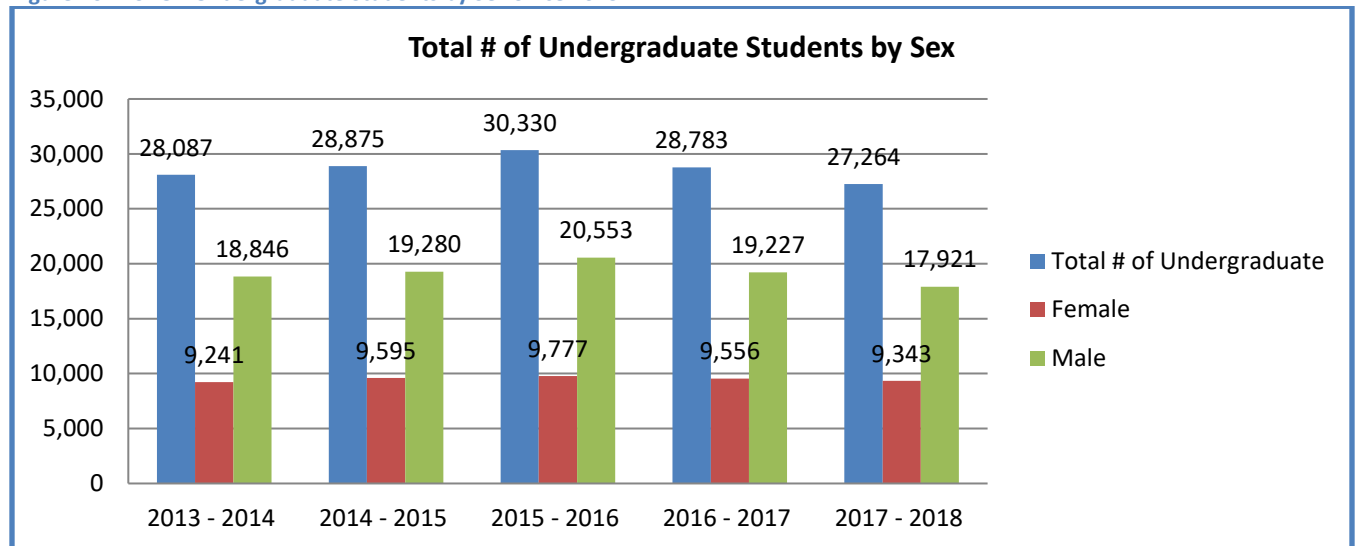
In general, except in academic year 2017/ 2018 whereby female students reached 34% of the total number of UR students when all 17 colleges combined in other academic years the average of female students has been 33% (figure 9)

Figure 9: Percentage of Students enrolment to UR by Sex Since 2013



Source: MINEDUC , Statistics and Figures , April 2018

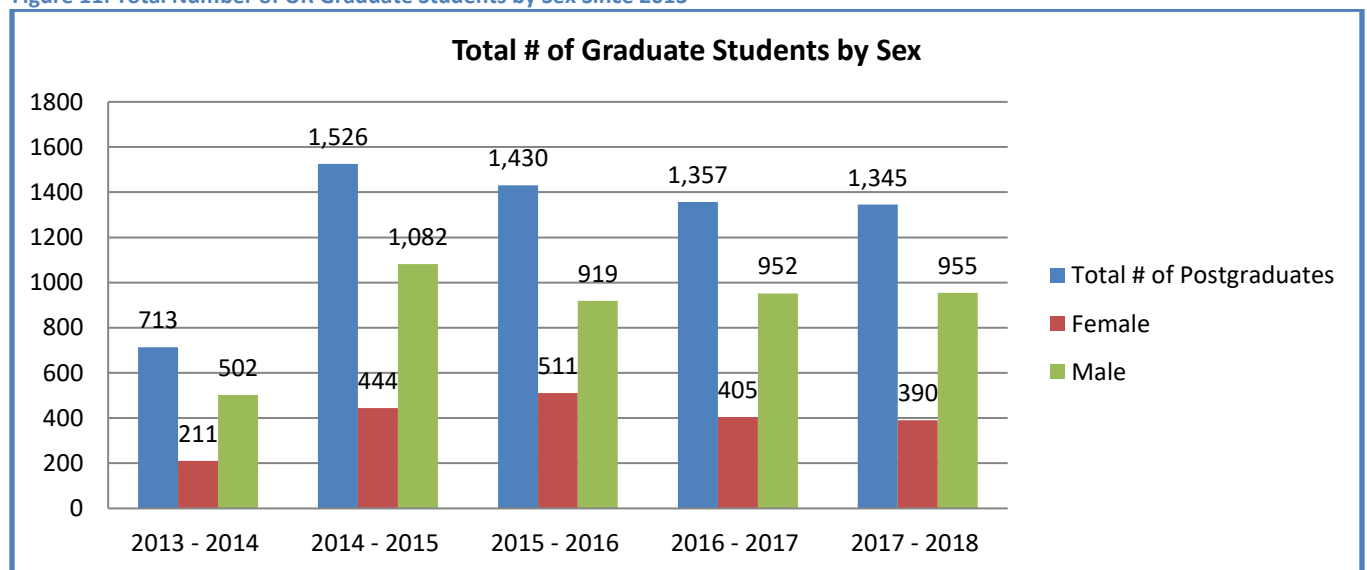
Figure 10: # of UR Undergraduate Students by Sex Since 2013



Source: MINEDUC, Statistics and Figures, April 2018

At undergraduate programs UR female enrolment in 2018 is far below the target of 50% as female students are 9,343 out of a total of 27,264 students (figure 10), thus representing 34.27% while boys are 17,921 representing 65.73% (figure 10). Considering the academic year 2017-2018, one notes a disturbing reality whereby out of 1,345 students females are only 390 representing 28.99% the percentage of female at graduate level (figure 11).

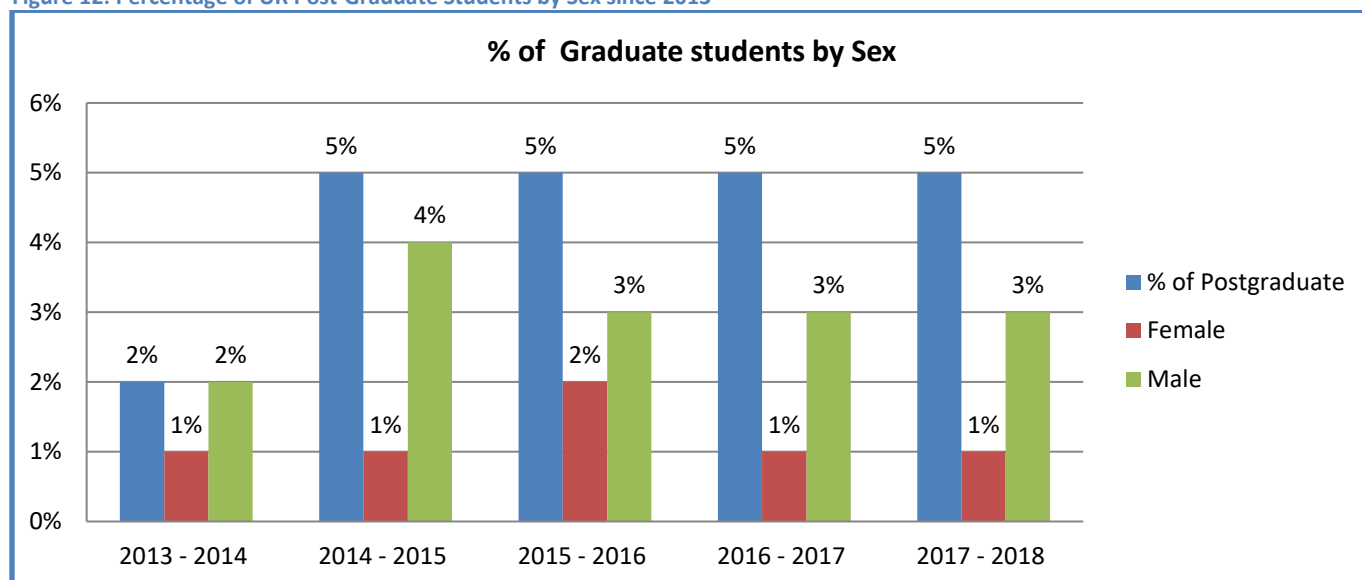
Figure 11: Total Number of UR Graduate Students by Sex Since 2013



Source: MINEDUC, Statistics and Figures, April 2018

It is worrying to see a small percentage of female students in post-graduate programs. As shown in figure12 female students enrolled in UR graduate programme are 290 representing only 1% against 955 male students representing 3% of the total UR students.

Figure 12: Percentage of UR Post-Graduate Students by Sex since 2013



Source: MINEDUC , Statistics and Figures , April 2018

- Females' enrolment in ICT still low:** Other than enrolment rates, gender gaps persist in other areas like student performance, retention and completion. Gender disparities are also visible in Science, Technology, Engineering and Mathematics (STEM) subject areas. The analysis is that College of Science and Technology (CST) has the lowest number of female students (24.20%) , although even in the Social Sciences, Arts and Humanities, the so-called traditional fields for females, enrolments are still way below (27.50%) the desired 50% for there to be gender parity. Key informants from UR, have reported that the situation will certainly be further exacerbated as the new Ministry of Education policy of government sponsorship going 80% to science based -students is being rolled out. UR officials let the public know that the UR entry requirements and procedures could be seen as being too complicated and less as user-friendly, an element that may be more discouraging to female students. (UR Gender Policy 2018; Pp17-20).

- Analyzing the graduates by fields of education, there are more graduates in the field of Social Sciences and Business with 36.7% of the total graduates, followed by education with 19.3% and thirdly in Information and Communication Technologies with 10.7%. By gender, most females graduated in Business, Administration and Law (56.1%) and in Health and Welfare (55.4%); while the males dominate the rest of the fields as observed in figure 13 below.

Figure 13: Students Field of Education

Field of education	2014-2015			2015-2016		
	Male	Female	Total	Male	Female	Total
Education	2,043	1,097	3,140	2,565	2,001	4,566
Arts and humanities	380	123	503	148	64	212
Social Sciences, journalism and information	833	726	1,559	630	508	1,138
Business, Administration and Law	3,339	4,284	7,623	3,807	4,881	8,688
Natural Sciences, Mathematics and Statistics	324	187	511	886	481	1,367
Information and Communication Technologies	956	550	1,506	1,908	636	2,544
Engineering, Manufacturing and construction	2,784	602	3,386	673	230	903
Agriculture, Forestry, fisheries and veterinary	856	303	1,159	667	281	948
Health and Welfare	1,511	1,779	3,290	960	1,193	2,153
Service	0	29	29	530	586	1,116
<b>TOTAL</b>	<b>13,026</b>	<b>9,680</b>	<b>22,706</b>	<b>12,774</b>	<b>10,861</b>	<b>23,635</b>

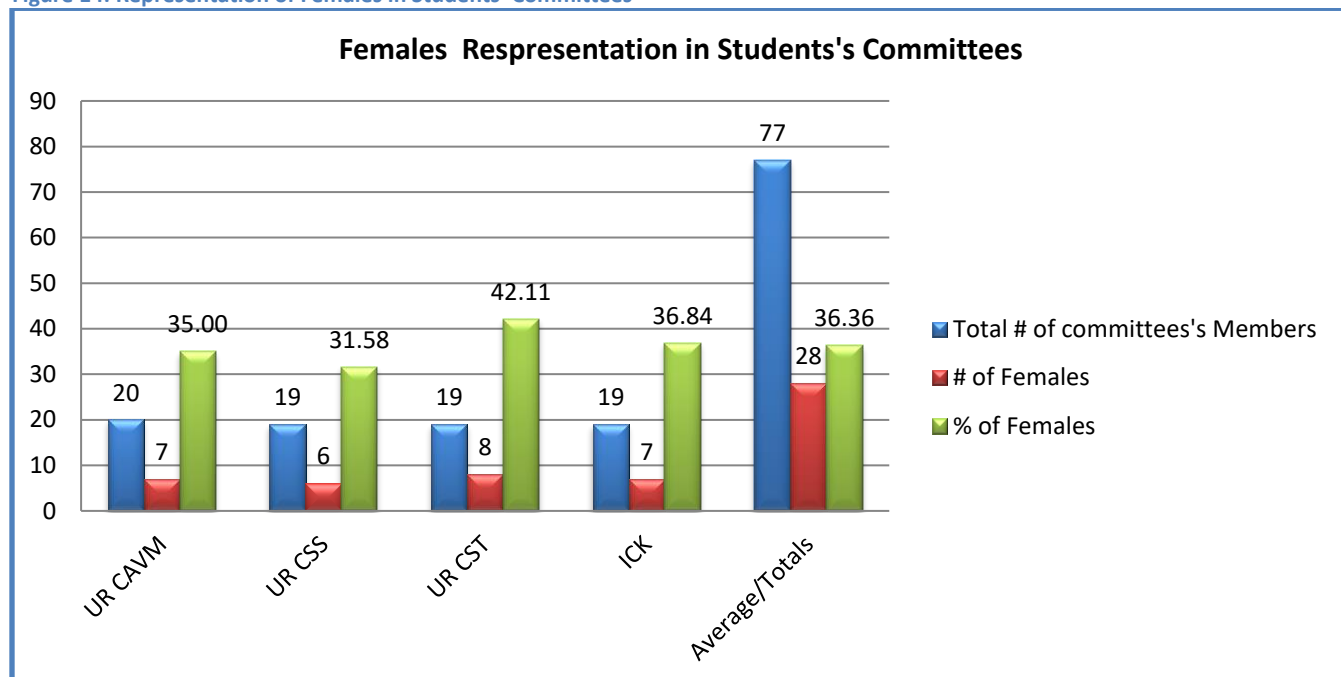
Source: MINEDUC, Statistics and Figures, April 2018

### Low level Representation of Females in Students' Committees

Representation of female students in Students committees is at low level on average at 36.36% (figure 14). Members of Girls Leaders' Forums supported by PF/TH informed that it is not easy to compete when University community has biases on leadership capacities of girls. Girls go for secretary and assistant positions. Committees we are talking about consist of: Students' Executive Committee; Board of Representatives; Ministries and Arbitration Committee.

In UR College of Science and Technology, Girls' representation is 42.11% (8/19 members) being the highest representation followed by ICK with 36.84% of females in students committees. The UR College of Agricultural Science Veterinary Medicine (CAVM) comes in the 3<sup>rd</sup> position followed by UR CSSA (figure 14).

**Figure 14: Representation of Females in Students' Committees**



**Source:** Analysis of data provided by HLIs and Interviewed female Students, members of Girls Leaders' Forum in target 4 HLIs.

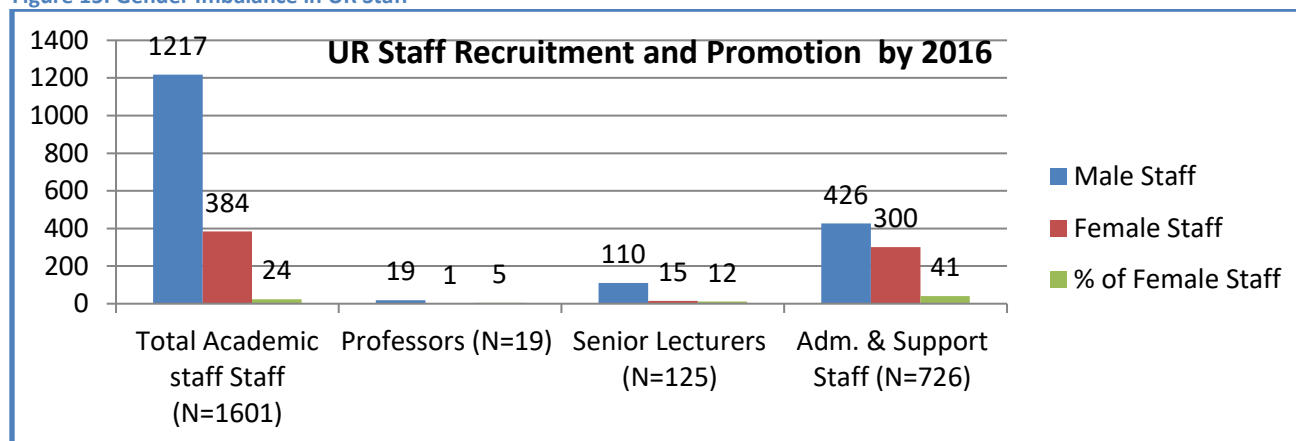
### Gender Imbalances in UR Staff Recruitment and Promotion

The UR Gender Policy 2016, underlines the fact that gender imbalances at UR are not limited to students but are more so reflected within staff recruitment and rankings as well. As shown in figure 15, UR gender statistics by 2016 show that UR has a total number of 1,601 academic staff, of whom 1217 representing 76% are male against 384 females representing 24.0% (figure 15). Needless to say, that a bigger number of the female staff are represented within lower ranks of tutorial assistants and assistant lecturers. By August 2018, UR reported that out of 125 senior lecturers, only 15 are women representing 12% while only one professor among 19 representing 5% is a woman (figure 15). On the contrary a big number of women -300 out of 726 administrative and other support staff- representing 41.3% are females against 58.7% male (figure15).



Even if the recruitment and promotions follow public service regulations and university policies that do not discriminate against women, there is a general feeling amongst men and women that female staffs, especially among female academics face challenges and constraints that come with their reproductive roles. 'This limits their chances to advance their careers, and for them to rise within ranks specified for academic promotions.

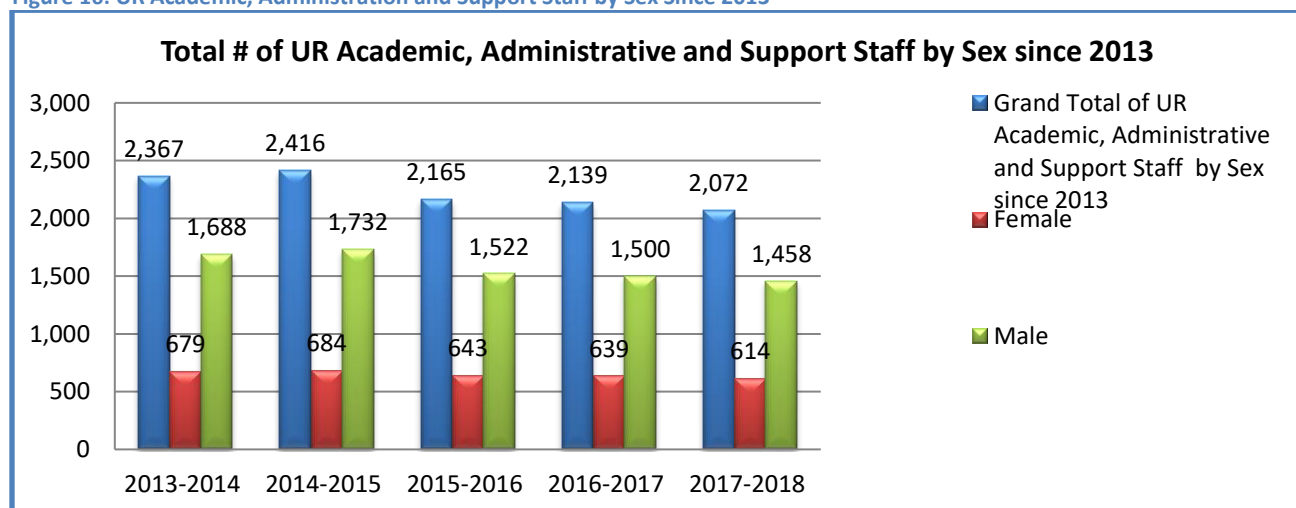
**Figure 15: Gender Imbalance in UR Staff**



**Source: Analysis of MINEDUC , Statistics and Figures , April 2018**

Figure 16 shows that the administrative and support female staff represent 39% and 61% male. The analysis of all UR staff combined (figure 16) since 2013 has shown the number of UR staff decreased from 2,367 in 2013 to 2,072 in 2018. The striking reality is that since 2013 instead of increasing the number of UR female staff reduced from 679 in 2013 to 614 in 2018 (figure 16).

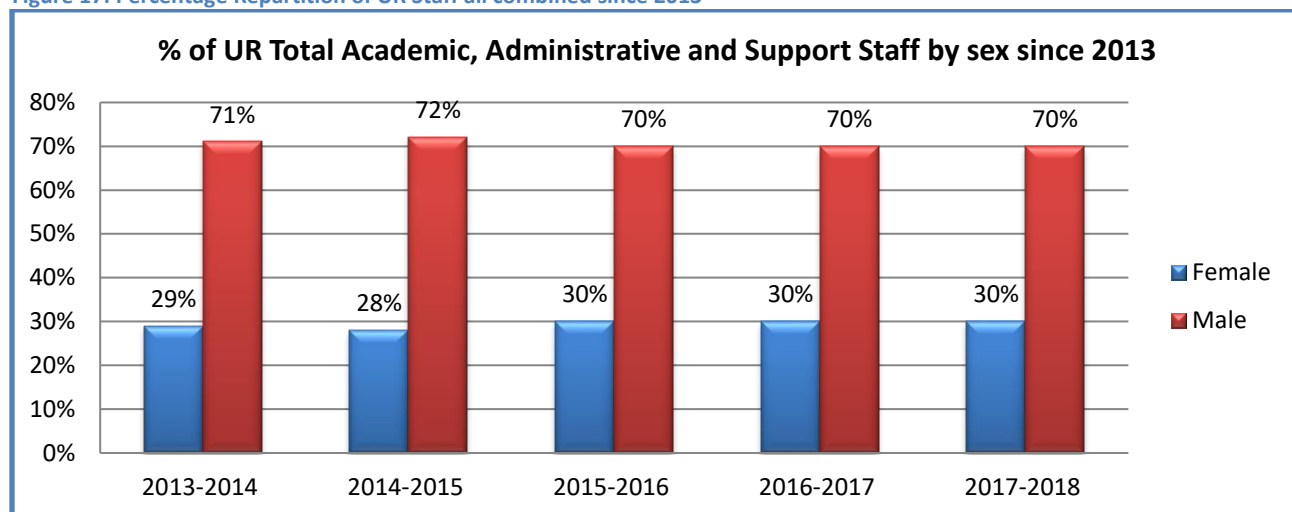
**Figure 16: UR Academic, Administration and Support Staff by Sex Since 2013**



**Source: Analysis of MINEDUC , Statistics and Figures , April 2018**

In terms of percentages, UR female staff (combination of academics, and staff in administration and in support) have varied from 29% in 2013 to 30% in 2018 (figure17).

**Figure 17: Percentage Repartition of UR Staff all combined since 2013**

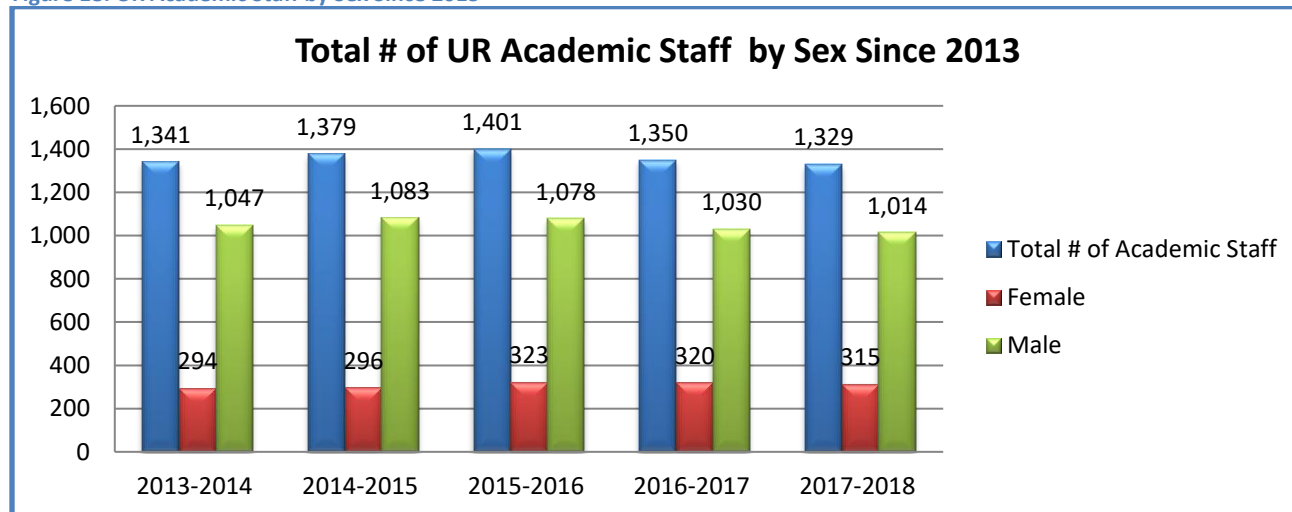


**Source: Analysis of MINEDUC , Statistics and Figures , April 2018**

### Low Females Representation in UR Academic Staff Since 2013

Analysis the representation of female staff in the UR Academic staff, one notes that the trend has not changed much since 2013. Only an increase of 21 staff over a period of five years (from 294 in 2013 to 315 in 2018) meaning an average of only 4 female academic staff recruited every year (figure 18). The analysis shows also that of the 1,329 academic staff in 2018 all 1,014 are male representing 76.29% (figure 18).

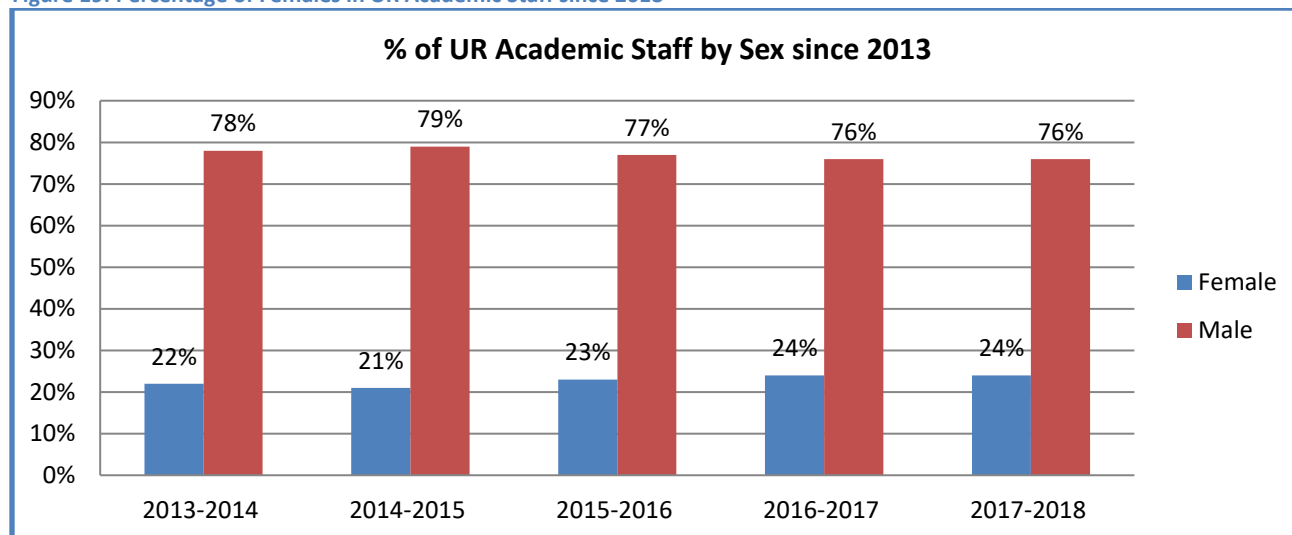
**Figure 18: UR Academic Staff by Sex Since 2013**



**Source: Analysis of MINEDUC , Statistics and Figures , April 2018**

In terms of percentage representation for UR academic staff in 2018 only 24% are females against 76% males (figure 19). In other words, an increase of only 2% of females (from 22% in 2013 to 24% in UR Academic Staff since 2017/2018 (figure 19).

Figure 19: Percentage of Females in UR Academic Staff since 2013

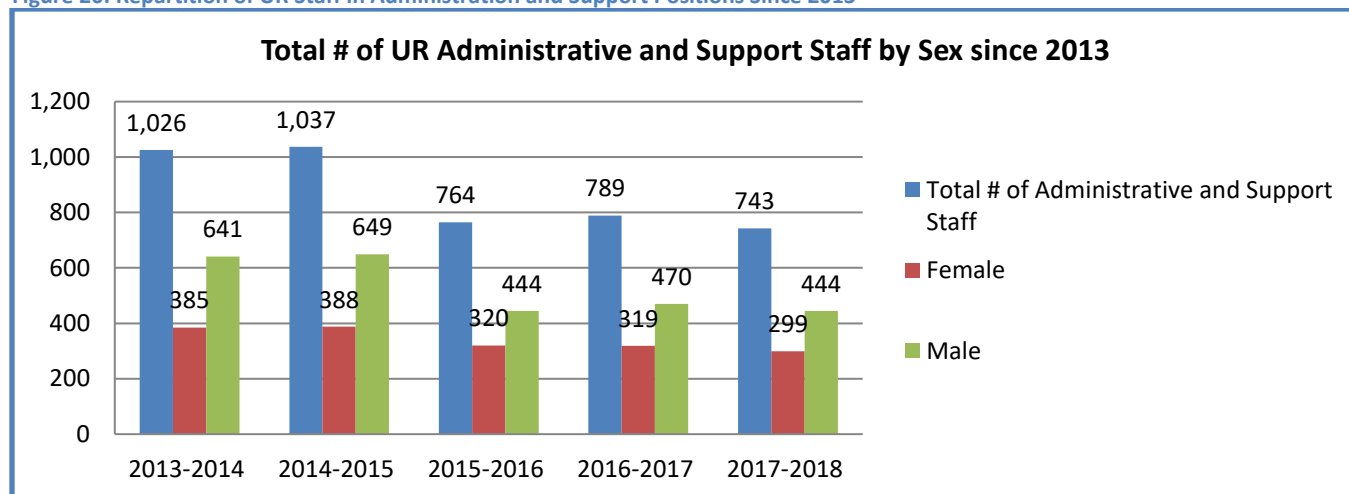


Source: Analysis of MINEDUC , Statistics and Figures , April 2018

### A Big Number of UR Female Staff Employed in Administration and Support Staff Since 2013

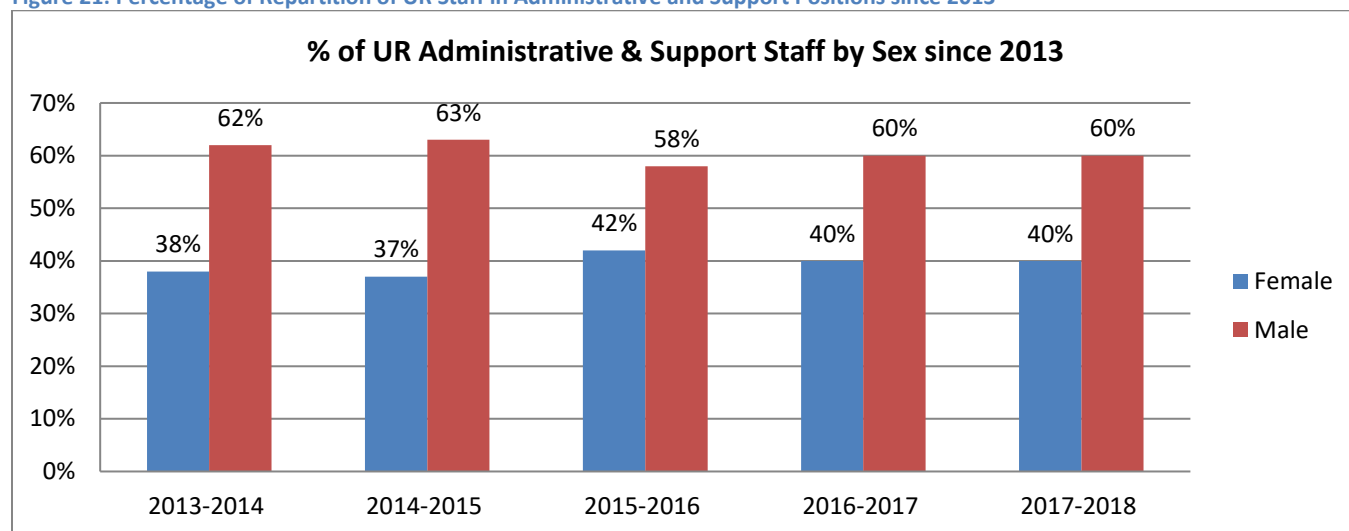
As shown in figures 20, a total of 743 staff for UR 2017-2018 academic year are in administrative and support positions ; and of these females are 299 representing 40% while males are 444 representing 60% (figure21).

Figure 20: Repartition of UR Staff in Administration and Support Positions Since 2013



Source: Analysis of MINEDUC , Statistics and Figures , April 2018

Figure 21: Percentage of Repartition of UR Staff in Administrative and Support Positions since 2013



Source: Analysis of MINEDUC , Statistics and Figures , April 2018

### About the Studying Environment in High Learning Institutions

The analysis has looked at enabling learning facilities and infrastructures. It identified the following gaps:

- The **university curricula and programmes are not engendered**, except for specific topics and specialized gender-related modules and that teaching staff involved in the development of modules are not gender-aware, and therefore may lack the will and skills to mainstream gender in the curriculum, and the classroom at large ( UR Gender Policy 2016);
- **Girls and women's enrollment to ICT is still low** compared to their fellow men and boys. Massive mobilization of girls, communities and parents is a must if girls are to embrace ICT opportunities including up-taking ICT courses;
- It is also reported that there is **less flexibility in the scheduling of UR academic programmes** to meet the needs of various potential students such as working students, stay home mothers and those who wish to study at a distance. Furthermore, the UR does not have outreach program to target secondary schools to attract potential students for its academic programmes.

- The existing physical infrastructure and staff establishment do not match the large numbers of student populations in some departments and colleges. As a result, the University of Rwanda does not offer sufficient support services to the big number of students admitted. There is inadequate lecture space, play areas, washrooms and limited accommodation for students. It is reported that the fact that only a small number of students get residences inside premises of UR Colleges, there are many cases of girls and boys sleeping in the same rented house outside the colleges. Some instances of female and male students sharing bathrooms have been reported in CAVM- due to setting of existing infrastructures that do not enable separation of bathrooms and toilets.
- **Lack of guidelines on how to mainstream gender into different research and innovation areas: Research, innovation and community outreach:** One of the core businesses of UR is to generate knowledge through research and innovation, and community outreach. Often promotions within universities are mainly acquired through attainment of research skills that lead to publications. Like in most other areas of the university, female staffs at UR are in the minority when it comes to carrying out research, managing research projects, and grants. However, there are no concrete guidelines on how to mainstream gender into different research areas, yet gender issues are diverse and could be more extensively researched in all UR colleges and programmes.
- **Delays in getting their** living allowances have been reported by students in all UR colleges to cause negative damages to students mainly new female comers often pushing them to engage in unhealthy behaviours for their survival. As reported, sometimes students wait for about 3 months to get their living allowances. Many cases of unwanted pregnancies, STIs have been reported resulting from the situation as girls are easily corrupt by males for their survival. In some cases there have been a few cases of reported abortion cases.

## PART IV: CONCLUSION& RECOMMENDATIONS

### 5.1. CONCLUSION

This comparative analysis is not exhaustive as it was limited in scope and representation of districts and HLIs as it focused only on those districts targeted by **EWPAD** project being implemented by PFTH under funding from Norwegian Peoples' Aid (NPA). However, the findings have been debated and validated as reflecting key gaps to address in regards to gender mainstreaming in districts and HLIs plans and promotion of females' representation in both elected and non-elected positions. Discussion with different key informants has informed the analysis that the same findings may reflect more or less the same reality in other districts of the country. We are therefore persuaded that this analysis offers the basis for advocacy to improve the situation as stated in formulated recommendations.

Recommendations have been formulated in recognition of major gaps identified in promotion of gender equality at district and HLI levels and of the magnitude of GBV in Rwanda. The analysis acknowledges the important role that top leadership in the district and HLIs can play in promoting active female participation in leadership positions; hence the call for comprehensive gender analysis before planning and budgeting at district level.

The analysis concluded that measuring progress in GBV prevention and response will require deliberate choices to define clear GBV indicators to be part and parcel of district performance objectives IMIHIGO, adopting sexual harassment policy; and putting in place confidential GBV reporting channels to break the silence culture (CECEKA) around GBV. As for HLIs, MINEDUC and UR are called upon to push for more special measures to attract more female students to enroll and complete their university studies.

Finally, the analysis acknowledges limitations in getting necessary data from private high learning institutions which would be pivotal in drawing comparison between governments sponsored HLIs versus Private HLIs.

## 5.2. RECOMMENDATIONS

The following table summarizes key recommendations by indicating the institutions to address raised issues or gaps:

Identified Gaps/issues	Recommendations	Institutions
The study raised an eyebrow to lack of gender analysis before planning and budgeting for gender equality and GBV prevention and response, without sound district gender analysis	Make it a culture to conduct a gender analysis to identify gender disparities/imbbalances as a basis for planning and budgeting. This can be done at each sector and cell levels.	Heads of all Units at district level
Integration of gender issues into planning and budgeting tools at district level remains critical.  District Gender Budget Statements (GBS) as there are lack baseline benchmarks to measure against after the execution of the GBS.	District gender officers, planners and budget committees to agree on baseline benchmarks to measure against.  Review financial guidelines for development of Gender Budget Statements to include a stand-alone budget line for promotion of Gender Equality and GBV prevention and response.	District gender officers, Planners and budget committees  MINALOC & MINICOFIN to develop guidelines
Low female representation in technocrats' positions while for elected positions women's representation in leadership is slightly higher than 30%.	Mobilize women and girls to aspire to top leadership positions.  Carry out researches and assessments on whether technocrats' job conditions and requirements such are key barriers preventing females from aspiring and applying for those positions.	Pro-Femmes Twese Hamwe; Districts and all development partners
The Rwanda Labour Law promoting competition is being used without putting in place <b>practical mechanisms</b> or <b>making deliberate choices</b> to uplift women and girls to the level of competition.	There is urgency to analyze the Rwanda Labour Law to identify gaps or sections/articles that may lead to gender blind  Establish at district and sector levels career guidance desks with deliberate intentions to motivate and mobilize more females in those jobs/positions that are highly competitive.  Districts to encourage women and girls to apply for decision making positions in their recruitment notices/Job adverts.	RALGA, Public Service Commission; PF/TH and any other development partner.  Districts

<p>The CECEKA (Silence) culture) about GBV cases in working environment has been highlighted across all districts from both interviews with key informants and FGDs. The same has been reported in HLIs.</p> <p>Most mentors in HLIs are males (since the largest number of academic staff are male), and female students are not opening up to them for GBV case reporting.</p> <p>At district level there is no person appointed to handle any GBV case that may arise.</p>	<p>All districts and HLIs should <b>have sexual harassment Policy</b> and train all officials and staff in the policy</p> <p>All District and HLIs should <b>design confidential reporting channels of GBV</b> cases in working environment; and educate members of their institutions on the use.</p> <p>Districts and HLIs still need to raise awareness among staff and students about GBV and Sexual Harassment issues.</p>	<p>Districts</p> <p>HLIs</p>
<p>It is commendable that the University of Rwanda has developed a Gender Policy (August 2016); however the <b>dissemination and explanation of the policy</b> to all colleges under UR is yet to be done formally.</p> <p>There is no Gender Policy in ICK,</p>	<p>All UR Colleges officials (decision makers and planners) should be trained on the promotion of gender equality and women's empowerment in research, teaching and learning, community engagement, students' and staff choices, infrastructure and systems development, decision making and financial processes.</p> <p>MINEDUC should make it a mandatory requirement for all HLIs to have in place a Gender Policy and Sexual Harassment Policy; and provide guidelines on how to implement them.</p>	<p>UR,</p> <p>MINEDUC</p>
<p>Additional to disparities in student's enrolment rates for both female and male students, gender gaps persist in other areas like student performance, retention and completion.</p> <p>Students and some UR staff are worried of the negative impact of the newly adopted government approach to stop sponsoring students but rather use the loan system on the number of females going to high learning institutions. Not only there is fear of how to pay back the loan but also there is that long process applying for the loan and changing parents' mindset to let their daughters apply for loans.</p>	<p>The UR and all its colleges to plan for outreach visits to secondary schools to motivate girls to aspire for high learning.</p> <p>The UR to undertake an initiative to set aside <b>Excellence Sponsorship Program</b> specific to only females (girls) who aspire to undertake sciences, technology, physics and mathematics.</p> <p>UR, Government and Development partners to assess the impact/effects of newly adopted loan system on females' enrolment in public HLIs;</p>	<p>UR</p> <p>UR</p> <p>UR, MINEDUC, Pro-Femmes Twese Hamwe and other Development Partners</p>



<p>The <b>Hostel environment</b> in some UR colleges is such that it can easily increase GBV cases as girls and boys share same hostel buildings therefore sharing same bathrooms.</p> <p>UR across all colleges has limited rooms in hostels leading into sexual exploitation of new students by old students who host them (offer them to share their rooms-"sharing ghettos") outside the campus as the former await for their rooms.</p>	<p>UR must separate hostel building and bathrooms ( in those colleges whereby female and male students share the same hostel building)</p>	<p>UR</p>
<p><b>Delays in getting their</b> living allowances have caused negative damages to students mainly new female comers often pushing them to engage in unhealthy behaviours for their survival. Many cases of unwanted pregnancies, STIs have been reported; while abortion cases are rarely known or reported.</p>	<p>MINEDUC and BRD should send living allowances on time and if possible advances in the beginning of the term as soon as students arrive to their colleges.</p>	<p>MINEDUC BRD</p>
<p>In students' committees, girls representing other female students occupy (in most cases) leadership positions such as deputies, assistants or secretaries in students' committees or classrooms. On the other hand boys occupy top leadership positions</p>	<p>There is urgency to sensitize both lecturers and students to change their mindset and biases that girls should be deputies, assistants or secretaries in students' committees or classrooms but rather they should be encouraged to undertake top leadership positions. The recommendation targets both public and private HLIs .</p>	<p>Leaders of HLIs ,</p>

## ANNEXES

### Annex 1: Consulted Sources

1. Republic of Rwanda; Rwanda Vision 2020; Revised Version 2012
2. The 2017-2024 National Strategy for Transformation (NST1)
3. The Constitution of the Republic of Rwanda of 2003 revised in 2015
4. MINISTRY OF HEALTH; RNP; MIGEPROF (ISANGE ONE STOP CENTERS MULTI-SECTORAL STANDARD OPERATING PROCEDURES (SOPS); April 2015
5. CLADHO's Rapid Assessment on Teenage Pregnancy in Rwanda; 2016
6. Law N°68/2018 of 30/08/2018 determining offences and penalties in general for child defilement and GBV
7. Law N°32/2016 of 28/08/2016 governing persons and family
8. Law N°27/2016 of 08/07/2016 governing matrimonial regimes donations and successions
9. Law N°54/2011 of 14/12/2011 relating to the rights and the protection of the Child.
10. Law N° 43/2013 of 16/06/2013 governing land in Rwanda
11. Law No 59/2008 of 10<sup>th</sup> September 2008, on the Prevention and Punishment of Gender-Based Violence
12. Law No 13/2009 of 27<sup>th</sup> May 2009, Regulating Labor in Rwanda
13. Ministerial order n°002/08.11 of 11/02/2014 on court fees in civil, commercial, social and administrative matters
14. National Gender Policy (2010)
15. National Policy against Gender Based violence (2011)
16. National Integrated Child Rights Policy (2011)
17. Gender budgeting guidelines (2008)
18. University of Rwanda : Gender Policy; August 2016
19. University of Rwanda, Facts and Figures, March 2016;
20. University of Rwanda, Facts and Figures; 2013-2018
21. Pro-Femmes Twese Hamwe EWOPAD project documents and field assessment on teenage pregnancies, GBV and women's empowerment.
22. Gakenke District Led Strategy 2016-2018; Performance Objectives ( IMIHIGO) 2017-2018 ; and IMIHIGO 2018-2019; District GBS 2017-2018
23. Gatsibo District Development Plan 2013-2018 final version; Performance Objectives ( IMIHIGO) 2018-2019; District GBS 2017-2018;
24. Ngororero District Development Plan 2013-2018 final version- May 2013 Performance Objectives (IMIHIGO) 2017-2018 ; and District GBS 2017-2018
25. Nyaruguru District Development Plan 2013/2014-2017/2018 (January 2013); District Performance Objectives 2017/2018; and District 2017 GBS;
- 26.

## Annex 2: List of Institutions represented in the Validation workshop

- Norwegian Peoples' Aid (NPA)
- Pro-Femmes Twese Hamwe (PF/TH)
- Rwanda Women Network
- PWDN
- CLADHO
- Women Forum
- COPORWA
- Reseau des Femmes
- SEVOTA
- UR College of Agriculture , Animal and Veterinary Medecine ( Busogo Campus)
- UR College of Science and Technology
- Girls Leadership Forum –National Level Coordination
- Girls Leadership Forum -Busogo Campus
- Girls Leadership Forum –HUYE Campus
- Girls Leadership Forum – former KIST Campus
- Ngororero District
- Girls Leadership Forum -UCK

## Annex 3: Guiding Questions for District Respondents

**Name of the District:**

**Name of the Key Informant:**

Questions to answer	Yes /Explanation
<b>A Policy framework</b>	
1. Does district Development Plan include Gender Policy (how the district promotes Gender) adapted from National Gender Policy?	
2. Does District Annual Performance Objectives (IMIHIGO) have specific Indicators on Gender Equality Promotion?	
3. Does District Annual Performance Objectives (IMIHIGO) have a specific Indicator on promotion of Women and Girls' leadership	
4. Does the District Annual Performance Objectives ( IMIHIGO) have specific Indicator(s) on GBV prevention and response	
5. Does the district have mechanisms to promote and/or assess gender equality in Non-State Actors (NGO; PS; churches etc..) ?	
6. If yes; are those mechanisms communicated or made public to the general public or Non-State Actors?	
<b>B. Gender Equality Promotion in Employment</b>	
7. Does the district have a gender sensitive recruitment policy? If yes, what does it say?	
8. How many females and males among District top leadership (Mayor, Vice mayors and Executive Secretary)	
9. How many females and males among district Heads (Directors) of	

units?	
10. How many females and males in district Counsel (InamaNjyanama) ?	
11. Out of the total number of district staff (including top leaders) How many are they females and males ?	
12. Among heads of health <del>centres</del> centres how many are they females and males?	
13. How many females and males among heads of secondary schools?	
14. Out of all heads of Primary schools how many females and males?	
15. Out of all executive secretaries of sectors how many are females and males?	
16. How many females and males heading Sector Counsels (Njyanamay'umurenge)?	
17. Out of all Executive secretaries of cells how many females and males?	
<b>C. District Budgeting ( Budget officer)</b>	
18. Does the district Budget have a specific budget line on the promotion of Gender Equality; GBV prevention and response? (please be specific on what is included in the budget- budget breakdown)	
19. How much of the district budget is allocated to the promotion of Gender equality, GBV prevention and response ( the budget may include dissemination of Gender Policy; Behaviour change communications etc.; GBV prevention events)	
20. How much budget does the district allocate to key sectors that allow women to get active in economic and leadership activities:	
20.1.Early Child Education Centres:'	
20.2.Availability of clean Water ( water Points);	
20.3.Techniques of Rainwater harvesting	
20.4.Cooking energy : (Improved Cooking stoves; construction of Bio-gas)	
20.5.Access to market: construction of markets; of road to reach market easily support to adult literacy for both women and men to know how to read and write	
<b>D. Environment and Infrastructure to Promote Gender Equality</b>	
21. Does the district have sexual harassment policy?	
22. Does the district have confidential reporting mechanism of sexual harassment?	
23. Does the district have GBV reporting system within their office environment?	
24. Does district has private toilets for both female and male staff?	
25. Does the district have public toilets for both females and males?	
26. Does the district have adapted sports for both female and male staff	
27. Does district promote women's sport? If yes what practical mechanisms are	
28. Does the district verify or assess whether public venues (Hospitals, markets, schools, hotels, banks, bars) have toilets for both females and males?	
29. Does the district monitor or assess whether schools have adapted sports for both female and male students	

### Open Questions

1. What do you think are reasons for small or big number of females among key/high level leadership positions in your district?	
2. What do you recommend to improve / push forward (Gusigasira)?	
3. What are key challenges do you face in promoting women's participation in leadership positions?	

### Annex 4: Guiding Questions for Students (Girls Leaders' Forum)

#### Open Questions

1. How do you operate
2. How does the leadership support you
3. What are challenges
4. What recommendations

Questions to answer	Yes /Explanation
<b>A Policy framework</b>	
1. Are you aware of the UR Gender Policy?	
2. Does the Institution have Gender Policy (how the district will promote Gender) adapted from National UR Gender Policy?	
3. What mechanisms does the HLI have in place to promote Gender Equality Promotion?	
4. Does HLI Annual Performance Objectives have specific Indicators on promotion of Women and Girls' leadership	
5. Does the HLI Annual Performance Objectives have specific Indicator(s) on GBV prevention and response	
6. Does the HLI have specified mechanisms to promote gender equality and Girls' leadership among students' structures and clubs?	
7. Does the HLI have Gender Champion(s)?	
8. Does the HLI have a gender sensitive recruitment policy?	
<b>B. Gender Equality Promotion in Employment</b>	
9. How many females out of top University leadership ( The University Board of Governors ; The University Senior Management Council; The University Senate ; The College Council and Campus Coordination Committee;)	
10. Out of all Deans/Directors, Heads of Departments/Centres and Units how many females and males?	
11. Out of the total staff (all combined) how many are females and males?	
12. Does the institution has a policy to promote girls' leadership among students' leadership structures?	
13. Out of students elected representatives how many are they females and males?	
14. Out of College/Campus Gender Mainstreaming Committees (GMCs) how many are they females and males?	

15. Does the institution has Students' Gender Clubs (SGCs) committee?	
<b>C. Environment and Infrastructure to Promote Gender Equality</b>	
<b>16. Do you have sexual harassment ?</b>	
17. Does the university have toilets for both female and male staff?	
18. Does the University have public toilets for both females and males?	
19. Does the university have adapted sports for both females and males	
20. Has the Institution developed harassment policy	
21. Has the institution developed behavior communication materials about sexual harassment and GBV prevention and response?	

### Guiding Questions for High Learning Institutions Key Informants

Questions to answer	Yes /Explanation
<b>A. Policy framework</b>	
22. Do all colleges under UR have a copy of UR Gender Policy	
23. Do all Colleges under UR have simplified guidelines on how <del>the</del> they will implement UR Gender Policy?	
24. Doe UR have Sexual harassment Policy	
25. If Yes is this sexual harassment policy shared with all UR colleges	
<b>B. Recruitment and Placement of UR Staff</b>	
26. In total how many UR female and male staff from top down to supporting staff (including all colleges?	
27. How many female and male staff of each college ( kindly include all colleges)	
28. In top leadership UR team (Board) how many females versus males?	<ul style="list-style-type: none"> <li>• UR Board:</li> <li>• UR Senior Management Counsel:</li> <li>• UR Senate:</li> <li>• The College Counsel:</li> <li>• The Campus Coordination Committees:</li> </ul>
29. How many females out of all heads of sections	<ul style="list-style-type: none"> <li>• # of female Principals out of the UR total #:</li> <li>• # of female deans out of the UR total #:</li> <li>• # of female Heads of Departments/Centres and Units out of the UR total #:</li> </ul>
30. In total how many female and male Professors does UR have?	<ul style="list-style-type: none"> <li>• Total UR Professors:</li> <li>• Female Professors :</li> <li>• Male Professors :</li> </ul>
31. In total how many female and male senior lecturers does UR have combining all colleges?	<ul style="list-style-type: none"> <li>• Total UR Senior Lectures:</li> <li>• Female Senior Lectures :</li> <li>• Male Senior Lectures :</li> </ul>
<b>C. Students 's enrolment, Performance and completion</b>	
32. What is the percentage of females against males	<ul style="list-style-type: none"> <li>• 2016 = Females.....Males.....</li> </ul>

admitted to UR over the past 3 years?	<ul style="list-style-type: none"> <li>• 2017 = Females.....Males.....</li> <li>• 2018 = Females.....Males.....</li> </ul>
33. How many females and males enrolled in UR in the last 3 years?	<ul style="list-style-type: none"> <li>• 2016 = Females.....Males.....</li> <li>• 2017 = Females.....Males.....</li> <li>• 2018 = Females.....Males.....</li> </ul>
34. What is the breakdown of the number of female students per college in 2018 ?	<ul style="list-style-type: none"> <li>• CASS, = Females.....Males.....</li> <li>• CE = Females.....Males.....</li> <li>• CBE = Females.....Males.....</li> <li>• CMHS= Females.....Males.....</li> <li>• CST= Females.....Males.....</li> </ul>
35. The reality with female students is that they have often enrolled in those so-called traditional fields (social sciences, arts and humanities) ; do we have a parity (50%) in these fields? Please clarify with some statistics	<ul style="list-style-type: none"> <li>• Total # of students enrolled in field of sciences:</li> <li>• # Females enrolled in field of sciences :</li> <li>• Total # of students enrolled in field of social sciences:</li> <li>• # of Females enrolled in field of social sciences:</li> </ul>
<b>D. Curriculum and learning Environment</b>	•
1. Would you say that staff involved in developing UR curriculum are gender sensitive?	
2. At what rate would you rank gender mainstreaming in UR programs?	<ul style="list-style-type: none"> <li>• 100% :</li> <li>• 80% :</li> <li>• 60% :</li> <li>• Below 50%:</li> </ul>
3. Do you think UR programs are inclusive? e.g:	<ul style="list-style-type: none"> <li>• Meeting special needs student mothers?</li> <li>• Needs of students with disability</li> <li>• Needs of long distance students?</li> </ul>
1. Do all UR colleges with resident students have separate hostels for both female and male students?	
2. Do all UR colleges with resident students have separate shower rooms for both female and males students	
3. Do all UR colleges have separate toilets for both females and males?	
4. Do UR colleges have enough physical infrastructures for accommodating all students?	
5. Do all UR colleges have sports equipment and infrastructure to take care of special needs for female students?	
6. Does UR have behavior change communication program about Gender Equality Promotion, fight against sexual harassment and GBV?	

**For further information, please get in touch with the consultant assisting in the assignment at Innocent HITAYEZU; Email: [hinnoc04@yahoo.fr](mailto:hinnoc04@yahoo.fr)/[innohita@gmail.com](mailto:innohita@gmail.com) ; Mobile: +250781453173**