DECLARATION

I, Siabona, Gamitto S declare that this dissertation:

a) Represents my own work.

b) Has not previously been submitted for a degree at this or any other university and,

c) Does not incorporate any published word or material from another dissertation.

Signature: ___________________

Date: ___________________
APPROVAL

This dissertation of Siabona, Gamitto S has been approved as fulfilling the requirements for the award of the Master of Arts in Gender Studies at the University of Zambia.

Examiner’s Signatures: Date:

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2. …………………………………………………………………………………………………………………………

3. …………………………………………………………………………………………………………………………
ABSTRACT

Several studies that relate to gender had been concluded in the education sector in Zambia but these had usually concentrated on how to increase access and equity between girls and boys at various levels. These studies had evoked a range of explanations on how to reduce the gaps between boys and girls and several policies such as the Universal Primary Education (UPE) and the Re-entry Policy had been drafted to that effect. However, the subject of management positions in Secondary Schools had received very little attention from several researchers.

This study sought to find out if the National Gender Policy was being implemented when promoting teachers to management positions in Secondary Schools in Choma District. Efforts were usually made to implement policy documents that aimed to eliminate all forms of discrimination against women in schools but certain subtle elements permeated efforts to increase the number of females in management positions by implementing the National Gender Policy. Some of the factors that made the implementation of the National Gender Policy difficult and made females underrepresented in management positions in Choma District Secondary Schools were: the methods used to promote teachers, lack of support from administrators, patriarchy, few female students in colleges of education, stereotypes, lack of distribution of the gender policy, gender blind policies, lack of application for management positions by females themselves. On the contrary, lack of self-esteem and family attachment were found to be insignificant factors.

The research design was a case study and both the qualitative and quantitative approaches to research were used because these usually complement each other.

This study was conducted at six different Secondary Schools in Choma District which had 16 Secondary Schools. Triangulation was used to collect the data. Purposive sampling was used to select the schools and administrators that provided information and simple random sampling was used to select the respondents to the study. The instruments used to collect data were interviews, desk reviews (document analysis) and questionnaires.

The study concluded that though women were competent and capable of running Secondary Schools, they were still a minority in management positions in Choma District Secondary Schools and that the gender policy was not being implemented. This was despite the DEBS and the DESO being female in the District.

A number of recommendations were made. Some of them are that the headship and management positions should be shared equally between female and male teachers. It was also recommended that gender blind policies such as the 2004 High School Policy Issues and current Practices in Zambia repealed and redrafted. In addition, qualified Focal Point Persons should be appointed to be mainstreaming gender at various levels in the Ministry of Education. It was further recommended that the gender policy be distributed and domesticated in national laws. These are some of the many other recommendations made in the concluding chapter of this study.
DEDICATION

This piece of work is dedicated to all administrators and policy makers in the Ministry of Education and other ministries at various levels. I further dedicate this study to all human rights activists, democrats and cadres who would love to see all forms of discrimination, stereotypes and injustices against the disadvantaged and vulnerable people – whether these be children, women or men eliminated in the nearest future.

I further dedicate this work to the Siabona family scattered around the country and the world at large.
ACKNOWLEDGMENTS

I wish to express my gratitude to the almighty God for giving me good health of body, soul and mind throughout the writing of this dissertation. I bless my God furthermore for making me meet the right people during the course of writing this dissertation.

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I further feel very indebted to my friends such as Mr. Mwange, Austin and others who were helpful by giving me moral and academic support when billows of school were raging and tossing. Additionally, I am grateful to my parents for having given me an opportunity to be educated to this extent by providing me with an unshakable education background. Members of staff of the University of Zambia library were very helpful and availed the necessary books and dissertations by other students and scholars that were used for reference purposes and I say thank you to them as well and I urge them to continue being friendly and supportive to students who want to use the library for that is a very important place for people studying at this University.

I want to also acknowledge all the people who participated directly or indirectly in this study not mentioned above.
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<tbody>
<tr>
<td>ACHPR</td>
<td>African Charter on Human and People’s Rights</td>
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<td>AU</td>
<td>African Union</td>
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<tr>
<td>BPA</td>
<td>Beijing Platform for Action</td>
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<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of All Forms of Discrimination against Women</td>
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<td>COMESA</td>
<td>Community of East and Southern Africa</td>
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<tr>
<td>COSETCO</td>
<td>Copperbelt Secondary Teacher’s College</td>
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<tr>
<td>CSO</td>
<td>Civil Society Organization</td>
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<td>DEBS</td>
<td>District Education Board Secretary</td>
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<td>DESO</td>
<td>District Education Standards Officer</td>
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<tr>
<td>ECOSOC</td>
<td>Economic and Social Council</td>
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<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
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<td>FP</td>
<td>Focal Point</td>
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<td>GAD</td>
<td>Gender and Development</td>
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<td>GIDD</td>
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<td>HOD</td>
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<td>IWRAW</td>
<td>International Women’s Rights Action Watch</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>NEPAD</td>
<td>New Partnership for Africa’s Development</td>
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<td>NISTCOL</td>
<td>National In-Service Training College</td>
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<td>OAU</td>
<td>Organization of African Union</td>
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<td>Provincial Education Officer</td>
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<td>SADC</td>
<td>Southern African Development Community</td>
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