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**AN ASSESSMENT OF THE IMPLEMENTATION OF GENDER EQUALITY
POLICIES: A CASE STUDY OF FOUR SECONDARY SCHOOLS IN
MTHATHA EDUCATION DISTRICT**



**By
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**A thesis submitted in fulfilment of the requirements for the degree of
Masters of Education In the Faculty of Education At the**

UNIVERSITY OF FORT HARE

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June 2014

ABSTRACT

This study assessed the implementation of gender equality policies in four Mthatha district high schools in South Africa. Qualitative methods were used for data collection purposes, specifically interviews, because these enabled the researcher to collect detailed, authentic information about what goes on in schools. These were therefore the best methods for this study which seeks to assess the implementation of gender equality policies in Mthatha district high schools. Purposive sampling was used to select 5 departmental officials, 12 teachers and 16 learners from 2 clusters in the district.

The study findings showed that even though attempts had been made to deal with gender inequality in education, there were still a number of challenges faced by learners in their respective schools. As instance, two of the common challenges faced were that learners were discriminated against based on their sex, and certain teachers still failed to use gender sensitive material in teaching and learning. The reason for the failure to make progress appears to be the lack of adequate training workshop, seminars and professional development courses that would help educators to become more aware of gender issues in the classroom.

It was also established that the Department of Education does not monitor how gender equality policies are implemented nor are these policies properly implemented in the schools. Improper implementation of gender equality policies has led to the following: (1) Girls not being treated in the same way as boys in schools, (2) teachers showing a bias towards either boys or girls, (3) failure to take strict measures to deal with sexual harassment and sexual abuse in schools.

The study recommends that schools have gender equality policies in order to deal with gender related issues. It is also recommended that the department of education train all teachers on gender issues and that there should be gender workshops where teachers can discuss challenges they encounter related to gender.

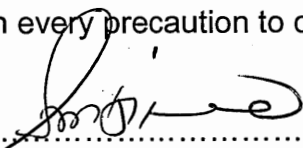


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DECLARATION ON PLAGIARISM

I, **NOMAPHELO T. MBIXANE**, Student Number **200807364** hereby declare that I am fully aware of the University of Fort Hare's policy on plagiarism and I have taken every precaution to comply with the regulations.

Signature.....



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ACKNOWLEDGEMENTS

I thank God for giving me endless strength to complete my studies; if it were not for His love, my studies would not be the success that they are today. My deep and sincere gratitude goes to Prof. Rembe who showed me unconditional support, care and patience even when I missed deadlines. I will never forget the time I spent with you Prof. Sometimes I would come to your office crying and you wiped my tears away. Thank you very much Doc Muhuro. I do not take for granted your efforts to assist me.

To my late husband Hlubi: you were always there for me even though you will never witness the success of this study because of your tragic departure. To my children, Luuuu, Snaz, Sma and Nads: I want to express special thanks for your understanding and encouragement when I had to be away from home. My nieces and Nephews Msi, Nasi, Babes Pakama: you were always there when I needed strength. Thank you Bongo; you played a vital role during my absence.

My sincere gratitude goes to you my dearest friend Des for your financial assistance, care and thoughtfulness you showed during this academic endeavour. Thank you very much; I will never forget what you have done for me.

I cannot forget you my special friend Sips; the role you played during the last days of this study will never be forgotten. Your calls and sms' gave me strength when I felt like giving up.

I will never forget my sister Wezi for not complaining, even when I was asking for her last cent. My special thanks to my former principal Lulu Ludidi; thank you very much for giving me permission to be absent from school on some occasions so that I could meet the demands of my studies.

My sincere appreciation goes to Mrs Obi, Miss Tyilo, Xolani, Bellita, Ms, Sibeko, Mwanza and Chinhara for encouraging me to hang on. Vivi I will never forget the love and laughter we shared.

Last but not least, my sincere gratitude goes to Dr Shumba who accommodated me during difficult times. Thank you so much Jenny for being a wonderful sister to me, it was a pleasure to be with you and Vivi.

I would like to thank everyone who has contributed directly or indirectly during my academic endeavour.



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DEDICATION

My dear husband, Hlubi, your faith in me has been a guiding light throughout;
I dedicate this thesis to you posthumously. May your soul rest in peace.



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ACRONYMS AND ABBREVIATIONS

BEAM	Basic Education Assistance Module
DoE	Department of Education
UNESCO	United Nations Educational, Scientific and Cultural organisation
CAL	Cluster A Learner
CBL	Cluster B Learner
UNICEF	United Nations International Children Emergency Fund
GBEM	Girls Boys Education Movement
EFA	Education for all
MDG	Millennium Development Goals
GETT	Gender Equity Task Team
DoE	Department of Education
LO	Life Orientation
HSRC	Research Science Research Council
SMTs	School Management Teams
SGBs	School Governing Body
GAD	Gender and Development
IEP	Intergrated Education Policy
HOD	Head of Department
BeD (hons)	Honours in Bachelor of Education Degree
BeD	Bachelors of Education Degree
BA	Bachelor of Arts Degree
STD	Senior Teachers Diploma
ACE	Advanced Certificate in education
RCL	Representative Council of Learners
SACME	South and Eastern African Consortium for Monitoring Education Quality
AAWU	American Association of University Women
SASA	South African School Act
CGE	Curriculum Gender Education

NGOs

Non-Governmental Organisations



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CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

Stratification has resulted in certain groups in society occupying higher levels than others within the society. It has also led to inequalities between groups in society based on various factors, gender being one of them (Unterhalter & Aikman, 2005). Studies have differentiated between sex and gender (Rugh, 2000; Unterhalter 2005; Skelton, in Arnot, 2004). Sex refers to biological and physiological differences between boys and girls, men and women (males and females). Gender is socialised differences between the sexes; more specifically, expected behaviour differences between males and females based on their biological sex. Gender differences arise from environmental factors, namely, the socialisation process through which different roles are determined for boys and girls or men and women (Unterhalter et al 2005).

Gender inequality in schools refers to situations where there is a lower participation of either boys or girls in a learning environment. Ideally boys and girls should participate fully irrespective of their gender differences (Chisholm & September 2005). Also, if learners are treated unequally by their teachers it damages the gender that is being unfairly treated. On the other hand, gender inequality may refer to prejudice in the curriculum and teaching material (Gipps & Moletsane 2004).

The societal socialisation process and differentiation in roles has resulted in unequal power relations that have led to male dominance and gender inequality in most

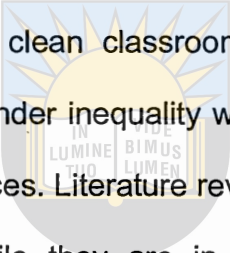
societies (Actionaid International, 2005). Resulting cultural and social practices have led to discrimination and unequal provision of basic rights on the basis of gender. For example, when considering the education, because certain parents place greater value on the education of their sons than their daughters, they are more willing to pay the school fees for their sons than their daughters. In many societies this regularly leads to early marriages (Unterhalter & Aikman, 2005). A further factor is that girls are often assigned the majority of the domestic responsibilities, contributing to the high rate of school dropout in many developing countries. This is particularly the case in the rural areas (Rugh, 2000:31).

In South Africa, United Nations Children's Emergency Fund supports the government Techno Girl mentorship programme, which was launched in 2005 as part of the Girls Boys Education Movement. The programme helps girls make informed career choices with an emphasis on science, technology and engineering. In 2011, girls and boys from disadvantaged backgrounds from all nine provinces were involved in the programme (Education and Gender Equality, 2005). This initiative was an attempt to motivate girls and boys not to drop out of school and to make them feel that they were recognised.

Schools have a role to play in, and a responsibility to contribute towards the achievement of equality between girls and boys as well as in improving conditions for female learners. All schools should ensure that what is being taught and learned takes female learners into consideration. Attempts have been made to ensure equal access to resources and participation in education for male and female learners. For example, the government subscribes to and has endorsed a range of international

Conventions such as United Nations Declaration of Human Rights (1962), the United Nations Convention of the Rights of the child (1989), Education for All (United Nations Declaration, 1990) and the Beijing Declaration (1995) which called for the mainstreaming of gender issues (Gender Equity in Education 2011).

In the world at large, schooling has not always fulfilled its potential role as a change agent capable of challenging existing gender inequalities; instead it continues to enhance gender stereotypes. Girls and boys are routinely given different roles by teachers. Girls are expected to clean classrooms while boys do outdoor jobs (Skelton, 2001 in Arnot, 2004). Gender inequality within education is also evident in subject streaming and subject choices. Literature reveals that teachers consider boys as more intelligent than girls while they are in actual fact equally as capable (Chisholm & September 2005).



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As a result, they continue to encourage boys to take science subjects and discourage girls from doing so. They encourage girls to opt for general subjects like sewing and handcrafting (Magno 2003; Chisholm & September 2005). Many studies have also expressed concern about gender prejudice and stereotype in curriculum and teaching materials as well as in the teaching methods adopted by teachers (Gipps&Moletsane, 2004). Such practices are discriminatory; maintain unequal power relations between girls and boys and lower the self-esteem of girls (Chisholm & September 2005). It is also likely to affect girls' performance and increase the risk of them dropping out of school (Unterhalter et al 2005).

Gender inequalities have also led to violation of girls' rights through violence. They are often subjected to various types of violence in and around schools. Some common forms of violence they may endure include sexual violence, sexual harassment, intimidation and teasing (UNESCO, 2003; Actionaid International, 2005). The effects of such violence include low enrolment of girls in schools, poor performance of girls at school, high drop out rates, teenage pregnancy and early marriages. All these factors maintain the inferior status of the girl child and deny them the right to education (Coombe, 2002; Carrim, 2000; Actionaid International, 2005; UNESCO, 2003). Like in most developing countries, this situation prevailed in South Africa in 1994 when the post-apartheid government took over (UNESCO, 2004; Chisholm & September 2005; Actionaid International, 2005).

Wadesango, Rembe and Chabaya (2011) are in line with (Action Aid International, 2005) and (UNESCO, 2003) when they show the reality of the violation of girls' rights in schools. It is argued that both male and female teachers assign girl learners classroom cleaning duties such as sweeping, scrubbing, polishing floors and cleaning windows while boy learners are generally not required to participate in cleaning classrooms. They are instead asked to move desks around to enable girl learners to clean more easily.

Even in regard to sports, female learners are dissuaded from participating in sports that are traditionally regarded as male sports such as rugby, soccer, cricket and table tennis. They are discouraged particularly by female teachers and If they do participate in so called 'male sports,' they are often called derogatory names such as "tom boys". Boys who participate in sports that are normally considered female sports

like netball and soft-ball are commonly referred to as “sissies” (Wadesango, Rembe, Chabaya, 2011).

There have been many attempts to eliminate gender bias from the learning materials and curricula but there are still traces of bias apparent in them. For example, goal 5 of the Education for All (EFA) Dakar Goals (2000) calls for “Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality” (UNESCO 2003:27).

It is argued that having a national policy acknowledges the fact that meeting the educational needs of girls and boys is the responsibility of the nation as a whole and requires a shared commitment by all authorities responsible for education, acting in collaboration. A national policy based on principles of collaboration and partnership necessarily involves commitment and agreement from the various parties responsible for schooling: The National Department of Education, The Provincial Department of Education, Local Authorities and non-governmental school authorities (Gender Equity in Education 2009).

In addition, Millennium Development Goal (MDG) 3 aimed to “Promote gender equality and empower women”, and also stated that its target was to: “Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015” (UNESCO 2003:27). Realistically, gender equality in education is unlikely to be achieved by 2015 or any such short timeframe (Wills, 2005). In 1972, “Title IX” which was a broad proscription against sex

discrimination in any U.S government-funded education programmes or activity was passed. It did not, however, specifically prohibit gender bias in textbooks. It only prohibited gender stereotypes in career counselling, or in materials aimed at recruiting males and females into different careers (Zittleman, 2007). Another piece of legislation, the Women's Educational Equity Act, was passed in 1974. It specifically provided funding for research and training to help schools eliminate sex bias. However, insufficient money was still a big challenge preventing the institutionalizing of a more gender-equitable approach to education (Zittleman, 2007).

According to statistics, the problem of gender bias in textbooks and in curricula appears less urgent (UNESCO, 2003). There is also no way of knowing if the current statistics regarding girls is affected by the additional discouragement of encountering gender biases in textbooks and sometimes in curricula (UNESCO, 2006). On the other hand, South Africa has been a signatory to and has been part of the process of creating instruments which have been put in place by international and regional bodies to enhance gender equality (Maultrie & De la Rey, 2004; UNESCO, 2004; Chisholm & September 2005). They stipulate obligations that states have to adhere to in order to address gender inequality in all sectors. The South African Constitution outlaws all forms of unequal treatment on the basis of race, gender, cultural origin, age and religion (Constitution of the Republic of South Africa, 1996). The Post-apartheid government of South Africa has also put in place policies and programmes to enhance gender equality (UNESCO, 2004; Chisholm & September 2005).

In education, different policies have been put in place to ensure gender equality at all levels. Initiatives began with the establishment of the Gender Equality Task Team

(GETT) by the National Department of Education in 1996 to make recommendations on how to achieve gender equality. GETT came up with the following recommendations regarding enhancement of gender equality in teaching and learning (Department of Education, 1997; Chisholm et. al. 1999; Chisholm, 2003):

- Formulation of a core curriculum which is gender sensitive and emphasizes the importance of curriculum providing a comprehensive framework for teachers, parents and learners to understand the full meaning of gender equality issues;
- production of learning support materials and textbooks which are gender sensitive;
- the introduction of gender awareness in teacher training programmes to enable teachers to incorporate gender issues into their teaching methods and to help ensure that the teachers themselves are not gender biased;
- outlawing gender and sex-based harassment in educational settings, as well as promoting health, sex and reproductive education to enable learners to understand issues of masculinity and femininity, enabling them to protect themselves and lead healthy lives free from unnecessary risk.

The above recommendations were not meant only to increase access to education for girls, but also to address unequal power relations (Unterhalter et al 2005). They were adopted as policies of The Department of Education for addressing gender inequality in education and are currently being implemented (Chisholm, 2003). The National Department of education has introduced life skills education for teachers in pre-service training to enable them to integrate issues of gender equality in the classroom. Life skills education, however, is not taken seriously by many educators

and as a result it has not had a significant impact on them as they have not acquired the required skills (Coombe, 2002).

Given this backdrop, girls remain marginalised, particularly with regard to the curriculum, learning programmes and teaching methods (UNESCO, 2003). Teaching methods and teachers' attitudes are often gender biased, the curriculum and learning materials are often not gender-sensitive and gender related issues are rarely integrated in the curriculum (Truscott, 1992 in Chisholm, 2005; Carrim, 2000). Boys are encouraged to do maths and science and are considered more intelligent than girls (Chisholm, 2003). While the new curriculum was supposed to be gender sensitive as recommended by the Gender Equality Task Team, what was actually incorporated in the revised curriculum was a broad human rights framework and not specific gender issues (Chisholm, 2003; Carrim, 2000). Hence, while the new curriculum has human rights issues integrated into it, it is not specifically gender sensitive (Maistry, 2008; Chisholm, 2004; Ramparsad, 2001).

Life Orientation has been introduced in schools in line with recommendations of the GETT, which proposed establishment of health, sex and reproductive education to enable learners to understand issues of masculinity and femininity. Understanding issues of masculinity and femininity makes it possible for learners to protect themselves, and lead healthy lives free from risk (Coombe, 2002; Department of Education, 2006). It was reported, however, that 90 per cent of educators teaching the subject had not received any training in the subject (HSRC, 2003). Also, since the subject is not externally examined, learners do not put much effort into learning it (Chisholm 2005:137). Even now, there is a little that has been done to train teachers in the subject. It is quite telling that in many cases, Life Orientation classes are

clustered and taught by teachers as a single grade. Research shows an increase in sexual violence against girls and that the rate of pregnancy is escalating (City Press, 19 October, 2008). The statistics show that unplanned pregnancy affects 28% of girls compared to a figure of 3% unplanned paternity for boys (Chisholm, 2003:12). These unplanned pregnancies lead to poor performance and a high dropout rate for girls. Although there are policies in place that allow girls to come back to school after they have delivered their babies, some do not do so because they have to take care of the babies and because they are often stigmatised by fellow colleagues and educators (Chege, 2004). In addition, their self-esteem is lowered in the process.

The Employment of Educators Act was amended to ensure that educators found guilty of improper association with learners (particularly with girls because they are the most affected) would be dismissed from the service (September et al, 2005). The DOE has also developed Policy Guidelines for schools and colleges to assist School Management Teams (SMTs) in managing sexual harassment (HSRC, 2003, Chisholm et al: 2005). All these measures are meant to protect learners (particularly girls) from abuse. Despite these measures, literature reveals that 30% of girls are either raped or sexually abused at school by teachers (Chisholm 2005:137).

There is also widespread evidence of sexual harassment, especially in high schools (UNESCO, 2003). According to Actionaid International (2005:5), the impact of sexual violence in South African schools is immeasurable and includes the loss of self-esteem, depression, anger, risk of suicide, unwanted pregnancy, HIV infection and fear of victimisation. Combinations of all these factors cause many girls to drop out of school. Gender equality policies are in place yet girls continue to be disadvantaged in

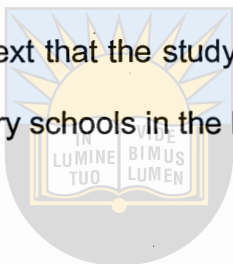
schools. This point to the need to assess the implementation of gender equality policies.

The study was conducted in Mthatha district, since the conditions discussed above are prevalent in the area. There are 120 secondary schools in the district with an enrolment of 9800 learners. Of the total enrolment, there are 5100 girls and 4700 boys (Department of Education Mthatha, 2008). Although the number of girls is more than the number of boys, 3% of girls drop out of school each year due to gender related issues such as early pregnancy, parents' preferences to educate boys over girls and teacher's attitudes (Department of Education Mthatha, 2008). In the schools in the district, Life Orientation is often taught by teachers who do not have the necessary qualifications for the subject as yet. If all LO teachers had proper qualifications gender policies would be implemented correctly in high, Colema, Jolley and Middleton, (2003) emphasize that the qualifications of teachers play a major role in the way they interpret the syllabus.

1.2 Statement of the Problem

Following the recommendations of the GETT, the Department of Education put in place policies and programmes to enhance gender equality at all levels. Although these are currently being implemented, girls remain marginalised at the school level (Leorie Rowan et al, 2002). The new curriculum and learning materials are not gender-sensitive and the teaching methods and teachers' attitudes are gender biased (Chisholm 2005; Carrim, 2000). For example, teachers only encourage boys to enrol in maths and science subjects rather than encouraging both sexes. Also, boys' and girls' performances are regularly compared. This has adversely

affected girls' performance and has lowered their self-esteem (Department of Education, 2006; UNESCO, 2003; Coombe, 2002). There have also been various attempts to fight sexual harassment and abuse in schools, but, despite these measures, the rate of rape and abuse is still high (Chisholm 2005; UNESCO, 2003). This has resulted in, among other things, loss of self-esteem, poor performance and unwanted pregnancies led to many learners dropping out of school (Chisholm 2005; UNESCO, 2003; Actionaid International, 2005). Despite gender equality policies being in place in the South African School's Act girls continue to be disadvantaged in schools. It is within the above context that the study assesses the implementation of gender equality policies in secondary schools in the Mthatha district.



1.3 Research Questions

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1.2.1 Main Research Question:

How do teachers implement gender equality policies in high schools in the Mthatha district?

1.3.2 Sub-Questions:

- 1.3.2.1 How do teachers ensure that teaching and learning materials are gender sensitive?
- 1.3.2.2 What training have teachers received to enable them to incorporate gender issues into their teaching?
- 1.3.2.3 What monitoring systems are in place to enable teachers to incorporate gender issues in teaching?

1.4 Purpose of the Study

The purpose of this study is to assess the implementation of gender equality policies in Mthatha district high schools. Although the enrolment ratio of girls in schools, particularly at the general education and training level is higher than that of boys, they continue to be disadvantaged in terms of how the curriculum is delivered, the type of learning materials used and their choice of subjects.

1.5 The Objectives of the Study

The study seeks to investigate:

- How schools ensure that learning materials are gender-sensitive.
- Monitoring mechanisms and support provided by the department to teachers to enable them to incorporate gender issues into the curriculum.
- The types of training received by teachers to enable them to incorporate gender issues in planning and teaching.

1.6 Significance of the Study

The findings of this study will assist the education department to become more aware of how gender equality policies are being implemented in schools and to come up with measures to address the limitations in the implementation of gender equality policies in Mthatha High schools. It will also highlight to those involved in creating educational policy, the need for monitoring and support in order to achieve any

successful implementation of a policy. Above all, the study will seek to use the results as an indicator of the conditions needed for successful implementation of gender equality policies in schools. It will also underscore for teachers the importance of implementing gender equality policies in school. Lastly, it will assist learners to become more aware of their rights so that they do not get exposed to abuses of any kind.

1.7 Rationale of the Study

The researcher is an educator in the Mthatha District. She developed an interest in this area after being elected as a Gender Officer for the South African Democratic Teachers Union (Mthatha Branch) where she observed that gender issues were not often considered and that the policies and programmes that were in place were not generally adhered to. Secondly, whenever the researcher conducted workshops, educators usually indicated that they did not incorporate gender issues into their school policies. The researcher also encountered evidence that educators abused female learners both verbally and sexually. It was then that she decided to delve further into the literature and discovered that there is a lot to be contributed towards understanding the implementation of gender equality programmes and policies.

1.8 Delimitations

The study focused on the implementation of gender equality policies in 4 high schools in the Mthatha District. The study targeted Grades 11 and 12 learners (boys and girls) because of their level of maturity in comparison to other grades. It also targeted male and female educators, and departmental officials of both sexes.

1.8.1 Limitations

The researcher encountered various challenges during this study. Firstly there were significant time constraints. The researcher had to adhere to the stipulated times when conducting interviews in different schools. It was very difficult to find some of the departmental officials due to the fact that they were often at departmental meetings. Secondly, many teachers were afraid to disclose information. Thirdly, finances were a challenge as the researcher had to travel between the selected schools. Lastly, weather conditions also adversely affected the study since the researcher had to travel on rainy days or days with extreme temperatures to honour her interview appointments. However, she managed to get through it because of her dedication and determination to see this study become a success. The researcher had to ask for assistance from colleagues, friends and relatives.

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1.9 Definition of Terms

1.10.1 Implementation: Is defined as actions by the public or individuals, or groups that are directed at the achievement of the objectives set forth in prior policy decisions (Ham & Mill, 1984: 104). Implementation in this study refers to the way gender equality policies are put into action.

1.10.2 Gender equality: refers to the situation in which women and men have equal opportunity to realize their full human rights and potential.

Gender equality in this study refers to a situation where boys and girls (males and females) enjoy equal opportunities.

1.10.3 Assessment: refers to a process by which the quality of individual's/organisations/groups' work or performance is judged. Assessment in this study refers to the judgement of the implementation of gender equality policies.

1.10 Chapter Outline

Chapter 1 provides an introduction to the study and a description of the background of the study, research activities, significance of the study, rationale of the study and definition of terms.

Chapter 2 provides a review of the literature. It will include the views of a range of authors and researchers on intervention programmes in schools.

Chapter 3 covers the methodology of the study. It will explain the research design, instruments used in the research, ethical consideration and limitations of the study.

Chapter 4 provides a detailed data presentation and data analysis of the data collected in the study as well as a discussion of the results of the study.

Chapter 5 is the summary of the study that encompasses the findings, conclusion and recommendations.

1.11 Chapter Summary

The current chapter gives an overview of the study and focuses on the assessment of the implementation of gender equality policies in schools studied. It also highlights the research problem of the study as well as the aims, objectives and research questions raised in the research. In addition, the significance of the study, delimitations and definition of key terms are also tackled. The next chapter is the literature review.



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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related to the study. The researcher looked at related studies undertaken by other researchers concerning the implementation of gender equality policies in schools. In addition, this chapter broadly discusses the national and international legal frameworks that enjoin the South African Constitution on gender equality. The South African Constitution, widely recognized as the most progressive in the world, clearly outlines gender equality as a basic principle (The Commission for Gender Equality, 2009). It underpinned the theoretical framework that was used in this study.

2.2 Theoretical Framework

The study will be guided by the Gender and Development (GAD) framework. This framework is concerned with social injustices experienced by men and women both within and outside the household. It also draws attention to the distinction between practical gender needs (water, food, shelter) and strategic gender interests which are concerned with challenging the deeply entrenched forms of gender discrimination in the legal system, sexual violence and discrimination (Unterhalter, 2004).

This study advocates bottom up approaches to policy implementation which put emphasis on the role of street level bureaucrats (Parsons, 2005). Parsons,(2005) argues that top down approaches are those successful policy implementations which results from getting people to do what they are told; keeping control over all the stages of implementation; providing adequate resources in terms of human and financial resources; and development of a programme of control which minimizes conflict and deviation from the goals set by the policy (Parsons; 2005; Densire, 1990).

The fact is that policy implementers or street level bureaucrats use their own discretion and so implementation may result in policy outcomes which are quite different to those intended or desired by policy makers (Elmore, 2006; Dunleavy, 2003; Bell & Stevenson, 2006). This is most apparent in cases where implementers have not been involved in the process of formulation, are not conversant with the policy or in cases where implementers do not favour the policy (Bell et. al.2006). In as far as the implementation of gender equality policies in Mthatha High Schools goes, it is clear that it was formulated in the national department of education and as a result at district level it is not taken seriously by the departmental officials who are supposed to make sure that gender policy is emphasized in high schools.

2.3 Gender and the Curriculum

Researchers argue that the curriculum is gendered in two main ways. Firstly, particular subjects are associated with either masculinity or femininity. Secondly, teachers teach different material, or treat it differently, depending on whether they are teaching girls or boys (Gender and Education Association,2005).

It is argued that in the early 90's, high school vocational programmes were almost entirely sex segregated. Training for skilled trades was reserved for boy, while girls took courses in home economics or garment work (Tyck and Hansot 2000, p. 210). Girls gained no occupational advantage from home economics courses. Employers invested in boys' on-the-job training, while girls applying for clerical jobs were expected to arrive with the necessary skills (Tyack and Hansot, 2000).

According to recent literature, the then Prime Minister announced funding for a project to facilitate the development of a school curriculum which was to be equally relevant to boys and girls (Gender and the National Curriculum, 2005). The aims of the project were to make areas of the existing curriculum equally accessible to girls and boys, to put greater value on female knowledge and experience and to critically examine social structures which were disadvantageous to women and girls (Gender and the National Curriculum 2005).

2.4 Implementation and Monitoring of Gender Policies

The Department of Education (DOE) has been much less attentive to issues of gender justice than to other aspects of inequality and has been particularly slow in implementing the recommendations of the GETT that were suggested in 1997 (Daniels, 2001, Chisholm, 1999, Unterhalter, 2002a, Wolpe et al, 1997). Failure to have gender watchdogs and a gender network in the DOE contributes appreciably to the lack of implementation of gender equality policies (Leorie Rowan et al, 2002: 12). Teachers use their own discretion and ideas when implementing the policies because they do not have the necessary training to deal effectively with gender

issues in the classroom (Chisholm, 1999). The current monitoring of the implementation of the new curriculum indicates that gender issues are almost absent from the curriculum. Teachers are reluctant to add gender issues to their already long list of priorities (Kenaway&Kraak: 2004).

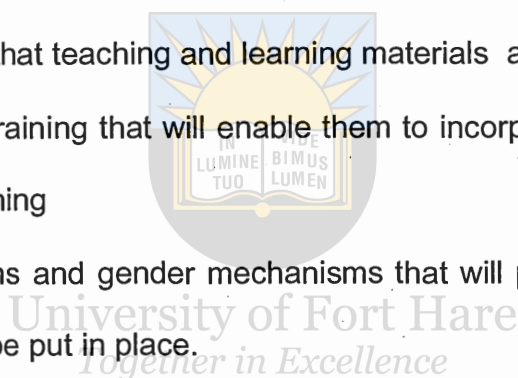
The overwhelming evidence from research shows that treatment of gender issues is not so much hidden as it is absent. For example, the HSRC has published a large volume on human resource development; large in both size and breadth of subjects covered. In such a large volume, there is nothing about the peculiar problems that girls and women face in our education system (Chisholm, 2004).

Though numerous attempts have been made to reduce gender inequality, some researchers are quick to point out that there has been limited engagement with girls and boys during adolescence to challenge and shift gender norms that contribute to girls being viewed as having less worth, and fewer opportunities and less decision making ability than boys (Barker, Ricardo&Nascimento, 2007; Barker, Contreras, Heilman, Singh, Verma, Nascimento., 2011; Harbeland&Rogow, 2007; Karim, et al., 2003; Pulerwits, Barker Segundo, Nascimento, 2006; Verma, Pulerwits, Mahendra, Kandekar, Singh, Das, 2008).The point is that in the long run, this limited engagement cascades from the society to the classroom situation.

In 2001, Hyde pointed out that girls continue to face many obstacles that impede their path to learning. The author argues that some factors leading to this include discrimination on the basis of sex, unequal rates of investment by governments, political conflicts (UNICEF 2001). In support of the above mentioned views, if the

educational experience of girls is inferior to that of boys, their academic learning is compromised. As a result, the psychological empowerment that education can confer is greatly reduced because the girls continue to receive an inferior experience compared to that of boys. The researcher opines that it is imperative that girls stay in schools and remain safe in order to complete their education. The classroom must be a place of learning with little room for problems such as school related violence against girls or lack of gender policies (Human Rights Watch, 2001). As a result it is imperative that:

- Teachers ensure that teaching and learning materials are gender sensitive
- Teacher receive training that will enable them to incorporate gender issues in teaching and learning
- Monitoring systems and gender mechanisms that will promote gender issues in the classroom be put in place.



2.5 Gender Sensitive material in Teaching and Learning

The benefits of a good education are well known and, it is vital that both girls and boys benefit equally from it so that they can succeed. Unfortunately, within the education system, there are many cultural, economic and institutional barriers to this happening so it is important that teachers and the schools themselves identify teaching and learning tools for immediate use in the classroom that can be used to promote gender sensitivity. These can help raise awareness, encourage critical thinking and promote effective and efficient learning environments. Beyond learning tools, in reality, teachers' unconscious gender stereotypes and biases often affect classroom practices and cause the differential treatment of boys and girls (UNESCO, 2009:8). Therefore, gender equality, provision of equal conditions,

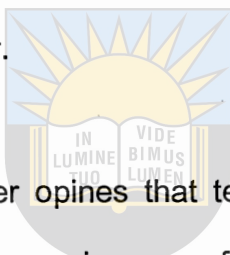
opportunities for both men and women to realise their full potential, human rights and dignity as well as opportunities to contribute to and benefit from economic, social, cultural and political development is crucial if schools are to produce learners that are able to function free of the limitations that are ordinarily imposed on their gender.(UNGEI, 2012:3)..

On the other hand, (Mlamla, Dioumi, Makaje, Muruge, Wagah and Washika (2005:2), define gender sensitivity as the ability to recognise where gender awareness is required. As a result, using gender sensitive teaching and learning materials ensures that the potential of learners is enhanced and this improves the confidence and quality of education among learners and make it easy to identify potential impacts of gender stereotyping within the classroom situation. Teachers who are under-trained are generally not aware of gender sensitive teaching and learning material (Mlamla et al, 2005).

As such, it is vital that within the teaching and learning environment, teachers ensure that the curriculum offered in schools reflects positivity on the life experiences and the unique needs of both boys and girls so that they are able to succeed equally in the society as adults regardless of their gender. For instance, when teachers use gender sensitive teaching and learning material, it is assumed that boys and girls will feel confident in making subject choices that traditionally may not have been associated with their gender. Moreover, it is paramount that teachers, by using gender sensitive teaching material, in the long run help promote peace and equality by creating an inclusive setting for both males and females.

For example, it is crucial that the teachers come up with a variety of classroom activities that elicit learner participation, as a means of promoting gender equity and

equality.. Additionally, even if the teacher uses gender sensitive materials, it is also of importance that the resources and materials that learners are given to use in class do not reflect any form of gender stereotyping (UNESCO 2009). Teachers who are under-trained and are not aware of gender sensitive teaching and learning material may continue coming up with activities that are not gender sensitive. As such, it is vital that within the teaching and learning environment, teachers ensure that the curriculum offered in schools reflects positivity on the life experiences and the unique needs of both boys and girls so that they are able to succeed equally in the society as adults regardless of their gender.



On the other hand, the researcher opines that teachers in schools also have to ensure that the level of gender responsiveness of the teaching materials that they wish to use or create is sufficient and that the material is in line with the school policies on gender issues and is not discriminatory in any way

In furtherance of the foregoing arguments, it must be stated that a gender sensitive teacher should be encouraged and trained to be unbiased in their perceptions of learners' abilities and encourage both male and female learners to develop to the fullest Banda (2003). Beyond this, being a gender sensitive teacher entails that they promote positive learner attitudes towards each other. This can be achieved by helping learners of different genders to address their differences so that they are able to prevent situations of gender bias and stereotyping from arising again in future. To achieve this, UNESCO (2009) advises that teachers should:

- Call on or address both male and female learners equally and over all the subjects.

- Organize the seating arrangement to create a conducive environment for effective teaching and learning of both genders.

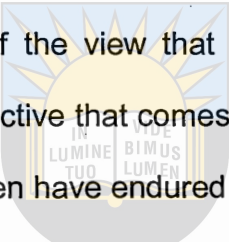
Furthermore, (Mlamlaet al; 2005: 9-10), posit that applying gender sensitive teaching and learning materials is fundamental to any learning environment. Therefore, feedback and assessment should be part and parcel of any learning environment, especially where gender policies and their implementation are being promoted. As such, teachers should take time to give and get adequate feedback from boys and girls in order to ensure that they have understood the lessons one way of achieving this is promoting gender response language in the classroom.

From her experience as a teacher, the researcher's opinion is that learners must be involved in the lesson by using words that do not promote gender inequality. Furthermore, the subject matter of the learning materials and the personal interactions between the learners themselves, and the learners and the teachers are bound to contribute to gender sensitisation in teaching and learning if appropriate materials that don't have hidden agendas are used.. If one considers the 'hidden curriculum,' that is present, it is apparent that gender inequality is still prevalent in schools. As a result, gender sensitive teaching and learning skills are needed so that 'hidden curricula' can be detected and counter acted upon through gender sensitive teaching (Combleda, 1984), because the negative conception of gender stereotyping is still prevalent in teaching and learning (Grossman and Grossman , 1994).

Therefore is it paramount that theory marries practice because what is written down with regard to gender policies and the reality of their implementation in schools appear to differ greatly. Teachers demonstrate through their example what they genuinely believe regarding gender equality. Education policy makers and institutions

should play a central role in ensuring that there is gender sensitive teaching and learning in schools. However, the researcher believes that as long as teachers in schools are not well versed with what gender sensitive teaching and learning entails and not given a clear understanding of the current state of gender relations, then implementing gender policies in schools will be a nearly impossible task (Gurung, Prukke and Leduc, 2009).

The mention of gender sensitive teaching and learning at times has mixed connotations. The researcher is of the view that in most instances when gender issues are talked about, the perspective that comes to mind is one of addressing the differential treatment that girl children have endured for so long. Gurung et al, (2009) to an extent supports the above view and concedes that gender sensitive teaching and learning is focused on teaching both boys and girls.



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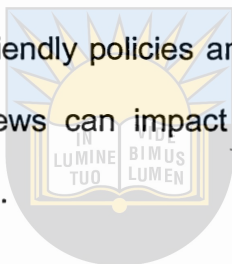
Taking the idea further, the only way that teachers can ensure that teaching and learning materials are gender sensitive is by finding out from learners themselves their expectations and priorities. According to (World Bank, 2001) gender sensitive capacity building initiatives, such as identifying the needs and priorities of the learners, can contribute to poverty reduction and sustainable development of the wellbeing of communities. This includes schools because schools are learning communities.

With all this considered, it is crucial that when choosing teaching and learning materials that consideration be taken of the cultural backgrounds of the learners; especially with regard to the everyday knowledge that they bring into the classroom.

For instance South Africa is a multiracial country, with 11 official languages. As a result, multicultural education becomes an important aspect of learning that can be used to promote effective teaching and learning and to achieve the goal of providing learners of different genders with equal opportunities. The fact that teachers come from a society that is characterised by patriarchal attitudes may make it impossible for them to teach gender equity in the classroom without intervention strategies that enable them to change their attitudes (Wadesango et al, 2011). Therefore being aware of the gender perspectives of learners can help teachers to design different training and teaching methods so that learning is more effective.

Again it is important to bring to the fore that gender sensitive teaching and learning is not about teachers continuously talking about gender equity and equality and its implementation in learning environments. In reality, it is more about making transparent the importance of gender equality. This can be achieved through appropriate teaching materials and teaching strategies (Williams; seed and Mwau, 1999; Barben and Ryter (2006). In the same vein, Heng (2010) argues that the only way that teachers can ensure teaching and learning materials are gender sensitive is by the teachers themselves also realising that gender sensitivity is not only an intellectual understanding and effort but that it is also about sensitivity. In furtherance of the above mentioned, Heng (2010) further adds that educational policy is a foundational phase which can be used to enforce changes in teaching and learning materials used in schools, but that, positive results can only be achieved if teachers and learners are assisted in employing classroom initiatives that reflect images based on an ideology that promotes gender equality in the classroom.

The South African education system supports learner centred teaching and learning. Because of this, utilizing gender sensitive teaching and learning materials is important. The curriculum clearly stipulates that the teacher is an agent of change, a facilitator and a role model. It states that he/she should strive to achieve equality through what they teach, when they teach it, and how it is taught (C2005). Regarding the role of teachers, the researcher understands that when teachers come into the classroom setup, one cannot necessarily expect them to be gender neutral. This is especially the case in light of their upbringing and years of formal and informal socialisation. Even when gender-friendly policies and curricula are already in place, the teachers' patriarchal world views can impact negatively or positively on the learners (Joerger and Taylor, 2004).



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Banda (2003) argues contrary to the arguments above. He states that the problem lies in putting gender sensitive policies into practice in the SMT and in the teaching and learning environment. Since teachers are often faced with various other challenges, they may not feel sufficiently empowered to promote gender equity causes in the classroom. In addition they may not be sufficiently motivated in or convinced of the importance of such issues. As a result, too much up-service and lack of theory being put into practice has to an extent affected how sensitivity to gender from all stakeholders can yield tangible results. Considering the current high learner/teacher ratio in schools, it is worth asking whether a teacher can reasonably be expected to provide teaching and learning that is gender sensitive when already they already face the absence of teaching and learning materials, lack of motivation and negative attitude to teaching, further exacerbated by a heavy work load. (Mncube and Hcuber 2010).

In an earlier study by Banda (2003), the author is of the view that many teachers have not had the opportunity to receive gender sensitive training and so expecting them to implement gender sensitive teaching and learning materials or policies might prove to be a mammoth task. Thus educating teachers is viewed as the core ingredient to make sure those policies are implemented.

It is not surprising then, that providing education for both boys and girls within a gender based framework which employs well rounded teaching methodologies that promote gender equity and equality is widely acknowledged as the single most important and powerful tool for self-advancement, self-assertiveness and self-actualisation of present and future generations of children. The researcher believes that this can only be achieved by using appropriate and relevant gender sensitising teaching and learning material. Unfortunately, most teachers appear to be resistant to change and still use teaching and learning materials that portray girls as being intellectually inferior to boys (Kadzamuzi and Chibwana, 1999).

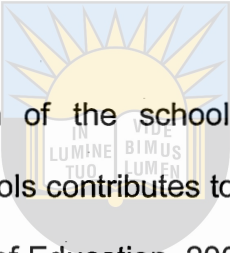
Furthermore, a recent study by Borgonovi and Jakubonisiki (2011) clearly indicates that girls outperform boys to such an extent that the underachievement of boys should be a cause for concern. This has therefore become the focus of some policy discussions (Scuto 2011). According to Banda (2001) the foregoing sentiments raised by Kadzamuzi and Chibwana are correct. Lack of teacher interest in using gender sensitive teaching and learning materials also has negative connotations within the education system because it appears as if curriculum related policies for teachers are passive on gender inequality.

Though the mind-sets and world-views of individuals may be difficult to change, there is a need for collaborative efforts that involve stakeholders beyond the education fraternity (Mizuno and Kabayashi, 2011). This will enable teachers to avoid portraying certain subject areas as masculine or feminine as has traditionally been the norm. It is argued that most curriculum areas are associated with either one gender or the other. For instance, mathematics and science are commonly seen as masculine subject areas, as is technology. Humanities and languages tend to be associated with femininity, though these are not as strongly linked as mathematics, science and technology are with masculinity (Gender and Education Association, 1998). This gendering of particular curriculum subjects is not related to performance because in most cases the results in mathematics are approximately equal for girls and boys. Despite the reality, mathematics is strongly viewed as masculine (Gender and Education Association, 1998). The result of this is that learners who opt for vocational subjects end up being educated in more-or-less single sex classes. This engendering can make young learners feel uncomfortable if they are successful at subjects that are associated with the other gender (Gender and Education Association 1998).

According to O'Neill (2000), In British Columbia, standardized testing indicates that girls outperform boys at all levels of reading and writing. Testing showed that girls significantly outperform boys on reading and writing tests, while almost matching them in maths and science. The American Association of University Women published a report in 1992 indicating that females commonly receive less attention

from teachers, and that the attention that they do receive is often more negative than the attention received by boys (O'Neill, 2000).

Gender inequality is clearly a universal problem. According to Rowan (2002:12), there needs to be an emphasis on the ways girls are disadvantaged by school based celebration of various aspects masculinity. Their concern is for the ways in which males are unfairly privileged by the school structure, curriculum, pedagogical and assessment practices.



The curriculum is the foundation of the school experience. Unfortunately the curriculum that is used in high schools contributes to reinforcing stereotypical notions of gender differences (Department of Education, 2002). For example, mathematics is regarded as masculine and a status subject. As a result, boys feel the need to demonstrate that maths is their subject by boasting about their marks when they have done well in the subject. This conditions girls to think that maths and science are difficult subjects, because of this; they think they cannot perform well in them (Skelton & Francis, 2003).

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Feminist research has drawn our attention to the fact that schools are important places where gender is enacted and contribute to unequal gender relations. They are thus an area requiring intervention (Thorne, 1993; MacNaughton 2000, Renold, 2005, Bhana, 2000). It is stated that the challenge is not merely to transform the content of the curriculum, but also to improve the teacher training so that teachers are adequately equipped to deliver gender-sensitive curricula (Wolpe et al, 1997).

Schools play a special role in promoting gender equity between girls and boys. Educators must ensure that girl learners and boy learners have equal access to the knowledge and skills that schools provide. Also, teachers must promote equal participation of girl learners and boy learners in the classroom (Gender Equity in Education, 2009).

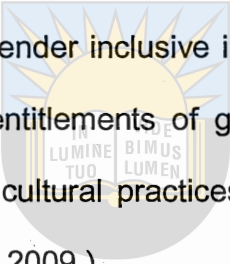
Developing gender equity in schools and developing a curriculum which supports the interests of both girls and boys, requires the commitment of educators at all levels of education. The Gender Equity in Education Policy provides a framework of principles and practices that will improve the life chances of all learners regardless of their gender (Gender Equity in Education, 2009).

In preparing the girl learners and boy learners for satisfying, responsible and productive lives, the National Department of Education pledged to:

- Develop curricula, resources and courses, which are gender inclusive in content, language, teaching and assessment methodology.
- Promote awareness of gender equity issues in all school communities through curriculum documents, courses and assessment procedures.
- Advise on appropriate policies, processes and gender inclusive practices.
- Provide curricula which facilitate challenging learning environments and which are socially and culturally appropriate, supportive and physically comfortable for both girls and boys.
- Develop curricula designed to advocate attitudes and behaviours in the school community, which promote social responsibility, empathy, sensitivity and equal and non-violent relationships.

- Develop pre service and in-service training in gender equity for teachers and administrators.
- Develop curricula designed to contribute to a safe and supportive learning environment; free from all forms of sexual harassment.
- Ensure that all the above objectives are included in all curricula, policies and practice in the education sector. (Gender Equity in Education Policy 2009).

It is also argued that those involved in curriculum development have to see to it that they develop a curriculum that is gender inclusive in all respects. This is one which meets the education needs and entitlements of girls and boys, does not include stereotypes and challenges unfair cultural practices that affect both girls and boys (Gender Equity in Education Policy, 2009.).



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Some researchers have discovered that teachers make assumptions regarding the behaviour, abilities or preferences of learners based upon their gender. There are strong gender role stereotypes for masculinity, and femininity. Students who do not fit these stereotypes may encounter problems with teachers and their peers. For example, the expectation is that boys naturally exhibit boisterous, unruly behaviour, and are academically able, rational, and socially uncommunicative. Girls are viewed as being quiet, polite, and studious (LIU, 2006).

Gender bias occurs even within subject areas and school activities. Gender bias promulgates a myth that boys are naturally better at mathematics and science than girls. The implication is that if girls succeed in these subjects, it is due to their hard

work not their intelligence, whereas boys' success is credited to their natural talent (Martin, Milne & Scantlebury, 2006).

It is also suggested that teachers' unconscious gender bias can result in them having stereotypical expectations of what students' success and participation in the classroom should look like. Teachers view male students' domination of the classroom and their time as typical masculine behaviour. However, these biases have consequences for the students and the classroom climate (Tobin & Gallagher, 1987).



Liu (2006) argued that teachers' gendered perceptions of students' ability is also reflected in the type of praise and expectations they have of their students. Teachers often give girls less meaningful and less critical praise to girls than to boys. Boys' work is described as unique or brilliant, while girls' work is often undervalued, critically ignored, and praised for its appearance. This aspect of teachers' behaviour is particularly detrimental to girls because it means they do not receive feedback on their work that could help them develop a deeper understanding of concepts (Liu, 2006).

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Research has shown that improving the quality of education through attention to the physical environment, provision of learning materials, training of teachers and limiting class size, has benefits for girls as well as boys but that girls from the poorest families may need targeted initiatives to address their specific needs. Additionally, teacher training should include gender awareness as an integral component of the program (Gibson 2007). Research on gender and gender policies revealed a

disturbing reality. A survey of education materials indicated that girls and women are marginalised in textbooks. This means the materials and textbooks used are not gender sensitive. They reflect images which keep women locked into patterns of inequality and to an extent have promoted sexual harassment and abuse in schools and society at large. The root cause being that the school environment has failed to inculcate the importance of gender issue within the curriculum. (IEP 2002: 21).

It is argued that though issues of sexual violence and sexual abuse have been addressed through the development of policies, Chisholm et al, (1999) observed that it also has a shameful private and often hidden face. It is sometimes argued that there are not many gender equity challenges confronting girls in the education sector, while little or no mention is made of the sexual harassment that female learners face from both male teachers and male learners (UNESCO, 2003). Chisholm et al (1999) states that the worrying factor is that this problem is so prevalent in schools where behaviour is supposed to be shaped and where positive values should be inculcated. It appears that the opposite values and behaviour from those desired are actually being reinforced in schools.

There is widespread evidence to show that harassment relating to sexuality or gender against girls is rife in schools and that in most cases, boys are the perpetrators of this violence against girls. This appears to be linked to the continued use of gender insensitive material and gender stereotypical language. Gender-based violence in schools is a serious form of discriminatory treatment that compromises the learning environment for girls and diminishes their educational opportunities. Girls are often victims of sexual abuse at school; they are raped, sexually assaulted and

sexually harassed both by fellow learners and by teachers (Human Rights watch, 2001).

In many countries, girls who fall pregnant, often as a result of undesired encounters with teachers or male pupils, are penalised by being forced to drop out of school while the babies' fathers rarely face any kind of sanction (Tomsaseveki, 2003:165). Some of the stark realities behind such cases became apparent to the researcher through personal communication with boys who felt that they should not be expelled because they would have nothing to do at home since the baby would be with it's mother,. Aikman and Unterhalter (2007) also give instances in which pregnant girls were reportedly expelled from school. Even where laws and regulations have been put in place to guarantee young mothers the right to continue their education, it is equally important that school management teams provide a sympathetic and constructive environment in which girls can return after giving birth (FAWE, 2000 in Tomaseveki 2003).

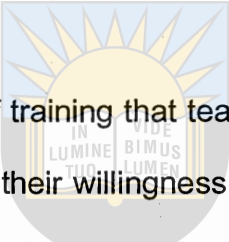
Although attempts have been made to deal with sexual harassment and sexual abuse in schools, researchers have described peer sexual harassment as a frequent public occurrence in school culture (Stein, 1995).

2.6 Incorporating gender Issues into Teachers' Training

If teachers are to make informed decisions that will help them to incorporate gender issues in teaching and learning, their neutral attitudes towards integration of gender issues will have to change. The confidence they would receive from training would impact positively on their perceptions of their ability to use gender sensitive teaching

material in the classroom. This would especially affect how they view their learners' needs and priorities (Peretta and Costa, 2007).

On the other hand, Jones (2004) concedes that a lack of adequate training given to teachers means that they may continue to fear of failure. This fear of failure would be due to their lack of knowledge in incorporating gender sensitive teaching and learning in the classroom. In such cases, in all likelihood they would seek to maintain the status quo.



Studies also reveal that the level of training that teachers receive when coupled with heavy workloads adversely affects their willingness to use gender sensitive material in their classrooms. A study by Neyland (2011) indicated that even when teachers were given training on how to incorporate gender issues in their curriculum, it was still difficult for them to do so because these were professionals that were dealing with already overcrowded curricula. Even though considerable progress has been made in designing more gender-sensitive curricula, the continued use of textbooks with stereotypical images of women and men is still common in many countries (Aikman & Unterhalter (1999). None of the teachers interviewed for this study having been adequately trained in gender issues into their classroom practice, whether in pre-service programmes, teachers' colleges or at university level. Some of them acknowledged that gender issues were covered as a section in one module on the perspectives in education in their Honours Programme. (Wadesango, Rembe, and Chabaya, 2011).

Many teachers find it hard to accept change. Abunmaid (2011), supports the foregoing statement and explains in his study that teachers are often overloaded and hence fail to cope with the ever changing curriculum, especially in the South African context. As a result teachers may find themselves too overloaded to learn, prepare what they have learnt, and then to put it into practice. Fullan (2000), concludes that in order for teachers to realise their fruits of training (specifically on gender issues), as well as implement the aims of the educational system and its transformation policies, including implementing new initiatives, it is paramount that their workload be lessened.



However, Vannatta and Fordham (2004) assert that the issue is not only about reducing the workload of teachers, nor is the only fix teacher trainers and the administrators giving extensive training on educational gender sensitivity issues. They advocate that those involved in teacher training should facilitate a contribution of teaching improvement. Considering the above arguments, one would agree that teacher professional development is the key principle in the successful integration of gender issues into classroom teaching and learning. Studies done by (Bauer and Kenton, 2005 and Franklin, 2007) reveal that whether a teacher is a beginner or an experienced educator, training programmes related to the specific needs of the school and its learners will develop their teaching competence and influence their attitudes towards gender equality.

The professional development and training of teachers through workshops and seminars is viewed as ongoing support of good practice, towards the successful integration of gender issues in schools. According to Brinkerhoff (2006), the quality of professional training programmes for teachers is linked to the teachers' ability to

implement gender and transformation issues into their teaching practices. Training programs offered to teachers should ideally:

- be of high quality,
- be extended over a period,
- be able to offer new ideas for gender implementation policies in the classroom
- not involve the bias of educators
- be a promotion of shared learning and vision

If the above points are implemented, promotion of team work among teachers, learners and School Management Teams will definitely be improved. Training programmes being offered should focus on a concentration of subject matter and its value. Research reveals that professional training courses must be designed in such a manner that they identify what is needed for successful training policies that create enhanced teaching and learning as well as a syllabus design for teaching purposes.

Clearly, the foregoing discussion indicates that it is of paramount importance that training programmes for teachers should embrace educational practices and teaching and learning strategies that address the beliefs, values, norms skills, and knowledge of the teachers. It is important that they not only improve the teachers' awareness and insights of transformational and gender issues in the classroom, but also promote effective teaching and learning among learners (Levin and Wadmany, 2008).

2.7 Monitoring systems and support mechanisms for teachers

Professional support for teachers with regard to the implementation of gender issues in teaching cannot be over emphasised. If there is no support or monitoring system for teachers, they are bound to get poor results or become resistant to incorporating gender issues in teaching and learning (Tong and Triniada, 2005). Furthermore, even though infrastructure support in schools is crucial, leadership support and monitoring systems are also vital because they are strong predictors of whether or not teachers will have an interest in applying gender sensitivity in their teaching and learning.

According to Vee (2002), good monitoring systems such as the assessment and evaluation of training programmes for teaching and adequate funding and resources by the school leadership will stimulate teachers to incorporate gender issues into teaching. Lai and Prutt (2004), citing Schiff and Solomon reinforce the above by adding that there is a need for strong leadership as a form of professional support. The quality of leadership and management is important in providing good learning opportunities

Other researches done like Yuen, Lau and Chan (2003), shows that the catalyst to integration of gender issues into school learning environments is the principal as he/she is the key change agent. As a change agent the principal is expected to exhibit visionary leadership and facilitate staff development and involvement. This will give the teachers the freedom to implement new ideas because the leadership in schools will be supportive and enhance a culture of creativity and innovation. Regardless of the support that teachers may get from various stake holders, some

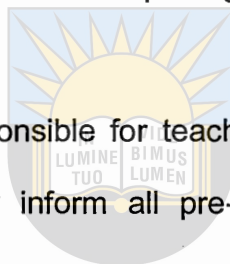
studies show that a lack of teacher skills, a lack of confidence and assertiveness, a lack of pedagogical teacher training and a lack of follow up of new and differentiated training programmes are the major causes why changes in gender equity and equality in the classroom are taking so long to be realised (Balanskat, 2007).

Yildirim (2007), along similar lines, concludes that over-crowded classrooms, insufficient training, inadequate pedagogical support, a rigid school curriculum, inadequate monitoring support systems compounded by a lack of strong leadership and co-operation from teachers was hindering implementation of gender issues in classroom. Similarly, Slaouti and Barton (2007) posited that lack of access to training, time pressures and limited opportunities for training have an effect on how teachers incorporate gender issues in teaching and learning.



Therefore, the availability of support systems and assistance through different forms of trainings and workshops could give teachers more confidence in handling gender related educational activities in the classroom (Cheung and Philipson 2008). In light of this, the researcher proposes that teachers be developed to work together as a team in order to promote support amongst themselves and their leadership. In the researcher's opinion, there would be good progress towards the implementation of gender equality policies if teachers could work hand in hand with management. This will definitely enhance the achievement of the intended goal, which is the implementation of gender equality policies in classrooms. The South African Schools Act emphasises that those responsible for Staff Professional Development and In-service training have the responsibility to:

- Provide appropriate professional development about gender equity in education policy at all levels.
- Ensure that the gender equity in education policy is reflected in all National Department of Education documentation, structure and plans.
- Provide sufficient funding and support personnel to meet requirements for implementation of the policy. This will include a wide range of professional development, action research and in schools support services.
- Facilitate the monitoring, review and reporting of the implementation of gender equity policy.
- Support all institutions responsible for teacher education to ensure that the principles of gender equity inform all pre-service and in service teacher training.
- Support all education and training institutions to ensure gender equity in education policy informs all courses and is implemented through the policy, programs and practices.
- Encourage and support balanced enrolment of boys and girls at all levels of education.
- Enhance the capacity of schools to respond flexibly to implementation of gender equity in education policy and to create strategic plans with their diverse communities.
- Respond to schools' needs for system-level programs and initiatives which contribute to and support teachers in implementing gender equity strategies (Gender Equity Policy 2009).



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Research has shown that improving the quality of education through attention to the physical environment, provision of learning materials, training of teachers and regulating class size, has benefits for girls as well as boys. It should be noted that girls from the poorest families may need targeted initiatives to address their specific needs and that teacher training should include gender awareness as an integral component of teacher education (Gibson 2007). Furthermore, research on gender and gender indicates that girls and women are marginalised in educational textbooks. Thus, the materials and textbooks used are not gender sensitive since they reflect images that keep women locked in into patterns of inequality (IEP 2002: 21).



Fullan (2000) argues that teachers are often blamed for poor learning yet are given little support in the development of classroom management and assessment. This is especially the case with regard to gender equality policy implementation. Van Tassel-Baska and Little (2003) argue that support that encourages teachers to implement policies aimed at creating an inclusive classroom environment for effective teaching and learning is not enough. They argue that teachers cannot be expected to perform miracles with the minimal support they receive from the stakeholders concerned. The researcher opines that with the reality of a lack of resources, high learner/teacher ratios and little support one cannot expect significant advances in the implementation of gender equality policies in schools (Van Tassel et al (2003).

Van Tassel et al (2003) posit that school leaders and management should take the initiative to promote change; they should be proactive enough to come up with ideas to implement gender equality policies in classrooms and their schools.

VossalMBER(2003), supports the view that school management teams should take the initiative to spend more time in direct classroom supervision and in the process to support teachers in the implementation of gender equality in the classroom.

School management team involvement is a way of monitoring whether teachers are putting training and workshops into practice. The point is that, the Department of Education should also be certain that it carries out all its responsibilities; specifically, monitoring and supporting teachers in their schools in the implementation of gender equality policies, supplying schools with teaching and learning materials that are gender sensitive and coming up with solutions to challenges that are encountered in the process of the implementation of gender equality policies.

Ironically, literature states that it is often difficult to get support from the Department of Education (Fullan, 1999). This may be one of the reasons why gender equality policies are not better implemented in schools. Teachers themselves often provide good support to one another as they encourage and offer advices to their colleagues (Gibbons, 1995). Dempsey and Sandler (2005) posit that support should not only be directed at the school and the Department of Education if the implementation of gender polices in school is to yield positive results. These authors postulate that parents need to also be involved in their children's learning by encouraging the importance of gender equality in their home environment.

In this case, the implementation of gender equality policies with positive parental involvement can be of vital. The reason is that gender equality is a social problem so if parents are involved, they will grasp the expectations on their children from

teachers concerning sex differences and gender roles. . Studies also state that involving all the stakeholders in the teaching and learning environment can help parents to change their attitudes as they bring up their children (Prinsloo, 2007). Children often grow up with the understanding that males are the dominant figures in the society. The researcher is of the opinion that this is as a result of the patriarchal era in which parents were brought up. If they can be involved in their children's learning, their mind sets can be changed so that they will understand gender equality in a different way than they have traditionally.



Official documents point out that district officials and school heads are the custodians of the curriculum implementation. Acting within that role, they are to monitor the progress of its implementation (South African School's Act 84 of 1996). School Principals, as the supervisor of teachers, must provide means of implementation such as through providing teaching and learning materials, instructional materials and creating conducive atmospheres for effective teaching and learning (Nkomo, 1995:36). All this leads to the effective implementation of gender equality policies. Because many teachers, districts and schools are isolated from each other, many good monitoring practices go unreported (Fullan, 1999). Therefore the researcher advises that the three pillars of schools, (teachers, district officials and principals) should work together as a team if the implementation of gender policies in schools is to take place effectively.

It is argued that the role of school heads is to give guidance, monitoring and support (Van Deventer, 2009). This means that they should ensure that they monitor the implementation of gender equality in the classroom and give feedback to the teachers, then forward the report to the district officials. The district officials can then

monitor the progress of the school with regard to the implementation of gender policies within teaching and learning. If teachers have all the support and monitoring systems put in place, it continuously enhances their interest in gender issues.

Literature points out that they would be in a position to:

- Access richer gender sensitive content much more easily
- Be better verbal and non-verbal communicators with their learners and other members of staff regardless of the gender of those they communicate with
- Enjoy fruitful professional interaction with all the stakeholders and with leadership of the school (Benneth and Benneth (2000).

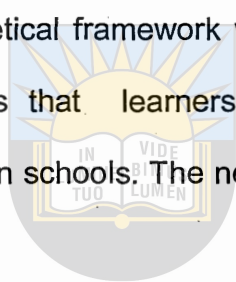
Thus for a country which seeks to make sure its teachers are well versed in gender issues and how these issues can be incorporated into teaching and learning, putting monitoring and support mechanisms in place should be given top priority. This is so that gender sensitivity becomes a vital tool in teaching and learning in schools. The researcher is of the persuasion that the support mechanisms given to teachers must be well planned and systematic (Aremu and Fasan, 2011). They should take into consideration the attitudes and the disposition of the teachers with regard to gender policy implementation.

The support mechanisms that are put into place should also factor in issues such as the gender of the teachers, their perceived usefulness on gender issues in class and, most importantly, their self-efficacy and assertiveness. The latter is particularly important because it determines whether they are able to create motivation, mobilise cognitive resources and determine the course of action needed to meet the given situation's needs and demands in the process of incorporating gender issues into teaching and learning.

It should be considered that in order for gender issues in teaching and learning to be recognised as an important tool in schools, support mechanisms offered to teachers must encourage and improve their knowledge skills, competence and qualifications. The Department of Education must make sure that they monitor and support teachers to ensure that they incorporate gender issues into their teaching.

2.8 Chapter Summary

This chapter discussed the theoretical framework which informs the study. It went further to discuss the challenges that learners and teachers face in schools regarding gender equality policies in schools. The next chapter explains the research methodology applied in the study.



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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methods used to collect and analyse the study data. In the study qualitative methods were employed. In the chapter the researcher explains the research design, population, sampling procedure, data collection techniques and data analysis techniques that were used in the study. Ethical considerations were also taken into consideration. This study looks at the assessment of the implementation of gender equality policies in Mthatha district high schools.

3.2 Research Paradigm

The researcher has attempted to outline the paradigm that underpins the study, that is, the researcher's frame of reference (de Vos, 1998). All qualitative researchers approach their studies with a certain paradigm or basic set of beliefs or assumptions that guide their inquiries (Creswell (1998:74 as cited in de Vos, 1998). A paradigm is the fundamental model we use to organise our observations and reasoning (Babbie (2001:42, as cited in de Vos, 1998.) According to Creswell (2007), a paradigm is a set of assumptions, values, or beliefs about fundamental aspects of reality which give rise to a particular world view, and serves as the organising principles through which researchers perceive and interpret reality.

Borgan and Biklen as cited in Mackenzie and Knipe (2006) affirms that a paradigm is made up of loosely related assumptions and concepts which are tied together by prepositions scholars make, and that these are used to orientate a researcher's outlook. A researcher must have a guiding philosophy which makes it possible to put in place principles that systematically lead to valid steps as phenomena are examined. It is the choice of paradigm that sets down the intent, motivation, and expectations for the research. By nominating a paradigm from the onset, the researcher is setting the basis for subsequent choices regarding methods, literature and design.



In order for the researcher to start his research, he should take time to reflect on the known world and find out about all the things that are believed, and why are seen that way. He should then investigate the philosophical framework that makes it so. These philosophical frameworks are referred to as paradigms. It can also be said that paradigms are the conceptual lenses through which researchers perceive reality and that they represent what we think about the world (Lincoln&Guba, 1994). Kuhn (1962) explains a paradigm as a set of interrelated assumptions about the social world that provides a philosophical and conceptual framework for the organised study of that world. It is therefore from this definition that we are able to say that a paradigm is an anchor that underpins a researcher's underlying logic and guides his views so he is able to follow well thought out ways of viewing reality (Kuhn, 1962). A paradigm is a way of looking at the world and it is composed of certain philosophical assumptions that guide and direct thinking (Mertens, 2005).

Terre Blanche and Durrheim (1999) view paradigms as background knowledge that tell us what exists, how to understand it, and most concretely, how to study it. Paradigms are all encompassing systems of interrelated practice and thinking that define for researchers the nature of their enquiry along three dimensions. These dimensions are ontology, epistemology and methodology. Ontology specifies the nature of reality that is to be studied and what is to be known about it. Epistemology specifies the nature of the relationship between the researcher and what can be known. Methodology specifies how the researcher goes about studying practically what he believes can be known (Terre Blanche & Durrheim, 1999).

The choice of a paradigm is guided by the objectives of the researcher and what the study intends to accomplish. In this case the researcher was trying to assess from the respondents the state of the implementation of gender equality policies in Mthatha High Schools. It was possible to do so by choosing a paradigm which enabled the researcher to seek answers to this question. To gather authentic data the researcher was guided by the Interpretive Paradigm.

3.3 The Interpretive Paradigm

This study followed an interpretive paradigm which is located in the constructivist tradition. The paradigm seeks to construct detailed descriptions of social reality (de Vos, Strydom, Fouche & Delport, 1998). Gibbons and Sanderson (2005) state that 'interpretive paradigm' is a term that is usually associated with qualitative methods of research in the social sciences. Interpretivist researchers maintain that they use constructs such as culture, social context and languages to build their view of the

world. They argue that social reality is shaped through social interactions (Gibbons & Sanderson, 2002).

Interpretive paradigms view the world as having multiple realities which are observed through evidence detailed by those who inhabit the setting (Neiwenhuis, 2007). For this reason the researcher adopted qualitative methods in order to explore, describe and illustrate interactions and behaviours. It was therefore concluded that qualitative methods would be the best methods for a researcher seeking to assess the implementation of gender equality policies. This was partly because it made room for respondents to relate both their personal problems and the challenges they encountered in the implementation of gender equality policies in their schools.

Gibbons and Sanderson (2002), reinforce this when they state part of the characteristics of interpretive researchers as them being concerned with people's beliefs, feelings and interpretations as well as how they make sense of their world through meaning. Van Rensburg (2001) argues that the interpretivists will show an interest in contextual meaning rather than generalized rules and so instead of surveying large groups, the interpretive researcher will take a close look at individuals or small groups in their natural settings using in-depth case studies, often involving just a single case such as a person, institution or community. It is for this reason that the researcher worked from a qualitative perspective. She desired to gain first hand, holistic understanding of phenomena. Data collection was through in-depth interviews, observations and the interpretation of documents. Qualitative methodology is based on the assumption that valid understanding can be gained through accumulated knowledge acquired first hand by a single researcher.

The interpretive approach was suitable for this study because the researcher made use of them in trying to gain knowledge and understanding of the success rate in the implementation of gender equality policies in high schools. She employed the use of interviews, observation and the study of documents to shed some light on her topic. This paradigm enabled the researcher to gain a better understanding of the experiences of learners and of their feelings and perceptions. It also allowed her to understand the experiences of educators and feelings of educators and departmental officials towards the implementation of gender equality policies in Mthatha District High Schools.



De Vos (1998) talk about paradigms when referring to the approach the researcher has selected in order to study a particular phenomenon. The approach aims to understand and interpret the meaning that subjects give to their everyday lives (de Vos, 1998). Researchers using this type of interpretive enquiry will mainly make use of participant observation and long interviews (up to ten people) as methods of collecting data (de Vos, 1998). Multiple individuals who have experienced the particular phenomenon must be identified for the purpose of collecting data (de Vos, 1998). Data is systematically collected and meanings, themes and general descriptions of the experience are analysed within a specific context. For the purpose of this study we shall use the view that paradigms act as rationales for research and commit the researcher to particular methods of data collection and observation. This study followed the interpretative approach.

Qualitative research involves an interpretive and naturalistic approach to the world (Denzin & Lincoln, 2000:363). This means that qualitative researchers study things in their natural settings in order to make sense of and interpret phenomena in terms of the meaning that people bring to them. It is concerned with answering the questions: Why? How? And in what way?

3.4 Research Design

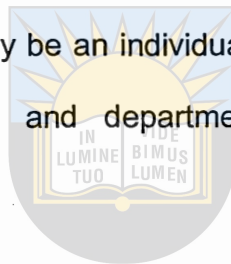
Research design is defined as constructed plans and strategies developed to seek, employ and discover answers to research questions (Tylor, 2000). Denzin and Lincoln (1985) define it differently. They describe it as a “flexible set of guidelines that connect theoretical paradigms to strategies of inquiry and methods for collecting empirical materials.” Research design can be said to refer to the manner in which the entire process is planned and managed until its final stage of report writing. It means the arrangement of procedures and methods of research that include sampling, data collection, analysis and results interpretation. This study adopted a case study research design.

3.5 Case Study Design

This study adopted a case study design. Bromely (1995) defines a case study as a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest. A case study may be simple or complex. For instance, it may be of a single child (simple) or a classroom of children or event (complex) (Bassey, 1999). The study is described as a form of descriptive research that gathers a large amount of information about a relatively small selection of

participants. Such a study investigates one or a few cases in considerable depth (Feagn et al, 1991; Thomas and Nelson, 2001; Gorman et al., 2000). In this study data was collected through one-on-one interviews, focus group interviews and document analysis. The data and findings about the assessment of the implementation of gender equality policies in Mthatha District High Schools could then be triangulated.

According to Babbie and Mouton (2001), a case study is an intensive investigation of a single unit. This unit of study may be an individual person as was the case in this study, where learners, teachers and departmental officials were interviewed individually.



A case study can be defined with reference to characteristics defined by individuals and groups involved (Hitchcock & Hughes 1995:319 as cited in Cohen et.al 2000). In this study the success rate of the implementation of gender equality policies in Mthatha High Schools was explained in reference to how it was perceived by teachers, learners and departmental officials.

3.6 Population, Sample and Sampling

3.6.1 Population

A population is a term that sets boundaries on the study of units. It refers to the individuals in the universe who possess certain characteristics (de Vos, 1998). For this study, a population is that group of people from whom we want to draw conclusions. A population is a group of individuals, elements, objects or events that

conform to specific criteria and to which we intend to generalize the results of the research. This group is also referred to as the target population (Macmillan, Schumacher, 2001). One cannot study all members of a population so a sample is selected, from which data may be collected and studied (Babbie& Mouton, 2005). With regard to the current study, the target population was chosen from 2 clusters in Mthatha District which include schools, teachers (including SGB representatives and members of administration), learners and departmental officials.

3.6.2 Sampling

According to Punch (2006), a sample comprises the elements of the population considered for actual inclusion in the study. Data is collected and analysed from the sample and inferences may be made back to the population. In addition, Arkava and Lane (1983:27) state that a sample comprises of the elements of the population considered for actual inclusion in the study. It can also be viewed as a subset of measurements drawn from a population in which we are interested. The researcher studies the sample in an effort to understand the population from which it was drawn. As such the researcher is interested in describing the sample not primarily as an end in itself, but as a means of helping to explain some facets of the overall population (Powers et.al.,1985:235) as cited in de Vos, 1998)

3.6.2.1 The Sample and Sampling

The study used purposive sampling to select research participants. Purposive sampling is the process of selecting individuals who can offer an authentic account of the phenomenon under study, and who share sufficient common experiences with others as to present a group (Yin, 2003). This sampling technique was appropriate to

use because the study sought information from individuals (learners, teachers and departmental officials) who could share sufficient common information and experiences. This type of sample is based entirely on the judgement of the researcher, in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population (Singleton et al, 1988:153). Maxwell, 2005 describes purposeful sampling as a strategy in which particular settings, persons or events are selected deliberately in order to provide important information that cannot be gotten as well by other choices. He also explains that individuals selected are “experts” in aspects of what is going on in their community by virtue of living there and socialising with a particular group of people (Maxwell, 2005) For the Mthatha District, Teachers, SMT’s, SGB teacher components and learners were selected in such a way that gender balance was taken into consideration.



A sample was selected for the case study which comprised of 4 schools, 5 departmental officials (subject Advisors), 12 teachers (6 from cluster A and 6 from cluster B) and 16 learners (8 from cluster A and 8 from cluster B).

3.6.2.2 Reasons for use of samples

Raid and Smith (1981:170) and Sarantakos (200:139) state that the major reason for sampling is feasibility. A complete coverage of the total population of interest can never be reached. Even if it were theoretically possible to identify, contact and study the entire relevant population, time and cost would most likely prohibit this undertaking. The use of a sample may result in more accurate information as

compared to studying the entire population. This is because with a sample, the focus on time, money and effort can be increased to produce better quality research, better instruments, more in-depth information and better trained interviewers or observers (de Vos, 1998). Moreover, the study of a phenomenon in its entirety would be tedious and time consuming, and would produce a mass of data, which would be very difficult to process, analyse and interpret.

3.7 Research Instruments

3.7.1 Interviews



The interview is a widely used tool to access people's experiences, inner perceptions, attitudes and feelings about reality (Fontana and Frey, 2005). Based on the degree of structuring, interviews can generally be classified under four categories: structured, semi-structured, unstructured and focus group interviews (Gratton and Jones, 2004). An interview is a two-person conversation which is initiated by the interviewer for the specific purpose of obtaining research-relevant information as suggested by the researcher (Cresswell, 2007). According to Babbie and Mouton (2006) a qualitative interview is an interaction between an interviewer and a respondent in which the interviewer has general plan of inquiry but not a specific set of questions that must be asked in particular words and in a particular order. This study used focus group and semi-structured interviews.

3.7.2 Focus group interviews

Focus group interviews were held in two grades: grade 11 and grade 12 (with two learners selected from each grade per school). According to Kreuger (1988:18), a

focus group is a "carefully planned discussion, designed to obtain perceptions in a defined area of interest in a permissive, non-threatening environment." The recommended number of people per focus group is usually six to ten (MacIntosh, 1993). Despite the recommended number it may be as few as four (Kitzinger, 1995). The number of participants depends on the objective of the research (Stewart and Shamdasani, 1990). For example, smaller groups of 4-6 are preferable when the participants have a great deal to share about the topic, or have had lengthy experiences with the topic of discussion (Kreuger, 1988).

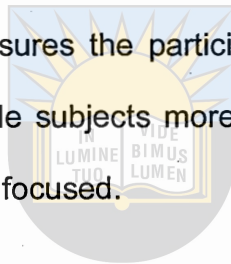


In the case of this research, focus groups interviews were selected so that learners could discuss their perceptions of the implementation of gender equality in a friendly, positive and non-threatening environment. This study included 2 focus group interviews; one group of eight learners from cluster A, and another group of eight learners from cluster B. There were four learners from each school per cluster. Learners were interviewed in order to gain an understanding of their perceptions of the implementation of gender equality policies.

The focus group interviews allowed interaction between participants that highlighted their view of the world, the language they used about the issue in question, and their values and beliefs about the situation (Kitzinger, 1995). In this research it was used as a complement to other methods (Morgan, 1998), especially in triangulation with the individual interviews with teachers and departmental officials. In the focus group interviews the researcher had less control over the data produced. She had to allow the participants to comment on the topic and express their opinions while having little

control over the interaction, other than keeping participants focused on the topic, as was suggested by Morgan (1998).

The interviews were conducted in all 4 selected schools in Mthatha District. Sixteen learners, divided into focus groups of eight, were interviewed. The researcher facilitated the interviews. Interviewees responses were tape recorded and subsequently transcribed. In this study, an interview was used in focus group discussions to guide the interaction between the participants. Lofland (1984) agrees that providing interview guides ensures the participants make good use of limited time and make interviewing multiple subjects more systematic and comprehensive. They also help to keep interactions focused.



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Each interview began as Kreuger (1988:80) suggests, with a welcome, an overview of the topic, setting ground rules and then getting group members to introduce themselves. Stewart and Shadasani (1992) assert that it is a good idea to have group members introduce themselves and say a little about themselves. The researcher introduced herself, welcomed the participants, provided the overview of the topic, stated the rules and asked participants to briefly say something about themselves. All group interviews were conducted in a friendly manner and conducive sharing environment; there were no interruptions of any kind.

3.7.3 Choosing the type of one-on-one interview

Qualitative studies employ unstructured / semi-structured interviews. Semi-structured interviews are defined as those organised around areas of particular interest, while still allowing considerable flexibility in scope and depth. According to

Gillham (2000), semi-structured interviewing is the most important form of interviewing in a case study research. Therefore, this study used semi-structured interviews because in such interviews questions are specified yet there is freedom to probe beyond the answer if the interviewee has difficulty answering a question or gives only one brief response.

It is argued that an atmosphere of friendliness and openness should be created by the interviewer before the interview is conducted (de Vos 1998). The interviewee should be made to feel comfortable and at ease. The interviews for this study were carried out in the participants' environment. The researcher prepared an interview schedule beforehand in order to lay out explicitly what the interview might cover. The preparation of the interview schedule also helped the researcher to think of challenges that might be encountered. For example, question wording and sensitive questions.

In light of the above, interview schedules were prepared for the following groups of people:

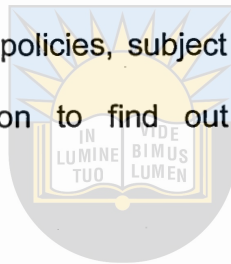
- 1) 12 Teachers (SGB teacher component & administration members).
- 2) 5 Departmental officials interviewed in their respective offices

3.8 Document Analysis

Another method of collecting data is the study of documents. The study of documents involves the analysis of any written material that contains information about the phenomenon being researched (de Vos et al 2011). The study of documents may

help provide data in areas that interviews may have failed to address. The researcher would study official documents in order to fill in gaps left open by other data gathering strategies, such as interviews in this case.

According to Bailey (as cited in de Vos, 1998) official documents are documents that are compiled and maintained on a continuous basis by large organisations such as government institutions. These documents are more formal and structured. Some of these documents are minutes and agendas of meetings. The researcher also analysed documents such school policies, subject policies and the policy from the National Department of Education to find out whether gender issues were incorporated into the documents.



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Learning materials such as mathematics, Science and English textbooks were also analysed to find out whether the examples found in them were gender sensitive. These records gave insight into what was happening in schools since most of them were primary data. The sources used in document analysis can either be primary or secondary sources. Primary sources are sources collected when things happen while secondary sources are any second hand materials or information (Creswell et al. 2007; Merrian, 1998).

The advantage of analysing documents is that they show the reality of what is happening in various schools. As the study is dealing with the assessment of the implementation of gender equality policies in Mthatha High Schools, the study of documents helped to discover what is happening in Mthatha high schools in as far as gender issues are concerned.

3.9 Data Collection Procedures

The permission to carry out the study was sought from the Provincial Department of Education directorate. A letter from the University of Fort Hare was presented to principals to request a permission to carry out the study in schools and in the Department of Education. Before the schools were visited, arrangements and appointments were made with principals who serve as gatekeepers in schools. It is a good idea that a case study researcher analyse the data after collecting it. Therefore data was collected using the instruments mentioned above and detailed information and records were kept.



3.10 Data Analysis

Data collected was analysed thematically to identify patterns.

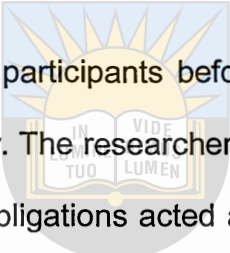
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3.11 Measures to ensure Credibility and Trustworthiness

The study use triangulation to collect data. Triangulation is used when the study uses different methods to collect data (Leedy 2010). In this case the researcher used face to face interviews, document analysis and focus groups interviews to collect data. Data was recorded and then transcribed verbatim. To check its credibility, a few of the participants were given interview transcripts and asked to confirm whether the analysed data represented their views and perceptions. It is argued that a researcher's style of reconstruction of participant's perception must be perceived to be authentic (de Vos 2011).

3.12 Ethical Considerations

Ethics are defined as a set of widely accepted moral principles that offer rules for and behavioural expectations of the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students (de Vos, 1998). All ethical considerations were taken into account. For instance, the University of Fort Hare has rules and regulations which are prescribed in the faculty handbook. These were noted and adhered to.



The researcher sat down with the participants before the interviews and explained the nature and purpose of the study. The researcher explained the ethical obligations to the participants. These ethical obligations acted as guiding principles to keep the researcher in check. This was done for the purpose of transparency so that at the end, if the participants wanted to get feedback on the outcome of the research, it would be presented to them. The researcher obtained consent forms from the participants. In the forms, the participants confirmed that they were willing to participate in the study.

Also, a consent form from the parents/guardian of the students being interviewed was sought. This was especially important because some participants were under-age. This form helps to indicate the willingness of participants to cooperate with the research, and at the same time ensures that the purpose and procedure of the research project has been explained. This acts as a protective measure for the researcher and the participants (Lleedy, 1997). Leedy (1997) suggests that there be a clause indicating that anytime during the research, should an individual not wish to continue to be associated with the research effort, he or she has the right to

withdraw. If such a situation occurs, the participant should notify the researcher in a written memorandum in which is set forth the specific reason or reasons for their decision to withdraw (Leedy, 1998).

According to the current law, only a parent or a legal guardian is allowed to give consent for a child below the age of 14 years (National Department of Health, South Africa, 2005). Participants must be legally and psychologically competent to give consent and they must be aware that they are at liberty to withdraw from the study at any time (Baily, 1987: 409; Barker, 1988: 76).

According to de Vos (2011), persons with a lower status and less power such as children may feel compelled to participate or view participation as a way of handling boredom. The researcher must make them feel safe and comfortable so as to build trust with them. The researcher must also assure participants of the confidentiality of the study and guarantee anonymity in order to protect their identity. The researcher took these guidelines into consideration during the course of data collection.

Permission was sought to enter targeted schools where data was collected. The researcher ensured participants that the data was collected for purposes of academic research and that information collected from respondents was not going to be released to the public. The researcher fulfilled the commitments made to those who assisted in the research endeavours as is suggested by Leedy (1997).

3.13 Summary

This chapter looked at research methodology. The study used a qualitative research approach. It followed the interpretive paradigm which is located in the constructivist tradition. The study also adapted a case study design. Purposeful sampling was used. Data analysis and ethical consideration were also discussed in this chapter. The following chapter is on data analysis and presentation.



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CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter focuses on data presentation, analysis and discussion. The study sought to find out how gender polices were being implemented in four Mthatha High Schools. The participants included 5 departmental officials, 12 teachers including SGB representatives (6incluster A and 6incluster B) and administration members and students from 4 schools (8 learners from cluster A schools and 8 learners from cluster B schools). The respondents were coded and identified as follows:

Members of administration (including principals and HOD's) and teachers including those who are in the SGB (P1-P12)

Departmental officials (DoE1-DoE5)

Leaners in focus group 1 cluster A (CAL1-CAL8)

Learners in focus group2 cluster B (CBL1-CBL8)

4.2 Data Presentation and analysis

4.2.1 Biographic Data

Table 4.1 below presents the different ages of male and female learners who participated in the study. The equal number of boys and girls in the table will help the study to determine how the understanding of boys and girls is different regarding the

implementation of gender equality policies. The researcher believes that boys and girls understand things differently. Their different understandings could help come up with different challenges they experience with the implementation of gender policies.

Table 4-1: Description of learners by gender and age

Age	Males		Females		Age	%
		%				
19	3	18,8	4		19	25
18	2	12	3		18	18,8
20	3	18,8	1		20	6
Total	8	50	8			50

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Table 4.1 reveals that learners who participated in the study are in the age range of 18-21 years. This age group is categorised as a mature age group. Due to their age and maturity, there is a high chance that the participants have a clear understanding of gender issues.

As can be noted from the table above, participants consisted of males and female learners. This was done because the researcher wanted to gain a balanced understanding of how the learners make sense of gender. This is because males and females make sense of gender issues differently, depending on their background and environment.

Table 4.2: Description of teachers by gender

The study also attempted to have equal gender representation of teachers. Teachers participating in the study were asked to state their gender as part of the data collection process. The table below revealed that teacher representatives were also equally represented. Table 4.2 below shows that 6 (50%) of the teacher participants were males while the other 6 (50%) were females. The equal percentages of males and females will help the study to analyse the potential differences in flexibility male and female teachers in the implementation of gender equality policies.

Table 4-2: Description of teachers by gender



Gender	Teachers	%
Males	6	50
Females	6	50
Total	12	100

In this study it was envisaged that a gender balance in responses would help elicit balanced perspectives on the implementation of gender equality policies. The balance is of utmost importance because males and females teachers may view and implement gender policies differently.

Studies reveal that learners' backgrounds have a marked influence on the way they understand and view matters. In this study, learners' backgrounds might affect the implementation of gender equality policies because boys are often regarded as having more power than girls (Kreig 2005). Girls may not voice their ideas as one

would expect, since they often grow up with the impression that they are inferior to boys.

Table 4.3 Description of Departmental Officials by gender

The number of females interviewed was 2 (40%) and the number of males interviewed was 3 (60%). It was hoped that the gender imbalance would help to illuminate even more than the extant literature states about gender imbalances in organisations. This is in order to elicit a balanced perspective from both males and females on the implementation of gender equality policies in Mthatha High Schools. Table 4.3 below presents departmental officials by gender.

Table 4-3: Description of Departmental Officials by gender

Gender	Number	%
Males	3	60
Females	2	40
Total	5	100

The table revealed that gender imbalances can be of an advantageous to the study because gender imbalances will determine whether males' and females' different understanding has a positive effect o the implementation of gender equality policies.

Table 4-4: Age range of teachers

The Table below presents information on the age range of teachers.

Age range	Teachers	%
30-40	3	25
41-50	4	33,2
51-60	5	41.8
Total	12	100

This study took interest in the ages of the teachers because the gender task team was formulated in 1996. This meant that there were potential differences in the way the teachers understood how gender issues are implemented in high schools. Table 4.4 shows that the largest group of teachers was above 51 years, the age range of teachers varied between 30 and 60, showing teachers are mostly quite mature and would most likely have a lot of experience. 25% of teachers were between 30 and 40, 33.2% were between 41 and 50 and 41.8% were between 51 and 60. The study assumes that the age of the teachers could be of benefit because it showed the experience these teachers might have in as far as gender issues were concerned.

Table 4.5 Professional qualifications of teachers

Table 4.5 shows academic and professional qualifications of the teachers. It shows that all the respondents were fully qualified for the profession since all of them had professional certificates. Three (25%) had teacher's diplomas and degrees, 2 (16.7 %) had Bed (Honours) and 7 (58.3%) had Bed degrees. Given that the teachers had formal qualifications in education, it was assumed that issues of gender may have

been included in the training of the teachers. If this was the case, it would have led to a better understanding of the implementation of gender policies in schools.

Table 4-5: Professional qualifications of teachers

Highest Qualifications	Members of Administration	Percentages
Bed.(Hon)	2	16,7
Bed.	7	58,3
BA	0	0
STD/ACE & Degree	3	25
Total	12	100

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Literature indicates that qualified teachers are quality teachers and that quality teachers are effective (Berliner 2005). Therefore, the qualifications attained by teachers will help show the level of their education. Since it is believed that educated people are knowledgeable; their level of understanding would theoretically help them as they face challenges in the implementation of gender equality policies.

4.2.2 The availability of gender policies in the school

The study sought to find out whether schools had a specific policy addressing gender issues. The majority of the responses from teachers seemed to suggest that there was a general policy used by schools that addresses many issues including gender. This was reflected in the following responses:

P8:

The school does not have a gender policy.

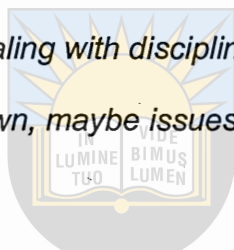
The only policy that is available is the school policy.

P3:

The only policy I have seen is the school policy but I never heard of the gender policy. Maybe the School Management team will know better.

P5:

There is no gender policy in the school. There is only a school policy where measures of dealing with discipline are stipulated. We do not have a gender policy on its own, maybe issues of gender are in that policy



From the responses above it seems that there is a policy on gender but is embedded within other policy statements and is not a stand-alone policy statement. This means that only people who have read the policies are able to understand gender issues outlined in these school policies. It seems that teachers who had served in the SGB had a clearer understanding of the policy. This implied that the majority of the teachers were not very well informed of the contents of the policies available. This is reflected in the following sentiments:

P11:

I have heard that there is a school policy but I never saw it with my naked eye.

P2:

I have seen the school policy; some teachers may not know it because I happened to know about it when I was representing teachers in the SGB.

P3:

The school policy in our school is known by few teachers, I think it is those teachers who were present when it was formulated.

P10:

We have a school policy but I am not sure of the gender policy. Even the school policy is not the document we usually use. It is just to read to learners at the beginning of the year.



The responses above show that in many schools, teachers are ignorant of the policies that they are supposed to implement. The responses also show that teachers who are involved in the SGB are likely to be better informed. This shows that there is poor communication and sensitisation of the policy in the schools and this could be reason why the majority of the teachers claimed that there were no policies that addressed gender issues. The results clearly indicate that for many teachers, their lack of interest in the content of policies may be linked to the fact that they were not involved in the formulation of the policies. This may need to be read to the learners.

It may also be assumed that the lack of involvement of teachers in their school's policies also exacerbates their lack of interest and negative contribution towards gender policies implementation in their schools. In addition, recent studies indicate that the involvement of teachers in policy making is low, while the potential benefits are high. It is argued that teachers hesitate to become involved because they see little possibility that their involvement will make a difference (Duke, 2010).

The study also dealt with gender issues in teaching. The responses show that the gender issues were not dealt with in isolation, but were intertwined with general issues such as discipline. An example of this is shown in the response given below by P12:

P12:

The school has a school policy and disciplinary committee issues of gender and discipline are dealt with by the disciplinary committee. I am not even part of that committee.

Similarly P7 who is the only female in the SMT also confirmed that there is a school policy and that any gender related problems were dealt with according to what was stipulated in the school policy.

P5:

Really, the school has a school policy; all discipline related issues are dealt with according to the school policy. We cannot run away from the fact that gender related challenges emanate from ill-discipline. The school does not have a specific gender policy.

The school does not have a separate gender policy; everything that has to do with the smooth running of the school is in the school policy. I am not sure whether or not there are gender related issues in the school policy. (P9)

The respondents above appeared to be unsure of whether their school had any specific gender related policies. P12 argued that gender challenges were part of discipline issues in general and that disciplinary measures were taken by the disciplinary committee using the terms of reference which were in the school policy.

The Department officials were also consulted to understand their view on the issue of gender policies in schools. The Departmental Officials posited that all schools were furnished with the South African Schools Act no 84 of 1996. All the information on the expectations with regard to how to handle gender issues were included in the policy.

This is reflected in the following responses:



DoE1:

We sent the South African school's act no 84 of 1996. That document contains all the necessary information pertaining to formation of school policies on gender and other issues.

Another departmental official echoed this:

DOE4:

It would be illegal for the school if it is running without the South African School's Act. All policies are embedded in that document. School principals must make sure that teachers have access to the South African School's act. That is a very important document for all the school.

The responses from the departmental officials seemed to indicate that they were concerned about the access to and existence of the gender policy documents in

schools, and that they felt that no school could claim to be functioning efficiently and effectively without making use of the SASA. The existence of the policy document does not necessarily mean that the teachers will implement, especially if they don't understand and appreciate it. It is also unlikely to be implemented if there is no follow up to see whether the schools are following what the SASA stipulates.

The researcher's own observation was that in some schools, the school policy was written as far back as 1998/1999 and was never revised. In other schools, the school policy could not be found at all. In both scenarios there was a high chance that the issues of gender highlighted in the policy documents were compromised. None of the department officials explained strategies that they had put in place to ensure that teachers understood the content of the South African School's act. This meant that teachers and SGB's were using their own discretion to implement the policies. It means therefore that gender issues in education are still not properly addressed due to lack of awareness from the stakeholders in the education system. Literature suggests that effective implementation requires a strategic balance of pressure and support (Putting Policy into Practice, 2014). The only way for teachers to achieve effective policy implementation will be through practice and support from the relevant authorities and using gender sensitive materials in the classroom.

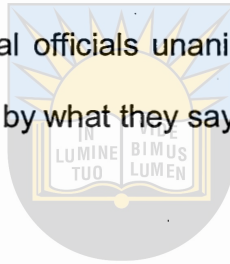
4.2.3 Gender sensitivity in teaching and learning materials

When asked whether the teaching and learning materials were gender sensitive, the teachers claimed that the materials were not gender sensitive. This is confirmed by the responses of some teachers. These are some of their responses:

P1:

In a Life Orientation textbook there is a picture of a pregnant woman at the same time there two young children next to her, she looks frustrated. Why did the author not include the man who impregnated her? I don't want to lie; I do not understand that picture

Departmental officials appeared to disagree with the claims made by the teacher above and stated that gender sensitivity is checked before books are approved to be used in schools. The departmental officials unanimously claimed that books were gender sensitive. This is supported by what they say in the following statements:



DoE1 proclaimed:

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As the department we look at the pictures and examples made whether they favour both sexes before books are approved to be used in schools. There is a task team from the department of education which is responsible for editing books. They check all the biases that may be found.

DoE3 affirmed:

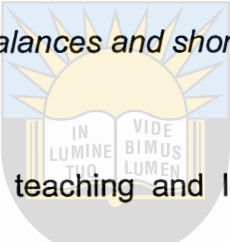
All books are edited, be it set work or textbooks. We make sure that the books that are used in schools are approved by editors.

DoE5:

Books are edited and the department of Education makes sure that there is a subject advisor for each subject during editing. They make sure that there are no biases in terms of gender, religion, economic background and disability.

DoE2:

The department of education makes sure those books are edited before they approved to be used in schools and that each subject is represented by its subject advisor to avoid imbalances and shortfalls.



The documents analysed showed teaching and learning materials to be gender sensitive. The problem may arise from the interpretation of some of the pictures by individual teachers. Some may have been influenced by the fact that they started teaching under stereotyped conditions where one gender was considered superior to the other. The researcher looked at the picture P1 was referring to and read the information pertaining to it. She discovered that there were pictures of two other girls next to the one referred to who were the same age as the pregnant one. The difference is that they look young and vibrant. The researchers' observation as part of her document analysis was that the picture is a warning by the author that young teenagers should not rush into sexual encounters.

This would imply that each teacher interprets teaching and learning materials according to the environment in which he/she grew up. Confusion may also result because most teachers started teaching during the time gender sensitivity was not taken into consideration. Therefore, it may be concluded that the manner in which the

teachers interpret some of the learning materials may actually do more harm than good to the learners. This could mean therefore that gender policies have not been implemented in a manner in which change both teachers and learner stereotypes. The evidence given by departmental officials that learning materials are gender sensitive is convincing.

The Curriculum Directorate revealed that a committee that had screened learning materials, checked issues of gender, culture, religion, etc., and then forwarded the materials to the National Department of Education, where a panel was given a set of criteria and asked to make the final decision. Surprisingly, it was not clear as to how learning materials were developed (Curriculum Gender Education, 2007) [CGE].

Literature advises teachers to assess the responsiveness of the teaching/learning materials to be used in order to check whether they are gender sensitive (UNESCO, 2009). Teachers are advised to use materials that portray female and male characters in equal numbers and involved in similar activities. If the materials do not have this, the teacher should try to help learners to challenge stereotypes in the portrayal of female and male characters in the teaching/learning materials being used. The seating plan in the classroom should enable both female and male learners to participate, and to have equal opportunities to learn (UNESCO, 2009).

4.2.4 Gender and the curriculum

The study was also interested in analysing the gender sensitivity of the curriculum. In this case the Departmental officials indicated that the curriculum is indeed gender sensitive. This is indicated by the responses they gave as illustrated below:

DoE2:

There is no way of separating gender issues from teaching because gender issues are incorporated in the new curriculum.

DoE4:

The school curriculum has incorporated gender issues. It means therefore that the curriculum is gender sensitive.



DoE1:

Gender issues are inclusive in the new curriculum It is stated in the new Curriculum Assessment Policy Statement.

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The study discovered that the departmental officials based their arguments on the fact that they are well versed in the new curriculum that has been introduced. As a result, their responses showed confidence that the curriculum that is being offered in schools is gender sensitive. Departmental officials are the people responsible for making sure that teachers are trained in the new curriculum before it is used in schools. The above respondents are in line with the South African Parliament Proceedings (2011). In this paper, the Minister of Basic Education, Angie Motshekga affirmed that they had incorporated gender issues, including the prevention and management of gender-based violence, into the school curriculum. Literature reveals that the new curriculum is expected to deal with the baggage of old educational practices and social inequalities by ending the racially and gender-differentiated

curriculum (DoE, 1997). The new curriculum is meant to provide everyone, including women, with an education that will enable them to participate fully in the labour markets, since it exposes learners in each grade to the same Learning Areas or courses, regardless of their sex.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), a gender sensitive curriculum promotes equal treatment of men and women, girls and boys, and it encourages them to achieve their full potential. This includes how they interact with learners in the classroom and how they behave outside the classroom. It also includes how boys and girls are depicted in textbooks. Gender-sensitive attitudes and learning materials promote non-stereotyped images of men and women (Gender Equity Act 39 of 1996). Departmental officials' responses echoed Bertam (2001:94). He argues that the new curriculum which was shaped by a Constitution that promotes democracy and human rights endeavoured to put an end to the segregation and provision of differentiated and unequal education. He argues that it addresses stereotypes against the various racial groups, as well as gender stereotyping, discrimination and the neglect of women and girl learners.

4.2.4.1 Teacher treatment of learners based on gender in class

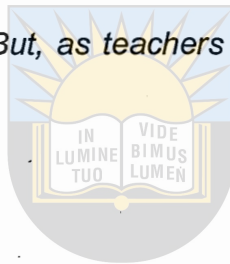
A part of implementing gender policies is that learners be treated in the same manner regardless of gender. This study sought to find out how teachers treat their learners in the classroom and whether it was based on gender. Teachers highlighted that treating learners in the same manner was a way of implementing the gender policy

within their teaching and learning material. This is reflected in the following responses:

P7:

I treat both boys and girls in the same manner because in Life Orientation the teacher must make sure that all learners are accommodated irrespective of their colour, gender and religious background. I was fortunate to be trained as a Life Orientation teacher. But, as teachers they have to change their mind-set.

P1:



It is good that Life Orientation was introduced because it created some changes in some teachers; I believe gender bias was worse before Life Orientation was introduced. I did not know that there are things we cannot say to our learners.

P3:

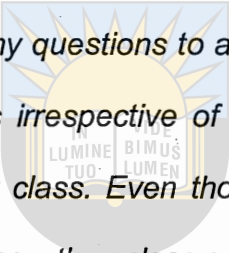
I give my learners equal treatment in class. I think this should be done by all teachers because they have all come to learn. If they are treated differently it will mean that we will reproduce gender stereotypes.

P11:

I believe all learners are equal, in order for them to do well, as teachers we need to give them equal treatment irrespective of their gender. I think the problem starts with the classroom arrangement, if boys and girls can sit together it can be easy even for the teacher to avoid biasness.

P9:

I ask questions that are not gender bias so that I do not offend other learners. I also make sure that I refer my questions to all learners make sure that I refer my questions to all learners irrespective of gender differences I encourage them all to participate in my class. Even those who are lazy to answer I let them stand up so that they know they class are part of the

The logo of the University of Fort Hare is a circular emblem. It features a central sun with rays emanating from it. Below the sun, the Latin motto 'LUMINE BIMO' is written, with 'LUMEN' and 'TUD' on the next line. The entire emblem is set against a background of a blue and yellow shield.
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P5:

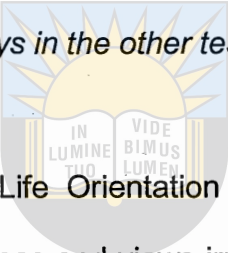
I hate discriminating learners because I know how it feels; it happened during my high school days, teachers would ridicule a student in the presence of other learners. I wish all teachers can do away with gender discrimination when teaching. I make sure that all learners are comfortable to ask and answer questions irrespective of their gender.

P7:

What I do, after marking my learners' books I take all those who got same marks and put them together so that when I make comments I generalise so as to avoid biasness.

P4:

I am encouraging competition because I always tell boys not to be outperformed by girls and vice versa I believe that if boys excelled in one test girls will try outperforming boys in the other test.



The responses above show that Life Orientation teachers treat learners equally through respecting learners' responses and views irrespective of their sex. They give equal attention to learners, praise and motivate as a way of enhancing teaching and learning and promoting self-assertiveness among learners. The nature of the subject compels them to treat learners equally. This could be because in LO there is a chapter on gender stereotypes and gender biases. This has helped LO teachers to impact their classrooms in the area of gender discrimination.

Teachers' awareness of gender inequality could change how they treat learners in the classroom. The above findings attest to the fact that LO teacher's awareness of gender equality has influenced their behaviour in the classroom. The same view was observed by UNESCO which indicated that:

"The quality of education delivery is strongly influenced by the attitude, behaviour, and skills of teachers in the schools. Specifically gender sensitive

and inclusive teaching has a direct impact on pupils' participation and performance in the classroom, particularly for girls in patriarchal societies (or equally for boys in matriarchal societies). In the absence of gender friendly teaching skills, teachers may not encourage and respect the participation and contribution of girls (or boys, where boy underachievement is the main problem). Gender biases and stereotypes expressed by pupils, teachers, parents and community members and corresponding discriminatory practices are left unchallenged, thus reinforcing and reproducing gender inequalities" (UNESCO, 2000, 26-28).



This quotation explains with clarity what is happening on the ground. Literature reveals that teachers (both males and females) who have not had any gender sensitivity training and /or inclusive education often considered girls to be less intelligent than boys and did not consider it a necessity to promote gender practices in the classroom (UNESCO, 2000). This information is in line with comments made by some of the respondents below. The study affirms that it is mainly Life Orientation (LO) teachers who consider gender sensitivity issues when teaching.

The data from the study seemed to indicate that teachers often contribute to gender inequality by encouraging class participation of boys more than girls. This is reflected in the following responses from male teachers:

P4:

I like boys; boys know what they have come to do at school. Girls will be yawning and daydreaming whilst you want them to answer questions. It would be great if we could have more boys than girls in our classes.

P3:

Sometimes girls do not do their homework. I put my trust on boys. Boys never fail me.



P1:

In order for the girls to study they must be ignored in class, they give us problems, all teachers are complaining.

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P5:

Some girls leave school early. Even if they are given a form of punishment they repeat the same thing on the following day.

P7:

I cannot run away from the fact that boys are doing well almost in everything, it is therefore natural that you happen to be close to someone who is doing well.

The responses above from male teachers show that they s had a negative attitude towards girl learners. In fact it shows that they gave more attention to boys than they did to girls because they claimed that girls were less committed to their studies than boys were. They argue that learner participation is an indication of how serious a learner is about their studies. . In an African setting, this is not always so clear cut. Girls' behaviour such as yawning may be a reflection of challenges such as tiredness arising from the household chores which they may be expected to do before and after school., The fact that girls fall pregnant whilst they are still at school and end up having to take care of their babies may also be another factor that makes teachers think boys are more serious learners than girls. The findings above clearly show a lack of commitment on the part of teachers to promote gender equality in the classroom and improper implementation of the Gender Equality Act in the classroom. It is thus apparent that there is a gap between theory and practice with regard to gender equity and equality policies at the classroom level. The practices that teachers use reflect the findings from the Gender Equity Task Team, (2009). The task team noted that developing gender equity in schools and a curriculum which supports the interests of both girl learners and boy learners, requires the commitment of educators at all levels of education. Even if one may argue that the teachers highlighted were not aware of the gender policies in their schools, this seems like a weak argument since in South Africa the media and non-governmental organisations stress the importance of non-discrimination in all areas of life.

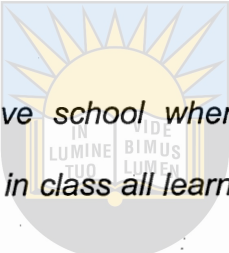
A follow up question was asked to delve into possible reasons that might explain girls' passivity in class.

P4:

Girls do not want to study madam, if there is no teacher in class they roam around. Girls are passive in class because sometimes they were not in school when the topic was taught. Girls' absenteeism is a serious problem especially at the beginning of the month when they have to go and get their children's grant.

P10:

Some girls fall pregnant and leave school when they come back they expect miracles. If there is a pregnant girl in class all learners fall asleep. How do we teach in that situation?


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P8 proclaimed:

Girls absent themselves from school, sometimes they do not do their homework. Some fall pregnant and go for a maternity leave. When they come back they become lost because a lot of work has been done during their absence. I think that is why they become passive. But, not all of them are passive some are doing very well.

P7 alluded:

Girls sometimes become passive because they are pregnant; girls who fall pregnant should not be kept in schools because they are just there to sleep.

P1 proclaimed:

Girls' passiveness affects the performance of other learners, it is better if the learner is passive because she did not understand the lesson not because she is affected by her pregnancy.

P2:

I think as teachers we must not generalise the behaviour and performance of learners, at the end of the day they are children and need to be treated as such. Everybody makes and learn from them. What we should do is to talk to them and show them the disadvantages of what they are doing.

P9:

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Both boys and girls do make mistakes, as teachers we represent their parents, we must reprimand those affected like any other children of their age.

Respondents had mixed feelings regarding the behaviour and performance of girls.

The researcher observed that some participants had negative attitudes towards girls, especially those who had fallen. The ill treatment of pregnant girls is a still a matter of great concern even though the national education policy allows pregnant girls to continue with schooling. Despite the fact that it is contrary to the legislation, girls are often still excluded from schools for falling pregnant because school authorities bow to societal pressure against keeping pregnant girls in school. Tomsaseveki (2003) notes that in many countries it is unheard of that a learner would still be allowed to

attend school when they fall pregnant yet boys who in most cases are the fathers, are allowed to continue with their education. This greatly underscores the lack of gender equity and the equality that female learners have to deal with. .

Some respondents could have been influenced by the biases created by the society itself. Males in society are normally viewed as superior, stronger, more dominant, smarter and overall better while females are often seen as weaker, inferior, shy, dumb and incapable of performing many tasks (Ling Zou, 2011). Learners could perform badly as a result of these assumptions and negative attitude of teachers towards them. Additionally, the responses emanating from the teachers indicate that they did not give the female children the room to be self-confident and to participate in the classroom. It appears they had ruled them out from the start, especially girls who had fallen pregnant or had babies. Despite all the efforts that have been put in place to curb gender discrimination in schools, gender inequalities continue to exist.

According to the Gender Equality TaskTeam, in the education system, different policies have been put in place to ensure gender equality at all levels. Initiatives began with the establishment of the GETT by the National Department of Education in 1996. Its task was to make recommendations about how the nation achieve gender equality in education (Department of Education, 1997; Chisholm et al 1999; Chisholm, 2003). The recommendations have had a limited effect on the marginalization of female learners and on the differential treatment that they receive in schools..

The above respondent's general perceptions of girls are not in line with the findings of UNESCO. According to UNESCO (2000), in South Africa, performances of boys

and girls did not change in any meaningful measure between 2000 and 2007, with girls performing consistently better than boys. It is argued that although South Africa is doing reasonably well in achieving gender balance when one analyses learner enrolment, learner achievement tended to be lower for boys than for girls, further demonstrating that there was still an imbalance between theory and practice in educational policy (Saito, 2007)

Saito (2007) reveals that a lot still has to be done in schools to promote gender equality amongst learners. The respondents seemed to have a negative attitude towards girls. This negative attitude contravenes the policy document produced by the South and Eastern Africa Consortium for monitoring Educational Quality (SACMEQ). This policy covers key gender-related issues in education in South Africa with the aim of showing whether there have been significant changes in gender equality between 2000 and 2007, both at the provincial and national levels. The above responses are not in line with the aims of the South African Government which has committed itself to transforming gender relations (DoE, 2010). or with the 10 values and principles of the country.

Teachers' unconscious gender bias can cause them to have stereo-typical expectations of students' success and participation in the classroom. Teachers view male students' domination of the classroom and their time as typical masculine behaviour. Unfortunately, these biases have consequences for the students and the overall classroom climate (Tobin & Gallagher, 1987). It is often girls who suffer and have historically suffered from the effects of classroom biases. The result is that they

have often been in and out of the school setup despite the changes that have been made since South Africa gained its democracy.

Liu (2006) argues that teachers' gendered perceptions of students' ability is also reflected in the type of praise they give students and the expectations they have of them. Teachers often give girls less meaningful and less critical praise than boys. Boys' work is often described as unique or brilliant, while girls' work is often undervalued, critically ignored, and only praised for its appearance. This aspect of teachers' behaviour is particularly detrimental to girls' development because it limits them from getting the kind of feedback on their work that could help them develop deeper understandings of concepts (Liu, 2006).

The fact that teachers come from a society that is characterised by patriarchal attitudes may be impossible for them to teach gender equity in the classroom without some form of intervention that will enable them to change their attitudes towards the learners that they teach (Wadesango et al, 2011). Gender equality education tends to be understood by teachers as simply providing male and female students with equal educational opportunities, fostering their androgyny, or teaching gender equality consciousness directly. In reality, gender equality education should be understood as not only aimed at eliminating gender discrimination, which is often inherent in educational practices (including the instructional behaviour of teachers), but also at integrating the experiences and needs of both female and male students into all educational practices and so, ultimately, enabling them to overcome traditional gender limitations through education (Cho, Chung, & Kim, 2000).

4.2.4.2 Gender Bias

Gender bias in the classroom has negative effects on learners. This is especially true when the teaching material is not gender sensitive. Both male and female respondents agreed that girls were discriminated against by some teachers. The female learners in particular confirmed that some teachers embarrassed them in the presence of other learners if they failed to answer questions. This is expressed by the statements they made:

CBL2:



They sometimes embarrass girls when they do not answer questions they tell girls that they don't want to listen, they don't study and teachers use very harsh words. If one girl has made a mistake all girls suffer the consequences. Because of the embarrassment girl learners decided not to answer any questions. They come to class, listen, do their work and go home.

CAL3:

What is hurting most with some of our teachers is that even if girls can get good marks they will never be praised. There are boys who get up to R500. 00 as rewarded for their good performance but when it comes to girls there is no reward.

CAL1:

I wish our teachers could know how motivating it is to be praised by your teachers; you don't even want to disappoint the teacher.

CBL1:

Boys are praised for good performance yet there are girls who perform very well but are not praised like that. This is disappointing.

CAL1:

Sometimes I do not respond to questions in class because of the negative attitude of teachers towards us (girls). Even if girl learners do well few teachers would appreciate but most teachers do not bother they are only concerned about the work that is done by boys.

CBL3:

Teachers treat us as if we do not have feelings. What they are doing is destroying our confidence and self-esteem. Now we always feel small in class Even if you know the answer you don't whether you respond or not.

Literature describes gender bias as more delicate than discrimination and therefore more difficult to identify. Gender bias may be defined as the underlying network of assumptions and beliefs held by a person who believes males and females differ in systematic ways other than physically; that is, in talents, behaviours or interests (AAUW report, 1992). The foregoing responses reinforce the results of AAUW report. The report states that teachers often make assumptions about learners based purely on their gender. It also states that teachers who believe, however unconsciously, that a child of a particular gender is more likely to think in, or feel a particular way purely because of their gender, will almost certainly limit the opportunities of many of the learners in the class (AAUW report 1992).

Girl learners in cases like the ones described above, are no longer willing to answer questions in class due to the gender bias exercised by their teachers. It was

discovered that both boy learners and girl learners are frustrated by the situation. Girl learners felt deserted and made to feel as though they were not part of the school. Their performance can sometimes be affected by this because they are tempted to decide not to bother putting in effort to perform well because the teachers don't notice anyway. Some girl learners might even decide to drop out of school because the teachers are parental figures to them. Desertion by a parent can often make a student feel like they have no value. Gender bias can be caused by cultural norms.

On the other hand it could be caused by hidden curricula. This is where teachers interact with and teach each other and their students in a way that reinforces particular gender biases. For example, teachers may give more attention to boys, thus encouraging them to speak up in class and to speak more socially in general. Conversely, girls may become quieter and learn that they should be passive and defer to their male classmates (Bailey, 1992). This pattern was clearly highlighted by the responses included above. One may even say that the system is failing girl children and they may fail to realise their dreams because they are not motivated to be critical thinkers. They are instead continually treated as passive learners.

Literature also revealed that teachers give boys greater opportunity to expand ideas they express than they do girls and that they reinforce boys more for general responses than they do girls (Bailey 1992). With regard to the formal education system, it is necessary to distinguish between the formal curriculum of the individual academic subjects and the 'hidden curriculum' which is a set of values, attitudes and norms that is implicitly conveyed to pupils by teachers' actions and by the organisational processes operating within schools (Campbell, 2000). Studies reveal

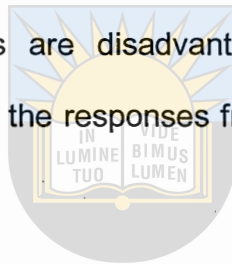
that victims of gender bias have been conditioned through years of schooling to be silent and passive, and are therefore unwilling to stand up and make a fuss about the unfair treatment they have received (Campbell 2000). Therefore, the tendency is for teachers to give the bulk of their time, energy, attention and talent, to boys. This takes its toll on girls (Ahmed, FirozBakht, 2006).

Whilst the study sought to review the idea that girl learners do not perform well in their work, the literature confirmed that it was more the case that females learned in different ways and have different styles of learning than boys. Teachers often make assumptions about the behaviours, abilities or performance of one of the genders. (Ling Zhou, 2011). Distinct from the actual behaviour and performance of learners, teachers play an important role in creating and maintaining gender biases in the classroom (Ling Zhou 2011). Teachers might have been influenced by societal values. It is recommended that schools give attention to alleviating gender bias for both boys and girls by giving them equal treatment in the classroom. This is so that both boys and girls can realise their dreams by receiving a sound education regardless of their gender (Olivares & Rosenthal, 1992).

It is evident that those teachers actually required to implement gender equality education do not fully understand the concept and have been found to lack the ability to reflect on their own gender-biased instructional behaviours (Cho, Chung, & Kim, 2000). It is advised that the teacher should call female and male learners a roughly equal number of times and across all subject disciplines. This is to avoid learners making gender comparisons among themselves in an attempt to judge which gender is preferred. Both male and female learners should be given equal opportunity to

write on the class writing board. This should be maintained across all subjects. All learners, irrespective of gender should be given equal opportunity to present their work and answers to the class. Lastly they should all be encouraged and motivated equally (UNESCO, 2000).

A faulty perception by teachers that girls are inferior to boys has meant, as the researcher discovered from the participants, that learners are treated differently even outside the school environment. The responses revealed that in almost all the schools interviewed, girl learners are disadvantaged even outside the school environment. This was revealed in the responses from teachers and both male and female learners.



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P1:

Every day after school we make sure that girls sweep the floor while boys remove desks and chairs for them. On Fridays girls scrub the floors and clean windows and boys would take the desks outside the classrooms.

P3:

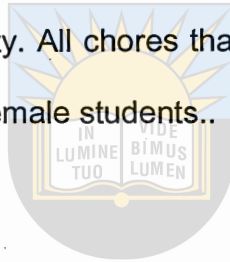
Girls sweep the floors when the school is out on a daily bases and scrub floors on weekly bases whilst boys remove desks for them.

The same question was posed to the girls and they were quick to complain about the treatment they received from the school outside the classroom environment. These are some of their complaints:

CAL2:

We do not know why teachers do not encourage class representatives to make lists of roosters so that we can use them when we sweep and scrub floors. Boys should be included. We are all learners, when classes are dirty it should be everybody's duty.

Girls are assigned to sweep and scrub; the assumption being 'cleaning is girls' responsibility.' The above accounts depict the reality that even outside the teaching and learning environment, the girl child is still expected to follow the so called cultural values, beliefs and norms of society. All chores that are associated with being a girl are expected to be carried out by female students...



4.2.4.3 Stereotyping by subjects

Teachers assume that boys perform better in Maths and other science related subjects than girls. When asked whether they avoided stereotyping learners based on the subjects they do, teachers came up with various responses. Most of the responses revealed that subject stereotyping did exist in schools.

P7:

Since I started teaching the percentage of girls who perform well in mathematics is less than that of boys.

P5:

Boys are doing great in maths; I can bring one of my boys now he won't have any problem of solving mathematical problems.

P2:

No one can run away from the fact that boys are masters in maths. I do not mean that girls are not doing well but they are outperformed.

P11:

Boys are doing well in math to such an extent that they pursue good science and math oriented careers. The only thing they need is that you give them home work every day so that they practice.

The researcher observed that the respondents might have been influenced by the stereotypical conditions they grew up in or could have been influenced by studies that were undertaken in the past. Additionally, their perceptions were also affected by the subject that they taught. Contrary to findings of this study, recent studies show that girls' and boys' maths performance is on par with each other. It is confirmed that in the past that there were differences in the mathematics scores (Sanders 2008). Therefore, it may be assumed that that even though there may be girl learners that are good at mathematics, they may prefer not to show-case their intelligence in order to avoid being labelled by male students and teachers.

Oxfarm (2005) reveals that "Across the world, assumptions about what is appropriate for boys and girls to learn can undermine equality in learning". Oxfarm is against the assumptions that girls are not good at mathematics as this can result in girls being channelled into "lower-status" subjects (Oxfarm 2005). The researcher's observation is that schools are perpetrators of gender stereotypes. As we have noted, girls who are expected to sweep and clean even though either gender can perform equally on such a task. Interestingly, studies revealed that schools and other educational institutions reinforce and support gender stereotyped roles (AAUW, 1998). As learning institutions one would have expected schools to promote gender equity and equality rather than reinforcing stereotypes.

4.2.5 Incorporation of gender issues in school policy and in teaching and learning materials

As part of the study it was crucial to find out whether there was incorporation of gender issues into school policies and into teaching materials. Departmental officials claim that they have sent policy document to schools to help guide teachers in the formation of policies including gender policy. They are of the view that all schools received documents and that it is the responsibility of teachers to use the documents to their advantage in the incorporation of gender issues in school policies. This is revealed in the following interview transcripts segments:

DoE4:

We have all policies in one document. The document I am referring to was sent to all schools in Mthatha District. Unfortunately we do not have a policy on gender issues only teachers have to make use of the document to incorporate gender issues in their school policies.

DoE3:

The department issued a document to schools although it is not about gender issues. The document will help schools with all policies including gender issues.

DoE5:

There is a document from National Department of Education, it has all school policies. Schools have to formulate their specific policies from that one. The department does not have a policy on gender alone; gender policy is embedded amongst other policies.

The study reveals that the above respondents are of the view that teachers should formulate their policies, including gender policy, by extracting information from the general policy document (South African Schools Act 84 of 1996). They indicated that gender issues are embedded in that policy, and that they feel that teachers should take the initiative to incorporate gender issues into school policies using the South African Schools' Act as a guide. They feel that teachers can accomplish this in a way which best suits their environment and the teaching and learning conditions of their school and learners, so that effective learning can take place.

Teachers acknowledged the receipt of the document from the department of education but they highlighted that they had problems understanding it. Teachers' concerns were that the departmental officials were supposed to have guided them on how to use the document but had not. Teachers expressed their unhappiness at not having been informed of the contents of the document.

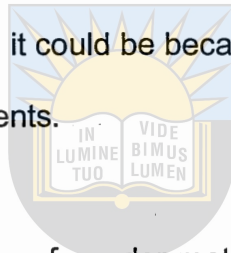
P3:

There are documents that we received from the department of education One of them is the South African School's Act 84 of 1996. It is very bad that we were not informed of its contents. It is a very wide document which needs to be discussed in order for us to understand it.

P7:

We have a document from the Department of Education, but I think the departmental officials were supposed to inform us about what is inside that document and give us a guide on how to use or what to expect from it. To me that document is not easy to understand.

The study revealed that although teachers acknowledged the receipt of the document, i.e. The South African School's Act, it seemingly did not help them in the incorporation of gender issues into their school policy because they found it difficult to unpack its contents. This is further evidence of what was raised in the literature review. The concern was that implementers have often not been involved in the process of formulation, are not conversant with the policy or do not agree with the contents of the policy (Bell et. al. 2006). It could be possible that lack of information on the part of teachers has contributed to the failure of schools to incorporate gender issues in their school policies. Also, it could be because they were not familiar with or were unable to interpret the documents.



Regarding the issue of incorporation of gender matters into school policies, learners expressed their dissatisfaction with the fact that they had not been included in the incorporation of gender issues into school policies even though they are one of the stakeholders involved.

CBL2:

There is nothing I know about gender policy I once heard the school policy read to us when I was doing Grade 10. I am now doing Grade 12 I am not sure whether it is still read for the new learners. I cannot remember a single line by now.

CAL1:

I am an RCL executive member (secretary) but would be lying if I say I have seen or heard of any policy in the school. We are just threatened that the school policy is against some learner's behaviours. It is worse with the gender policy.

CBL2:

As learners we do not know anything that is happening around us because there is no learner representation in whatever is done. We were promised to be given the school's code of conduct but up to this date we were not given.

It was discovered that learners are often deprived of access to useful information. As one of the stakeholders, they are supposed to know all the important policies used by the school. One would have expected that since they have representatives in the school governing bodies, their representation would have told them what such documents entailed. Their non-involvement in the incorporation of gender issues into the school policy raised a concern because it is against the terms of reference of the South African School's Act 84 of 1996. For instance, SASA has engrained the right of learners to participate as stakeholders in education by allowing them representation in school governing bodies. These school governing bodies have the status of being the only legitimate bodies representing parents and learners in public schools. According to SASA, schools are intended to be social institutions and for education to enable learners to generate new ideas that could be of benefit to the future generations as well as to take in wisdom and pass on universal values. It is further argued that learners should be developed to become active citizens; they should be empowered to participate effectively and constructively in school governance and in civil society in accordance with social values and principles. That is why Chapter Two of SASA emphasises that each public school enrolling learners in the eighth grade and higher should establish a representative council of learners (RCL). Moreover section 11(2) requires that RCLs be involved in the policy-making and policy implementation at school level. Learners are therefore expected to take

part in the policy-making, to take responsibility for the implementation of those policies and to be able to adjudicate the disputes that arise from them. It is therefore necessary that learners be equipped with an understanding of what public policy is and have the skills to be able to engage with policies and the policy-making process at school level (South African Schools' Act 84 of 1996). The issue of teachers not being aware of whether or not they have a gender policy has affected the female representation in the Representative Council of Learners

4.2.6 Composition of the RCL Executive

The study also sought to find out the gender representation of learners in the school leadership. This is in line with the gender policy which stipulates that male and female learners should be equally represented. Responses from the teachers revealed that there is a bias towards males because students are required to elect a male for the position of the RCL president. The general view in schools is that males are brave and have good leadership skills.

P3:

Boys are powerful and it is easy to work with them that is why we prefer a boy to be the RCL president. Years we had males who were in this position and we never encountered problems.

P5:

I think boys have leadership qualities than girls because boys do not always need assistance, they work on their own. With the boy president we have peace of mind. Be it sport or music, he makes sure that everything happens without the direct assistance from the teachers.

P4:

The school cannot have a girl president, unless we want some of the school projects not to succeed. Boys have good ideas when it comes to leadership.

P2:

The problem I have with girls personally is that they report everything; they cannot use their discretion to make decisions, they only need to be baby sited and there is no time for that.

P12:

Our institution never had a female RCL presidential think in a way we are depriving girls a chance to develop leadership skills. Nobody knows it could happen that we are missing great leaders amongst those girls.


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P1:

We never had and don't even think we will have a problem with boys; our boys are doing a very good job.

P8:

We never had a female president. But all these years' boys have been doing a great job. It does not mean that they cannot lead but I think as teachers we do not have trust in them.

The views expressed in the responses above are clearly incompatible with the policy on gender equality. They show that males are given the upper hand by both male and female teachers. This is because they think that male learners serving as RCL

presidents would function better and be better able to lead both girls and boys.. There are several things that could contribute to such views. It could be because teachers do not understand the policy on gender representation.

Also, the South African patriarchal society, where men are believed to be stronger than women, could also be an influencing factor on teachers views. This would be feasible because what transpires within the society influences what happens in the classroom and vice versa. This societal value may have so infiltrated into the psyche teachers that it overrides national policy that has been put down to regulate gender equality and equity. If this were the case it would mean that policies have not been able to override societal values in practices the sentiments expressed by the teachers show that there have little faith in girl learners leadership skills.

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Learners had contrary views concerning gender representation in school leadership. Focus group discussions with learners indicated that learners did not find it problematic to have a female as RCL president. This is evidenced by the following responses:

CAL3:

As a learner I think it could be a good idea for girls to be given a chance to lead. At the end we are all learners and leadership is a skill which can be acquired by anybody.

CBL2:

I am of the opinion that girls should be elected for the position of RCL presidency, my belief is that even boys who once occupied the position they

didn't know they were going to make it. Everybody must be given a chance irrespective of gender differences.

CAL1:

The problem we have is that teachers decide for learners when it comes to the position of RCL president, if they can Let us elect the person whom we think will be fit for the position.

The responses above reveal that teachers and learners did not share common ideas about the representation of girls in the RCL. On one hand, learners feel that female learners should be given a chance to lead as RCL president. On the other hand teachers had mixed feelings regarding the suitability of females for the role of RCL president. The majority of teachers are of the idea that it is good to elect a boy to be an RCL president while a few teachers share the learners' sentiment that girls should be given the chance to lead. Ironically, even though one would have expected the female teachers to be in support of female learners being chosen for leadership positions because one of the main principles of South Africa is gender equality and equity in all forms and sectors, this appeared not to be the case in the current research study.

The study was also interested in finding out how schools dealt with gender related challenges. Responding to this question, teachers indicated that gender related challenges were dealt with through the school's disciplinary committee. It depended on the seriousness of the act committed whether or not it needed the involvement of the police or the SGB's. The responses pertaining to the above are expounded below:

P6:

The school's disciplinary committee hold a meeting for hearing from both the victim and the perpetrator, after the hearing the committee makes decisions. If it is a serious offence like rape or a serious act of sexual harassment the committee refers it to the police but if it is not very serious the SGB parent component is called to make decisions whether they administer a form of punishment to the perpetrator or they suspend him/her for a definite/indefinite period. In all these challenges even if not very serious, the perpetrator is taken for counselling after having served the punishment.

Some teachers that were interviewed indicated that gender challenges were handled with the help of SGB's, teacher and parent components only. Teachers mentioned the presence of school policies but in their deliberations on dealing with gender based challenges did not mention the use of any policy. This drew the attention of the researcher to the conclusion that policies are not adhered to. This could be because they do not know how to feature them in or could be because they are not familiar with the policies. It may also just be a simple issue of ignorance from the all stakeholders.

.CBL2 commented:

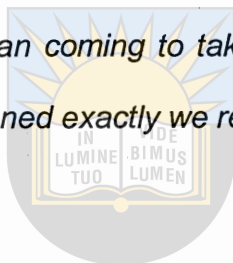
In my school we depend on gossip. One would hear from other learners that certain learners have done this, there after you could see the learner/ learners not coming to school without being informed.

CAL4 alluded:

We have representative council of learners here at school. They are supposed to be involved when an act of any kind has been committed by our fellow learners so that they come and report to us. I believe we can be able to reprimand each other through our RCL's. We elected them because we trust them.

CAL2 proclaimed:

We sometimes see policeman coming to take some students here at school not knowing what has happened exactly we rely on hearsay.



CAL1 alluded:

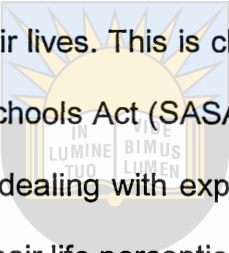
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It becomes very difficult to intervene in the cases of sexual abuse and sexual harassment if you do not belong to the disciplinary committee and it is only teachers and parents who have representation in that committee

The response by P10 shows that the school is working hand in hand with the respective committees. The only challenge that needs to be taken into consideration is the involvement of RCL executive members when they discuss these gender related issues. The fact that they are not being involved could be explained by the fact that parents and teachers think that they are not mature enough to discuss gender related challenges despite the fact that their ages (table 4.1) would contradict such a view. Their ages range between 18-20; it shows that they are matured enough to understand. The learners' responses are in line with what is

stipulated in the South African School's act no 84 of 1996. According to this Act RCL participation in the decision making is encouraged (South African School's Act no 84 of 1996). The researcher opines that the involvement of RCL's in the decision making could curb the on-going gender offences committed by learners since they would understand each other better.

The obvious implication is that what schools are doing is against the South African School's Act. Literature reveals that in South Africa it is the children's right to participate in decisions affecting their lives. This is clearly stipulated in the Children's Act (2010) and the South African Schools Act (SASA), (1996). Learners involvement will help improve their capability in dealing with experiences and problems affecting their own lives as well as enhance their life perceptions. (Joubert, 2006).

The logo of the University of Fort Hare is a circular emblem. It features a central sun with rays extending outwards. Below the sun, there is a banner with the Latin motto 'IN LUMINE BIVMUS LUMEN'. The entire emblem is set against a background of a stylized building or fort.

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According to Riley (1998) children's voices should be heard in educational debates. It must be taken into consideration that children have much to learn, much to be taught, but they are not empty vessels, so they have much to give. It is further argued that learner's voices deserve to be listened to and that they can make a significant contribution to creating a vibrant school community of learners which includes teachers, as well as learners. This has been the part of international thinking that has produced the Representative Council of Learners in South African educational circles (Riley, 1998)

As is the case in this study, recent studies revealed that the aspect of learner involvement is still a challenge in many schools. Despite the fact that learner involvement is provided for by policies that govern schools, including the South

African School's Act, there are still problems in practice (Ngubo, 2004). This author continues to state that it is clearly stated that the democratic potential of learner participation is undermined (Ngubo, 2004).

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P6:



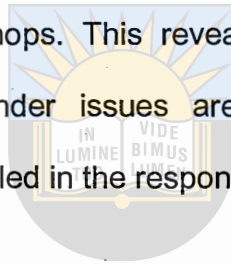
The school's disciplinary committee hold a meeting for hearing from both the victim and the perpetrator, after the hearing the committee makes decisions. If it is a serious offence like rape or a serious act of sexual harassment the committee refers it to the police but if it is not very serious the SGB parent component is called to make decisions. In all these challenges even if not very serious, the perpetrator is taken for counselling after having served the punishment.

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Some teachers that were interviewed indicated that gender challenges were dealt with the help of SGB's teacher and parent component only. Teachers mentioned the presence of school policies but in their deliberations on dealing with gender based challenges did not mention the use of any policy. This had drawn the attention of the researcher to the conclusion that policies are not adhered to. This could be because they do not know how to feature them in.

4.2.7 Monitoring and support system to incorporate gender issues in teaching

The study was also interested in finding out whether there are monitoring and support systems in place to incorporate gender issues into teaching. Departmental officials indicated that workshops are conducted, especially for Life Orientation and Life Skills. They unanimously agreed that the Department of Education is making every effort to make sure that these workshops are taking place. Surprisingly, they only mentioned LO and Life skills workshops meaning that gender issues are only included as part of these workshops. This reveals that monitoring and support systems to help incorporate gender issues are not taken very seriously by departmental officials. This is revealed in the responses below:



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DoE3:

There are life skills and Life Orientation workshops which are held as a means of support to teachers. According to my knowledge they include gender and special needs issues because the two cannot be separated teachers are also given documents to use in their respective schools.

DoE5:

The department of education organises life skills workshops to equip teachers on gender related issues, peer education was launched in most S.S.S. in Mthatha district. There are awareness campaigns which involves all aspects of life.

DoE1:

Workshops are organised each and every term. During each workshop I believe each of them gets some documentation pertaining to what was done in

the workshop. After the workshop the workshops teachers are given some documents so that they use them as referrals for what has been done.

DoE4:

Teachers are invited to workshops, but, we encourage principals not to send all teachers because the department does not want schools to be closed because of workshops.

Teachers on the other hand felt that there was no monitoring and support system that is put in place to incorporate gender issues in teaching. They complained that this made it difficult for them to incorporate some of the gender equity and equality expectations into the teaching and learning environment. Jones (2004) in the literature review stated that a lack of adequate training for teachers would mean that they continued to have a fear of failure, resulting in them probably preferring to maintain the status quo. The teachers' insistence that they get no support could be caused by the fact that Life Orientation workshops might not meet their expectations, especially as far as the incorporation of gender issues in teaching is concerned. This could be caused by time constraints on LO facilitators, who might be rushing to finish get through all the content they have intended for the workshop. According to Brinkerhoff (2006), the quality of professional training programmes for teachers is important as it helps the teachers to implement gender and transformation into their teaching practices. The responses of the participants showed that they did not feel they were getting quality support and training. This is how they responded

P2:

Documents were brought to school but I never opened them. They are so many I cannot say which one deals what. I think if were told what to expect from them it would be better. Nobody bothered to come and find out whether we read the document or not. There are workshops but still after the workshop no one does

a follow up to find out whether what was said in the workshop is being implemented.

P4:

What I know about one of the documents that were brought to school is that one was Written South African School's Act; I would be lying if I can say I read its contents. I think if these documents were this important we were supposed to be informed so that as the school we get a chance to discuss them fully. We were not told what to do about them we are not even called to discuss the contents. There is no follow up to find out if we understand what is inside. We attend workshops but they are not fruitful because no one bothers about the outcomes of the workshop.

P7:

There are so many documents we receive from the department of education. We are invited to attend workshops but the problem is that may be when there is a workshop the school delegates certain teachers then during the second round of the workshop schools send new teachers because it is not stated as to who should come to the workshop. It becomes a problem then because the one who attended first did not get all the information and vice versa. I think

that is why one cannot be sure whether these gender related issues were discussed in one of the workshop because it rare that one teacher attends a workshop until is finished.

According to Bauer and Kenton (2005), whether a teacher is a beginner or experienced, training programmes related to the specific needs of the school and its learners will develop their teachers' competence and influence their attitudes towards gender equality. Young and King (2002) point out that training given to teachers means that the school management has to be in constant contact with the teachers by creating conducive teaching environments that promote teacher learning and ensure that they attend workshops until the end. The participants further added:

P9:

I think if the Department of Education wants us to implement anything new, should inform us of the new developments before we are given the documents. It will be easy for teachers to read the documents with understanding, so that he relays the message to other teachers. We sometimes attend workshops but we find out that it is not finished due do financial constraints on the part of the department of education. It will never be finished and also teachers do not bother about that because it should be the duty of the departmental officials to see to it that the workshop was a success, they visit schools to make sure that what was said in the workshop is being implemented. Nevertheless I do not remember myself attending a workshop which is about gender.

Lack of resources especially in training workshops has been raised in many teachers' forums and the literature supports the view that providing adequate

resources for training is important since it adds to the confidence the teachers have in the training. This confidence will positively affect their perceptions of their ability to use gender sensitive teaching material in the classroom, especially in relation to their learners perceived needs and priorities.

P11:

We are just given documents every single day. No one bothers to come and find out whether what is in those documents is implemented then at the end of the day we are blamed for not adhering to the policies. It is not that we do not want to implement policies; we want the department to monitor the progress in schools. It must not end by just attending workshops and given documents. In all the workshops I attended I never heard anything about gender related issues.

P8:

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We are given documents by the department of education. What does the department of education do after sending the documents? We also attend workshops but I never attended a workshop whereby gender issues are taken as of utmost importance. Even in my school I never saw an official from the department who has come to address teachers on gender issues.

P5:

The problem we have as teachers is that nobody from the department of education bothers to come and find out whether we are doing the right thing. We have a problem of the gender policy which we have been made to believe that it is embedded in the bigger policy which was sent by the department. Besides that problem schools are not supported or monitored to find out whether they are doing things according to the expectations or not.

P10:

To me it will not help to be given documents and to attend workshops whilst there is nobody who is interested to see the progress.

The study reveals that teachers are not supported and that there is no monitoring taking place. Teachers complain that departmental officials supply schools with documents but do not follow up to help implement the documents. In the review of the related literature, Lai and Prutt (2004) stated that there is a need for strong leadership as a form of professional support, to avoid resistance from the teachers. Because of the lack of support, teachers seem uninterested in finding out whether the documents they send to schools are implemented. Monitoring and support could be of benefit to teachers because they will see that the department does not only send documents but is also interested to see progress in the implementation through training and workshops.

The statement by the above respondents agrees with what is revealed by Chisholm 2004, that the Department of Education is conducting continuous teacher development programmes to enable teachers to deliver the new curriculum, improve their practice and upgrade their qualifications (Chisholm, 2004; Department of Education, 2006; Maistry, 2008). Vee (2002) also supports the above statements and argues that good monitoring systems and training programmes for teaching and adequate resources by the school leadership will stimulate teachers to incorporate gender issues in teaching. The training is offered by the Department, institutions and non-governmental organisations (NGOs). It has, however been observed that there is

no focus on gender issues in the training programmes that are designed to enable teachers to integrate gender issues into their practice (Maistry, 2008; Chisholm, 2004; Ramparsad, 2001).

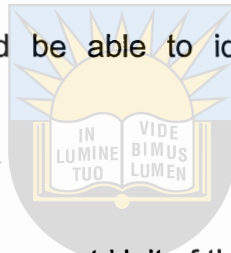
This could be caused by the fact that the training of the new curriculum that has been introduced into schools is not explicit enough on issues of gender. It may also be because of the limited time that is available during training. The new curriculum makes mention of inclusive education which means that gender issues are included in the curriculum. One other reason may be that some teachers started teaching before 1996 during the time when gender inequality was not taken serious, were marginalised during their training. This could make it difficult for them to incorporate gender issues when teaching especially those who started teaching before 1996 when the Gender Equality Task Team (GETT) was not yet in place. The main aim of the task team is to support gender mainstreaming and attention to gender equality in and through education in emergencies, post-crisis and contexts of fragility through collaborative efforts of its members.

On the other hand departmental officials are of the view that there is monitoring and that support systems are in place to help teachers deal with gender related issues.

The researcher feels that the support system offered by the department of education may not meet the expectations of teachers. The teacher's expectations may not be being met because trainers may deal with too many issues at same time. This is worsened if there is a shortage of time to begin with.. The researcher's experience is

that in many cases, two day workshops takes one half days because of a shortage of resources.

Not a single departmental official amongst those interviewed mentioned how they monitor progress after the workshops. This lack of monitoring and training could be one of the reasons why teachers say there is no support and monitoring system that is in place. According to the researcher, monitoring of the implementation of a gender policy could provide the department of education officials at all levels with accurate data about progress. They would be able to identify potential successes and problems as early as possible.



It is advised that the Teacher development Unit of the Department of Basic Education should intensively monitor the provision of continuing professional development of teachers (UNESCO, 2003). Although departmental officials claim that there are workshops taking place as a means of support, when a gender based training programme was being piloted in KwaZulu Natal, many provinces did not have the capacity to carry out their gender work effectively.

4.2.8 Measures taken to address sexual harassment and sexual abuse

It was also important that information be sought out on the measures that are taken to address sexual harassment and sexual abuse in schools, in a bid to curb gender inequality in schools and promote the implementation of gender policies. According to some teacher respondents there are measures that are taken to address sexual harassment and sexual abuse in schools. Some teachers revealed that their school policy was formulated in 2008 and has not been revised since then. They assume

that it is possible that some of the information is no longer relevant to the current needs of students.

These were some of the responses:

P4:

There is a disciplinary committee which deals with all discipline related cases. All types of violence are dealt with according to the terms and conditions that are stipulated in the school policy. Gender based violence is not treated as different.

P9

There is a school policy which includes all other policies. Sexual harassment and sexual abuse is dealt with according to what is specified in the school policy. If the act committed by the learner is very serious they call SGB, parent component to come up with the decision so as to what to be done. There are cases of sexual abuse and sexual harassment in the school.

Sexual harassment and sexual abuse are attended to by the disciplinary committee using the school policy.

P11

The school has nothing concerning gender based violence, even the school policy was never revised since it was formulated in 2008 yet there are new cases of sexual harassment and sexual abuse every year(Interview P 11).

P6 who happened to be the principal of the school said:

As a principal I have to teach, see to it that there is LTSM, there is enough members of the staff and adequate resources. When can I get time to revise the school policy? Even if I delegate I have to be part of the delegation. The department of education is supposed to help us. This is too much.

DoE3:

Principals in schools have to see to it that there is proper monitoring and implementation of school policies. They have to make sure that some measures are taken to address sexual harassment and sexual abuse in schools.

P1:

I think that is the duty of the SMT to deal with issues of sexual abuse and sexual harassment. We have come to teach, we cannot be able to deal with sexual harassment and sexual abuse.



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It seems like the department of education and schools were playing a blame game. The department of education officials affirmed that the issue of what measures should be taken to address sexual harassment and sexual abuse lay with the principals while the principals pointed fingers at the departmental officials. This appears to be a cat and mouse game between these two stakeholders that are in leadership positions within the education system.. Furthermore these findings are also in line with what was highlighted in the review of related literature by Chisholm et al (1999). He claims that schools are failing to be safe havens for learners because sexual harassment and violence are so prevalent. Either the department of education or the schools are not doing their part. This is clearly evidenced by the report by

Human Rights Watch (2000), which posited that there were ineffective mechanisms within schools to respond to the problems of sexual harassment and violence.

The report states:

“Rarely do school authorities take steps to ensure that girls have a sense of security and comfort at school or to counsel and discipline boys who commit acts of violence. Many girls leave school altogether, because they feel unsafe and are unwillingly to remain in an environment that has failed them (Human Rights Watch, 2000)



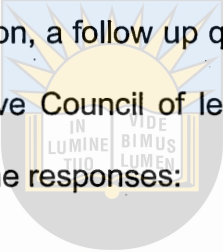
The department of education is urged to develop a National Action Plan to address the issue of sexual harassment and sexual violence, and to develop and disseminate procedural guidelines governing how schools are to address allegations of sexual violence and harassment. These guidelines should specifically detail how schools should treat victims of violence and those alleged to have committed such acts. (Human Rights Watch, 2000). This would make it easy for them to pinpoint where schools are failing to meet the set rules and regulations with regard to sexual harassment and sexual violence in schools.

It is evident from the literature that the consequences of harassment are severe. Students who experience sexual harassment are likely to react by talking less in class, not wanting to go to school, and finding it hard to pay attention during school. Research has also demonstrated that targets of sexual bullying and harassment experience anxiety, distress, confusion, loss of self-esteem, and depression. Preventing and remedying sexual harassment and bullying is essential to

ensuring a safe environment in which students can complete their education (National Women's Law Center 1998). Schools and the school district are legally obligated to protect students from sexual harassment. Title IX is a federal law that prohibits sex discrimination, including sexual harassment, in all educational institutions. Under Title IX, your school and school district must take the steps necessary to prevent harassment, and to effectively address it when it occurs (National Women's Law Center 1998).

As a way of soliciting more information, a follow up question was asked to find out if the school allowed the Representative Council of learners (RCL) to be part of the disciplinary committee. These were the responses:

P2:



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We do not involve RCL's because some of the cases of sexual harassment and sexual abuse are very sensitive.

P5:

In some cases we only involve parents in the SGB. We cannot be able to discuss some of the issues of sexual abuse and sexual harassment with learners.

P8:

I think that we regard them as matured enough to be part of some discussions, we are going to talk about it when we have a meeting then we decide as to what to do.

P3:

RCL's do not have to know issues of sexual harassment and sexual abuse. Even if they think that they are matured we cannot discuss some of the things in their presence.

P1:

It can be very difficult to include RCL's in all the decisions we make. Some decisions are crucial and cannot be voiced out in front of learners.

When learners were asked the same question, that is, whether they were represented in formulation of the school policy and in measures that are taken to address sexual harassment and sexual abuse in school, they responded as follows:

CBL4:

The RCL report all the incidents to the teachers and the issue is dealt with by teachers and parents, but in most cases although we think that the issue is resolved amicably learners tend to drop out from school thereafter, we don't know the reason because we are not given any feedback.

CBL1:

We are not involved; the school policy is read aloud during assembly at the beginning of the year.

CAL3:

We want to be part of the decision making in whatever is happening in the school. In order for the institution to function well, all stakeholders must be represented. As learners we want to be developed intellectually, to be confident and be able to make sound decisions.

CBL1:

I believe we can be agents of change in the school if we can be given a chance to participate. I think we can come up with some solutions to learners problems of sexual harassment and sexual abuse because as learners we know some of the driving forces.

CAL2:

RCL involvement in the formulation of policies and decision making can help to ease the problem because as learners we discuss some of the things.

Learners were not involved in the formulation of policies and did not take part in measures that were taken to address sexual harassment and sexual abuse. This is disappointing because the learners might be more likely to come up with reasonable solutions since the cases often involve fellow learners.

The argument by learner respondents was in line with what is stated in the South African School's Act no. 84 of 1996 whereby learner participation is encouraged. According to this Act, it is a legal requirement that all schools with grade 8 or higher elect a Representative Council of Learners (RCL) (South African School's Act no. 84 of 1996). This is also in support of what is cited by Wilson and Mncube (2009), when they affirm that learners should form part of the school decision making processes in order for them to benefit from a sense of personal control, increased confidence and improved relationships with teachers and peers. Literature reveals that the function of the school governing bodies, of which learners are part, is clearly stated in the South African Schools Act 1996. Functions include, among others, recommending the

appointment of educators and non-educator staff, deciding on the language policy of the school, control and maintenance of the school property and determining school fees.

The researcher opines that learner participation in school's decision making may improve the way in which schools function. Such an approach might increase a sense of ownership and could promote a greater understanding of school values. The involvement of the RCL's in the school governance could also help since learners would be kept aware of what is going on in their school and of the measures that were being taken to curb sexual abuse and sexual harassment. Speaking during the Parliamentary Debate on Gender Violence, Minister of Basic Education Angie Motshekga said that her department is steadily implementing key programmes for combating gender-based violence, sexual abuse and harassment. She further argues that in 2011, the department launched a learner-focused site, Speak Out, to help young people to understand, prevent and report sexual abuse (South African Parliament Proceedings, 2011).

Even though RCL's are not involved in the decision-making in some high schools, the national department of education has trained School Governing Bodies, Representative Councils of learners and teachers using Values in Action, a programme that includes key sessions on gender and sexual abuse and harassment (South African Parliament Proceedings, 2011).

It stated that despite all its efforts to promote safety, it is important to keep in mind that schools are small representation of the broader society, where the high levels of

sexual abuse, violence and rape must be urgently dealt with (South African Parliament Proceedings, 2011). The contribution by the Minister of Basic Education, Angie Motshekga, is an indication that strict measures should be taken in schools to deal with sexual harassment and sexual abuse. Sexual harassment and sexual abuse are a national concern. Sexual harassment and sexual violence have often erected a discriminatory barrier for women and girls seeking an education. These ills have had a profoundly destabilising effect on the education of girl children (Human Right Watch, 2000).



Departmental officials are must learn to work hand in hand with schools as agents of change because the Department of Basic Education mains' priority is to ensure the safety of learners at school. While cases of sexual harassment and violence occur across our society, and in our schools, the Department is determined to make schools safe zones for our learners and teachers (Speak Out 2011).

On the other hand teachers have to make sure that they take strict measures to prevent sexual abuse and sexual harassment of any kind since the department has proclaimed that sexual harassment and sexual abuse are barriers to learning and deprive our learners of their inherent Constitutional rights to equality and dignity. It also prevents them from full participation in education (Speak Out, 2011). Sexual harassment and sexual abuse have a negative effect on the lives of our learners. Sexual harassment and abuse may cause learners to struggle with self-esteem, and to demonstrate a lack of confidence, to be emotional withdrawal, and to avoid attending school. It is also likely to contribute to low achievement (Speak Out 2011).

The Department of Basic Education and Mthatha District Departmental officials claim to have sent documents which they claim will be of help to teachers in dealing with sexual abuse and sexual harassment. Teachers on the ground acknowledge the receipt of the documents but do not know its contents since they have not read them. It is expected that every school have a Code of Conduct setting out what kind of behaviour is acceptable and what kind is not acceptable. The Code of Conduct is supposed to be signed by all teachers and learners as an indication that they will respect the rules. Surprisingly, not a single school mentioned the presence of the Code of Conduct as they mentioned their school policies. In some cases such a document is embedded in the school policies. The Department of Basic Education also produced a friendly Handbook for the learners called 'Speak Out. Youth Report Sexual Abuse.' This is a handbook to help learners to prevent sexual abuse in public schools. It is available on the Department's website. The only challenge with the Handbook is that not all schools have access to computers. The fact that teachers do not involve learners in cases of sexual abuse or harassment may have a negative effect on the matter because it is against the education policy, the South African Schools Act, which encourages the involvement of RCLs in decision-making and policy formulation.in all schools.

4.3 Conclusion

The foregoing data presentation has hopefully revealed and provided a snapshot on the implementation of gender policies in schools as a way of promoting gender equity and equality. The following chapter will conclude by laying down the findings of this research. It also brings out recommendations which will hopefully assist in the formation of gender equality policies in Mthatha District high schools. The next

chapter deals with conclusion, summary and recommendations. The chapter is important because it is where conclusions about the study are drawn. There is a summary of all the findings of the study. Lastly, the chapter gives some solutions and steps to be taken to improve the situation and to help in the implementation of gender equality policies in Mthatha District High Schools.



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CHAPTER FIVE

CONCLUSION, SUMMARY AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this study was to investigate the implementation of gender equality policies in Mthatha district high schools. The summary of findings is crafted around themes subsumed from the research questions. This section discusses the implementation of gender equality policies in order to help learners from being negatively affected by gender stereotypes. It is followed by a section that reflects on how the selected theory was used to explain the challenges experienced by girl learners and boy learners in their respective schools. The justification of the research methodology which was used in the study is also made to show its suitability. The chapter ends with a conclusion and is followed recommendations.

5.2 Summary of findings

This section makes available the summary of findings associated to the research intentions intended to be accomplished by this study. The issue of the implementation of gender policy in the education system had been researched by numerous scholars. Additionally, South Africa and its education system have undergone a lot of changes within their curriculum system in a bid to address issues such as gender equity and equality, so that all learners, regardless of background, can receive the same treatment and education in the classroom. The factors that

were identified in the study as affecting the implementation of gender equality policies in schools are shown hereunder.

5.2.1 Availability of policies

The data from all respondents indicated that there are school policies in the schools represented but that the part of the school policy that relates to gender is not clear since it is embedded in the school policy. This in turn leads to policies related to gender issues not being implemented properly.

Despite the efforts made by the Education Rights Report Project (ERP), to date there is no national policy on how to deal with sexual violence and sexual harassment in schools. It is only the Western Cape that has developed guidelines for addressing sexual harassment and sexual violence in schools (Human Rights Watch, 2000)

5.2.2 Composition of RCL's

The way RCL's are composed is a typical example of gender discrimination and gender bias. Girl learners are not given the chance to be the RCL president despite all the policies that emphasises equal representation of males and females.

5.2.3 Dealing with gender issues

There is no clear policy pertaining to dealing with gender issues in schools. They use school policies yet there is no clear indication of availability of a gender policy in the school policy. Some school policies have not been revised for a long time; this leaves

questions as to whether such school policies are still relevant to the current situations.

5.2.4 Boys and girls treatment in class

Irrespective of the gender policies that have been put in place, gender discrimination continues to take its toll on schools in the study. Girls continue to be discriminated against based on gender. They are regularly told that boys perform better than they do. In response, they have compensated by being passive in class. This has further lead to them being labelled 'lazy' and 'not competitive' by their teachers.



5.2.5 Gender bias

Girl learners are not praised when they perform well, even if they have outperformed boys in the tests. Learners, both male and female do not like how teachers treat their fellow classmates. This has raised a concern amongst learners.

5.2.6 Girls' and boys' treatment outside the classroom environment

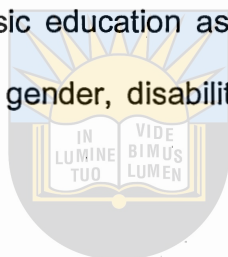
Boys often get positive remarks from teachers, whether in or outside the classroom. Girls on the other hand are expected to sweep every day after school and to scrub floors and clean windows every Friday. Boys on the other hand are only expected to remove the chairs and desks and then go to bask in the sun. This encourages gender stereotyping because boys will think that sweeping and scrubbing of floors is the responsibility of girls. This is in fact not the case.

5.2.7 Stereotyping by subjects

The study established that gender stereotyping is prevalent amongst teachers. Although recent studies revealed that boys and girls perform equally well in mathematics, teachers still believe that boys do better in mathematics than girls.

5.2.8 Gender and the curriculum

Departmental officials are of the view that the curriculum is gender sensitive. This is supported by the department of basic education as the new curriculum caters for every single learner, irrespective of gender, disability, religion, race and economic background.



5.2.9 Incorporation of gender issues in school policies

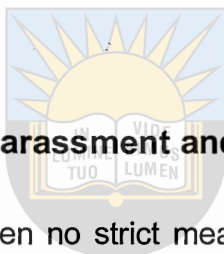
Teachers denied that gender issues were incorporated into school policies because they were not trained to interpret the document; this has contributed to the failure of schools to incorporate gender issues when making school policies. The school's main source of information as far as gender is concerned is school policies. It is problematic that teachers do not have a clear gender policy document.

5.2.10 Gender sensitivity in learning materials

Departmental officials confirmed that the teaching and learning materials are gender sensitive but teachers remained adamant because of their background and their biased interpretation of pictures and information written in different texts that material was still gender insensitive.

5.2.11 Training, monitoring and support

It was also discovered that, teachers are not trained and monitored either during their teaching career or in the field of work. There are no gender based workshops run by the Department of Education. This has led to gender balance being compromised. Lack of training and monitoring has led to many problems as far as gender sensitivity is concerned. One result of this is that gender policy is not properly implemented in schools. Learners continue to be discriminated against on the basis of their performance and gender differences.



5.2.12 Addressing sexual harassment and sexual abuse

The study shows that there have been no strict measures taken to address sexual harassment and sexual abuse. This is due to lack of information on the part of teachers. There is no clear guidance because, they are not trained to deal with gender issues and they are not familiar with the documents which the department claims to have sent to schools. This has created a lot of problems, exacerbated by the fact that RCL's, as one of the stake holders are not involved.

5.3 Justification of research methodology

The study sought to find out whether gender equality policies were implemented in schools. In order to understand the experiences of girl learners in schools it was necessary for the researcher to engage in qualitative research. Departmental officials, teachers and learners were interviewed. It was through these interactions that the researcher found out about the experiences of girl learners in their respective schools. The researcher used four schools from different clusters within

Mthatha District. Furthermore, all participants were interviewed to gain in-depth knowledge of the implementation of gender equality policies. The use of a qualitative approach enabled the researcher to gather authentic data which was captured verbatim and summaries were drawn from emerging themes.

5.4 Conclusion

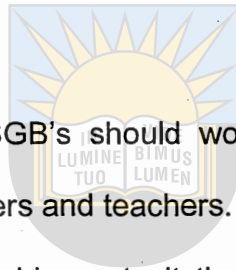
Due to lack of training, monitoring and support teachers were unaware that gender policies were part of the policy documents that were sent to schools by the departmental officials. Moreover, the continuation of gender stereotyping among boys and girls appeared to be taking place in the schools involved in the study. Unfortunately, the stereotyping was linked to the performance of learners in the classrooms



5.5 Recommendations

- The Department of Education must make sure that curriculum development involves all stakeholders at all levels of society in dealing with gender equality and gender sensitivity issues.
- There should be strong measures taken to curb sexual abuse and sexual harassment in schools.
- Teachers should avoid gender discrimination in class. They must make sure that learners are treated equally irrespective of their gender and performance.

- All schools should organise gender workshops for all teachers so as to make each other aware of the effects of gender discrimination
- Teachers should make sure that the teaching methods they use are gender sensitive.
- School authorities should make sure that RCL's are involved in the decision making of the institution.
- Teachers, learners and SGB's should work hand in hand to fight gender inequalities amongst learners and teachers.
- Departmental officials should see to it that teachers are trained on gender related issues.
- The Department of Education should emphasise integration of gender equality policies during workshops.
- The Department of Education should make sure that subject teachers are part of the book editing process so as to ensure that all books that are used are gender sensitive.
- The Department of Education should see to it that schools exercise some strict measures to curb sexual abuse and sexual harassment on the school premises.
- Strict measures should be taken against teachers who exercise discrimination of any kind amongst learners.



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- Teachers should be conscious of the number of questions asked and answered by boys and girls and the amount of attention given to male and female students.



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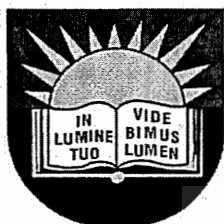
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APPENDICES

APPENDIX 1



University of Fort Hare
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Faculty of Education

School of Postgraduate Studies

*Cnr Fleet & Cambridge Street
East London & Stuart Hall, Alice*

Phone: East London: 043704 7219| Fax: 043- 7047228

Alice: 0406022103: nsibeko@ufh.ac.za/abovu@ufh.ac.za



University of Fort Hare
Together in Excellence

16 August 2011

District Manager : Mthatha District

Dear Sir,

Re: Permission to Collect Data – Mrs. T. Mbixane (Student Number 200807364)

This is to confirm that Mrs. T. Mbixane is pursuing Master of Education degree at the University of Fort Hare. Her research title is **An Assessment of the Implementation of Gender Equality Policies in Secondary Schools in Mthatha District**. She is supposed to collect data from secondary schools during the month of August and September 2011. Kindly grant her permission. I would also be grateful if you could kindly provide her with documents that may assist with information regarding the area of her study. I would like to assure you that any information that will be collected will remain confidential and no name of district, school or person will be disclosed. The

student will ensure that she does not disrupt ongoing activities during the period she will be collecting data.

Sincerely



For Professor G. Moyo : Director: School of Post Graduate Studies



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APPENDIX 2

INTERVIEW SCHEDULE FOR DEPARTMENTAL OFFICIALS

Do you think there is any change in the department in as far as gender equality is concerned?.....

.....

If there is a change how does the department measure the change?

.....

If there is no change, what could be done in order to effect the change?.....

.....

Do schools have a document on gender from the department of education?

Yes/No.....

If yes how is it crafted?

.....

.....

.....

How does the department ensure that teaching and learning materials are gender sensitive?.....

.....

.....

.....

What training have teachers received to enable them to incorporate gender issues in class?

.....

.....

Is there any monitoring and support systems in place to enable teachers incorporate gender issues in teaching? Yes/No.....

.....

APPENDIX 3

FOCUS GROUP INTERVIEWS FOR LEARNERS

General Background

1. Your Grade

.....
.....

2. Subjects you study.....

.....

3. Type of school: Ex- Model C [] Ex-Farm school [] Public School []

4. Location of the school: Rural [] Urban

5. District.....

.....

Personal Characteristics of the Learner

6. Sex: Female []

Male []

7. Number in class

Girls.....

Boys.....

Total.....

8. What is gender?

.....
.....

9. What is gender equality?

.....
.....

10. Does the sitting arrangement in class consider gender?

.....

11. Do you consider gender equality when electing RCL members? Please explain how is it done?

.....
.....
.....

12. How does the Student Representative Council deal with cases of gender violence, harassment, verbal abuse bullying by parties, sexual abuse and rape?

.....
.....
.....

13. Do you think that girls are treated fairly in the school in terms of uniform? Give a reason for your response

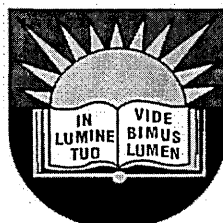
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14. Do you think that boys are given better treatment than girls in the school in terms of discipline? Yes/No give an explanation for your answer.
.....
.....
.....
.....
.....
15. How do boys and girls treat each other in the school?
.....
.....
.....
16. Do teachers when teaching include issues related to boys only or girls only or both? Yes/No give a reason for your answer
.....
.....
17. Are teachers in your school gender sensitive? Give a reason for your answer
.....
18. In your own view are the materials like rulers, calculators and many others reflect gender sensitivity? Yes/No; give examples according to your response.....
.....
19. In your own view does the school consider gender when buying school materials and textbooks Yes/No? Give a reason for your answer.
.....
20. In your own view do you think boys or girls should be given same task in terms of physical work? Yes/No give a reason for your answer
.....
.....
.....
21. In your class would you find it uncomfortable to sit next to the opposite sex? Yes/No? Support your answer.....
.....
.....
.....

CONSENT FORM



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I hereby agree to participate in research regarding the **AN ASSESSEMENT OF THE IMPLEMENTATION OF GENDER EQUALITY POLICIES IN MTHATHA DISTRICT HIGH SCHOOLS** I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this participation at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this study.

I understand that this consent form will not be linked to the interview schedule, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

.....
Signature of participant

Date:.....

I hereby agree to the tape recording of my participation in the study

.....
Signature of participant

Date:.....