



Rwandan Girls on Post-2015 Development

IPAR Conference

13-14 November 2013



OBJECTIVES

- Reflect on Millennium Development Goals
- Exploration of Post 2015 My World Surveys / Girl Consultations
 - Methodology
 - Analysis
 - Findings
 - Discussion



Millennium Development Goals

- “Formulated through high-level debates and discussions among global decision makers, rather than in partnership with those who would benefit most from their implementation.”
(UN Development Group: The Global Conversation Begins, 2013)
- Girls are mentioned twice:
 - Goal 2, Target 3: Children everywhere, boys and girls alike, will be able to complete a full course of primary schooling
 - Goal 3, Target 4: Eliminate gender disparity in primary and secondary education (measure with ratio of girls to boys in primary and tertiary education)



Post-2015: Opportunity to engage

UN Secretary General Ban Ki-Moon:

- “The post-2015 development framework is likely to have the best development impact if it emerges from an inclusive, open and transparent process with multi-stakeholder participation.”
- Emphasis on gender gaps: “Girls in the poorest 20% of households are 3.5 times more likely to be out of school than girls in the richest households and four times more likely than boys in the richest households.”



Why Girls?

- When girls and women over 16 earn an income, they reinvest 90% in family, compared to 30-49% of men (Nike Foundation, *The Girl Effect*, 2009)
- In programming and measurement, girls are often categorized with women or children
- 6-14 year old girls are often left out of initiatives altogether
- Growing momentum (Plan International, ICRW, Nike Foundation)



Answering the challenge

- January 2013: Girl Hub Rwanda partnered with UNICEF to distribute 70,000 My World Surveys to girls and boys
 - 16 development themes
 - Respondent chooses 6 themes
 - 30,000 surveys completed
- April 2013:
 - Girl Hub Rwanda partnered with the Nike Foundation and the research agency 2CV to consult with 32 girls in Kigali
 - Consultations focused on the challenges faced by girls and aspirations for the futures
 - Five additional consultations with 125 girls across the country



MY WORLD SURVEYS



METHODOLOGY

1. Design: United Nations (16 options, write-in 17th option)
2. “Which of these is the most important for you and your family?”
3. Distribution: schools (emphasis on accessing girls’ schools), youth centers, on the street, girl-specific gatherings (Girl Guides, GLOW), Girl Hub Girl Ambassadors. Boys also encouraged at all distribution points



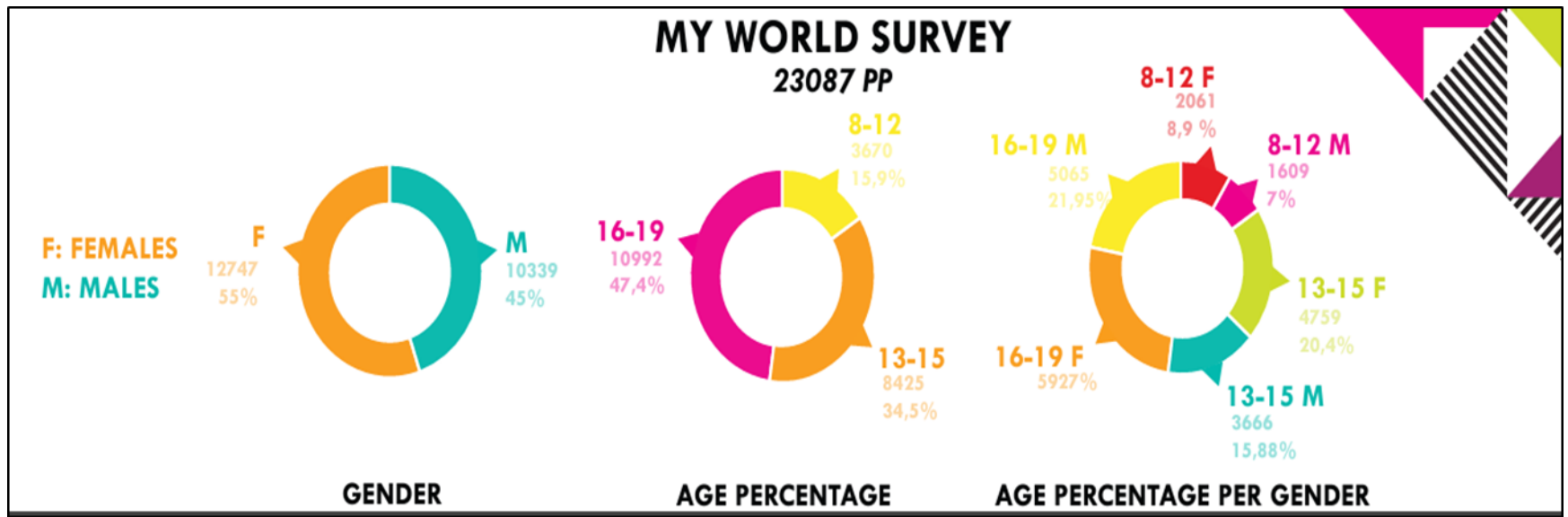
ANALYSIS

1. Girl Hub Rwanda and UNICEF worked together to clean, disaggregate, and analyze all data for Rwandan children
2. All data from men/women above age 19 was submitted to UN in NYC to be counted towards Rwanda's country data, but removed from our analysis
3. Girl Hub Rwanda analyzed girls' data, while UNICEF analyzed the boys' data
4. Disaggregated into three age cohorts: 8-12, 13-15, 16-19



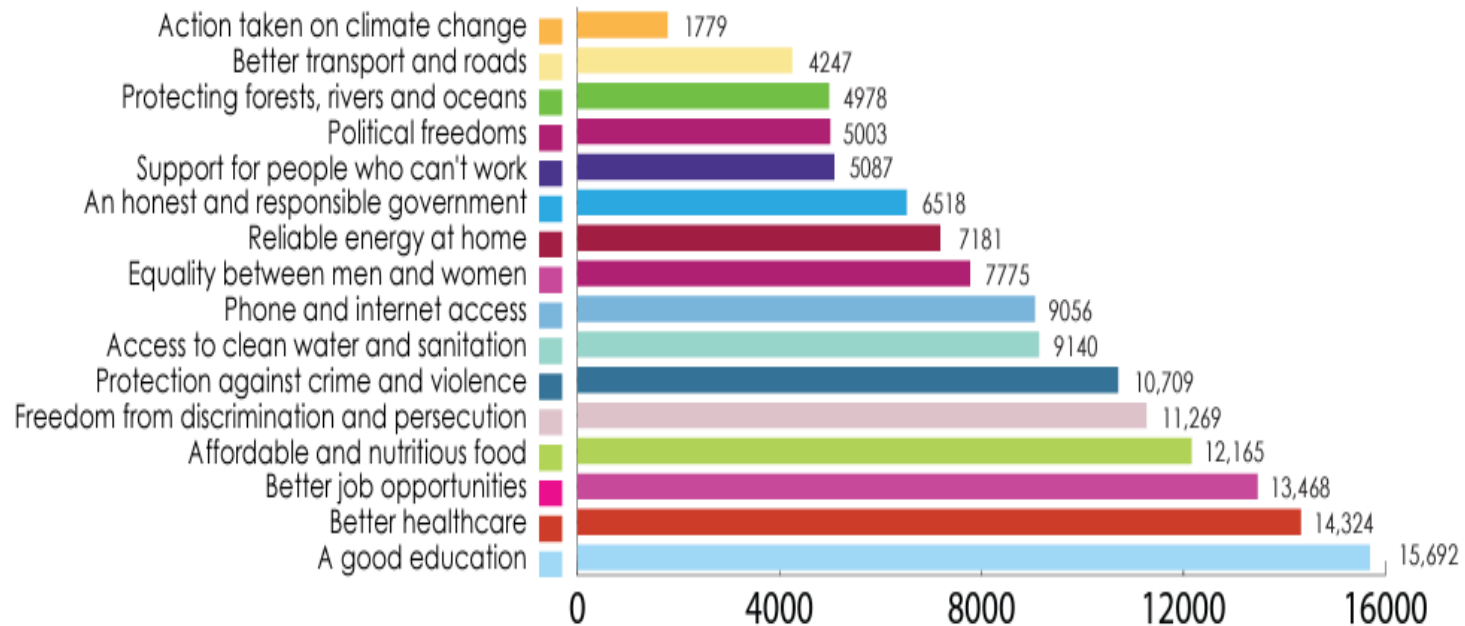
FINDINGS

55% of child respondents were girls, with 16-19 the largest cohort



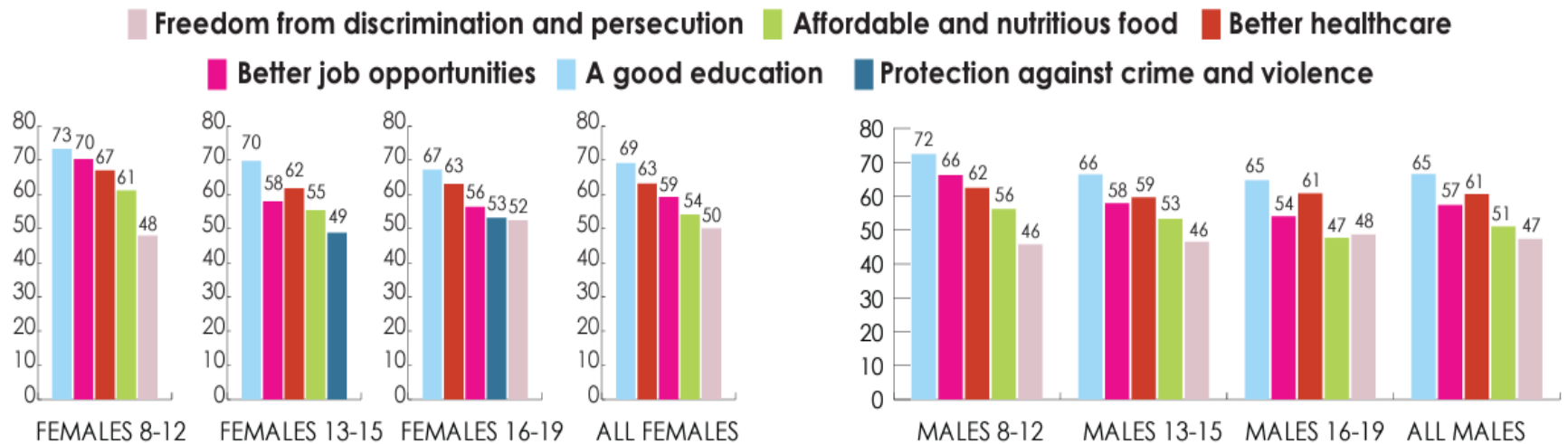
FINDINGS

ALL SEGMENTS RESPONSES



FINDINGS

POST 2015 PRIORITIES FOR BOYS AND GIRLS PERCENTAGE OF RESPONDENTS



FINDINGS

17th Option: Very few usable responses; most girls rewrote one of the 16 options or wrote unrelated statements or phrases

20 responses specifically addressed girls needs, including:

- Increase girls' role in decision making (17 year old)
- Give girls a voice (18)
- We need tools for girls (15)
- A girl must protect herself (15)

These responses led Girl Hub to want to explore more about girls' ideas, challenges and aspirations



DISCUSSION

Disaggregation by gender and by the three age cohorts showed that despite boys' priorities for development remaining the same throughout adolescence, the priorities of girls evolve over time.

- Girls 8-12: Same priorities as boys
- Girls 13-15: Prioritized the protection against crime and violence over freedom from discrimination and persecution. Though both of these options presented a form of abuse or inequality, girls 13 to 15 favored the explicit protection against crime and violence.
- Girls 16-19: Prioritized both the protection against crime and violence, and the freedom from discrimination and persecution as nearly equal development priorities in their lives.



GIRL CONSULTATIONS



METHODOLOGY

1. Design: Methodology designed to capture the voice of Rwandan girls to better understand their aspirations, challenges, and recommendations to leadership on post-2015 development for girls
 - Duration: 2.5 – 3 hours
 - Four primary exercises, each using a combination of team work, individual reflection, and creative and projective 'imagination techniques'
2. Implementation: Partnership with Peace Corps Volunteers in Gicumbi, Kayonza, Kirehe, Rusiro and Karongi (5 groups per district, except Kirehe which had 2 for a total of 125 girls)
3. Girls safeguarding
4. Facilitation



METHODOLOGY

1. Exercises

- Typical weekly warm-up
- Divide into small groups
- Projective exercise: imagine a girl in 2013
- Contextualize: imagine this girl moved to their village and asked the GLOW club for advice
- Group discussion on the challenges of girls / small group selection of three most important issues
- Projective exercise: imagine a girl in 2023 – how would her life be different?
- Optional: write a note to Rwandan leadership



Amakuru yanyu mwebwe mugye gubwira ibyo
ntekereza ngye ut nifuza kuzaba umukobwawu
kubegerereze watanga urugero kuri bagenzi
banyu, nkihagira umurimo neateze amaba
ko leta cyangwa nsaba ababyeyi
ibyo nifuza

Hi, Hello AirLO am
Proud of who I am
I have to plan for
my future

NAMES MENDEZ DIANAH



Ibikorwa

Ibikorwa aha
nyamanga
ntakagoye
gukora nt
nko gutashya
ababyeyi uturimo
kwamurugaho
-b gukubura
-b biza ibyamba
-b gukora pa
-b kumubuza
-b guhanga
muri make
ibukwaho mu
rugo nka
yitand.

ntekereza
kubera umuntu
ukunda
igihugu
cyo akagikorera

AGE: 15 YEARS

ukunda bagenzi
banyu nkurikira aha
cyane cyane ababyeyi
banyu ibabwira gusa
-b Dianah
-b Fabiola
-b Jose
-b Mline
-b Jiselle

Advice
* Practice makes
Perfect makes
the right thing in
the right time at the
right place

Inama nagira bagenzi
banye nabanza nkabiriza
kugira umutekano usesoye
mu bihugu byanyo kandi gihugu
murwanire byugire buho ontogo zanywe
cyanyo nishimiye ko ontogo zanywe
nabige zeho nishimiye uko meze

Hi. Hello friendz you
what am happy because
am safe with in a
country and other
thing am much more
educated.

Nitwa Dianah
MENDES
AGE 15 YRS

Ibyishimo
byababaye
by

bageze kuri
byinshi bita
nubakanye
nko gukura
kwi byo yasize
murugo

Intego n'
inzizi
kuba igihugu
cyeye yakundwa
muruhando rwa
muhanga nant
yabigezeho

Keta n'abakungu
bagihugu cyeye

Nakome kerekako muishimiye namaze
ko gihugu bya cyo kimeze neza
gite umutekano uhagije
nacyo nkanga ibyo nkora byose

nakomeze
munyuma
akurikira
cyeye
na
akurikira
igihugu
nashimiye

muko nte igihugu cyanyu mu giko
rere mukiwariye muhe isamba
mu bindi bihugu muvane isamba
mu bandi banyamuramba

I love Rda
with all my
heart

ANALYSIS

1. Translation to English and organized according to district, exercise and question
2. Key themes identified and coded in excel



FINDINGS: Education

- Education is extremely important to Rwandan girls: 22 groups from all 5 districts described school as something they love
- Hope to finish secondary school and have a bright future, but unsure about what happens after graduation
- Girls in three districts raised the issue of teachers coercing girls into having sex for higher marks
- Other barriers include: lack of school fees/materials, pregnancy, need to stay at home to work, trafficking of girls to bordering countries
- Request help from leaders to truly succeed: one group from each of four districts asked what the government will do to address unequal treatment of girls in schools
- Majority of girls in sampled districts emphasized need for continued sensitization of girls' rights to education
- 20% of groups in two districts asked for extra support from leadership



FINDINGS: Supporting others

- Overwhelming desire to help others and give back
- All small groups expressed interested in helping their families, country, and other girls
- Girls want to establish themselves and their own futures and *then* give back
- Nearly all girls requested that society see them as active participants in development



FINDINGS: Identity

- Want to be confident and active members of their communities, but also want to bring dignity and pride to families and peers
- Girls in all five districts said they must behave in society, tell the truth and interact well with others
- Girls feel a lot of pressure to not disappoint family and friends
- Every group said girls need the skills to develop their self-confidence
- Strong emphasis on need for peer support



FINDINGS: Expectations & community support

- All girls expressed frustration with their unequal treatment compared to boys
- Girls described unequal expectations at home and expressed how their ideas and opinions are not respected
- Girls in all five districts said that they were not given a say in their communities
- Every group had similar dreams of: no longer doing heavy work, receiving advice from family and leaders, and having a voice in their communities
- Girls suggest appointing leaders who are specifically in charge of girls at the village level



FINDINGS: Rights

- Over 50% of the girls said they were not fully aware of their rights and cannot access some of them
- Girls want to understand their rights; they know that they have more rights than the right to an education but are not sure what they are, how to access them, or what to do if they are denied
- Girls in four districts asked to be taught about their rights in Rwanda and also recommended rights education for others in the community



FINDINGS: Safety & Security

- Every group mentioned rape, GBV, physical violence and peer pressure as challenges
- Girls mentioned that parents, neighbors and other family members rape girls
- All girls agreed that safest places are at home and school; they are concerned about safety in streets, markets and near bars
- Karongi and Gicumbi groups mentioned that girls are kidnapped and taken to other countries to work
- Many groups said that the government should do more to protect girls, such as security leaders in villages
- Girls asked: what are the government strategies to end violence?



FINDINGS: Health

- Girls say that health is the second greatest challenge faced by girls, especially unwanted pregnancies and STDs
- Girls described harassment they face if they are pregnant and expelled from school
- Majority of groups cite peer pressure from boys, rape and lack of knowledge around SRH as main causes of early pregnancies
- Girls want the government to provide sexual education experts



FINDINGS: Money and jobs

- All girls describe lack of school fees and money to buy materials as barriers to education
- Many girls are interested in finding small jobs or receiving entrepreneurship training so they can safely earn the money they need
- A few groups said girls often cannot find the money they need, which leads many into prostitution or sleeping with men to get what they need
- Groups said that when a girl gets money, she does not know how to manage it properly



FINDINGS: Marriage

- Girls describe marriage as something girls do when their education or employment options are limited or non-existent
- A few girls explained that if a girl has an unwanted pregnancy, the family might force her into an early marriage
- Half of girls in Gicumbi mentioned the importance of a dowry
- Marriage is seen as a positive thing that unites two families and brings pride to the girl's family



Discussion

Two major needs were presented by girls:

Girls' rights and the social responsibility to protect girls

- Girls voiced an overwhelming lack of knowledge surrounding their rights and a lack of confidence in society to respect and protect their rights.
- Girls talked about abuse by parents, teachers, and leaders – people they also said they expect to protect them and help them understand their rights.
- Girls asked for training on: entrepreneurship, financial literacy, reproductive health, rights, and general guidance resources for girls.
- Curious about what systems are in place to protect and support girls when they encounter problems. How do they report abuse? Who can they go to if they become pregnant? How can they find a safe job?
- They also asked for a leader in every village who could be a resource and champion for them, ensuring the girls understand their rights, support systems, and opportunities.



Discussion – cont'd

Value of girls

- Girls recognized they have more rights, but also said boys receive more favorable treatment at home and school.
- Girls feel like they don't have a say in decisions in their families or in the community. One girl said some communities do not “need” girls' opinions.
- Girls asked to be dignified to feel like they have an equal place alongside boys.
- Because girls feel excluded, they say they suffer from low self-esteem and say they don't often have the confidence or authority to take charge of their lives like boys.



Unexpected findings

- In the face of so many challenges and the girls' general sense of being undervalued, girls are still incredibly hopeful.
 - A girl in Rutsiro summarized this perfectly: "The girl in 2013 is surrounded by problems and she has no say in her society but the girl in 2023 has full access to her rights. She is given a say everywhere and is dignified in her society."
- Girls did not passively discuss their challenges and dreams they hope to achieve, they outlined steps that need to be taken to guarantee all girls accomplish their goals:
 - They need to understand their rights
 - They need barriers to education eliminated
 - They need to feel confident to pursue their dreams
 - They need to know to address problems
 - They need a mentor
 - They need a voice in the process to work with leaders to ensure are addressed and implemented



Voices of girls

“Our hope as girls is to have the right of studying well and get good jobs free from corruption based on sex. We are hopeful that the government will help us to study so that we can be able to develop our families, our country as well as ourselves.” (Modestine, Rutsiro)

“I am Marie, I am 15 years old. The challenge we encounter in our society is that even up to now they look at a girl the same way as that one of long time ago. The Rwandan government can help girls by setting ways of how leaders can visit these girls in their homes, know the problems they encounter and also converse with their parents. In the future I hope that Rwanda will have good leaders who are considerate about children's rights and development. I am hopeful that girls will also play a role in building and developing their country.” (Kirehe)

“I am Aline, my idea is concerned with some of the problems we encounter in our society, their some girls that become pregnant when they are still in school and they end up being expelled, so I think they should give us advisors mainly in the field reproductive development in order to avoid these cases of unwanted pregnancies.” (Gicumbi)

“In the future I hope that Rwanda would have developed due to the girls’ better standards of living as well as their leadership in Rwanda” (Adeline, Rutsiro)

