

## **Abstract**

Girls and women in Rwanda continue to be under represented in the areas of science/technology related subjects and occupations even when the government policies on education, gender and ICT emphasise gender equality in order to benefit all Rwandans. This study sets out to understand some of the reasons for this continued difference through investigating the gender issues in the teaching and learning of ICT. This will be done through exploring the views and practices of teachers and students at lower secondary school level. The study further seeks to examine policy, practice and the status of ICTs in schools and how this may impact teaching and learning of the subject. This study will utilise a multi case study approach, which will involve 3 secondary schools in Rwanda. The methods of data collection will include semi-structured interviews, (both one to one and group interviews); observation of classroom relations and other settings; also a review of key official documents in the related areas will be carried out. Data collected will be analysed using qualitative approaches. It is envisaged that this study will come up with findings that will contribute to improving policy and practice in ICT education to benefit girls and boys and men and women in Rwanda.