## Institutional and societal factors that impede or promote women access and participation in PhD Education: Case Study National University of Rwanda

## By

## Verdiana Grace MASANJA

 National University of Rwanda

## National Context

## Rwanda Law requires 30\% women representation

On the political front Rwanda has attained this and above

However further scrutiny shows continued male dominance and stereotyping

## Male dominance is positions traditionally occupied by men

Ministers - 28.6\%,

Mayors of Districts 10.0\%,

CEO's of Public Institutions - 33.4\%,

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\begin{gathered}
\text { Judges of High Courts } \\
-25 \%,
\end{gathered}
$$

State ministers - 33.3\%,

CEOs of Public Institutions - 15.7\%,

## Gender stereotyping persists in civil service

Ministers - 28.6\% -
Permanent Secretaries - 50\%,

## Mayors of Districts - 10.0\%,

0 Vice mayors Economic Development - 16.7\%, Vice Mayors Social Affairs - 83.3\%,

Sector Executive Secretaries - 9.1\%, Cell Executive Secretaries - 37.7\%.

## Higher education sector status in 2011

## In 2011 Rwanda Higher Education Sector had:

Total: 2,412 academic staff, with PhD 367, Masters 1,057, bachelors 846, below bachelors 142.

Women: total 500 (21\%), with PhD 45 (12\%) , with masters 195 (18\%), bachelors holders 209 (25\%) and below that 51 (36\%)
5.9\% of all VC were women, 5.0\% Deputy VCs for Academic Affairs and 5.3\% Deputy VCs Administration and Finance

## NUR EFFORTS TO COMPLY WITH LAW



## Trends in gender

|  | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total No. students | $\begin{aligned} & 8,091 \\ & (27 \%) \end{aligned}$ | $\begin{aligned} & 7,048 \\ & (25 \%) \end{aligned}$ | $\begin{aligned} & 8,350 \\ & (31 \%) \end{aligned}$ | $\begin{aligned} & 9,948 \\ & (30 \%) \end{aligned}$ | $\begin{array}{r} 11,994 \\ (30 \%) \end{array}$ | $\begin{array}{r} 12,366 \\ (30 \%) \end{array}$ | $\begin{array}{r} 10,966 \\ (30 \%) \end{array}$ |
| No. Post- <br> grad <br> students | $\begin{array}{r} 298 \\ (22 \%) \end{array}$ | $\begin{array}{r} 249 \\ (19 \%) \end{array}$ | $\begin{array}{r} 275 \\ (18 \%) \end{array}$ | $\begin{array}{r} 303 \\ (18 \%) \end{array}$ | $\begin{array}{r} 688 \\ (26 \%) \end{array}$ | $\begin{array}{r} 1070 \\ (26 \%) \end{array}$ | $\begin{aligned} & 1,122 \\ & (32 \%) \end{aligned}$ |
| No. <br> Academic <br> Staff | 404 | 482 | $\begin{array}{r} 515 \\ (21 \%) \end{array}$ | $\begin{array}{r} 542 \\ (21 \%) \end{array}$ | $\begin{array}{r} 536 \\ (21 \%) \end{array}$ | $\begin{array}{r} 504 \\ (21 \%) \end{array}$ | $\begin{array}{r} 484 \\ (21 \%) \end{array}$ |
| No. <br> Academic <br> staff with <br> PhD | $\begin{array}{r} 78 \\ \text { (n. a.) } \end{array}$ | $\begin{array}{r} 90 \\ (4 \% .) \end{array}$ | $\begin{array}{r} 110 \\ (9 \%) \end{array}$ | $\begin{array}{r} 114 \\ (12 \%) \end{array}$ | $\begin{array}{r} 126 \\ (11 \%) \end{array}$ | $\begin{array}{r} 111 \\ (13 \%) \end{array}$ | $\begin{array}{r} 112 \\ (13 \%) \end{array}$ |
| No. NUR Staff enrolled in PhD studies | $\begin{array}{r} 17 \\ (6 \%) \end{array}$ | $\begin{array}{r} 134 \\ (15 \%) \end{array}$ | $\begin{array}{r} 120 \\ (23 \%) \end{array}$ | $\begin{array}{r} 71 \\ (31 \%) \end{array}$ | $\begin{array}{r} 111 \\ (31 \%) \end{array}$ | $\begin{array}{r} 111 \\ (31 \%) \end{array}$ | $\begin{array}{r} 101 \\ (37 \%) \end{array}$ |

## NUR status May 2012



## Quantitative data established that:



## Requires redefining objectives

Core to women's slow progression is their low participation rate in scholarly works and knowledge generation

Qualitative study was conducted in 2010/2011 to illuminate factors that prevent women from undertaking PhD studies, research and publishing

Some of the questions we tried to find answers are given on the next slide

How does the access, recruitment and promotion of female staff members compare to that of males?

How have members of staff from different categories succeeded in their careers?

What factors constrain men and women from pursuing research and publishing?
How has day-to-day faculty work interfered with or stimulated the working life of women as compared to men in terms of involvement in research and publishing?

What kind of gendered knowledge exists at NUR and how this affects their jobs?
How do the career aspirations of women interface with gender inequality at NUR and with family and society?

What factors foster women's involvement in research and publication in some areas but not in others?

What are the home-based factors that hinder women in their career choices?

How do cultural conventions prevent women from being active in academia?

## FINDINGS

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## Work Load

## Unequal

 distribution of workload due to the vertical relationship that exists between higher occupational status (mainly male) and low status (mainly women) - in addition to teaching
## Research and Publications



## Concern and suggestions



## Institutional culture and power

## structure



## PhD Studies by women

PhD is prerequisite to senior academic and decision making positions, lack of women in decision making leads to gender discrimination

Conflict between reproductive rights and career as women; PhD training mostly abroad in taking four to five years: Women have small children, the choice is between their children or PhD studies

## Men do that without hesitations

## Family and Societal factors

factors at family and societal level include the long held traditional beliefs - even when husbands are ready to help, women hesitate e.g. help in house chores, taking turns to go for studies while men take care of children

## The study confirmed that



## Organisational

 culture and various functions are strongly influenced by the way things have always been done.policies consist of a set of guidelines.
organisational change happen;


Only people can make

presentation on NUR

## Transformation requires readiness

For a successful transformation both men and women, in senior and junior ranks, must be ready and committed to bringing forth change.

Everyone must understand the reasons for change, and these must be explained clearly through dialogue.

It could be argued that the obstacles female academics face at different levels need to be fought officially at the institutional level and through the targeting of mangers, teachers, families and community members.

## NUR has started the journey

Women focused programs

- Flexible PhD program for women
- In-house PhD program
- Women mentorship program


## Gender policy and

 strategic plan
## Thank You



