



FAWE Rwanda Chapter

Forum for African Women Educationalists

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**FAWE Rwanda's contribution to gender equality in
education for girls**

Presented by Josephine KOBUSINGYE
FAWE Rwanda
jkobusingye@fawerwa.org
fawerwa.org



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FAWE

Vision: A world in which all African girls have access to education, perform well and complete their studies, and where gender disparities in education are eliminated.

Mission: To promote gender equity and equality in education in Africa by fostering positive policies, practices and attitudes towards girls education.

FAWE works in 33 countries and 34 chapters:

FAWE'S ADMINISTRATIVE CLUSTERS



Benin, Burkina Faso, Burundi, Cameroon, Chad, Congo, Comoros, Democratic Republic of Congo, Ethiopia, Gabon, The Gambia, Ghana, Guinea, Kenya, Liberia, Madagascar, Malawi, Mali, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Seychelles, Sierra Leone, Somalia, South Sudan, Swaziland, Tanzania, Togo, Uganda, Zambia, Zanzibar, Zimbabwe.



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What FAWE does?

- ❑ **Influence policy** change and practice
- ❑ **Demonstrate good practices** using our tried and tested gender responsive models
- ❑ **Research** informs all our work
- ❑ **Engage** governments, communities and beneficiaries at the heart of our work





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Why we do it?

- ❑ Education is a **human right**
- ❑ Empowering girls and women through education also has **economic benefits**
- ❑ Many African girls are not in school. Among those that do go to school, many are **not performing well** or are **dropping out**.





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FAWE Rwanda

- ❑ FAWE Rwanda established in 1997
- ❑ Girls access is no longer an issue, gender parity in education is achieved (MDGs 2,3)
 - ❑ At primary level since 2005
 - ❑ At secondary school since 2015
- ❑ Issues: low performance, high drop outs (5.6%), low enrolment in higher education (45.3% overall, only 34% in public sector institutions), under representation in TVET

(Source: MINEDUC statistical yearbook 2017)



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Policy and advocacy for girls' education

- ❑ **Constitution:** equal rights, at least 30% women in all decision making positions
- ❑ **Strong high-level advocacy:** the First Lady is one of the champions!
 - ❑ Best performing girls award, Imbutu Foundation
- ❑ **Influencing policies:**
 - ❑ National girls' education policy (2008, revised in 2012)
 - ❑ National guidelines/standards for girl-friendly schools (provision of a girls' room in all schools)
 - ❑ Engage in policy dialogue for gender mainstreaming



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Interventions to promote girls' education

- ❑ **2 Centres of Excellence:** FAWE Girls Schools in Gisozi and Gahini offering STEM curricula
 - ❑ Trained Teachers in Gender responsive pedagogy
 - ❑ TUSEME clubs (SPEAK OUT)
 - ❑ Scholarships for smart girls from disadvantaged households
 - ❑ Mentoring and support
 - ❑ STEM camps and clinics
- ❑ This package is currently replicated in 17 other public schools

STEM FOR GIRLS

Why do girls underperform in STEM?

- ❑ Negative cultural perception about girls and STEM
- ❑ Teacher pedagogical skills
- ❑ Lack of female role models in STEM
- ❑ Stereotype curriculum content, Teacher and Learner, etc



STEM FOR GIRLS

Other interventions to promote STEM for Girls

- ❑ Organisation of science camps/clinics for girls
 - ❑ So far, 500 girls trained in coding, robotics
 - ❑ STEM mentorship camps for 200 girls in S1 (or grade 7)
- ❑ Organisation of STEM Expo for girls
- ❑ Exposure visit to industries for students
- ❑ STEM Competitions
 - ❑ Girls in ICT: Miss Geek (now Africa competition)
 - ❑ STEM Olympiads (coming up)
 - ❑ Community outreach to educate parents (together with AIMS, African Institute for Mathematical Sciences)

Gender Responsive Pedagogy

FAWE GRP, one of the flagship programs

GRP **aims** to build the capacity of teachers to adopt teaching practices that promote equal treatment and participation of girls and boys within the school learning environment.

“GRP trains a teacher to **inspire hope, ignite the imagination and instil a love of learning** in both female and male learners”

Brad Henry

Gender Responsive Pedagogy

FAWE trained 54 national trainers drawn from partner schools and the FAWE alumni in GRP.



Gender Responsive Pedagogy

Disaggregated data of GRP training offered by FAWE Rwanda with partners:

TEACHERS TRAINED IN GENDER RESPONSIVE PEDAGOGY			
Partner	Number trained		
	Females trained	Males trained	Total number trained
CoEs FAWE Gisozi & FAWE Gahini	19	61	80
UNICEF in child friendly schools	54	54	108
Plan Rwanda in the PPA2 Program	20	35	55
Mastercard Foundation Scholars Program	112	247	359
AIMS/REB/CE-RUKARA	46	74	120
TOTAL	251	471	722

TUSEME

- Swahili for “speak up”.
- Tuseme is a **youth empowerment program** in which both boys and girls are trained to scan their environment, find out their problems, analyse them, look for their role in them, propose solutions and speak up through songs, theatre and poems.
- There are 17 Tuseme clubs (one in each partner school). These also impact on neighbouring schools.
- Implementation with different partners, such as UNICEF, Plan International Rwanda and the Mastercard Foundation Scholars Program

SCHOLARSHIPS & MENTORING

FAWE partners with like minded organisations to provide comprehensive scholarships to bright yet economically challenged boys and girls to acquire quality education.

COMPREHENSIVE SCHOLARSHIPS FOR QUALITY EDUCATION			
PARTNER	GIRLS	BOYS	TOTAL
EDDI/AED/AGSP	1885	200	2088
Individual donors	40	0	40
UNHCR	5000	3000	8000
CHF International through CHAMP	2000	1000	3000
REACH	4000	2000	6000
Richard & Lucil Parchard through ASRHR	100	0	100
Mastercard Foundation Scholars Program	1200	0	1200
Beautiful World Canada Foundation	96	0	96
TOTAL	14321	6200	20524

ALUMNI INITIATED ACTIVITIES

The alumni of FAWVE - both the ones who have been at the CoEs and those whose lives were impacted by FAWVE - engage in **mentoring activities** to “give-back” to the community.

For example, in 2018, they organised an Open-Air Mentoring where they reached more than 300 girls and their parents.



FAWE Rwanda 20th Anniversary Report





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WAY FORWARD

- ❑ The success of FAWE programs in impacting women leadership through girls' education is propelling it to greater things.
- ❑ Maintain achievements at primary and secondary levels
- ❑ Greater focus on tertiary level:
 - parity not achieved, small progress:
 - Few girls enrolled in STEM related courses about 27% (2016-2017) compared to 66.6% in non-STEM
 - Girls in TVET-STEM related courses
 - Transition-readiness to employment
 - Career guidance and counseling
 - Personal development



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Conclusion

STEAMING GIRLS!

- ❑ Expose **Young** Girls to STEM
- ❑ Encourage participation in special programmes
- ❑ Support learning opportunities in the community
- ❑ Serve as mentors
- ❑ Take charge and educate



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**THANK YOU
FOR
YOUR ATTENTION**