

Reducing Gender Inequality and The Role of Science and Technology in Africa's Rural Area

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Abstract

This paper examines the theme of gender inequality in Africa's rural areas through qualitative research methods including archival analysis, first-hand observation, and interviews. It contends that in African countries, the supply of education for boys and girls is different, and is biased through gender, location, class, and region- leading to high illiteracy rates for girls and women. These problems are especially true in Africa's rural areas. In Africa's rural areas, a shortage of teachers, ineffective teaching, and lack of learning materials, a poor learning environment, and cultural and religious bias toward gender are some of the factors that worsen gender inequality. In the past decades, African countries have made limited and inconsistent progress in narrowing gender gaps, especially in the approach to employment and education chances. However, obstacles to economic inclusion not only follow gender lines, but also fall within genders, aggravating disparities between urban and rural women. Compared to men or urban women, rural women are less likely to have the same opportunities for education, employment, and land ownership. The finding further reveals that science and technology can play an essential role in reducing gender inequality in Africa's rural areas. In Africa's rural areas, while female enrolment in Science, Technology, Engineering, and Mathematics (STEM) courses is rising, women and girls are still underrepresented. It is addressed that training African rural girls in critical coding and tech skills, and encouraging them to be engaged with information and communication technologies (ICTs) will be a crucial step in improving gender equality.

Keywords: gender inequality, Africa's rural area, science and technology, education, ICTs