

Establishing the Centre for Gender, Culture and Development at the Kigali Institute for Education

Shirley Randell

Abstract

This chapter describes the establishment of the Centre for Gender, Culture and Development at the Kigali Institute of Education in the Rwandan context of strong support from the President, Government and international development agencies for gender equality. The Centre and its graduates have played an important role in national development and Rwanda's achievement of the UN Millennium Development Goals (MDGs).

The Context

Rwanda is well known around the world for its high level of participation of women in economic and democratic development. Rwanda's enviable reputation has arisen largely because of the extraordinary political will for gender equality and women's empowerment (GEWE) in Rwanda led by President Paul Kagame. He recognised the part women played in the 1990–94 struggle for Tutsis in the diaspora to return to Rwanda. After the genocide against the Tutsis and moderate Hutus in 1994, the social structure across the country was in disarray. Over 70 per cent of the population were women, with men killed, in prison or fled. The destruction of social arrangements pushed Kagame to acknowledge

How to cite this book chapter:

Randell, S. 2021. Establishing the Centre for Gender, Culture and Development at the Kigali Institute of Education. In: Randell, S., Yerbury, H. and Escrig-Pinol, A. (eds.) *Gender and Learning in Rwanda*. Pp. 3–16. Sydney: UTS ePRESS. DOI: <https://doi.org/10.5130/aag.a>. License: CC BY-NC-ND.

that it was critical that Hutu and Tutsi women take over the work carried out previously by their husbands, fathers and brothers, and work together in reconciliation and for the reconstruction of Rwanda.

In 2019, Rwandan women were 61 per cent of parliamentarians, heading the world in parliamentary representation, and women hold many senior roles in the public service and non-government associations (NGOs). Rwanda also has a Constitution that requires 30 per cent of all decision-making positions to be held by women and a gender monitoring office to monitor progress towards gender equity (Republic of Rwanda, 2008a). There is a Gender Policy published by both the Ministry of Education (Republic of Rwanda, 2008b) and the Ministry of Gender and Family Promotion (Republic of Rwanda, 2010a) and a Girls' Education Implementation Strategy (Republic of Rwanda, 2010b). Government departments employ gender officers, and universities and other educational institutions appoint students as Ministers of Gender to deal with gender issues. International NGOs (INGOs) have gender units and ensure gender equality in their programs. President Paul Kagame makes frequent pronouncements on gender equality and advocates that women and men have to work together for their country's development. In November 1999 at the official opening of a gender-training workshop for Parliamentarians, he said:

The question of gender equality in our society needs a clear and critical evaluation in order to come up with concrete strategies to map future development, in which men and women are true partners and beneficiaries. My understanding of gender is that it is an issue of good governance; good economic management; and respect for human rights. (Izabiliza, 2004, p.3)

It was partly in response to that call for evaluation, and so that other countries might learn from Rwanda's unique situation, that in 2007 UNIFEM (the United Nations Fund for Women) gave a grant to the Rwandan Women's Parliamentary Forum (RWPF) to conduct an International Conference on 'Gender, Nation Building and the Role of Parliaments'. The attendance consisted of over 400 delegates from across the world. The women Parliamentarians of Rwanda commissioned me as Netherlands Development Organisation Rwanda (SNV)'s senior gender advisor to prepare a comprehensive report for delegates that would review Rwanda's progress towards GEWE. I worked with my Rwandan colleague, Ambassador Joy Mukanyange, to critically examine gender progress in all sectors. The late Judith Kanakuze, then President of RWPF, organised for the review to be published 'because it has proved to be an excellent assessment of what we were able to achieve, with Government commitment and collaboration from all of our Parliamentary colleagues, both men and women, over the last ten years' (Randell & Mukanyange, 2007, p. viii). Indeed, the late Senator Aloisea Inyumba, the first Minister for Gender and Social Affairs in Rwanda,

a distinguished Parliamentarian, carried the report with her, referring to it as her 'second Bible' because of the comprehensive data it made available on the contribution that women at all levels had made to nation building in Rwanda.

At the end of 2007 when my three-year contract with SNV Rwanda was completed and I had planned to retire to Australia, Kanakuze and Inyumba on behalf of RWPF invited me to consider returning to Rwanda to work with them to establish a centre for excellence in governance in the Parliament. They planned to allocate the unexpended UNIFEM funds committed for the conference to this project, so I agreed to a second assignment in the country I had grown to love. Unfortunately, following my return to Kigali, and after we had prepared a concept note and budget, UNIFEM failed to approve the transfer of conference funds to a consultancy. They prepared a request to the United Nations in New York for the new position to be approved. Knowing this would be a lengthy process, the alternative of establishing a centre for gender studies in one of the universities was proposed by RWPF.

Genesis of the Centre for Gender Studies

The concept of a gender studies centre was appealing to all of the universities approached but only one had both the commitment to support an additional centre and funds immediately available for a director. Dr George Njoroge, Rector of the Kigali Institute of Education (KIE), (now Principal of the College of Education, University of Rwanda (UR) was aware that KIE was fundamentally charged with the development of teachers as transformative agents who must be in the forefront in championing social justice. The establishment of specialised research centres was also allowed for in KIE's statutes. Further, Dr Njoroge had recently released an expatriate position in the institution's education faculty, so an academic position was available. During an informal conversation between us at a KIE graduation ceremony, he indicated interest in the concept of a centre for gender studies with a research program. He invited me to discuss the proposal with him and his management at an early meeting.

One of the powerful women's associations in Rwanda at this time was the Rwanda Association of University Women (RAUW). I was its first Secretary General and I invited three RAUW members to accompany me to the meeting with the Rector to discuss the importance of a gender studies centre in Rwanda. Dinah Musindarwezo, RAUW Awards Coordinator, had completed a Master of Gender at Sussex University, UK on a Chevening Scholarship; Alice Bamusiime, RAUW Program Coordinator, had completed a Bachelor of Gender at Makerere University in Uganda; and a RAUW member, Donatha Gihana, had completed her Bachelor of Education at KIE where she was the student Minister for Gender. They spoke convincingly to the Rector of the need for a centre and assured him that there would be many interested students with practical experience in gender units who would seek academic qualifications

in the subject. The Vice Rector Academic (VRA) at the meeting said it was important, if a centre were established, to begin with a diploma and bachelor's degree before considering a master's degree. However, the rector was committed to initiating research in KIE and determined that a master's degree in gender would be a priority. He also recognised that a centre for gender studies would stimulate research in an area to which the government was fully committed. He invited me to take up the vacant position and I began the next day in April 2009 as an associate professor of education in the faculty of education to plan for the development of a gender development centre. On 1 June 2009, the KIE Academic Senate approved the establishment of the Centre for Gender Studies (CGS) with me as its first Director and with plans initially for 50 master's degree graduates/Gender and Development researchers every year from 2011. This chapter covers the establishment of the Centre over the period 2009–12, from its inception until my three-year contract was completed and the first cohort of students graduated after three semesters of study.

The Vision of the new CGS was determined with Kanakuze and Inyumba. The goal for the centre was to be an internationally known centre of excellence, producing professionally qualified academics and leaders for the public service, the private sector and civil society, in a high-quality strategic and applied research environment that engaged in policy development, multicultural exchange and community service. The Mission was to be responsive to the needs of individuals, communities, government, employers and other stakeholders in Rwanda. In addition to the development of gender expertise in academics and practitioners, it would stimulate research and documentation in key gender issues and help to build the international, regional and national networks and partnerships needed to promote GEWE, cultural exchange and sustainable development in Rwanda and eventually in the Great Lakes Region.

Garnering Support

This approval for the establishment of the centre did not mean the commitment to funding or supporting the centre. Such a centre requires people to carry out the many tasks involved in getting the centre set up as an organisation, the curriculum prepared and learning resources available and establishing a dedicated location. It also requires a significant injection of funds.

Following my appointment, I immediately began an extensive period of consultation and networking both within Rwanda and internationally to seek academic and funding support for the Centre. Gihana and I began a program of visits to the diplomatic missions, development partners, and INGOs in Kigali. While all expressed interest, no funds were forthcoming until an approach was made to the Norwegian embassy. Musindarwezo was a gender adviser for the Norwegian Agency for Development (NORAD) and a keen advocate for the Centre. It was a huge relief when funds for gender, culture and development

(GCD) were declared to be one of NORAD's 2009 priorities and our bid for support in establishing a Centre for Gender, Culture and Development (CGCD) in Rwanda was approved. The grant of USD 254,000 for implementation and development of the first master's program was successful; this included provision for 25 half scholarships for students, salaries for support staff, laptop computers and materials. Subsequently, applications to the Australian Agency for International Development (AusAID) for a USD 50,000 communication grant and USD 5,000 for the first CGCD's 2009 International Conference on Gender Centres in Africa (Nevin & Randell, 2013) were successful. The Embassy for South Africa also attracted funds from the South African Government to fund gender experts to attend and present their work at this conference.

In 2009, after weeks of persistent representations from my small office in the education faculty, the Centre was allocated a large room in the International Documentation Centre building. This gave space for the international and national volunteers who worked with me on planning, although as Director of the Centre, I was still without a private office at the end of 2009. This was my first experience of the considerable challenge that KIE administrative procedures—especially frustrating delays in recruitment, information technology (IT), finance and procurement—was to become.

The NORAD grant provided adequate funds for planning the Centre's establishment, including advertising for staff and students, after which it was expected that student fees would cover staff costs and other expenses. KIE's advertisement for staff eventually appeared once in the major Rwandan newspaper *The New Times* and resulted in no eligible applications. This limited advertising, which did not make use of the NORAD funds, was clearly insufficient, both in terms of time and the spread of newspapers in the region and I supplemented it with an advertisement for qualified gender lecturers emailed to my extensive gender network within Africa and across the world. Four staff were selected from among the most competent of those responding to my request: Dr Sipora Kisanga from Kenya, Professor Gertrude Fester-Wicomb from South Africa, Dr Anne Marie Hilsdon from Western Australia and Dr Venera Zakirova from Russia. For a variety of reasons, these appointed lecturers did not arrive in Kigali until six weeks after the teaching semester had begun in 2011 and students were already in classes.

Advice on best practice was sought from directors of gender centres and women's studies departments in the United States of America (USA), Uganda, Australia and India, and was readily forthcoming. My approaches were welcomed and led to the influx of volunteer lecturers and interns from the USA, Australia, Afghanistan, Canada, Ireland and Slovenia who visited CGCD, beginning almost immediately in 2009.

The CGCD Annual Report of 2009 documents the history of the first year (KIE, CGCD, 2009) and is elaborated upon here, with a summary of the support of volunteers, staff, students and the Centre's scholarly impact over the next three years recorded in this chapter.

The Support of Volunteers

The Centre greatly benefitted from the help and practical support of Rwandan and expatriate volunteers, including academic staff, with 31 national, regional and international volunteers from Rwanda, Uganda, Nigeria, the Netherlands, Slovenia, Italy, Australia, USA and Canada serving from 2009–12. The volunteers carried out a range of tasks, including curriculum development, cataloguing library materials, assisting with conference organisation, conducting desk research, preparing publications and supporting grant applications and consultancies. Without the support from volunteers, the development of the Centre and its programs would have been almost impossible to achieve.

Some of the early international volunteers were gender experts in their universities. In particular, Dr Jennifer Fish, Chair of Women's Studies, Old Dominion University (ODU) and Dr Sarah Ryan, University of Texas-El Paso, with four of her master's students, greatly assisted with the development of module descriptions and program specifications for undergraduate, postgraduate and certificate programs. The Master of Social Science: Gender and Development (MSocSciGD) and the Certificate for Continuing Education (CCE) program modules and specifications we had prepared were immediately accepted by KIE's Academic Board. They were validated internally and externally, approved by the KIE Senate at its September 2009 meeting and confirmed in November 2009. Final approval was given by the Higher Education Council of Rwanda, the Minister of Education and the Cabinet of the Government of Rwanda (GoR) to allow courses to begin in 2011.

The administrative staff necessary for the ongoing running of the Centre and for support to the Director were almost all volunteers. Justine Mbabazi, Esq, founder of New Generation Connect (NGC) allocated one of her staff to be an administrative volunteer every year. Two of the most valuable volunteers were Josephine Musabyimana, a legal graduate with experience as a district mayor, who undertook the role of my executive assistant for 12 months without pay. Prisca Iraguha, a teacher, was another who worked as an unpaid administrative officer and research assistant. Both of these women have since completed the MSocSciGD as recipients of a Shirley Randell scholarship. Help in managing the complex accounts was provided pro bono by local professionals for some considerable time until it was possible to provide some reimbursement. Funding for the positions of Administrative Assistant, Communication Officer, Secretary and Finance Officer was available through the NORAD grant, but the establishment of the positions themselves was not supported by the management of KIE.

The KIE library had very few gender resources prior to 2009. Significant donations were received by CGCD to establish a large collection of GCD resources, comprising over 1,000 books, 150 learning packages and 10 audio-visual items that were housed in the KIE library. Emerita Professor Anita

Clair Fellman PhD, who had recently retired as Chair of Women's Studies ODU, donated a substantial proportion of her entire personal library on gender, including complete runs of gender periodicals. Professor Lee Slater, also from ODU, and her husband, and the Rotary Club of Tyson's Corner, Virginia, organised discounts and donations and paid for the transport of a large number of these resources from the USA to Rwanda. Other materials were received from the World Bank, the USA Department of State, Washington DC, from the International Women's Tribune Centre, New York, and from individual academics and authors. Western University, Canada, made major contributions to the Centre's gender collection through a book drive. Scranton University donated its GEWE print journals which were no longer required because they were available electronically to their students. As the cataloguing services available to the KIE library were inadequate, the CGCD relied on the services of two volunteer librarians from the USA who began cataloguing donated materials and gave advice about journals. They were ably supported by Rwandan volunteer library assistants, members of RAUW and NGC, who registered the library materials and began the labelling process.

We were ready to start teaching students in the first intake into the MSocSciGD in January 2011 but the contracts for the four appointed staff were not yet finalised. This meant a reconsideration of how to offer the program. Fortunately, several gender experts were able to come to Kigali and teach the classes for the first six weeks of the year. Instead of teaching subjects across the whole semester, three subjects were taught intensively for two weeks each. I had already organised for Dr Sharon Meagher, Director of Women's Studies at Scranton University, USA, accompanied by a staff colleague and 11 master's students, to visit the Centre. She came for the first two weeks of 2011 to teach the first module on Masculinities and Femininities. Her students participated in the classes which became a particularly stimulating environment for both groups, as discussed in Chapter 2. A friend from Curtin University, Dr Jaya Earnest (now Professor Jaya Dantas) with previous experience in Rwanda, conducted the next two-week module on Gender Research Methodology, and her reflections and analysis can be seen in Chapter 5.

I was particularly keen for students to study a unit on Gender and Religion given the constraints religion, culture and tradition exerted on GEWE in Rwanda. When I became aware of a recent publication on this topic, I telephoned the author, Professor Tamsin Bradley at the London Metropolitan University, UK, with an invitation for her to refine our draft module and teach it. She welcomed the opportunity but as she could only be away from her own teaching for one week, she organised for a colleague to teach the second week.

Students

Advertising for students was a challenge, similar to that involved in advertising for academic staff. Finally, KIE management agreed to advertise in all Rwandan newspapers and on television. The incentive of a 50 per cent reduction in fees for students who won the NORAD scholarships meant that over 200 applications were received. Although an intake of 25 students would have been a manageable number for the first year of a new master's program, the VRA was determined we should take 50. Selection criteria for eligible students were competence in English and IT, completion of an undergraduate degree, and evidence of contribution to GEWE. After English and computer literacy tests were administered to eligible applicants, interviews were held with the top students to assess their commitment to study and consider their experience with GEWE. Four of the final top 50 selected withdrew because of financial and health problems and four forfeited their scholarship very early, including one to take up an MGD program offered overseas and two others who accepted employment offers. Finally, 42 students were offered places in the first cohort to begin the MSocSciGD program; of these, 21 were given NORAD scholarships, with the other four scholarships being distributed later to three students from the second cohort, and one from the third cohort.

The quality of students in the first cohort was extremely high. Their ages ranged from 29 to 59. The majority were mature age with families and were in full-time employment as well as full-time students, which put them under great pressure. Many of the students had been refugees living in Uganda, the Democratic Republic of Congo (DRC), Kenya or Tanzania after their parents had fled the 1994 genocide against the Tutsi and moderate Hutus, or even before then after discrimination and earlier persecution against Tutsis. They had overcome significant trials, succeeded with their undergraduate studies, and were hungry for more education, particularly to inform their gender knowledge so they could contribute more effectively to their nation's development. The cohort included seven men, two of whom were leaders of the Rwanda Men's Resources Centre, two female parliamentarians, two doctors, the Chair of the Public Service Commission, the Chief Gender Monitor and three of her staff, one bank manager, one entrepreneur and several who held positions as gender advisers or gender consultants in their workplaces. The determination of all of them to make the most of this opportunity might be best illustrated by one large woman who broke her leg prior to the first week of the course. She was carried to and from her car to the classroom and the washroom by fellow students for six weeks until the plaster was removed. Another had HIV but was committed to her professional development and excelled in the program.

The Centre and Its Scholarly Impacts

My international and regional networks were of great benefit in creating and sustaining academic partnerships, with regular contact being made with academics and gender centres around the world, sharing publications and news, and through the Centre's Facebook page. I engaged in a vigorous lecturing program, speaking and giving presentations about Rwanda, KIE and the Centre's progress towards GEWE in Johannesburg, Kampala, Nairobi, Lagos, Senegal and Accra in Africa; in Sydney, Melbourne and Perth in Australia; in New York, Washington, Scranton, Philadelphia and Norfolk in the USA; in London and Ottawa in Canada; in Manchester, London and Sussex in the UK; in Ljubljana in Slovenia; in Mexico in Central America; and in Geneva, Switzerland. All expenditure for these overseas and regional events were either self-funded or covered by inviting organisations. Memoranda of Understanding were developed with several universities. A great disappointment to me and the international scholars and centres who supported my application at UNESCO's request for the CGCD to become a UNESCO Centre of Excellence in Gender and Education—at first submitted with support from the Rector KIE and then from UNESCO Rwanda—was not followed through because of an adverse report by KIE's internal auditor.

Several master's, PhD and postgraduate students from USA, Canada, Israel, United Kingdom, Slovenia and Italy were affiliated with KIE and CGCD while researching their theses in Rwanda. They used the Centre as a base, had access to the Centre's resource collection, consulted the KIE library, acknowledged the Centre's support, and deposited their theses and articles in the library after completion. Professor Sarah Ryan, who also taught a CCE course, made a preliminary report on the students and proposed to research our first master's students when they were in place. This was intended as a NORAD-funded research and evaluation project, titled *Measuring MSocSci—seeking attitudes and practices in Rwanda and assessing the first MSocSci Program in Gender, Culture and Development Studies*. However, because KIE had not paid the University of Texas at El Paso for her first visit, Professor Ryan was not given approval by her university to travel to Rwanda for a second time.

CGCD initiated a program of regular public lectures by visiting professors and lecturers to the Centre in order to expose staff and students from all KIE faculties and the Kigali community to gender issues. These were well attended by both staff and students of KIE, and students in particular took part in the question-and-answer sessions following each lecture. The lectures covered general subjects like 'The State of the World's Women' and 'Gender and Development in Theory and Practice' and more specific topics like 'Gender, Sex and Violence: Africa on Screen'. Other public lectures were prepared by visitors such as Professor Ryan, Sarah Morison and Victoria Trabosh from the USA; Justine Mbabazi Esq from Afghanistan; and Dr Marion Gibson from Ireland

but could not be integrated into an already full KIE lecture schedule. These were then hosted by RAUW.

Three research grants were won by CGCD. The National University of Rwanda (NUR) Gender Consultancies (NUR/Sweden grant) produced two reports that were well received by the university: *The Final Reports of the Gender Consultancies for the National University of Rwanda: Part 1: NUR Gender Baseline Survey 2010, NUR Gender Audit 2010, NUR Strategic Plan 2011-2015, NUR Action Plan 2011-2015 and Part 2: NUR Gender Policy* (Randell, 2010). The second grant was for the Forum for African Women Educationalists (FAWE) Regional Program for *Strengthening Gender Research to Improve Women and Girls Education in Africa: Impact of child friendly schools on girls' education in Rwanda* (Randell & Asemota, 2011a). The third, funded by the Embassy of the USA, was on *Gender Issues from Primary 6-Secondary 3 in Rwanda: A Kigali Institute of Education Interdisciplinary Study* (Malu et al., 2011).

Graduates have gone on to play an important role in their various fields of endeavour, including in national development and the achievement of the MDGs and these stories should be told. Graduates are serving in key positions in the government, private and NGO sectors within Rwanda, as well across the African Continent, with others more broadly around the world. Their success and the diverse areas they have influenced can be seen from their statements in Part 2 of this book.

An initial objective of the Rector of KIE to develop research graduates has, however, been slow to achieve. We both were keen to see Rwandans writing and publishing research about their country and hoped the MSocSciGD would stimulate this. There have been a few small steps. One graduate has published her thesis and another is jointly with her supervisor writing a research paper based on her thesis. One graduate finished a PhD in 2019 and several graduates have applications for postgraduate study in train. To date, only a few have been able to continue to do and publish research. One of the medical doctors and another graduate have been involved in very successful Rwandan and INGO research teams and have contributed to a number of scholarly published papers.

Gender expertise was provided at scores of national seminars and validation workshops conducted by government and NGO agencies, including the Ministry of Gender and Family Promotion, Ministry of Finance and Economic Planning, Rwandan National Police, Rwanda National Institute of Statistics, Gender Monitoring Office, Institute of Policy Advice and Research, UN Women, One UN, Norwegian Peoples Aid, Transparency International, Zonta International, and the Associations Defending Human Rights in Rwanda. Dr Venera Zakirova and I delivered a training program for the Rwanda National Police. This project was won competitively and conducted successfully with representatives of police, army and corrections services from 14 countries. Both the training and the resultant publications by Randell and Zakirova (2011) were well received by the Rwanda National Police and regional delegates.

An active scholarly publications program was also developed. Eleven CGCD research reports were prepared and are listed on www.shirleyrandell.com.au. The reports and other articles that were published in overseas journals are also included there. Four conferences were organised successfully by the Centre: AusAID funds supported an *International Conference on Gender Centres in Africa* in December 2009 (Nevin & Randell, 2013); an *International Conference on Women's Empowerment through Community-Based Tourism and Cultural Exchange: chances and challenges of grassroots development projects* was held in November 2010, with support from the University of Ljubljana, Slovenia (Umutesi, 2010); *Focus on Rwanda - Work in Progress; An international Conference on Gender Research and Activism in Rwanda*, took place in March 2011 with support from Old Dominion University, USA (Fellman & Randell, 2012); and AusAID supported *The National Conference on Education and Employment in Rwanda: Applied Gender Perspectives* in October 2011 (Randell & Asemota, 2011b). NORAD funds were available for a national conference to report on the first cohort's master's theses before the end of 2012, but with the change of Director and staff at that time, was not implemented.

Plans for the Future

In a handover report to the incoming Director, Dr Jolly Rubagiza, in 2012, I made several suggestions for her consideration. The master's program needed revision to provide more time for student reading. A bridging English/Computer program would greatly benefit some students returning to learning, especially those from a Francophone background. In 2011, the module descriptions and program specifications for a bachelor's degree in gender and development, prepared in 2009–10, was approved by the KIE Senate but was still to be implemented at the end of 2012. Proposals for a PhD program and a Post-Graduate Diploma in Gender and Education (PGDGD) were prepared but put on hold by KIE management. The delay of PhD program development was particularly disappointing to six prospective students, one of whom had already completed a full proposal. A course proposal developed in consultation with UN Women for capacity building programs for women Parliamentarians was partly written by the end of my term as Director.

Conclusion

A great deal was achieved in the first three years of the establishment of CGCD, and in the years since then. At the time of writing in 2019, the Centre will enrol its ninth cohort of students. Much remains to be done in relation to ensuring its sustainability, financial accountability, and publicising its work. The Centre is now well known internationally, regionally and nationally and

receives many visitors and researchers, including both interested individuals and organisations.

The biggest challenge for the CGCD over the 2009–12 period was how to manage efficient implementation with a centralised bureaucracy and frustrating delays in decision-making. Looking back, it is clear that there was a kind of clash of cultures, between the systems of KIE and the ways of working of other organisations, especially ones based overseas, but it is not clear how this could have been resolved at the time. Even though the appointment of Dr Rubagiza—a Rwandan Director who had experience of KIE’s administration as head of department and supervisor of a key project—was an excellent one, she experienced many similar challenges from management that were faced in the first years.

With the amalgamation of all public universities in 2013, including KIE into the national University of Rwanda (UR), and the renaming and repositioning of CGCD to Centre of Gender Studies in the reorganised Faculty of Arts and Social Sciences, College of Education, the Centre is on track to continue to fulfil its vision and mission and achieve its objectives. This will need the ongoing support of the UR Vice Chancellor, the College Principal, Dean and executive and the continuing generous support of national, regional and international partners. The graduates from the first and following cohorts continue to lead progress in GEWE in Rwanda with many of them spreading the reach of the Centre across the African continent and internationally. The stories of the students in the first cohort, which are the main feature of this publication, alongside reflections from some of the first academic leaders of the Centre, provide insights into the passion for scholarship and social change which drove its inception.

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Contributor Biography

Professor Shirley Randell AO, PhD was the founding director of the Centre for Gender, Culture and Development at the Kigali Institute of Education. After over 20 years of senior policy and administrative work at Commonwealth, State and Local Government levels in Australia, she has provided specialist technical assistance to governments and agencies in Africa and the Asia Pacific Region over the last 20 years. She is a leading expert in public sector and institutional reform, teacher education, gender mainstreaming and human rights in developing countries.