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Educational Research Information for Practitioners

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Practitioners**

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EDITOR'S NOTE

Among the objectives of the Educational Research Network in Eastern and Southern Africa (ERNESA) is the promotion of the application of relevant research findings to educational policy-formulation and educational practice in the region. The Network acknowledges the reality that our governments have encountered numerous problems in the development of education and that they have been forced to consider many policy options for more effective use of the limited resources available to them. In many cases, however, policy options have been selected without adequate use of supportive research findings. The Network equally recognises that research in the region has often been undertaken without due consideration of its relevance to policy issues faced by policy makers and practitioners. Since its inception therefore ERNESA has tried to bridge the gap between research and policy makers.

To ensure the utilisation of research for decision making ERNESA has borrowed dissemination strategies from other research associations especially the Australian Council of Educational Research. The idea is to promote the utilisation of research by disseminating findings in everyday language, publishing and sending them to teachers, school administrators and policy makers. The process is not only a dissemination strategy but also a training program for researchers to be able to analyse research, pick major issues relevant for policy making and present them in accessible language. This idea has been found to be effective in Australia and New Zealand.

The Educational Research Information for Practitioners (ERIP) is ERNESA's first effort at the dissemination strategy outlined above. The first issue of abstracts focuses on research findings that have policy implications for promoting gender equity in education. The issue is expected to stimulate interest among teachers to read simple research pamphlets on issues which may help them to be more gender sensitive and to assist girls to learn better and more comfortably. It is also hoped that it will help to cultivate a culture of reading amongst teachers. More importantly, the project will demystify research and bridge the gap between researchers and educational practitioners in the ERNESA region.

The first issue of ERIP contains a variety of summaries of researched articles on gender in education and general policy issues. In the articles on Botswana C. Mannathoko discusses the politics of gender in teacher education, while L. Nyati-Ramahobo focuses on major educational constraints experienced by and potentials available to the girl-child in Botswana. J. K. Taole compares girls' and boys' performance in the Junior Certificate Examination. With regard to Ethiopia M. Gebretensay discusses the status of disabled women. In Kenya, M. N. Juma looks at determinants of female participation in primary education while S. P. Wamahu, F. A. Opondo and C. Nyagah discuss the situation of the girl-child. In Malawi E. C. Kadzamira focuses on sex differences in performance in mathematics and science subjects. From Mozambique, C. Zucula looks at socio-cultural aspects of school attendance at the primary level. In Tanzania, P. H. Kimwari and N. M. P. Swai focus on women's involve-

ment in environmental education programs, while C. M. R. Mongella presents factors that influence women's participation in skills upgrading programs. In Uganda G. N. Bitamazire discusses occupational activities of female primary school leavers and C. C. Musimire looks at inter-role conflict of women managers. The last research is by R. Gaidzanwa and P. Maramba who assess the impact of the UN convention on the elimination of all forms of discrimination against women in Zimbabwe.

ACKNOWLEDGEMENTS

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(ENIKE)*

POLITICS OF GENDER IN TEACHER EDUCATION CURRICULUM AND PEDAGOGY. GABORONE, 1995

CHANGU MANNATHOKO

TEACHER EDUCATION//PEDAGOGY//CURRICULUM//EQUALITY OF EDUCATION//GENDER ISSUES//
WOMEN'S EDUCATION//DISADVANTAGEMENT//BOTSWANA/

Introduction

Beliefs in male based leadership and in differences between men and women are common and at times dominate in the organisation, curriculum and pedagogy within Teacher Education Institutions (TEIs). Studies have shown how socialisation of males and females in the family reinforce beliefs about inequality of men and women, and create existing male and female identities. With regard to Botswana in particular studies have shown that the domination of men over women starts in the home. They also reveal that this domination gets extended outside the home into places of work.

Feminist research goes on to support that power relations between female and male lecturers and students are to the advantage of males and the disadvantage of females. They find these unequal power relations between the sexes prevalent in the classrooms, staffrooms, offices, school grounds, committees, policies and regulations. Teacher education curricula are intimately connected to the work in schools. This is through Teacher Education Institutions (TEIs)' relationship with the state's centralised school development policies and practices. The formal curriculum includes overt formalised and planned TEIs curricular knowledge found in a variety of materials and texts sieved through by lecturers. It also incorporates the basic perspectives and beliefs used by lecturers to plan, organise and evaluate what occurs in TEIs, schools and classrooms. The hidden curriculum on the other hand includes the everyday interactions and processes that tacitly teach vital practices, beliefs and values.

Nature of the Problem

While studies elsewhere have disclosed inequalities in power relations between male and female lecturers and students, no similar research has been conducted in the TEIs in Botswana to prove or disprove such presupposition. The study analyses the history of gender-based contradictions in teacher education, gender and the formal

curriculum, and the hidden curriculum focusing mainly on the university, colleges, secondary and primary schools.

The Study Approach

The study used ethnography, career histories, interviews, document analysis and the survey questionnaire to examine the interaction between gender, curriculum and pedagogy within TEIs. These interactions were used to describe and construct the gender inequities embedded in conceptions of TEIs' lecturers with regard to curricula and pedagogical policies and practices.

Main Findings

- The historical nature of the gender inequalities within Botswana's teacher education can be traced to the traditional domination of men and sexual politics of pre-colonial Botswana states. Even though there was a distinct division of labour in the pre-colonial communities, men and women's work did not rigidly adhere to Western notions of the division between the home and outside the home. It was the advent of Christianity, followed by British colonisation which brought significant changes to traditional male dominated institutions. Western education coupled with Christianity introduced and institutionalised the separation of the home and outside home. Labour migration and Western education discouraged women's confinement to their homes. Furthermore economic and social changes have compelled them to take up multiple roles in the home and outside home. Although Western education began to open opportunities for females outside the homes, it was men who gained access to higher education and dominated important decision making positions outside the home. With independence mass education provided males and females with equal access to both primary and junior secondary schooling but females had less access to senior secondary and tertiary institutions.
- In Botswana's TEIs gender blind views of lecturers on the tension between gender and teaching methods were supported by developmental psychology theories of child-centred learning. An overwhelming majority of male and female lecturers believed that in the classrooms what affected student learning was authoritarian teacher centred-teaching and child-centred teaching methods not gender sensitive pedagogy. The majority of male and female lecturers were not aware of the fact that in certain contexts it is important to focus on gender matters during teaching processes rather than on learner-centred teaching.
- Botswana's TEIs' curriculum knowledge is reproducing the male dominated culture. Curriculum texts and course outlines depict male-based narratives and ways of knowing. Although women are not completely invisible in curriculum texts, their visibility and narratives are confined to their role as appendages of men.

- TEIs' lecturers in the classrooms demonstrated gender stereotypical views and behaved in an implicitly discriminatory manner in their teaching.
- The study also demonstrated that in specific contexts, age and gender are interwoven. Student-teachers who are undergraduates are at a stage in their lives when they are exploring and trying to cope with sexual relationships and are therefore bound to resist gender training that queries their family relationships, let alone current relations.

Recommendations

- Training of Botswana lecturers and student-teachers should lay the foundation for gender reform and promote quality teaching. Lecturers and student teachers must receive quality training in gender reform. In this regard, the programs should offer more than gender awareness training and provide skills in implementing gender reform.
- The training should focus on changing attitudes which resist gender reform. Training processes should recognise that the acquisition and changing of attitudes is mainly an emotional learning process which cannot be transferred through cognitive processes such as rational transfer of information. The rational transfer of information to administrators, lecturers and student-teachers on how they contribute to gender-based social divisions is bound to increase resistance to gender reform.
- Lecturers need to actively develop cooperation with student teachers prior to theoretical discussions about sensitive and complex gender issues. The process of shaping cooperative behaviour should encourage male and female students to mix and work together, and identify with one another in the process of establishing and changing attitudes. This could be done through using innovative methodologies such as peer tutoring.

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THE GIRL-CHILD IN BOTSWANA: EDUCATIONAL CONSTRAINTS AND PROSPECTS. GABORONE, 1992

LYDIA NYATI-RAMAHOBO

/GENDER ISSUES//EDUCATIONAL OPPORTUNITIES//WOMEN'S EDUCATION//EDUCATIONAL
DISADVANTAGEMENT//BOTSWANA/

Introduction

In 1990, the World Summit for children adopted the World Declaration on the Survival, Protection and Development of Children and the plan of action for Implementing the Declaration. In the same year, the World Conference on Education for All adopted the World Declaration on Education for All, where the need to give priority to female education was identified. These declarations provided a challenge and offered the opportunity to accelerate actions and improve on existing efforts, paying particular attention to the situation of female children. Out of the declarations, a new initiative on the Girl-Child emerged, specifically addressing the need to remove disparities which disadvantage the Girl-Child, and which impact on her growth and development as a woman. The United Nations Children's Fund (UNICEF) is among the organisations that developed a keen interest in the state of the Girl-Child and provided funding to eight countries of the Eastern and Southern Africa Region (ESAR), namely, Botswana, Burundi, Ethiopia, Kenya, Madagascar, Mozambique, Rwanda and Somalia to carry out studies on the situation of the Girl-Child.

Nature of the Problems

Despite the above cited declarations, not much was done in Botswana to assess the state of educational opportunities for the Girl-Child. This study which was carried out under the auspices of the Botswana Educational Research Association (BERA) analysed the situation of the Girl-Child in Botswana. It compared the socio-economic and socio-cultural factors that contribute to disparities between girls' and boys' educational opportunities.

The Study Approach

The study adopted two approaches. The first was a state-of-the-art review which considered work done in the areas of gender sensitivity in law, health and education with special emphasis on the national policy on female education, the curriculum,

access to educational opportunities and the provision of educational facilities as well as identifying areas needing further investigation. The second approach involved qualitative and quantitative research focusing on access to educational opportunities, retention, performance, quality of education, the curriculum and role models. An in-depth comparison of the Boy- and the Girl-Child with regard to educational opportunities was conducted at three levels: the household, the community and the school. The study was carried out in one rural area (Mmankodi village) and one urban centre (Gaborone).

Main Findings

- Through the influence of international and national agencies, national policy on Botswana is aware of the needs of women and children. This awareness is, however, not accompanied by the desired responsiveness in most cases, thereby indicating that the degree of sensitivity is not sufficient to initiate meaningful action. This general lack of gender sensitivity on the parts of parents, teachers and policy makers is one of the major problems affecting the participation of the Girl-Child in education. In instances where gender issues are addressed at policy level they often bring about adverse effects on women and children at the implementation level. It is, however, appreciated that the Women's Affairs Unit, in the Ministry of Labour and Home Affairs, has adopted a holistic gender approach and conducts workshops with an aim to sensitise policy makers, parents and teachers to this problem.
- The study established that the socialisation process is one of the major constraints impacting on the Girl-Child participation in education. This process starts in the family and continues in the schools and the society at large. In the Setswana culture like many other African cultures, right from birth children are socialised to accept different roles. In this culture a newly born baby boy signifies inheritance and the perpetuation of the family lineage. Associated with this is power and identity with the father. On the other hand a girl signifies a care-taker in the home. From here on, both the verbal and non-verbal behaviour of both parents continue to perpetuate this stereotype. The daily chores for both boys and girls differ according to gender, with girls bearing the brunt of much of the domestic work. The girl's role model in the home is reinforced at primary and junior secondary schools where most of the teachers are women. At the senior secondary level, on the other hand, most teachers are men especially in science and technology. The school, therefore, provides a powerful model for the Girl-Child who perceives her future in female-oriented careers of teaching young children and nursing the sick. It is a noteworthy effort that the Women's Affairs Unit includes socialisation issues in its workshops for Parent Teacher Associations and Village Development Committees.
- With regard to access, the Government of Botswana's major aim is to provide

universal primary education. This goal has almost been realised with almost 90% of school age children enrolling in school. The increased enrolment has provided the Girl-Child with more opportunity as the participation rate of girls is much higher than that of boys in primary classes one to seven, and remains slightly higher at the junior secondary school level. At senior secondary school level (Forms 4 and 5) however, the situation drastically changes with a higher enrolment rate of boys. Among the main factors accounting for the lower participation rate of girls at the senior secondary level is early drop out due to pregnancy.

- The Girl-Child access to schooling is further impeded by the curriculum and examination performance. Boys dominate in the natural sciences. In terms of examination performance, girls generally perform poorly in both the Primary School Leaving Execution (PSLE) and the Junior Certificate (JC) although they are slightly better in the arts subjects at the secondary school level. The study observes that natural science subjects lead to high income-generating jobs while the arts lead to low-income generating jobs. Girls have limited access to opportunities in technical and vocational training and in Botswana there are only a few women in technical careers. It is noted that the Ministry of Education is taking steps to attract girls and boys into science related careers. This is done mainly through the Secondary Education Department.
- Another serious problem affecting the Girl-Child is that of child labour and abuse. This problem has educational implications, although due to time constraints it was not addressed by the study. Discussions in other forums have, however, shown that most girls have to use part of their study time helping their mothers with household chores, a factor which does not apply to boys. This undoubtedly affects the performance of girls in school.

Recommendations

- It is recommended that although the Women's Affairs Unit has been doing a commendable job in educating women on issues that affect their daily lives and their role in national development, the unit should be expanded into a department with more staff in order to reach the wider society in the sensitisation campaign. Its work should be supplemented by the formation of a national task force on the Girl-Child to coordinate and initiate action to address gender disparities in education.
- The researcher-practitioner-policy maker dialogue must be initiated and given the task of sensitising teachers, researchers and policy makers to gender issues through regular seminars.
- Although the government has taken a number of policy initiatives to address the

problem of teenage pregnancy, there is need to formulate a national policy in female education. Such a policy should provide the Girl-Child with an opportunity to re-enter the formal school system after pregnancy and it should focus on reducing teenage pregnancy through family life education, guidance and counselling facilities and any other means available.

- The Curriculum Development and Evaluation Unit should initiate a review of all curriculum materials including textbooks and examinations for gender sensitivity with the aim of providing girl friendly strategies in the classroom. A quota system in mathematics, science and technology, and practical subject classes should be introduced at all levels to ensure equitable participation of girls.
- There should be a review of legislation to protect the Girl-Child from abuse.
- There is a need for further research on the constraints affecting the Girl-Child in which the schools must play a significant role in providing baseline data for research.

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**A COMPARISON OF PERFORMANCE IN MATHEMATICS
BETWEEN BOYS AND GIRLS IN THE 1990 JUNIOR
CERTIFICATE EXAMINATION IN BOTSWANA. GABORONE,
1991**

JAMES K. TAOLE

/GENDER ISSUES//SECONDARY EDUCATION//MATHEMATICS//COMPARATIVE ANALYSIS//BOTSWANA/

Introduction

Many previous studies have established that the problem of differences in mathematical performance between females and males is a reality. In addition, there seems to be a growing international acceptance of the suggestion that these differences cannot be explained in terms of differences in general intelligence. Instead cognitive and affective variables which are nurtured by the school environment seem to be the likely causes of differentiated performance. In keeping with this belief a number of intervention programs have been introduced in an attempt to redress the situation. These range from efforts to change girls' attitudes towards mathematics by providing positive role models to introducing instructional materials which are supposed to be more suited to girls' learning predisposition.

Nature of the Problem

The study is based on the premise that mathematical studies are important to the development of Botswana. Hence it is critical that all those capable of studying the subject are provided with the necessary opportunity to do so. The need to determine if there are differences in performance between males and females is to achieve this end especially identifying problems that hinder female participation in the subject. The study involved a comparison of performance in mathematics between males and females at the end of the junior certificate course, and reasons were suggested for the observed difference in performance and the possible effect of this on selection for higher levels of study.

The Study Approach

The study was mainly an analysis of the Junior Certificate (JC) examination results. The Junior Certificate examination is taken at the end of the second year of second-

ary education. The mathematics component of the examination consists of three papers. Paper I is a 90 minute multiple-choice set consisting of 40 items; Paper II consists of 30 short answer questions; while Paper III contains 12 questions of the longer type. Combined scores on the three papers taken in the 1990 JC examination constituted data for this study. The scores were transformed to give a mean of 50 and a standard deviation of 15, the standard procedure for processing the JC results.

The subjects in the study were 16,589 students who sat the JC examination in 1990. A total of 8,910 females and 7,679 males from 100 secondary schools were selected. The schools were chosen from a ranked list of all junior secondary schools that presented candidates for the JC in 1990. They were selected at a predetermined interval from the lowest to the highest performer.

Main Findings

- On the whole males had a mean of 52.1 and females 47.9. In terms of the score distribution, more females obtained lower scores than males and conversely more males obtained higher scores than females. Rural schools also performed less well than urban schools. Even when averaged at the school level, boys still performed better than girls.
- The results reported in the study therefore indicate a significant difference in performance between males and females. Thus the situation in Botswana appears similar to that in other places where boys have been reported to outperform girls.
- The study does not attribute differences in performance between girls and boys in Botswana to intelligence. The study supports the view that observed differences result from boys being more confident than girls in their ability to deal with mathematics. Sex roles contribute to differences in the confidence displayed by boys and girls. Children have been socialised to believe that mathematics is a subject for males and is not suitable for females. For a girl, therefore, low performance in mathematics signifies the fulfilment of her sex role identity. There is also evidence from other studies that teachers treat boys differently in class. Boys are criticised more and receive more praise and feedback. In some cases they are urged to tackle harder problems, while on the other hand girls are given help as soon as they seem to get into difficulty. This kind of behaviour may not be peculiar to Botswana. Other studies in Botswana have also shown that role models are important. At the secondary school level there are more male than female mathematics teachers, and much of the science based careers are biased in favour of males. Despite this, studies in Botswana have shown that girls' preference for science based careers is no different from that of boys. However, there is a large disparity between aspiration and reality as a number of tertiary institutions offering programs with a mathematics base enrol more boys

than girls. This is largely so because selection to such institutions is based on the performance of candidates in mathematics at the end of their secondary education. In this subject the girls do not perform as well as boys and are therefore less likely to be accepted.

Recommendations

The study urges that more attention be given to the differences in performances between Botswana males and females in mathematics, and that the factors which contribute to such differences should become a focus for policy intervention.

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THE STATUS OF DISABLED WOMEN IN SELECTED KEBELES IN ADDIS ABABA. ADDIS ABABA, 1996

MEKDES GEBRETENSAY

/WOMEN//MENTALLY HANDICAPPED//PHYSICALLY HANDICAPPED//SOCIO ECONOMICS STATUS//ETHIOPIA/

Introduction

The International Decade for the Disabled Persons (1982-1992) of the United Nations called for the attention of all nations towards equal rights of the disabled people regardless of their age, sex, race and collar. This became an important factor in raising people's awareness of and in recognising the needs of the disabled.

In Ethiopia, like other less industrialised countries, the disabled have traditionally been taken care of by members of their family. In 1971, however, the government established the Rehabilitation Agency for the disabled. Prior to this there were a number of charitable foundations that provided care for the disabled and the destitute. Although the Rehabilitation Agency for the Disabled incorporated and coordinated activities of the charitable foundations, its impact on enhancing programs for the disabled has been greatly hampered by lack of funds.

The disabled women in Ethiopia only constitute 30% of the disabled people in the rehabilitation centres. This number is quite insignificant compared to the estimated 750,000 disabled women throughout the country. There is very little information regarding their general status, their employment, their rehabilitation, their training or their living conditions.

Nature of the Problem

The study investigated the status of disabled women. Although they constitute a large proportion of the disabled people in the country, their problems are least known and least recognised by the society. The study focused on disabled women with neurological problems including epilepsy, with amputations, with speech disorders, with skin disorders, with body deformities, with leprosy and with paralysis, and also the blind, the deaf or the hard-of-hearing, and the mentally retarded.

The Study Approach

Data collection was through in-depth interviews with questions focusing on types of disability, age, socio-economic factors and social relationships. The sample was based on the 1984 population census which estimated the number of disabled women

to be 24,870. About 2% were selected through stratified and random sampling, giving a total of 440 disabled women. These represented 8 of the 33 **kebeles** (villages) in Addis Ababa.

Main Findings

- The majority of the respondents did not seem to know the causes of their disability. About 25% attributed their disabilities to accidents while 18% mentioned diseases. A few referred to traditional causes such as evil spirits (“Mitch”, “Dankara”). Disabilities occurred at birth, during childhood or in the adult stage.
- Most of the respondents live in rented houses and about 25% live in their own houses. The conditions of the houses could be described as poor. In terms of marital status, most of the disabled women are single especially those between the ages of 15 and 19 years. The married ones had generally been married later in life. Some of the respondents had children who assisted them with domestic chores.
- Attitudes of families and neighbours towards the disabled members were found to be positive and sympathetic. The hospitable culture of the society which has a religious background helps to take care of the poor and helpless disabled women. The educational status of disabled women is low since the opportunities for them are very few. Most of them are illiterate and only very few of them have elementary education.
- About 78% of the disabled women are not engaged in any form of employment while 15% are employed in factories and 1% are self-employed.
- The disabled women are willing and ready to learn as well as being open to any intervention. They are interested in learning new things and mastering different skills with a view to obtaining job opportunities or being self-employed.

Recommendations

- The national policy should recognise, and include in the policy content, the United Nations World Program of action concerning disabled people. Concerned policy makers and programs should address issues pertaining to disabled persons in the context of rights rather than of charity.
- Organisations of disabled persons must be adequately supported in order to enable them to carry out their responsibilities and contribute to the overall development of the nation. Specific projects for disabled women need to be established.
- In both the rural and urban areas of the country a network of pilot projects should be established with:

1. supportive care services and provision of appliances;
 2. information and referral services;
 3. individual advocacy; and
 4. training for independent living skills.
- There is need to adopt a community based rehabilitation approach to the disabled people both in rural and urban areas.
 - Much more research should be undertaken concerning the position of disabled people and particularly of disabled women and children.

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DETERMINANTS OF FEMALE PARTICIPATION IN PRIMARY EDUCATION: A CASE STUDY OF KWALE AND TAITA TAVETA DISTRICTS. NAIROBI, 1993

MAGDELLEN N. JUMA

/GENDER ISSUES//WOMEN//PARTICIPATION DETERRENENTS//PRIMARY EDUCATION//WOMEN'S PARTICIPATION//GIRLS' ENROLMENT//KENYA/

Introduction

Although there have been years of effort, the extent of female illiteracy is likely to remain one of the greatest problems of the world by the end of this century. According to UNESCO estimates, there were still 889 million illiterate adults in 1985 of which 561 million were women. Nearly a half of the women in developing countries do not know how to read or write. It is, however, acknowledged that during the last few decades there has been a definite improvement in the literacy rates of women in most countries.

It has also been established that countries which have the highest rate of women's illiteracy also have very low enrolment rates for girls in primary education. On the other hand, countries which have recently succeeded in reducing their female illiteracy rates significantly are those which have often succeeded in achieving universal primary education. In spite of the efforts to increase female educational opportunities, however, enrolment rates in primary education are generally lower for girls than for boys in many of the developing countries.

In Kenya at the primary school level, girls' enrolment rates have increased steadily since independence. In 1963 girls accounted for 34% of primary school enrolment. By 1975 they constituted 45%, and in 1979 the proportion of girls had risen to 47.2%. In 1989 it was estimated to be 49% with some districts registering 50%. Although girls' enrolment rates have risen sharply there are considerable regional as well as district differences.

Although Kwale and Taita Taveta districts in the coast province are adjoining in terms of educational development there are marked contrasts. Kwale is listed among the less developed districts. At independence primary school enrolment was estimated at 20% and by the late 1970s it had risen to about 48%. It still lags behind in education with literacy levels below the national average and the enrolment rate of girls in primary school is one of the lowest in the country. Taita Taveta, on the other

hand, is ranked among the highly developed districts. It had over 60% primary school enrolment rate at independence, and by the mid-seventies it was estimated to be close to 90%.

Nature of the Problem

While the districts of Kenya offer good cases for comparison in determining girls' participation in schooling, there is little empirical evidence to establish this. This study investigated factors contributing to female participation in primary education in Kwale and Taita Taveta districts of the coast province. Specifically examined was the nature and effect of socio-economic cultural and school issues that influence enrolment and retention rates for girls in primary schools.

The Study Approach

The study employed quantitative and qualitative research methods. The qualitative approach in particular allowed for interactive interviewing and observations. Data sources included document reviews, interview schedules and participant observation guides. The document review covered educational reports, development plans, and district and school records. In-depth interviews were held with household heads within the schools' catchment areas, with school heads and with Muslim religious leaders. A questionnaire was administered to primary school pupils.

Main Findings

- It was established that there exists serious disparities in the provision of educational resources for the two districts. This difference arose from an important historical factor, that the more a district was closely integrated into the colonial economy, the greater the social demand for education. As a result the administrative structures and the people showed greater willingness to devote resources to the development of education. In this regard, Taita Taveta which was among the relatively richer districts in the country raised substantial amounts of money through taxation and levies to build more schools than Kwale.
- The study also found that Christian missionaries who were a dominant force in the development of African education, often had unplanned and uncoordinated educational activities which contributed to educational differentials between regions and districts. They also established their spheres of influence in the so-called 'Native Reserves' which surrounded the colonial settler enclaves. In this respect Kwale, which was not fully integrated into the economic system, tended to suffer from Christian missionary neglect and hence had fewer schools than Taita Taveta which was more favoured by them. Kwale was also on the periphery of missionary activities because of religious antagonism between Christianity and Islam which curtailed the number of Christian mission schools that could be established in the district.

- Although the independent government instituted some compensatory policies for areas which were lagging behind in development, these policies have not worked successfully and hence have not affected the distribution of schools within the two districts. Post independence socio-economic developments have also not succeeded in uplifting the low status of women. Gender discrimination and differentiation persists at all levels of the formal education system in spite of the alleged government efforts to promote equality in social policies.
- Government intervention, through the abolition of the so-called school fees, benefited girls only marginally. There was a subsequent small rise in enrolment rates but this did not significantly alter the boy-girl ratio, especially for Kwale.
- Girls' participation is not only affected by low enrolment but also by promotion or progression rates. It was established that with the expansion of primary education, drop out rates rose from about 20% for Kwale to 40%, while in Taita Taveta the range was from 11% to 20%.
- Problems arising from recent economic policies relating to structural adjustments have affected the ability of average households to pay for the education of their children. For Kwale, which is economically less endowed than Taita Taveta, poverty is a major factor in denying the majority of children access to schooling or in their failure to complete their education.
- Parental education was an important determinant for girls' participation in primary education. Taita Taveta district with its high percentage of parents with some formal education had much higher girls' enrolment and retention rates. Parents in Taita Taveta also had a more positive attitude towards educating their children (boys and girls alike).
- Religion was an equally important determinant of girls' participation in primary education. The people of Kwale are predominantly Muslim while those of Taita Taveta are Christian. Although Muslim parents expressed positive views towards schooling, the Islamic religious leaders who have a strong influence over the population in Kwale are not only openly opposed to "Western" schooling in general, but to girls' education in particular. They advocate the confining of women to the home, and believe that sending girls to school tends to undermine what is perceived as a valuable established tradition.
- The socio-cultural attitudes that tend to discourage schooling for girls induce them to participate more in household chores. In the two districts girls take a greater part in domestic and farm work than do boys. Girls lacked time for study at home due to child care and household commitments.
- With respect to school factors, although head teachers did not believe that the school environment is discriminatory against girls, they did not deny the fact that teachers play an important role in influencing the academic motivation of

their pupils. The male dominated teaching force in the two districts are demonstrably negative about girls' schooling which adversely influences their participation.

- Parents, head teachers and pupils hold positive views about the importance of providing basic education for girls. It was noted that, by providing literacy, numeracy and cognitive skills, primary education enhances women's ability to perform the multitude of functions and new tasks that contribute to economic development and the well being of their families as well as of themselves.

Recommendations

- The literacy level of a family member was seen to be a very important determinant of female participation in primary education. With support of non-governmental organisations, the government should mount literacy courses for thousands of rural adults in districts with low female participation.
- Girls perform more households duties than boys, particularly in the care of younger siblings. Village based programs that permit girls to leave younger siblings in the temporary care of others while attending school would increase their rate of educational participation and bring it closer to that of boys.
- Through the use of the media, an active campaign should be launched to change stereotypes about females and about traditional gender norms and beliefs.
- Teachers' negative attitudes about female pupils need to be modified through pre-service and in-service courses that make gender awareness and sensitivity to gender factors a central focus.
- More research should be carried out to determine Islamic perceptions of schooling and how they affect the participation of girls in education.

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EDUCATIONAL SITUATION OF THE KENYAN GIRL-CHILD.

NAIROBI, 1992

SHEILA WAMAHIU, FRED A. OPONDO & GRACE NYAGAH

/GENDER ISSUES//WOMEN'S EDUCATION//ACCESS TO EDUCATION//WOMEN//LITERATURE REVIEW//
KENYA/

Introduction

Kenya was among the eight countries of the Eastern and Southern Africa Region (ESAR) that was funded by UNICEF to carry out research on the state of the Girl-Child.

Nature of the Problem

The research was carried out under the umbrella of the Educational Research Network in Kenya (ERNIKE) and sought to examine the situation of the Girl-Child focusing on the general socio-cultural context and access to education.

The Study Approach

The study approach was mainly a review of documents and an analysis of secondary data such as existing literature, grey literature, and published and unpublished statistical data sets.

Main Findings

The Kenyan Girl-Child is normally born in a family and brought up in a household where patriarchal authority reigns undisputed. From birth various cultural practices and symbolism persist in reminding her of the lower status she occupies in society *vis-à-vis* her brothers. She is socialised early into a system of norms and values, attitudes and skills that tend to emphasise gender differentiation in adult roles and aspirations. She grows into adulthood knowing that she is a visitor in her parents' household and that her brothers will eventually inherit the household economy. Her marriage assumes the appearance of a commercial transaction. A relatively large bride-wealth payment in the form of cash or livestock or a combination of the two have to be paid to her family in exchange for her hand. Her educational level may even be crucial in determining her 'price'.

- The chances of the Kenya child having access to primary school are very high. Official statistics indicate that 95% of the primary school age (6-14) in the coun-

try do find their way into the primary school. The chances of the Girl-Child entering standard one at age six or seven is only slightly lower than that of the Boy-Child.

- In the early years of schooling the Girl-Child performs just as well as her male counterpart. The first challenge comes as she enters puberty around the age of twelve when she is in standard 5 or 6. Her academic performance starts declining, falling generally below that of her male school-mates. One of the reasons for the decline in her performance is the heavy workload at home compared with that of her brother. While her brother too is used as unpaid family labour in the business and/or farm he is not expected to help with domestic work. Yet another reason for the higher likelihood of early dropping out of school is vulnerability to sexual advances as she reaches teenage. There is a good chance that unlike the Boy-Child she will not reach the final class of the primary school (class 8).
- Gender disaggregated statistics on repetition are not readily available. Observations, however, do reveal that boys are more likely to use repetition as a strategy for improved primary school results, thereby qualifying for a place at the secondary school level.
- For those who reach secondary school, the disparity in academic performance between the genders widens. The performance of the Girl-Child in mathematics and in the sciences is particularly poor. Among the factors contributing to this situation are that the typical Kenyan Girl-Child internalises the attitude that mathematics and the sciences are 'male' subjects. Many of the teachers, female teachers included, help to perpetuate this attitude in the classroom; furthermore the typical Kenyan girls' school does not have adequate facilities (workshops, laboratories and teachers) for teaching these subjects effectively compared to the boys' schools. The chance of the Girl-Child reaching the tertiary level of education is remote.
- In general, the retention and progression rates for both the Girl- and Boy-Child through the education system are not impressive. Chances of both boys and girls reaching secondary school are poor. One contributing factor is the harsh school environment, created by extreme authoritarian type of leadership. Schooling does not appear to be a pleasant experience for most children, boy or girl. However, the Girl-Child appears to be even more disadvantaged in terms of entry, retention, and progression and also financial hardships. Pregnancy-related drop outs, especially at Form 2, contribute to the low retention rates for girls.
- The few girls who make it to the tertiary level tend to cluster in arts and education faculties. These patterns of specialisation are attributable to the fact that over the years, Kenyan girls have performed very poorly in the science subjects in the Kenya Certificates of Secondary Education (KCSE). Given the problems

outlined above, there is a strong possibility that the gender disparity in the participation of girls and boys in university education may become wider.

Recommendations

- There is a need to democratise the school authority structure, leadership styles and social control mechanism. In particular, the current culture of abuse perpetuated by some teachers must be given attention. School traditions should urgently be investigated. Intervention programs should be formulated to re-educate teachers and schools on the rights of the child to safe education and on the dehumanising effects of abuse on both the victims and the perpetrators.
- Both action and action-oriented research should be carried out to bring about changes in the perceptions of boys and girls about gender and sex.
- Quality sex education programs should be designed and incorporated into the main stream to sensitise boys and girls.
- It is important to design a gender sensitive curriculum and to re-write school texts for the creation of an enabling environment. The revised text-books should incorporate examples of female (positive) role models derived from Kenyan history, as well as world history and mythology.
- There is need to provide facilities including trained teachers and learning resources which are crucial to the creation of an environment whereby the Girl-Child can fulfil her potential. This issue should be urgently addressed by the government and donor agencies.
- The democratisation of the school authority structure should be accompanied by the greater involvement of parents in decision-making. Parents need to be educated on the importance of schooling for their children.

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SEX DIFFERENCES IN PERFORMANCE OF CANDIDATES IN MSCE MATHEMATICS AND SCIENCE SUBJECTS 1982-1986. N.D.

ESME CHIPO KADZAMIRA

*/SEX DIFFERENCES//SCIENCE EDUCATION//MATHEMATICS//WOMEN'S EDUCATION//EXAMINATIONS//
MALAWI*

Introduction

The Malawi National Examinations Board (MANEB) offers two science and two mathematical syllabuses at the Malawi School Certificate of Education (MSCE) examination level. These are: biology and physical sciences; mathematics and additional mathematics. These subjects, with the exception of additional mathematics, are compulsory. All school candidates are required to take mathematics and either physical science and biology or general science.

In essence, it can therefore be argued that girls and boys are given equal chances to pursue science and mathematics subjects. In practice however, this is not the case. Girls lag behind boys in their performance in mathematics and science related subjects and this has caused considerable concern in many circles. Recently the National Commission on Women in Development identified areas requiring research in the education of women and proposed strategies to motivate girls to participate more in mathematics and science subjects.

Nature of the Problem

Despite the increasing awareness of the problem of girls' education and the poor performance in mathematics and science related subjects very little research has focused on this area. The study therefore examined girls' performance in mathematics and science subjects at the Malawi School Certificate of Education level from 1982 to 1986 in relation to boys' performance, and also in relation to the type of school the girls attended (i.e. whether single sex or mixed schools).

The Study Approach

The study drew its samples from all the candidates who sat the Malawi School Certificate Examinations during the period 1982-1986. Data was obtained from the

Computer Services Department. This data was analysed using correlation to show the association between gender and performance in mathematics and science.

Main Findings

- The analysis of the examination results showed that boys outperformed girls in mathematics, physical science, general science and biology. This appears consistent with studies done on the school systems of industrialised countries which have shown that adolescent boys perform better than girls in mathematics and science oriented subjects. This finding, the study infers, is so because girls in Malawi are not encouraged to pursue careers or courses in technical and engineering fields where science and mathematics courses are important components.
- Contrary to the dominant notion that girls in single sex schools achieve higher standards in mathematics and science subjects than those in mixed schools because they do not have to compete with boys, results from the study showed no significant difference between the two groups. In fact a close examination of the results revealed that girls in mixed schools performed much better than girls in single sex schools.
- The study also shows that, on the whole, girls tend to perform much better in biology than in mathematics or the physical sciences. The study suggests, that this is attributable to the fact that although biology is a science subject it is generally regarded as a feminine subject which is easily tackled by girls. In terms of overall comparison between boys and girls in biology the former surpass the latter in performance.

Recommendations

- There is need to compare the performance of girls and boys in both the science and the humanities subjects in order to establish that boys do better in science and mathematics because of their numerical spatial abilities, whilst girls are good in linguistic and verbal abilities, as studies in other cultures have established.
- Experimentation in one of the Malawi schools has suggested that mixing with respect to sex and ability actually improves the results of both boys and girls. More research is needed on the effect of teaching mathematics and science to mixed groups in relation to gender and ability.

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**SOCIO CULTURAL ASPECTS OF THE SCHOOL ATTENDANCE
OF GIRLS AT PRIMARY LEVEL IN MOZAMBIQUE. MAPUTO,
1991**

CARMEN ZUCULA

*/GIRLS' ENROLMENT//DROPPING OUT//PARTICIPATION DETERRENENTS//PRIMARY EDUCATION//WOMEN'S
EDUCATION//MOZAMBIQUE/*

Introduction

In the decade 1980-89, national enrolment averages in Mozambique did indicate significant differences between the number of boys and girls at the primary level of education. The enrolment of girls at this level accounted for 46-47% of the total annual enrolment rates in the period.

However, a closer examination of national averages revealed that there is a gradual 'disappearance' of pupils from the first to the fifth grades. In 1989, a total of 409,821 pupils were enrolled in the first grade, while there were only 120,224 in the fifth grade. In other words, only 29% of those enrolled at the first grade reached the fifth grade. Within this phenomenon, the percentage of female enrolment becomes increasingly lower from one grade to the next. In 1989, only 25% of the girls who had enrolled in the first grade had actually reached the fifth grade compared with 42% of their male counterparts.

Nature of the Problem

Many factors, which include economic, political, as well as socio-cultural, interact to affect participation in primary education in Mozambique. In this context, the study examines the socio-cultural aspects which make girls' attendance at primary schools difficult within urban and rural set ups.

The Study Approach

The study team covered the areas of urban and sub-urban Maputo, rural Gaza and urban/rural Niassa. Data was collected through individual and group interviews following a guideline of generative questions. Parents and educators who had children of school age were interviewed as well as teachers. Key informants included district directors, a provincial director in Niassa, heads of villages, directors of schools and some members belonging to the Organisation of Mozambican Women.

Main Findings

- With regard to the urban setting, there seem to be different urban and sub-urban environments that affect children's participation in school. Although the urban and sub-urban divide cannot be rigidly made, parents in the sub-urban areas admit that they have difficulty controlling the daily activities of their children, and that they lack the means and family structures necessary to ensure that their children receive education. Daily household survival is the top priority in the organisation of parents' activities. In contrast, middle-class urban children have plenty of time for play, school attendance and doing their homework.
- Although attitudes are changing, perceptions regarding the future role of girls and boys particularly in their adulthood seem not to have changed much with girls expected to be housewives and boys to be breadwinners and leaders.
- The division of household labour falls more heavily on girls, and such situations have a negative impact on the continuation of girls' education and frequently results in their dropping out of school.
- Within the urban setting, in situations where families have to make the decision whether to send their children to school in the light of limited resources and the number of places in school, many preferred to offer such opportunities to boys rather than to girls.
- Educating girls was perceived as wasted investment because after marriage they become part of their husbands' families.
- Sub-urban parents in particular are not satisfied with the quality of primary education, and this lack of confidence in schools affects the access of girls to a greater extent than that of boys as they would prefer to have the girls' time spent on more valued domestic work.
- Important issues that seem to contribute to the difference between rural and urban learning settings are drop out rates due to pregnancies, the school calendar which conflicts with cultural ceremonies and agricultural activities, and the structure of family decision-making processes. For instance, in the matrilineal tradition which prevails in parts of rural Mozambique decision-making is the responsibility of mothers. Hence girls' attendance at school is affected as follows:
 1. The mother does not exert pressure on her daughter to remain in school if the school does not guarantee good moral standards and education.
 2. There is greater pressure for the girl to stay in the village with her family. Therefore, a few years of schooling is sufficient to enable the girl to become literate and to prepare her for marriage.

3. The father pays for his son to study if the mother guarantees repayment on the investment. A mother is most unlikely to relinquish this responsibility to the father in the case of her daughter.
- From this power game the boy is at an advantage (when considering school attendance) because the matrilineal family is not yet convinced that the school will not upset the stability which the women seem to feel within this social context.

Recommendations

- There is a need for research and decentralisation of planning in order to attend to the peculiarities of diverse local communities.
- At the national level, educational planning should be based more on qualitative information about the reality of the country in order to be able to present indigenous alternatives. Within this framework of qualitatively improving the planning of strategies better adapted to the national reality, much benefit could be derived from the experience of educational staff working at local the level.
- International forums and international aid should not impose types and contents of national strategies. These should allow space for our own ideas and for action directed along our own paths and in accord with rhythms adapted to the development of the country.
- There should be a process of directing resources towards major problems which affect the overall education framework, and within which the issue of schooling for girls would be integrated. A change in the educational strategy cannot take place separately from a change in sustainable rural development, as this will accelerate changes in the rural social framework. Education is part of this change, but it is not, by itself, the agent of social changes. The issue of the social role of girls in the urban and rural environment is complex and has its own cultural explanation. There is no specific educational strategy focusing on girls which can, on its own, significantly alter the influence which this social role may have on the schooling of girls.

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THE INVOLVEMENT OF WOMEN IN NON-FORMAL ENVIRONMENTAL EDUCATION PROGRAMS: THE CASE OF HAI DISTRICT AFFORESTATION PROJECT IN KILIMANJARO REGION TANZANIA MAINLAND. DAR ES SALAAM, 1995

PETER HOSEA KIMWERI & NINA MAKYIKYELI PHILIP SWAI

/NONFORMAL EDUCATION// ENVIRONMENTAL EDUCATION//WOMEN'S PARTICIPATION//AFFORESTATION//
CASE STUDIES//KILIMANJARO REGION//TANZANIA/

Introduction

The realisation that the human race has only planet earth on which to live, that the biosphere which surrounds it is fragile and can easily be damaged, and that there is a need to learn how to work with the environment and not against it has, since the Stockholm conference of 1972 on the "Human Environment", started to unite the nations of the world in a new and common purpose. It was during this conference that for the first time in history governments came together to take stock of what people had done to the environment.

The Stockholm Conference entrusted UNESCO and other international agencies to take necessary steps to establish an international program on environmental education. Likewise the Rio de Janeiro's United Nations Conference on "Environment and Development" of 1992 stressed how the human environment could be utilised in a sustainable manner that would ensure humanity's long term interests. Among other things, it emphasised the integration of environmental education into all disciplines employing both formal and non-formal systems and methods of teaching.

Tanzania, like many other developing countries, has its full share of environmental problems. The problems are rampant and are felt in both rural and urban areas. Among the various environmental problems that Tanzania faces, deforestation has emerged as the most dominant.

The main reasons highlighted for this trend of deforestation in the country include: clearing for agricultural expansion, overgrazing, charcoal burning, wood fuel harvesting, bush fire and harvesting for industrial wood.

These activities have caused a rapid dwindling of trees, forests and woodland and demand serious control measures so as to arrest the situation. One way of arresting deforestation is assumed to be the creation of people's awareness in environmental

issues through the provision of education, particularly non-formal education which affords greater opportunity for innovation. Women are critical in the creation of this awareness because they are in constant contact with the environment as they are largely responsible for the tasks that sustain daily life in families and the society in general.

A number of afforestation programs, national and local, have been initiated to combat deforestation in Tanzania. One of the projects intended for the supply of rural energy is the Hai Afforestation Scheme for Rural Energy (HASRE). The project which is in Kilimanjaro Region was established in 1987 with the objective of determining the magnitude of afforestation required to be undertaken in order to strike a balance between wood fuel demand and supply as well as ensuring sound environmental sustenance.

The Hai Afforestation Scheme was intended to become operative through the involvement of both men and women villagers in all stages of planning and implementation.

Nature of the Problem

Most forests in the developing world, Tanzania included, cover land on which indigenous groups and other rural communities depend. It is essential that these people are involved in any proposal for the management of the forests. In most cases, women in Tanzania, Hai district included, are denied the right to plant, own or use the planted trees. Women are also denied the autonomy in decision-making within the family and society.

The Hai Afforestation Scheme for rural energy was, however, set up to arrest deforestation through comprehensive involvement of all people. It had been observed that one of the reasons for afforestation failure was that the forestry service directs its attention mainly to the male members of the community. The study was therefore intended to examine the extent to which women in Hai district were involved in non-formal environmental education programs with a focus on the Hai Afforestation Scheme for Rural Energy.

The Study Approach

The study was conducted in five villages of Hai district. The sample of respondents was 385 selected through a stratified random sampling technique of which 51% were females and 49% were males. Also included were 10 project officials. Data collecting instruments comprised document review, structured face to face interviews with the villagers, a questionnaire with both open-ended and closed-ended items administered to project officials, and an observation schedule.

Main Findings

- Women were involved in some of the project activities including the preparation of free nurseries, the planting of trees in their fields and learning how to make

use of improved stoves for economic use of firewood. However, women's involvement was limited due to being denied decision-making power on how to participate, what to plant in the field, what activity should be given priority in the family, and what their domestic workload should be.

- The study noted that in most villages, the women in particular liked the methods and approaches used to involve and educate villagers so as to realise the intended objective. These methods and approaches included meetings, seminars, instructions, cinema shows, study trips and group discussions.
- The study also revealed that most actors in the project had a positive attitude towards women's involvement and the project in general. Women's involvement in the project had been found to be crucial particularly on the question of the economic use of the environment.
- The findings showed that to a large extent the project had achieved its objectives of increasing the supply of firewood for domestic energy and of improving the environment.
- On the basis of these findings it was concluded that on the whole women's involvement in afforestation programs is very important and crucial. Also valuable are the varieties of methods and approaches used to involve course participants and other actors. These have been found to foster a positive attitude towards a program and hence promote learner performance and the achievement of program objectives.

Recommendations

- Regularly organised training sessions (programs) must be conducted for the target groups so as to disseminate information and generate solutions to problems associated with program implementation.
- Regular evaluation must be conducted so as to identify problems within the project area, and interventions must be put in place to redress any such problems.
- Large scale research must be carried out on women's involvement in environmental education in order to get findings which can be generalised. Such findings should then be used to develop concrete afforestation programs.
- There is need for people to be re-oriented towards more self-reliant approaches to implementing initiated environmental programs. Total dependence on a donors' assistance has very negative results especially when a donor's contract comes to an end.

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**FACTORS INFLUENCING WOMEN'S PARTICIPATION IN
SKILL UPGRADING PROGRAMS IN BUSINESS ORIENTED
ENTERPRISES IN TANZANIA: THE CASE OF PAMBA
ENGINEERING. DAR ES SALAAM, 1995**

CONSOLATA M. R. MONGELLA

WOMEN'S PARTICIPATION//GENDER ISSUES//SKILL DEVELOPMENT//WORKERS' EDUCATION//WOMEN
WORKERS//CASE STUDIES//TANZANIA

Introduction

Women play important roles in the socio-economic and political development of any nation. They are producers and reproducers in the third world countries. Yet women are generally denied equal access to education compared to their male counterparts.

Since independence, the state of Tanzania has been taking steps towards bringing about, among other things, gender equality in terms of legal rights, education provision, political rights and employment. More significant efforts started after the Arusha Declaration in 1967 when policies were formulated and institutions were established to that end. These efforts include the creation of the Ministry of Community Development Women's and Children's Affairs, the Umoja wa Wanawake Tanzania (UWT), the introduction of a policy on equal employment opportunities, a special department for working women's affairs in the Ministry of Labour and Youth Development; Universal Primary Education (UPE) and the gender based quota system in the selection of entrants to 'O' level public secondary schools. In the quota system a certain proportion of the places in every **region and district** is allocated to girls. The implementation of these measures, **however, have** not always equalised the benefits to men and women.

While the number of women employees in the formal sector has been increasing albeit slowly, most of them are in the less paid, less motivating and sex stereotyped jobs. Consequently, and given their relatively low skills, women tend to be the easiest prey of lay-off and firings. Once they loose their jobs, women find it difficult to secure employment elsewhere, given the volatile labour market and the private sector's reluctance to employ women. This scenario has a negative impact on the nation's efforts toward gender equality. One of the tools that may facilitate the

attainment of gender equality is education, particularly skill upgrading programs for women.

Nature of the Problem

Very few studies have been done to assess the provision of workers' education and workers' participation in business oriented enterprise in Tanzania with specific focus on skill upgrading programs. Besides, very few studies have approached the problem from a gender perspective. It is within this context that this study on women's participation in skill upgrading programs, which is part of workers' education, was conducted. The thrust of the study was to assess the extent to which female workers participate in skill upgrading programs, and to identify factors influencing their participation.

The Study Approach

The research was conducted at Pamba Engineering Limited (PEL) in Mwanza Municipality. The Municipality is situated on the southern shores of Lake Victoria in the northern part of the country. The company was randomly selected out of the private business oriented enterprises in Mwanza. Although randomly selected Pamba Engineering Limited had both men and women employees, and it undertook skill upgrading programs. The target population consisted of the female workers (34 in all), 198 male workers, instructors, and the management, as well as policy makers and a few officials of the Ministry of Labour and Youth Development.

The research approach was basically qualitative. Research instruments included: document review; interviews which were unstructured and individual based; observations which were made after a long acquaintance with staff in the company; and questionnaires.

Main Findings

- The company provided three types of upgrading programs conducted in-plant: mathematical, technical/mechanical and computer. The same ones were also provided off-plant together with management/leadership and clerical programs. However, only 25% of female workers had enrolled on the programs over a period of five years (1990-1994) compared with 70% of male workers.
- Despite their interests and needs, workers were only allowed to enrol on programs directly related to their jobs. Eight female respondents expressed interest in computer programs, but were not allowed to enrol.
- Fifty-three percent of the female workers were in jobs that did not provide for further training. Only two women were employed in the technical/mechanical section which was the backbone of the company, and those holding these jobs were given first priority for training even in times of financial constraints.

- Heads of departments tended to display a gender bias in the nomination of participants for in-plant training programs. This led to a relatively lower enrolment of women on the in-plant programs and a higher enrolment of men on both the in-plant and off-plant programs.
- The management and executive staff had the greatest share in the training provided off-plant. It was comprised of men only although some female employees had the necessary qualifications.
- Owing to conflicting roles, women had relatively low participation in programs that were conducted during working hours and much higher participation in programs conducted after hours.
- The learning/teaching materials in book keeping, computers, mathematical and technical/mechanical programs had gender bias.
- Performance of female participants on the in-plant computer and technical/mechanical programs was better than their performance on the mathematical programs.
- Overall, it was concluded that women's participation was low due to limiting factors rooted in the type of programs offered and the way in which programs were planned rather than to their lack of interest in skill upgrading or confidence in themselves.
- Although the employer was enthusiastic about workers' education, especially skill upgrading programs, the provision of programs was limited because of unfamiliarity with the Prime Ministers' directive on workers' education and its requirements.

Recommendations

- There is need for the policy on equal employment rights to be strengthened and followed up, alongside the development of gender sensitivity on the part of both employers and women.
- Policy and legal obligations should be reinforced to enable employers to contribute to the vocational and levy training geared at training workers on the job from which women are likely to benefit.
- The special department for working women's affairs in the Ministry of Labour and Youth Development should closely follow up training problems faced by female workers, organise gender sensitisation seminars for employers, trainers, workers' education officers, as well as both female and male workers.
- To facilitate higher female participation in training programs, such programs should be conducted during the working hours.

- Training materials should be revised to make them more gender sensitive.
- Since the study focused on only one company, further research should be conducted covering more companies in order to establish the validity or otherwise of its findings.

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A STUDY OF THE OCCUPATIONAL ACTIVITIES OF FEMALE PRIMARY SCHOOL LEAVERS IN FIVE SELECTED VILLAGES IN MPIGI DISTRICT. KAMPALA, 1990

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/SCHOOL LEAVERS//OCCUPATIONAL SURVEYS//PRIMARY SCHOOLS//WOMEN'S PARTICIPATION//
EDUCATIONAL DISADVANTAGEMENT//MPIGI DISTRICT//UGANDA/

Introduction

Mpigi district is one of the districts in the Central Region of Uganda. The district is densely populated and economically productive. Its economy is based on agriculture with 90% of the population engaged in food and cash crop production as their major occupation.

The district is one of the areas in the country where the first girls' schools were established during the early years of this century, and the rate of girls' participation in education is quite high. Many of the girls who complete primary education in Mpigi District (and indeed in many other parts of the country), do not continue with post primary education and training in formal educational institutions. Consequently, many of them are known to experience serious occupational problems arising out of their inadequate literacy, and their lack of practical and technical skills which are not provided by the primary school.

Nature of the Problem

Although studies on girls and women in the country have listed many different causes of their occupational problems, hardly any detailed study at the micro-level has been done on how female primary school leavers who live in the rural villages occupy themselves. Under the current policy of integrating women in development programs, through social and economic life in the villages, the factors which facilitate or limit access to and success in rural occupations remain unknown. The study therefore focused on the nature of the occupational activities in which female primary school leavers are engaged in Mpigi district.

The Study Approach

The study covered a total of 114 girls with a mean age of 16.5 years. The target population included all female primary school leavers who had completed a full

primary education course between 1980 and 1989, and who did not continue with formal education and training at post primary institutions. Data collecting instruments included interview schedules, discussions, field observations and a simple questionnaire for gathering factual information.

Main Findings

- Female primary school leavers, who live in the rural villages of Mpigi district, experience occupational problems due to both lack of employment opportunities in the rural economy of the district and serious inadequacies in the primary education which they had received. The primary school curriculum does not include practical subjects of direct relevance to the realities of girls' life experience in rural areas.
- The broad range of occupational activities in which girls engage does not reflect the level of knowledge, or the skills or the experience they acquired at school. Girls generally engage in occupations in which many rural women are usually involved to make a living and to sustain their homes. These are mainly home chores, farm activities and petty business.
- Among the factors which limit girls' access to and success in rural occupations are: the stigma of failure due to the fact that they did not continue with post primary education and training; the lack of occupational skills; and the failure by the rural economies to provide many employment opportunities.

Recommendations

- The primary school curriculum should be revised to introduce new subjects with a practical bias to prepare the youth, especially girls, for social and economic life in rural areas.
- Emphasis in the primary curriculum should be put on agriculture which is the mainstay of the rural economy. Girls need to learn agriculturally based skills to ensure sufficient basic food production in the home and in the villages.
- There is need to establish vocational training centres where rural economic skills would be acquired to enhance the occupational opportunities for female school leavers.
- Further research needs to be conducted to provide information on the nature and scope of vocational training courses that would be relevant and appropriate for the role of women in rural village homes and in the rural communities at large.

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**INTER-ROLE CONFLICT: A STUDY OF MIDDLE-LEVEL
WOMEN MANAGERS IN THE UGANDA CIVIL SERVICE
KAMPALA, 1995**

CHARITY CHARLOTTE MUSIIMIRE

/WOMEN'S PARTICIPATION//LABOUR MARKET//EMPLOYMENT OPPORTUNITIES//WOMEN'S ROLE//FAMILY
ROLE//MANAGERS//UGANDA/

Introduction

While both men and women play different roles in society, men are seen essentially as bread-winners and women as home-makers. As home makers, women have several roles which they play. These roles include the parental role, the kin role, the domestic role, the individual role and even the occupational role. Of these, however, the domestic role of a woman as a mother, wife and housewife has traditionally been emphasised, particularly at the expense of her occupational role. Yet, these two roles have to be in harmony if a woman as an employee is to develop her career and also look after the home as society expects her to do.

Women's participation in the labour market in Uganda has been rising steadily and, in terms of numbers, women's position in the labour market has been considerably strengthened. Yet, there are still only a few women in the managerial cadre. It is pointed out that as long as the burden of household and family responsibility continues to fall on women, it could constitute an obstacle to women's performance and advancement in paid employment.

Nature of the Problem

The study shows that although women in Uganda have shown a clear will to be professionally active and pursue careers, this determination has sometimes been thwarted by unfavourable conditions, particularly by women's multiple roles. Research carried out so far has shown that women are usually not given positions of responsibility especially if they are still in their reproductive years because it is assumed that they will divide their attention between children and office work. Consequently, the study was designed to establish the extent of the conflict between domestic and occupational responsibilities among middle-level women managers in the Ugandan civil service.

The Study Approach

The study focused on the Ugandan civil service, mainly the Ministries of Finance and Economic Planning and the Public Service, and these were purposely chosen due to the central role they play in the civil service in the country. A total of 30 respondents and 6 informants were selected from the 1993 staff lists of these ministries. Two main research techniques were employed in the collection of data, namely in-depth interviews and a document analysis. Data processing involved both qualitative and quantitative techniques.

Main Findings

The study findings confirmed the existence of conflict between middle-level women managers' domestic and occupational roles and they were as follows:

- Bearing in mind the patriarchal nature of the Ugandan society, it was noted that women have the sole responsibility for child care. Middle-level managers who had children to care for, had to divide their time and attention between being good mothers and good officers. This was particularly a problem for those respondents who had young babies or children below age three. Although they were often assisted by house-girls, such assistance was often inadequate because house-girls require a long time to be trained. Household work consumed a considerable amount of women's time both on week-days and week-ends.
- Time-management was a serious problem for the middle-level women managers since they were faced with the difficult situation of balancing the time for household and office work. The consequence of this was that many reported for duty late, and some often left their offices early.
- Although middle-level women managers' performance at work was generally rated satisfactory, their marital status was thought to be a factor which affected their performance. Single women had more free time to devote to their work while the performance of married women improved greatly when children grew older and left home for boarding schools. Careers of young mothers were seen to be more at stake since their attention was divided between their families and work.
- A successful career, it was observed was the ultimate goal of every middle-level woman manager in paid employment in the civil service. Family support was seen as particularly crucial in the development of a woman's career. Attitudes of family members especially the male spouse, either undermined or boosted the confidence of an individual woman in her struggle to realise her full potential. Individuals experienced role conflicts, a situation which adversely affected the positive development of their careers. Lack of family support therefore resulted in a strain being placed on the individual, thereby leading to a deterioration in performance at work. Individuals who claimed that they had stable family lives were also successful officers.

- Career development was also based on training. Vigorous training was necessary for individuals to compete effectively for the few promotional outlets available. Key informants pointed out that family and biological responsibilities usually interfered with women's training opportunities especially those provided abroad. Women middle-level managers tended to miss out on training opportunities thereby limiting their chances of career development.

Recommendations

The study makes many recommendations to enable women civil servants to overcome role conflicts between their official work and household duties. The key ones are as follows:

- Child care programs and facilities for working mothers should be introduced. The Ministry of Public Service in consultation with the Ministries of Education and Sports and Gender and Community Development should consider the introduction of day-care facilities for pre-primary and pre-nursery children. The introduction of such facilities at the places of work would help working women to cope with the dilemma of child care while at work.
- The Ministry of Public Service together with the Ministry of Finance and Economic Planning should strive towards paying a living wage. This will enable women to meet the costs of domestic help and to acquire the necessary home appliances.
- With regard to socio-cultural values, the Government must demonstrate a willingness to examine and possibly adjust such values as patriarchy, in which family practices and household division of labour put a heavier burden on women than on men. There should be a deliberate policy by the Ministry of Gender and Community Development to create awareness about shared domestic responsibilities.
- Concerning promotion within the civil service system, the significant double

burden shouldered by women, and how this affects their performance, should be recognised by the government. The Ministry of Public Service should particularly note the effects of such matters as pregnancy, maternity leave and child care responsibilities on individuals' performance, training opportunities and consequently chances of promotion. For example transfers and training programs should take into consideration mobility issues for women who have family responsibilities.

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**UNITED NATIONS CONVENTION ON THE ELIMINATION
OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN:
A ZIMBABWEAN REPORT. HARARE, N.D.**

RUDO GAIDZANWA & PETRONELLA MARAMBA

*/WOMEN'S STATUS//SEX DISCRIMINATION//WOMEN'S RIGHTS//WOMEN//GOVERNMENT POLICY//
INTERNATIONAL CONVENTIONS//ZIMBABWE/*

Introduction

The Convention on the Elimination of All Forms of Discrimination Against Women was adopted by the United Nations in 1979, the idea behind it being that eliminating discrimination against women would promote development. Disillusioned by Article 1 of the Universal Declaration of Human Rights of 1948 which, after declaring that all human beings are born free and equal and are endowed with reason and conscience, went on to state that people should act towards one another in a spirit of brotherhood, women's groups began the struggle to have a separate declaration on women's rights that culminated into the UN convention of 1979. The convention set out 16 substantive articles detailing the legal and human rights of women. The convention also placed the signatories to the convention under obligation to report the progress they had made to eliminate all forms of discrimination against women.

Zimbabwe ratified the convention in April 1991 which bound the government to achieve what was contained in the convention. The government promised, in terms of the convention to establish equality in political, economic, social, cultural and civil spheres. It also promised to pass laws that could remove women's subordinate status, to establish institutions, and to undertake other measures that could further women's achievement. It must be pointed out that the responsibility of looking into women's status and problems as well as making recommendations for change was assigned to the Ministry of Community Development and Women's Affairs at independence, but the outcome has not been effective.

Nature of the Problem

The study assessed the situation of women in Zimbabwe following the Zimbabwe Government's ratification of the convention To Eliminate All Forms of Discrimination Against Women.

The Study Approach

The study utilised a review of secondary literature as well as interviews and discussions held with relevant ministries and other officials. It examined each article of the constitution to assess the status of women.

Main Findings

- The constitution of Zimbabwe does not include any guarantee of non-discrimination on the grounds of sex. There has been no systematic monitoring of sex-based discrimination nor any coordination of measures which would help to eliminate sex-based discrimination in all spheres of public and private life in Zimbabwe.
- According to the constitution of Zimbabwe citizenship is determined by birth, descent or registration. Women do not have an independent right to citizenship and nor does their citizenship influence that of their children, except in the case of illegitimate children who acquire citizenship through the mother.
- Public political life is still dominated by men although there are no legal barriers to women's participation in politics. There is very little social, economic or emotional support for women with political ambitions since politics is considered to be men's work. Very few women in Zimbabwe have held ministerial, ambassadorial or high public offices.
- Although women are free to pursue any profession in Zimbabwe, they tend to be concentrated in those areas that reflect their roles as mothers and child carers, and also in the lowest paid jobs. Thus most women are found in the nursing and teaching professions, and also in the domestic sector. Few hold managerial or administrative posts.
- According to the law, both married and single women are entitled to get loans in their individual capacity from any lending institution. However few conventional credit institutions such as banks, lend money to women on the grounds that they will not be able to pay back loans. Some institutions still insist on a husband's consent before they will consider a married woman's application for a loan.
- Women can sue and be sued as individuals, and they are also allowed to own property. But jointly owned property is normally registered in the name of the husband, thereby giving him prior rights over the property.
- Education is one area in which some intervention for the benefit of women has taken place. Gains have been realised in primary education, although drop out rates of girls remain higher than those of the boys. Secondary, post-secondary, tertiary, vocational and university education is still male dominated. Policy pro-

nouncements about the necessity for equality have not been implemented in practice.

- Stereotyped expectations of women, and attitudes towards women's roles in Zimbabwe are prevalent. Women are still viewed as mothers, wives and dependent subordinates of men. Men are still considered as the household heads who should rightfully lay down the law for women.
- The trafficking and prostitution of women is quite common in Zimbabwe because of limited educational and income-earning opportunities for most women. The government's legal stance towards prostitution and trafficking is a prohibitionist one and this is socially accepted. In practice, however, punitive measures are taken against women for soliciting but not against men for buying sexual services from women, which is also against the law.
- Rural women are still disadvantaged in comparison with their urban counterparts. They have poorer health and educational facilities. Most rural women cannot afford to buy freehold land in communal areas, nor do they have any primary land rights even though they are the ones who do most of the agricultural work to make the land productive.
- Relationships within marriages in Zimbabwe are governed by either customary or civil and statutory law. A woman married under civil law has more rights than does one under unregistered customary law. Most women are rural based and contract unregistered customary law unions. A woman's right to choose a partner is curtailed by the practice of the payment of a bride price. Wife beating is rampant in Zimbabwe and, although it is a crime, it is often taken lightly by the police and the courts, thus discouraging women from reporting the cases.
- In summary the UN convention has not been put into action. Many policy makers in government ministries and other organisations have in fact never heard about the convention. The convention has not been translated into local languages and very few people are aware that it was ratified by their government. The media has not given publicity to the convention and its implications on the people of Zimbabwe in general, and on women in particular.

Recommendations

- The constitution of Zimbabwe should include a guarantee of non-discrimination on the grounds of sex. Furthermore, machinery should be put in place for monitoring sex-based discrimination wherever it occurs, and for the coordination of measures to eliminate such discrimination in all spheres of public and private life in Zimbabwe.
- The enforcement and monitoring of initiatives to advance women's rights in Zimbabwe must be systematised, and interested parties within as well as outside

must be involved in the exercise. Also a vigorous information campaign to familiarise the whole society with the convention should be embarked upon as soon as possible. This should include a sustained media campaign to draw people's attention to the changing needs of women in society, the economy and policy.

- There should be a reduction of emphasis on arrest and imprisonment, and the use of the police and military when dealing with the problems of poverty and the commercialisation of sex. Public education is necessary in order to make the police and the judiciary, as well as the general public, aware of the relationship between the trafficking of women's sexuality and poverty.
- Political parties need to reassess their practices in order to eliminate those that militate against women's participation in politics. The ruling party should take the lead in this direction by strengthening the representation of progressive women in all levels of the party hierarchy and government, and in diplomatic positions.
- Zimbabwean men and women should have equal rights in passing on Zimbabwean nationality and citizenship to their children.
- Scholarship funds should be provided to finance the education of needy girls particularly those from poor rural and urban areas. The public needs to be sensitised on the importance of girls' education, and opportunities should be provided for a higher participation by girls in secondary, post-secondary, tertiary, vocational and university education.
- Government should unify the labour laws currently in existence so that similar conditions apply to all workers in the commercial, public and security forces. In particular, there is a need to enact laws that will protect women's working conditions in all spheres of life.
- Rural women's legal rights to land and other property need to be recognised and codified so that they are equal to those of men, thereby enabling women to have access to land in their own right rather than through their husbands.
- Government should unify marriage laws so that the rights and benefits accruing to women married under civil and registered customary law are also extended to those in unregistered customary law unions.