



ACKNOWLEDGEMENTS

**AFFIRMATIVE ACTION REGARDING WOMEN IN  
EDUCATION MANAGEMENT IN MPUMALANGA**

by

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## DEDICATION

This work is dedicated to my son, Zwelibanzi, my mother Tobia and my late father, Sibusiso, who have been a source of inspiration.

## SUMMARY

The Mpumalanga Education Department has put in place various mechanisms aimed at promoting equity and equality between male and female educators and learners within the education system. Such initiatives were established from a position of strength that socio-cultural stereotypes such as patriarchy, lack of access to resources and the sexual division of labour have been internalised and reinforced as acts of discrimination within the school system, community, home and workplace.

Within the school system, gender stereotypes are used to determine and perpetuate the educational provisioning for learners as separate groups (boys - girls) through the school curriculum and the educators' classroom practices of "masculine" and "feminine" activities. Equally so, senior management positions are mostly occupied by males whilst females are relegated to lower positions of the management echelon.

The focus of this study was to identify the root causes of inequalities in senior management positions between male and female managers. The Participatory Action Research (PAR) method using a case study and a literature review were used as data collection techniques.

Affirmative Action policies and programmes are recommended as strategies for empowering women and girls with an aim of preparing them to be competent in the labour market. There are diverse interpretations of the affirmative action concept and different people attach different meanings to its definition. It (Affirmative Action) impacts differently on different groups under different conditions.

The study also suggests that education, training and development (ETD) are dependent variables of affirmative action in the sense that they create an environment where individuals who were (under)privileged can learn to accept and understand one another as partners.

**Key words:** Mpumalanga Education Department; womanless leadership; socialisation process; discrimination; inequality; gender equity; education, training and development; affirmative action; participatory action research; Canada-South Africa Management Programme (CSAEMP).

## OPSOMMING

## SAMEVATTING

Die Mpumalanga Onderwysdepartement het verskeie meganismes daargestel om billikheid en gelykheid tussen manlike en vroulike opvoeders en leerders binne die onderwysstelsel te bevorder. Sodanige inisiatiewe is gevestig vanuit 'n aanname dat sosio-kulturele stereotipes soos patriargie, gebrek aan toegang tot hulpbronne en verdeling van werk op geslagsgrondslag geïnternaliseer en versterk is as diskriminerende handeling binne die skoolstelsel, gemeenskap, huis en werkplek.

Binne die onderwysstelsel word geslagstereotipes gebruik om onderwysvoorsiening vir leerders as afsonderlike groepe (seuns - dogters) te bepaal en te laat voortbestaan deur die skoolkurrikulum en die klaskamerpraktyk van die opvoeders wat “manlike” en “vroulike” aktiwiteite gebruik. Insgelyks word senior bestuursposisies gewoonlik deur mans beklee terwyl vroue gereleë word na laer posisies in die bestuurskader.

Die doel van hierdie studie was om die hooforsake van ongelykhede in senior bestuursposisies tussen manlike en vroulike bestuurders te identifiseer. Die PAR-metode wat van 'n gevallestudie gebruik maak en 'n literatuurstudie is aangewend as data-insamelingstechniek.

Die beleid van regstellende aksie, asook programme met betrekking daarop, word aanbeveel as strategieë om vroue en dogters te bemagtig met die doel om hulle voor te berei om bevoeg te wees in die arbeidsmark. Daar is 'n verskeidenheid vertolkings van die begrip regstellende aksie en verskillende mense koppel verskillende betekenis aan die definisie. Regstellende aksie het verskillende invloede op verskillende groepe onder verskillende omstandighede.

Die studie dui ook aan dat Onderwys, Opleiding en Ontwikkeling (OOO) afhanklike veranderlikes van regstellende aksie is in dié sin dat hulle 'n omgewing skep waar individue wat (minder)bevoorreg was kan leer om mekaar te aanvaar en te begryp as vennote.

**Slutelwoorde:** Mpumalanga Onderwysdepartement; Vrouloseierskap; Sosialiseringsproses; diskriminasie; Ongelykheid; Geslagsgelykheid; Onderwys, Opleiding en Ontwikkeling; Regstellende aksie; Deelnemende aksienavorsing; CSAEMP

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## ABBREVIATIONS

AA	:	Affirmative Action
AIDS	:	Acquired Immune Deficiency Syndrome
BPA	:	Beijing Platform of Action
CEDAW	:	Convention on the Elimination of Discrimination Against Women
CGE	:	Communication on Gender Equality
CIDA	:	Canada International Development Agency
COLTS	:	Culture of Learning and Teaching Services
CRC	:	Convention on the Rights of Children
CSAEMP	:	Canada-South Africa Management Programme
EEA	:	Employment Equity Act
ETD	:	Education, Training and Development
FAWESA	:	Forum for African Women Educationalists in South Africa
CRRP	:	Farmworkers' Resource and Research Project
GAD	:	Gender and Development
GETT	:	Gender Equity Task Team
GFET	:	General and Further Education and Training
GFP	:	Gender Focal Point (Person)
HE	:	Higher Education
HIV	:	Human Immuno-Deficiency Virus
HR	:	Human Resources
HRC	:	Human Rights Commission
IDASA	:	Institute for Democratic Action in South Africa
LIS	:	Library and Information Services
MED	:	Mpumalanga Education Department
MTEF	:	Medium Term Expenditure Framework
NCP	:	National Crime Prevention Strategy
NEP	:	New Economic Plan
NIPILAR	:	National Institute for Public Interest and Research
OAU	:	Organisation of African Unity
OSW	:	Office on the Status of Women
PAHA	:	People Against Human Abuse
PAR	:	Participatory Action Research

POWA	:	People Opposing Women Abuse
RDP	:	Reconstruction and Development Programme
RWI	:	Rural Women's Initiative
RWM	:	Rural Women's Movement
SADC	:	Southern African Development Community
SASA	:	South African Schools Act
SAIPA	:	South African Institute of Public Administration
SEWU	:	Self Employed Women's Union
SGB	:	School Governing Body
SHEP	:	Sexual Harrassment Education Project
SIDA	:	Swedish International Development Agency
TRC	:	Truth and Reconciliation Commission
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UNISA	:	University of South Africa
USAID	:	United States Agency for International Development
VEP	:	Victim Empowerment Programme
WAWA	:	Women Against Women Abuse
WBI	:	Women's Budget Initiative
WCHR	:	World Conference on Human Rights
WID	:	Women in Development
WIEM	:	Women in Education Management
WNC	:	Women National Coalition

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