

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:

- 1.
- 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.

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ACRONYMS

ACHPR	African Charter on Human and People’s Rights
AU	African Union
BPA	Beijing Platform for Action
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
COMESA	Community of East and Southern Africa
COSETCO	Copperbelt Secondary Teacher’s College
CSO	Civil Society Organization
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
ECOSOC	Economic and Social Council
FAWE	Forum for African Women Educationalists
FP	Focal Point
GAD	Gender and Development
GFPP	Gender Focal Point Person
GIDD	Gender in Development Division
HOD	Head of Department
IWRAW	International Women’s Rights Action Watch
MDGs	Millennium Development Goals
MOE	Ministry of Education
NEPAD	New Partnership for Africa’s Development
NGO	Non-Governmental Organization
NISTCOL	National In-Service Training College
OAU	Organization of African Union
PEO	Provincial Education Officer
RSA	Republic of South Africa
SA	South Africa

SADC	Southern African Development Community
UN	United Nations
UNFPA	United Nations Population Fund
UNZA	University of Zambia
UPE	Universal Primary Education
USA	United States of America
WAD	Women and Development
WID	Women in Development
ZAMISE	Zambia Institute of Special Education