

**IMPLEMENTATION AND IMPACT OF THE GENDER POLICY IN
LEADERSHIP: THE CASE OF SOUTH EAST EDUCATION DIVISION**

MEd Thesis

By

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DECLARATION

I the undersigned hereby declare that this thesis is my own original work which has not been submitted to any other institution for similar purposes. Where other people's work has been used, acknowledgements have been made.

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DEDICATION

To the Almighty God, I give you thanks, and praise for your goodness.

To my dearest husband Jacquard Robert, my daughters- our three angels Chifundo, Dalitso, Wanga and my grandson Matamando-Nathan and granddaughter Mayamiko_Senaid Mcpherson.

To my late mummy Amisa (Abiti Salade) and my late father Amkhwananzi Mponda.

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To my mummy who left this world just as I was about to wind up this study, you left too soon to witness this day. I greatly appreciate your sacrifice, love and support. You shall forever be in my heart.

ABSTRACT

The purpose of this study was to assess the role that the Gender Policy has played in enhancing female participation in decision making positions in SEED in Malawi. Gender policies aim at removing imbalances and disparities among men and women. One would wonder why women participation in decision making was still low. It was worthy finding out the implementation of gender policies, impact and factors contributing to low participation of women in decision-making positions in (SEED) Malawi.

The study used mixed methods research design. Information was collected through focus group discussions, documents, interviews and questionnaires. A purposively selected sample of thirty secondary schools was involved in the study. Sixty participants (30 head teachers and 30 Deputy Head teachers) from these schools responded to a questionnaire. Twelve teachers (6 males and 6 females) from rural and urban schools participated in the focus discussion groups, 8 officials from ministry of Education, Division and DEMS offices were interviewed. Documents from these offices were analyzed. Quantitative data were analyzed using descriptive statistics.

The study revealed that the gender policy has not been adequately disseminated to stakeholders at grass root level. The study also revealed that Headteachers and communities including implementers at District Division level were not involved in the implementation plans. The policy followed a top-down approach and it was at ministry level where they developed the plans of upgrading and training of teachers especially females. It was restated that no monitoring mechanism was put in place to check all activities from ministry to school level. This study also revealed that the common barriers that affect women's participation in decision-making positions are attitudinal, personal and psychological. Additionally, poor self image and lack of willingness to take risks contributed to the same. The study concluded that the ministry of education should widely disseminate the policy developed. The study also recommended that access of women networks for women to share information should be established.

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LIST OF ACRONYMS AND ABBREVIATION

CDSS	—	Community Day Secondary School
CEDAW	—	Convention on the Elimination of all forms of Discrimination
DEM	—	District Education Manager
EMIS	—	Education Management Information System
FPE	—	Free Primary Education
GAC	—	Gender Advisory Committee
GOM	—	Government of Malawi
HOD	—	Head of Department
MOES	—	Ministry of Education
MoEST	—	Ministry of Education Science and Technology
MPRS	—	Malawi Poverty Reduction Strategy Paper
NGP	—	National Gender Policy
NGO	—	Non Governmental Organization
NSO	—	National Statistical Office
PEA	—	Primary Education Advisor
PIF	—	Policy and Investment Framework
SADC	—	Southern African Development Community
SEED	—	South Eastern Education Division
SPSS	—	Statistical Package for Social Sciences
UN	—	United Nations
UNDP	—	United Nations Development Programme
UNICEF	—	United Nations Children’s Fund

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.0 Chapter Overview

This chapter provides background information to the study, states the research problem, and indicates the significance of the problem, purpose of the study, objectives and definition of terms.

1.1 Background to the Study

Malawi is a country lying south of the equator and wholly within the tropics. Preliminary results from the 2008 population and housing census indicate that the country has a total population of 13,066 320 of which 51% are females. Notably, the country has more women than men (NSO, 2008).

Gender equality and empowerment of women has been identified as a key Millennium Development Goal that has to be achieved by 2015. At the international level, efforts were made as early as 1919 to include women in the development process. At the formation of the League of Nations, equal rights for women were considered significant since women did not have equal opportunities to those of men in the societies of the world (UNDP, 1998). In addition, the UN Human Rights Charter has been signed by a number of countries including Malawi. In 1945, it became the first instrument to endorse and establish the principle of equality for women and men (UN 2002).

The Universal Declaration of Human Rights recognizes the right of every person to take part in the government of his or her country, including equal access of men and women to power, decision-making and leadership at all levels.

Malawi signed the provisions of the Beijing platform of Action in 1995. The Beijing Declaration (section 13) presents women's empowerment as a key strategy for development. It states:

Women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality development and peace. (UN, 2000).

The Beijing Platform for Action was aimed at reversing the situation of women by creating strategies to ensure actual representation and participation at all levels. Twelve critical areas of concern were identified, one of them being low Female Participation in decision-making positions in the government bodies of their countries. (CEDAW, 1979). The 1995 Beijing Fourth World Conference for women in particular called on governments to put in place plans of action to enable women to participate in decision-making positions on an equal footing with men. The 189 governments gathered in Beijing, including Malawi, agreed that the respect of women's rights must be the cornerstone of efforts to improve women's political, social and economic status.

Empowerment of women was seen as the way forward hence it came up with the Platform for Action. It now remained the responsibility of each member state to formulate policies and programmes that would enable women to fully and equally participate in decision-making positions. Thus the Platform recommended action to ensure women's equal access to full participation in power structures, decision-making in government bodies and public administration entities including the judiciary, NGOs; political parties and trade unions. It also recommended action to increase women's capacity to participate in decision-making positions. In Malawi, the Platform set a minimum target of 30 percent of political and management positions to females by the year 2005, (BPA 1995).

To this end, Malawi as a member of SADC and the United Nations committed itself to attain equality and empowerment. Malawi launched its own National Gender Platform of Action in 1997.

Equally important, government signed the SADC Heads of States Gender and Development Declaration in Blantyre, Malawi in 1997. The aim was to increase the number of women in decision-making positions to at least 30 percent. It is these efforts that finally resulted into the government of Malawi launching the first National Gender Policy in March 2000 (MoGYCS, 2000).

The 2000 National Gender Policy guides and directs the gender perspective, planning and implementation of development programmes, including resource allocation. The overall goal of the national gender policy is to guide the mainstreaming of gender into national development in order to achieve gender responsive sustainable development through gender equality and empowerment of women in all government sectors.

The Malawi Growth and Development Strategy (MGDS), which is the overarching strategy for development for Malawi for the years 2006-2011, puts gender issues as an integral part of the overall national development agenda. The eighth objective of the National Gender Policy, directly dealing with the Education Sector, aims at encouraging equal training and recruitment opportunities of female and male teachers in schools. This objective was envisaged to be achieved through lobbying for the equal creation of promotional posts at school level and by advocating for equal opportunities for training and promoting female and male teachers for managerial positions at all levels.

1.2 Statement of the Problem

The general observation is that the country ranking on the Human Development Index (HDI) and Gender-Related Development Index (GDI) is low. The former is 0.432 while the latter is 0.375. In fact, the GDI ranking puts Malawi at number 14 from the bottom for those with low Human Development in the world (UN Human Development Report, 2008). As has already been pointed out, most gender indicators are still weighted against females even eight years after the launching of the National Gender Policy. Again, some progress has been made in increasing women's access to education; this has not been complemented by the same progress in areas of women's representation in decision-making positions. The participation of women in decision-making is low despite the many conventions and protocols, which Malawi has ratified

to increase women in decision-making. Specifically, there is need to explore reasons why women continue to be marginalized in decision-making in spite of adopting measures for correcting gender inequalities. The education sector is a good enough to explore because of the gender related policies implemented to empower females and thus forms the focus of this study.

Studies of this nature have been done before on women's upward mobility and key positions in Malawi in general (Kalimba, 2004 and Chipungu, 2004), but no specific study appears to have focused on the nexus between the National Gender Policy and female participation in decision-making positions. Again, no study has specifically been conducted on female participation and under representation in positions in the South Eastern Education Division. This is the necessary gap that this study fills.

1.3 Purpose of the study

The purpose of the study is to assess the extent to which the Gender Policy has helped in enhancing the participation of women in leadership positions in the South East Education Division in Malawi.

1.4 Objectives of the study

The specific objectives for this study are to:

1. Assess the implementation of the Gender Policy in SEED.
2. Assess the Impact of the Gender Policy on women's representation in decision-making position in SEED.
3. Explore the factors contributing to female under representation in decision-making position in the Education Sector in SEED.

1.5 Significance of the Study

This is important because majority of the population comprises females. It is therefore vital that the females take part in the decision making positions since most of the decisions that are made affect them. The thesis will help to bridge the gap between men and women which is presently wide. The outcome of the study will go a long way towards informing both the government and public about how the policy should be successfully implemented. It will assist the MOEST to sensitize and train more

women in order to participate in decision-making positions. It will also help planners to appreciate the dynamics of policy formulation before they design implementation and evaluation procedures. The findings from the study will help District and Division officials and Head teachers to understand how policy operates so that they fairly locate males and females in responsibilities in their institutions. Furthermore, it will act as an eye-opener and be able to influence employers to find strategies of integrating females into decision-making positions in education management and thereby contributing to the development of the education system.

1.6 Conceptual Framework

This study is guided by Wadi Haddad's conceptual framework. This framework covers the full policy planning process, and is very useful to education planners when analyzing a policy; secondly, the framework can be applied to the evaluation of a policy and also used to forecast policy outcomes and the probability of successful implementation of a policy. This framework is rather a conceptual model which is multifaceted and covers a wide range of processes.

Haddad's conceptual framework has been chosen in order to analyze the Female Participation Policy and some of its tools will be made use in order to bring results. It follows seven steps namely: analysis of the existing situation, generation of policy options, circulation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles. When using Haddad's conceptual framework it is important to know the general character of a country because it has obvious implications for education policy analysis. This study will use three tools of this framework policy analysis for example on the background of this study and the existing situation have been unveiled concerning the policy. The second tool to which the framework will apply is policy implementation and the third tool will be policy impact assessment, (Haddad 1995).

In the analysis of the existing situation, the historical background of the policy and the analysis of the policy's sector are provided. Policy analysis in this tool considers a number of aspects of the social context, including political, cultural and social issues

that may affect implementation process. Hence, the background provides an understanding of the national decision-making.

During the planning of policy implementation tool, a schedule is drawn up of the physical resources and financial resources earmarked for use and appropriation and the personnel and technical knowledge needed. The task of mobilizing political support is to ensure that providers and consumers embrace it with enthusiasm. The last tool that will be used will be impact assessment tool, it reveals the outcome, that is whether the impact, is affordable, feasible and desirable. This tool is used to establish the impact of the policy on gender representation (Haddad 1995).

All these tools were used in the analysis and assessment to reveal deficiencies and determine adjustments. Moreover, the results of the study were to draw lessons pertaining to the success or failure of the policy in relation to gender representation in secondary school management structures or systems.

1.7 Limitation of the study

The study was conducted in one Division only, the South East Education Division among the six Education Divisions hence, this limited its scope. These results may not be generalized to all the divisions. It was difficult to get some information in the education institutions. It was particularly difficult to access relevant documents and get up-to-date information from some senior education officers. This was because the top-down approach was used in the implementation of the policy and thus information was concentrated in the hands of very few top officials. In addition, the Ministry of Education is poor at record keeping hence it is not easy to obtain information.

1.8 Definition of Key Terms

The following terms will be defined because the research revolves around them

Gender: refers to socially constructed roles, and responsibilities that are assigned to males and females in a given culture. It is learned and varies from culture to culture and can be changed (DCE 2002-2003).

Leadership: is a process whereby an individual influences a group of individuals to achieve a common goal (North house 2003:3).

Management: is the process of planning, organizing, implementing, controlling and evaluating (John Hunt,)

Participation: to take part or become involved in an activity (Oxford Dictionary; 1998:901)

Policy: is a plan of action made by an institution with the aim of solving existing problems (Bank and Hall 1997).

1.9 Plan of Study

The thesis has been presented in five chapters and they have been summarized as follows: Chapter one highlights the introduction and the background to the study including the provisions of the Beijing Platform. It also states the research problem, purpose, objectives, significance, conceptual framework and limitation of the study and definitions of key terms. Chapter two investigates what other researchers have found about the challenges associated with women's leadership, discusses policy issues related to the study, as well as studies done on policy by some scholars. Chapter three discusses the research methods, design and the organization of data collection. Chapter four presents research findings and discussions, in particular the implementation and impact of the policy. Finally, chapter five ends with the conclusion and recommendations to the Malawi Government and areas that need further study.

1.10 Chapter Summary

This chapter has introduced the proposed study, parameters and purpose of the research essay, which is to investigate the underlying factors that affect women's under representation and lack of participation in decision-making positions in the South East Education Division of Malawi. The study has also covered the chapter overview, background of the study, objectives of the study, significance of the study, conceptual framework, limitation of the study, definition of terms and plan of the study.

CHAPTER 2

LITERATURE REVIEW

2.0 Chapter overview

This chapter identifies the available relevant material on under representation of women in decision-making positions and policy issues concerning implementation of the Gender Policy. The chapter presents an overview of studies that have been done both nationally and internationally with the purpose of establishing gaps where this study intends to add knowledge. Literature on the representation of women in educational management positions and factors that affect under representation of females in such positions is also presented.

2.1 Background to the National Gender Policy in Malawi

The National Gender Policy is a product of Malawi government and stakeholder efforts at addressing gender disparities in the country. In the years following independence, the main avenue for voicing women's concerns in Malawi was through the league of Malawi Women of the then ruling Malawi Congress Party. In the late 1980s the government of Malawi took significant steps towards integrating gender issues into its development policies and treaties. Human Development is essentially a process of enlarging people's choices and opportunities to realize their full potential (United Nations 2002). As such, care must be taken to ensure that section of society benefits from the process.

The Malawi National Gender Policy (NGP) was developed with the overall goal of mainstreaming gender into the national development process, to enhance participation of men and women, boys and girls for sustainable development and for poverty eradication (NGP, 2000). The NGP was set to guide and direct the planning and implementation of development programmes at all levels. It was developed as an integral part of the National development objectives which specifically seeks to prioritize gender issues.

Over the years the government of Malawi has endorsed international conventions and promulgated policy programmes aimed at eliminating gender disparities at all levels of action. For example, in 1987 Malawi endorsed the United Nations Convention Against All Forms of Discrimination against Women (CEDAW) signed the provisions

of the Beijing Platform of Action in 1995, which resulted in the National Platform of Action in 1997. In the same Malawi also signed the SADC Heads of States Declaration on Gender and Development at the SADC summit in Blantyre. It was these efforts that finally resulted into government of Malawi promulgating the first National Gender Policy in March, 2000 (MOGYCS, 2000).

Despite all commendable efforts by Government, the status of women in the country has not improved much and is still low as compared to the status of men. Women are still underrepresented in politics and public life yet women account for 51% of the population of Malawi which was estimated at 13,060,320 in 2008 according to the Population and Housing Census. This suggests that it is difficult to achieve sustainable development unless women who are majority are empowered and they participate in decision making positions like their counterparts.

2.2 Gender Issues in the Education Sector in Malawi

The idea of introducing the Female Participation Policy was meant to remove existing imbalances among men and women. There is indeed a gender gap not only in managerial levels but also in employment at large. The literature reviewed concurs that there are problems which draw women back on their respective career progress. These were seen as emanating from patriarchal values which operate at all levels including the level of institutions, the type of education, the laws and regulations and employers' attitudes. In most developing countries especially those in Africa the picture is somewhat different. Formal Education was introduced both on racial and gender lines. For example, internationally education was seen as only for Europeans. Later on when Africa embraced the same, priority was given to males than females. Even when girls were incorporated into the system, boys were given more challenging courses than girls. These courses made it possible for boys to participate in colonial administration. It may be true that, world-wide, the gender gap is closing more rapidly in education than in any other area especially in decision-making positions. However Education alone does not seem to explain the gender inequality in decision making positions.

2.3 Under-representation of Women in the Educational Leadership

The under-representation of women in positions of senior management within educational institutions continues to be a matter of concern particularly as the teaching force is dominated largely by women (Cubillo & Brown 2003:278). From the foregoing statistics, one would expect the same to be reflected in decision making positions. Ironically, the situation on the ground is different. For instance in the American Educational Leadership positions, it is the same. (Shakeshaft 1989:328) confirms the gender imbalance in the Educational Management in the USA. Similar studies carried out in the United States have shown that although 46% of the workforce is women only 3% of the senior executives are women (Israel & Adler 1993). A survey carried out by a fortune of companies in the United States revealed that although women constitute 43% of the executive administrative and managerial occupations, women account for less than 3% to 5% of the top executive positions. Similar studies carried out in the United Kingdom (UK) have shown that for the past decade women have been lacking in the Educational leadership. This can also be seen in most countries in Europe that in secondary schools, women constitute about half the teaching force but are again substantive underrepresented as principals Davies 1990:88). When comparing the number of female teachers with the number in school administration, the number is still disproportionate. The majority of teachers are females. This shows that women are still underrepresented in Educational administration. This is evidenced by the executive director and Xavier University, in which Natale, (1992) revealed that in the 1990s women held 20.5 percent of leadership at senior positions, high school level. The study revealed the common reason contributing to the low numbers of women was negative perceptions of women leadership (Tyree, 1995). Semu (1992) also echoes Chafetz (1988), when she argues that women are thus seen as anomalies that do not fit properly into the men defined social order.

2.4 Rationale for Female Participation

The greater the access the women have to Education, the greater their ability to participate in policy making bodies (UN 1999). Education is but one factor responsible for increasing women's' participation in decision-making and policy making bodies. Education alone doesn't guarantee women's access to positions of

power in society. Mnjema, (1997) echoes Beneri and Sea's ideas that the subordination of women in society is affected by the misconception that women as a group should be receivers of orders and men the masters or makers of rules and regulations must be addressed. This is one of the reasons why it appears more difficult for a woman to breakthrough and participate into the top leadership positions than it does for men.

Greater participation of women in decision-making and policy making is essential at every level if women are to contribute fully in all development sectors including education. It is therefore important that the participation of women in policies and decision-making be viewed critically if gender equality is to be a reality. Education increases women's status in the community and leads to greater input into family and community decision-making UNICEF (1992).

This is why Maluwa-Banda and Kholowa (1992) point out that girls' education is an investment as it opens doors of opportunity and self advancement. Later on it creates an environment for participation in development. The two also argue that in every country, women experience tensions that distract them from their full participation in the social, economical and political life of their community. In the same line of argument, Hill and King (1995) points out that historically the marginalization of women in society continues to be universally distressing.

Senior management within educational institutions continues to be a matter of concern, particularly as the teaching force is largely dominated nationally and internationally by women (Cubillo & Brown 2003:278). It is no secret that women are under-represented in leadership roles worldwide. This is evidenced by the 4th World Conference on women (1995 which called for governments worldwide to create a gender sensitive education system in order to ensure full participation in educational administration and policy and decision-making (Beijing Declaration and Platform for Action BPA 1995, Article82). Research shows that globally, females are under-represented. In the American educational leadership positions, the situation is the same. Shakeshaft (1989:328) confirms the gender imbalance in the Educational Management in the United States of America (USA) and in the United Kingdom (UK)

that for the past decade women have been lacking in the educational leadership. This can also be seen in most countries in Europe that in secondary schools, women constitute about half the teaching force, but are again substantively under represented as principals (Davies 1990:88). This shows that this is a universal trend. The question remains why women are under represented as educational leaders. When comparing the number of female teachers to the number in school administration, the number is still disproportionate. The majority of teachers are females. This shows that women are still underrepresented in educational administration. This is evidenced in a survey conducted by the executive director and Xavier University, in which (Natale1992) revealed that in the 1990s women held 20.5 percent at senior, high school level. The study revealed that one common reason contributing to the low numbers of women was negative perceptions of women leadership (Tyree, 1995).

2.5 Gender Issues in the Education Sector in Malawi

In the education sector, efforts at addressing gender issues have a long history dating back to as early as 1972 when government implemented a quota system for the selection of girls into secondary school in order to increase girls' enrolment into government assisted secondary schools. According to this policy, one third of places in the schools were reserved for the girls. These efforts were also implemented at a tertiary level. For instance, in late 1980 efforts were made to reserve 30 percent of the university places for females who were admitted into the university with a lower cut off point than males. Again, in 1987 to 1995 there was a USAID funded scholarship at both Bachelor's and Master's degree level for females who choose to do sciences. About 347 women benefited from this program (Tizifa et al, 2003). Other notable government efforts relating to increasing participation of girls and women, was in the ratio 3 girls to 1 boy in secondary schools. It was within these efforts that government reviewed the pregnancy policy to allow pregnant girls to continue with schooling after delivery in 1993. The idea of introducing the Female Participation Policy was meant to remove existing imbalances among men and women.

2.5.1 Policy Development Process

When making policies several processes are involved. The processes are as follows: problem identification, agenda setting, policy formulation, policy legitimization, policy implementation and policy evaluation, Dye (2002). On the other hand Haddad

(1995) stresses that the policy development process starts with analysis of the existing situation, generation of policy situation, generation of policy options, making policy decisions and evaluation of the policy. In order to formulate a policy, several processes need to be gone through. Brewer (1974) considers a policy development as follows: agenda setting; a process by which problems come to the attention of governments, while policy formulation refers to how policies options are formulated within government. Another stage is decision making, a process by which governments adopts a course of action or non-action, these stages are followed by implementation, which relates to how governments put policies into effect and the last stage is policy evaluation which refers to the processes by which the results of policies are monitored by both state and societal actors. The advantage of this policy cycle model is that it facilitates understanding of policy making by breaking it into stages and sub stages. The disadvantage of this policy cycle is that it can be misinterpreted as suggesting that policy makers go about solving public problems in a systematic way,(Jenkins and Sabatier (1993).This is what happened in Malawi when a presidential decision was made, a political system accepted a problem as part of the agenda for policy making. This meant the development of the free primary education policy, or solving the public problem.

The Free Primary Education Policy (FPE) (1994) was announced in his inaugural address to the nation on 19th May 1994 by the then State President, Bakili Muluzi. The objectives of the policy were to increase access to primary education and eliminate inequalities in enrolment. The aim of the policy was to eliminate inequalities like low participation of women and poverty reduction. The issue emerged as a way of gaining political momentum by the Muluzi regime but later it became a policy. This worked because there was political will by the incumbent administration. It is common in Africa that when the present government does not bear a hand in the development agenda, things do not work positively as there is always a tag of war.

The policy was desirable to many Malawians as school fees and uniforms which used to be barriers were no longer a problem. However, the increase in the enrollment created a litany of problems in the schools. The classes were filled up to the extent

that they had to behold in the open air and under the trees. Consequently, quality was compromised since even the teachers that did not have teaching qualifications were recruited to reduce the teacher child ratio which was out of proportion.

2.5.2. Policy Implementation

Fullan (1982) defines policy implementation as the process of putting into practice an idea, programme or a set of activities, which are new to people in an attempt to bring in change. While Tamir (2004) sees implementation as the process of putting ideas and materials into practice. After a public problem has made its way to the policy agenda, various options have been proposed to resolve it, and a government has made some choice among the options, what remains is putting the decision into practice (Romesh & Howlett, 2008). Policy implementation is an important component of the policy making process. At this point funding must be allocated, and personnel assigned must be ready to take action. It involves ensuring that resources are available to execute the policy.

The CDSS policy was politically motivated, the policy was implemented before all the resources were put in place. Though one problem was solved, for example, students securing places in secondary education, it was noted that many challenges were faced, like infrastructure/buildings were outdated, poor conditions, few teachers, worse still- less qualified. Worse conditions were found in rural areas where there were very few qualified teachers.

For successful policy implementation stakeholders are supposed to be involved from grassroots level. Many good policies fail to come out well due to poor or weak implementation. Policies do meet resistance and Governments should anticipate the resistance that a policy may create. The resistance may spring from cultural or social differences. For example, when the pregnancy policy was first adopted in Malawi, the immediate response was to resist its implementation by not passing information about the policy to schools (Wolf et al, 1995). Later the community supported it and government showed commitment and therefore overcame cultural resistance. The policy succeeded because the grass root was involved.

2.6 Factors affecting Implementation of a Policy

2.6.1 Communication

Officially, policies are communicated through the use of circulars. For example in Malawi, policies are communicated through a circular from the Ministry of Education to schools through District and Division offices. This type of communication from the centre out is called top to down while better communication is supposed to be in both directions. Unfortunately, there is often no feedback given to policy designers. Feedback helps policy makers to adjust where there are mistakes and implementers to be assured that they are on the right track.

During implementation of a policy, the first step should be communication, (Wolf et al, 1999). If people fail to understand the documents because of a language barrier, no feedback will be given. So a failure in the communication of a policy to communities can lead to a failure to implement the policy in the way it was envisioned. Sometimes gaps in communication occur due to policy makers who decide withhold information or when inadequate effort is directed towards explaining the policy. It can therefore be seen that communication problems can negatively affect policy implementation.

2.6.2 Stakeholder Participation

For successful the implementation of a policy, there is need for stakeholders to participate. A stakeholder is defined as an individual or group that makes a difference that can affect or be affected by the achievement of the organization's objectives- Mitchell et al (1997) cited in Haddad. Policy managers ought to do stakeholders analysis in order to identify interests that should be taken into account, their expectations, their strengths, interest in the issue and the resources they can bring to bear on the outcomes of policy change. Stakeholder analysis should not be overlooked as it is useful both when a policy is being formulated and also when it is being implemented. That is why Webb Haggard (1994) and Alesina Drazen (1991) cited in Brinkerhoff encourage inclusion of stakeholders who are often the most powerful economically, and can affect a policy positively with their resources.

In Malawi, MacJessie Mbewe (2004) made the same observation as Webb Haggard (1994) on stakeholder participation and concluded that the key ingredient to successful implementation is the involvement of a wide range of stakeholders

This is why government and policy makers should make an effort in sensitizing the community at grass root level to be part of the activity and own it. For instance if stakeholders are involved throughout implementation results end up with success.

2.6.3 Policy Resources

Policy implementation depends on the availability of a variety of resources. Factors that may affect the implementation of a policy may be physical, financial or human resources. Haddad (1995) points out the importance of using the human resources properly especially human resources with technical knowledge and financial resources. The inability of governments to distribute resources to new priorities is frequently the cause of project shutdowns. This shows that lack of financial resources can result into a policy being un-affordable. Griddle and Thomas (1991) concur with Haddad (1995) that to implement a new policy, human, technical, material and financial resources must be allocated to the effort. Griddle and Thomas (1991) further suggest that gathering sufficient resources generally means cutting those directed to old policies and directing them to the new policy. Mazman, D. and Sabatier (1981) indicate that the problem of dwindling resources for activities of governments, will make competition for scarce resource increase and will prevent the smooth running of an innovation. Brinkerhoff (2002) observed that the problem of lack of sufficient resources for implementing policy change is difficult to overstate. Low or unstable levels of financial resources may not be the only problem. Furthermore Brinkerhoff(2002) and Crosby(2002) note that many developing countries also suffer from a scarcity of skilled human resources, especially in cases where the pool of talent that might acquire those skills has been depleted through war, disease and emigration. In conclusion, it can be seen that for implementation of a policy to take place communication, involvement of stakeholders and availability of resources play a major role.

2.7 Policy assessment/evaluation

When a need to address a problem has been acknowledged, a problem has risen on the agenda of the government and possible solutions have been considered, it's then that implementation can be undertaken. The next concern is for the government and other interested organizations are to see how the policy is working.

This is the final step in policy making which is meant for learning whether or not the policy has achieved the stated goal. Assessing the impact of a policy is obviously important in order to determine whether to maintain, modify or reject it (Haddad, 1995). The main concern here is to find out what has been accomplished, by checking if the intended outcomes of the policy are visible. Sometimes unintended outcomes are the ones that may be reflected, so there is need to check if there is an outcry from the stakeholders for a change of policy.

2.7.1 Policy Impact Assessment

Once a policy has been in place long enough, say, from five years upwards, it needs to be assessed. The policy should be assessed in order to know its effectiveness. It is important to do so in order to determine whether to maintain, modify or even reject it, Haddad (1995). A policy should not be left to linger. It is worth assessing it and determining whether it is inadequate or not. If the policy is lacking an alternative should be tried.

When assessing the impact of a policy three issues must be analyzed

1. What prompts the assessment?
2. How will it be conducted and by whom?
3. How will results be interpreted?

Policy impact assessment is carried out using the same criteria employed during policy evaluation stage. The assessment revolves around the following questions. Are the impacts desirable? Are the changes affordable? Is the policy feasible? Haddad (1995) gives an example of Peru whose Education reform in 1972 was said to be ineffective, inefficient, rigid and out moulded and lacking a Peruvian spirit. The military government announced a sweeping reform, called for the participation of the

community in the education process and the reorganization of the country's education bureaucracy related to Peru's development requirements. Implementation proceeded and all resources were mobilized. But due to the low administrative capacity of the Peruvian government, inadequate resources including finances, the reform was discarded. Although the impact was never formally evaluated against expected consequences, the reform was found to be unaffordable, infeasible and undesirable.

Similarly, in Malawi, Gwede (2004) carried out a study examining the implementation of the CDSS policy and the results showed that CDSS were still lacking a lot of resources such as qualified teachers, libraries and laboratories and that they had poor infrastructure. Therefore, though there was great desirability for secondary school education, quality was compromised. It was infeasible.

2.8 Chapter Summary

The literature review has shown that women continue to be under-represented in decision-making positions. It has also been revealed that external, internal and hidden barriers affect the representation of women in decision-making positions. It is apparent from this review of literature on barriers to female participation in leadership positions that the problems still exist even in advanced countries like the United Kingdom, United States, where equal opportunity legislation has long been in force. Furthermore, there is still gender disparities in the education system men dominate the leadership positions.

Policy issues have been dealt with Dye (2002) states that public policy as whatever governments choose to do or not to do. So the Government of Malawi chose to adopt the Female Participation Policy in which female participation is dealt with. Some factors that may hinder policy implementation have been mentioned. The review of some literature has shown that some of these conditions are: resource availability, stakeholder participation, policy communication, desirability of the policy and feasibility of the policy. Literature has revealed that policies have to be assessed after some years in order to modify them.

CHAPTER 3

STUDY DESIGN AND METHODOLOGY

3.0 Chapter overview

This chapter presents a detailed description of the methods and design of the present study. Important aspects of the methodology that inform this study will be presented. The topics discussed begin with the rationale for the choice of data collection method; the design of the present study including the sample population; selection of informants; locating informants; instrument development; data collection and plan of analysis.

3.1 Overall Approach and Rationale

The study has used a mixed methods approach to collect and analyze both qualitative and quantitative data, in order to gain a deeper understanding of and insight into the process of implementation of the Female Participation Policy and factors leading to gender under-representation.

A concurrent nested approach, a mixed methods procedure, was chosen during where both quantitative and qualitative data are collected simultaneously. This strategy provides a study with the advantages of both quantitative and qualitative data and the researcher can gain perspectives from different levels within the study (Creswell, 2003:219).

The quantitative method, on the one hand has the potential to gather a large amount of standardized information from several informants. The standardization of responses facilitates scoring and analysis and the method can be used to obtain factual, less personal information (McMillan & Schumacher 1993:251).

On the other hand, a qualitative method gathers in-depth and elaborate information from a small purposefully sampled group of people. In this study, this group was sampled from similar respondents to those who completed the questionnaire thus increasing the likelihood of obtaining reliable data.

The qualitative method supplements the quantitative one as it elicits information of a personal nature and allows the participants to express feelings and opinions on issues which the questionnaire items do not allow. This combination of quantitative and qualitative methods in the design of the study is a form of triangulation. According to McMillan and Schumacher (1993:498), triangulation is the cross validation among data sources, data collection strategies, time periods and theoretical themes. It can mean combining several qualitative methods, but it can also mean combining qualitative and quantitative methods. Triangulation in most cases increases the trustworthiness of the research (Creswell, 2004)

The combined quantitative and qualitative methodology has been found to be suitable for this study as the study deals with a phenomenon that not only lends itself to quantitative enquiry but also to qualitative exploration. The study seeks to describe both personal and shared experiences of different teachers involved in secondary school education management. To describe these experiences fully and to bring out their uniqueness, there needs to be free, open and standardized responses to allow for easy comparison, consequently the use of both focus groups and the questionnaire.

3.2 Study sites and participants

Respondents for this study were drawn from secondary schools in the South East Education Division (SEED), which has five Districts. In each District, there are boarding secondary schools, day secondary schools and community day secondary schools. The Districts include Zomba urban, Zomba rural, Mangochi, Machinga and Balaka. There are one hundred secondary schools in the SEED and from each District, six schools were purposively selected. From each school, a head teacher and a deputy head teacher participated in the study.

In addition, two gender specialists (one from MOE and the other from SEED); Education Division Manager of SEED and District Education Managers participated in the study. These participated in the study to provide central information about gender policy for the study. Twelve teachers also participated in focus group discussion one group from urban and the other one from the rural sector. Therefore, the study had a sample size of 80 participants. The section that proceeds details the parameters and

procedures of the present investigation.

3.3 Selection of participants

Although random selection is preferred as it minimizes selection bias, participants in this study were chosen to satisfy the requirements of including boarding secondary schools, community day secondary schools and day secondary schools. Therefore, participants were chosen ‘purposively’. This is a strategy to choose small groups or individuals most likely to be knowledgeable and informative about the phenomena of interest (McMillan & Schumacher, 1993:413). To reiterate, headteachers and deputy headteachers from different schools, gender specialists from the MOE, and the District Education Manager and the Education Division Manager of SEED participated in this study. Thus, 80 respondents were interviewed and answered the questionnaires. Purposeful sampling is a dominant strategy in a qualitative approach because it mainly seeks information-rich cases which can be studied in-depth (Creswell, 2004). Participants in FGDs were also purposively chosen by taking into consideration gender and grade of teachers. Twelve teachers (six male and six females) participated in the FGDs.

3.4 Data Collection Procedures

The study employed multiple methods (triangulation) and tools to collect data and these include questionnaires, in-depth interviews and focus group discussions, to inform the study. According to (Creswell, 2004) triangulation mostly increases the validity and reliability.

3.4.1 Desk Research

Desk research targeted gender policy documents in the MOEST, results of gender policy programmes and quantitative and qualitative trends in gender indicators in the Division from 2000 up to date. Qualitative data on the historical background of the policy were collected through public documents such as MOEST documents and Education Division documents were used to provide further information on gender representation. Monthly staff returns were sought to get statistical data. This tool, as written evidence, was used because it saves a researcher the time and expense of transcribing.

3.4.2 Questionnaire

A questionnaire with closed, semi-structured and open-ended questions was administered to head teachers and their deputies. A total of sixty questionnaires were administered and the information on the participants' demographic characteristics, causes of female under-representation in education management and whether the Female Participation Policy is being implemented in schools with regard to female participation in decision-making positions was collected. The subjects responded in writing.

3.4.3. Interviews

In-depth interviews were also conducted with the following administrators: District Education Managers, MOEST and Division gender specialists and the Education Division Manager. The interviews were conducted to source information on policy issues and how it was implemented as well its impact.

3.4.4 Focus Group Discussion

Two FGD's were conducted with teachers in Zomba District, one in Zomba Urban School and the other in the Zomba Rural School. In each group, there were 6 members, comprised of three male teachers and three females teachers. The FDG was selected as the qualitative instrument because it creates a social environment in which group members are stimulated by each others' perceptions and ideas which increases the quality and richness of data (McMillan & Schumacher1993: 432). Moreover, the focus group discussion serves to cross validate data collected by different instruments. It also allows the researcher to control over the questioning.

3.5 Data analysis

This study employed two methods of data analysis quantitative and qualitative. Quantitative method has been employed in analyzing data from the questionnaire where descriptive statistics such as percentages, graphs and cross tabulations has been used. Qualitative method employed content analysis, which has allowed identification of emerging themes and coding from the interview, document analysis and FGDs qualitative non-numerical data from the interviews, data.. focus groups discussion was analyzed manually

In qualitative data analysis, the first thing was to gather and group notes from each participant according to the objectives of the study. The actual participants in each of the interviews were identified and dates for the collection of the data were taken note of because the study targeted different groups of people who would have to be grouped in the final analysis. For example, information sourced from headteachers and deputy Head teachers would have to be compiled together. The next task was to become familiarized with the data. Notes were also read and re-read three times until data was completely understood. After that, information from interviews with the headteachers, deputy headteachers, DEMs, EDM and Gender specialists was transcribed.

Then, categories were generated. Thus, homogeneous data were grouped together into a category and categories with common traits were further regrouped into them. After this, the data were revisited in order to code them. McMillan and Schumacher (1997) define coding as a process of dividing data into parts by classifying them. The process of coding in the study involved the assigning of units of meaning to the descriptive information according to how it had been classified. It was at this point that the data were made sense of, as interpretations and explanations were made. Finally, results were compared to relevant reviewed literature, to see if there were any possible correlations or contradictions.

3.6 Reliability and validity

In quantitative research, reliability refers to the consistency of the instrument and test administration in the study (McMillan & Schumacher 1993:385). To enhance reliability the survey instrument was piloted in two schools to ensure that questions called for intended responses. Similarly, to validate the qualitative results, different data sources of information (documents, FGDs and interviews) was triangulated by examining evidence from the sources and using it to build a coherent justification of themes (Creswell, 2003:196).

3.7 Ethical Consideration

The study sought permission at institutional level and participant level. Ethical issues were adhered to as follows; honesty, confidentiality, and informed consent, protection to remain anonymous and the right to privacy were looked into. In identifying people

to take part in the study, participants were briefed on the intentions of the study, its purpose, and implications and further informed that they were free to proceed and participate in the study. They were further informed that should they decide not to proceed in the course of the interviews they were free to do so. In this study, no one was allowed to write their name on their questionnaires. Rossman and Rallis (2003) stated that confidentiality plays two roles, keeping in confidence what is shared and protecting one's privacy. Prior permission was sought from the South East Division (SEED). Permission to collect information was granted by the Education Division Manager (EDM). (See Appendix A)

3.8 Chapter Summary

In this chapter, the rationale for the choice of a combined quantitative and qualitative data collection methodology has been described. The method, as the selected non-experimental study, has been explained. The procedures used for finding participants and for data collection, analysis and presentation have been explained.

CHAPTER 4

RESULTS AND DISCUSSION OF THE STUDY

4.0 Chapter Overview

This chapter presents the findings of the study. The main purpose of conducting the study was to assess the implementation and impact of the Gender Policy in SEED. The results presented in this study are based on the findings. A purposive sample of thirty schools and eighty participants were chosen for this study. This chapter aims at giving information on the findings of the research. It presents the findings under three thematic areas as follows: The implementation of the Gender Policy in secondary schools, the impact of the Gender Policy and the factors that affect the representation of women in leadership positions.

4.1 Summary of Participants

The participants of this study were eighty and composed of Head teachers, Deputy Head teachers, teachers, MOEST officials, Education Division Officials and District Education Officials. Sixty heads and deputy heads participated in a questionnaire. Twelve teachers (female and male) participated in the focus group discussions and the rest of the Education officials i.e. Ministry officials, Division and District officials were involved in the depth interviews. Participants of the study were males and females. Among the participants, the female representation was 13.3 percent while male representation was 86.7 percent. However, among the district education officials only one was a female. The summary of participants is presented in Table1.

Table 1 showing summary of participants

PARTICIPANTS	DISTRICT						
	Mangochi	Machinga	Zomba(U)	Balaka	Zomba(R)	Lilongwe	Total
Head teachers	6	6	6	6	6		30
Deputy Head teachers	6	6	6	6	6		30
Teachers			6		6		12
Division Officials			2				2
District Education Officials	1	1	1	1	1		5
MoEST Official						1	1

TOTAL = 80

4.2 Planning the Implementation of the Policy.

The following is a description of how the policy was implemented as manifested by respondents in sampled schools. The comments are information represented authentically from interviews conducted around Education Division and District Education officials, headteachers and their deputies and teachers through Focus Group Discussions.

The official explained that the policy was meant to achieve equality of sexes and also focuses on gender mainstreaming. Through the interviews, Education Division official, MoEST, gender specialist, and the District Education officials revealed that several stakeholders were involved in the planning of the policy. The MoEST official reported that: “the idea of introducing the policy started between 1985 – 1995. In view of the gender disparities steps had to be taken to improve the situations of men and women in Malawi. The Education Division official in his explanation had this to say “In the Ministry of Education several meetings were held to make plans and several stakeholders such as FAWE, FAWEMA, UNESCO, UNICEF, NGO, MANEB, principals of colleges, principal secretaries of Gender and Education, Gender officer at Ministry level.”

However, the specialist observed that the community, teachers, headteachers, DEMS and division managers were not involved in the process. This contradicts what the conceptual framework for policy implementation demands. Chimombo (1999) and Haddad (19945) state that the key ingredient to successful policy implementation is the participation of a wide range of stakeholders. This led the researcher into concluding that the policy was unsuccessfully implemented. This is a common problem in many developing countries as policy makers treat people who are going to be affected by the policy as objects of the process than subjects. That is why very good policies have ended up flopping. This means that policy had to be created by involving all people from the grassroots level who will be affected by it. Planning for implementation by the policy planners, education authorities and donors throughout did not consult nor involve the grassroots but took the top-down approach. Some

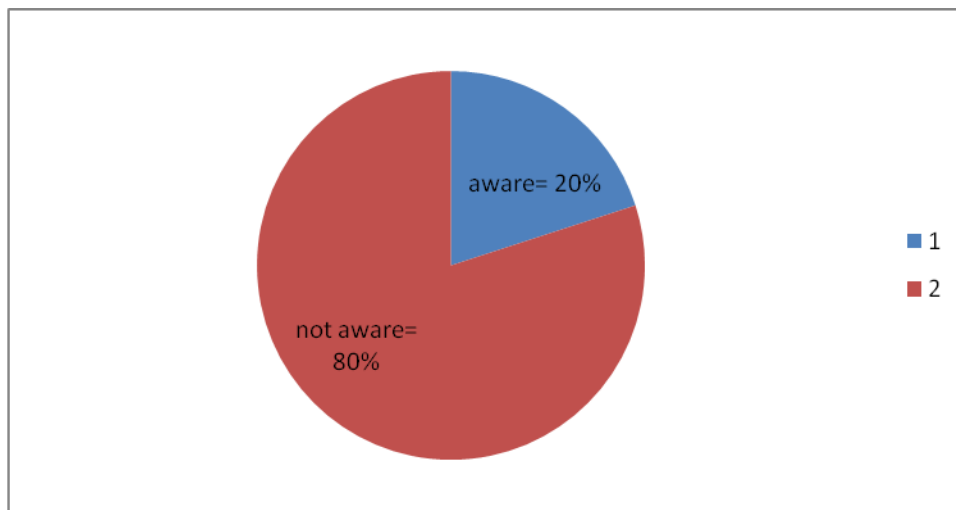
responses showed that people from the grassroots i.e. the head teachers and teachers simply heard of the change but were not told formally. This is very much reflected by some female and male teachers focus group discussions who could not specify how the policy was implemented. This is what they had to say: “we just heard from the school, over the radio, from government”

Some female teachers (FGD) also indicated that they did hear about the policy and that it was meant to empower women.

From the interviews, it is clear that what these response point at is that the decision about the whole policy including its implementation did not come from the grassroots but it was an all top-down decision.

The pie chart below shows the percentage of respondents who said they were aware of the policy and those that said they were not.

Figure 4.1Percentage of respondents’ awareness of the gender policy



Awareness of the existent of a policy is very important as it induces some changes in behavior. As the chart above shows, when asked whether they were aware of the policy, 20% of the respondents said they were aware while 80% said they were not. This meant that information regarding the existent of the policy was not well

disseminated. This could be one of the contributing factors to their low participation because it is a complete non starter for someone to follow a non existent thing.

One of the headteachers had this to write on the questionnaire:

“I only saw this policy through a circular which was sent from the ministry headquarters through the DEO’s office”.

Some headteachers wrote on the questionnaire:

“I never saw the circular, it is still not found in the school but have heard about the policy through the announcement on the radio.”

Some headteachers wrote that they got the news about the policy through the radio while others wrote that it was through the political rallies by the then President, Bakili Muluzi. Another headteacher wrote:

The Muluzi regime made several statements on the importance of increasing the number of women in decision-making and politics. For instance, it was this regime which committed Malawi to achieve the thirty (30) percent representation of women in politics and decision-making bodies by signing the SADC gender and Development declaration in 1997

Some headteachers wrote that they heard about the policy during district management meetings. One of the headteachers wrote as follows:

“We heard about it at one of the workshops held in Mangochi, during one of the school budget session.”

Some responses showed that most of the head teachers just heard of the change but had no details of the policy.

The FGD composing male and female teachers could not explain properly. A few participants said that they were aware of the policy. “We just heard about the gender policy and the 50:50 campaign” they said. Some few participants indicated that they were aware of the policy. These were their voices: “Our headmaster called for a staff meeting in which he announced the new policy.” From the above responses the researcher noted that the major response was that teachers either did not know or they were just told that there is a policy that had been introduced

Some female teachers, they had this to say:

“A head amawerenga circular saying (zinthu zasintha) kuli zatsopano.” (The headteacher just read and commented that things have changed there is new shift).

The voices and comments from the different teachers and head teachers indicate that the idea to introduce the policy did not come from the grassroots but it was a top-down decision which both the male and female head teachers and the ordinary teachers (FGD) had to accept.

Reports from MoEST and Education Division gender specialists, the Education Division and District Education officials revealed that all officials were aware of the policy. Each level of the officials seemed to reflect that government meant to empower women as partners and key players in the decision making process. For instance, the Malawi Government pledged to promote gender equality because it felt women had been disadvantaged over a long period of time NGP (2000).

Furthermore, in 2003 at a SADC meeting in Tanzania, Muluzi once again stated that his government would do everything possible to raise the number of women in decision making positions (MGDCS, 2003). However, in May, 2004 he retired without fulfilling his promise. Thus the Muluzi regime managed to complete its full two terms (ten years) without reaching the minimum thirty percent threshold for women in influential positions.

4.2.1 Gender Policy Implementation

Implementation is a process of translating the written policy into practice. This includes translation of policy options into specific strategies for carrying out the policy and strategies in turn are converted into plans with actions, timelines and resources (Haddad, 1995). This objective assessed how the Gender Policy was implemented. In order to assess awareness of the Gender Policy in the Ministry of Education (MoE) different stakeholders elaborated what they knew.

What the Organizations should do to Improve the Representation of Women in the Education System

There were different responses, all of the female respondents indicated that it was necessary to increase women representation in positions. More than three quarters of female and male head teachers felt the same and the reason given were as follows:

One lady commented:

“Ife amayi tizitenga nawo mbali titukule dziko” (women need to participate and contribute to national development)

Similarly, one of the heads wrote as follows:

“There is need for women to be at the top in order to consider and articulate women and female issues. Another headteacher wrote:

“ Beside the needs for a gender balance, good governance it includes women in management. However, male respondents who did not approve increase in women representation commendation and gave the following reasons: “I feel women will be neglecting children and the home besides they are aggressive”.

At the same time some male heads wrote the following comments:

“Women are very bad-decision makers and have not yet proved competent”.

Another headteacher commented: “I feel women should not be increased in decision making positions because they are too emotional and are also bad decision-makers. They cannot withstand the pressures associated with the management of organizations”.

What these responses point at is that this type of thinking associates men with power and authority and this also reflects the lack of confidence in the female manager.

Establishing levels of women participation in decision making positions. This question explores the level of women participation in decision making. In an interview held with the Education Division official it was revealed that women

themselves shun responsibilities. They even refuse to go to rural schools to take positions of headship.

Furthermore, the official stated that, they lack boldness. Officials from District Education Management expressed similar concerns for example 60% officials revealed that:

Most women lack boldness and therefore refuse to take responsibility. 75% of the headteachers agreed that they lack boldness, confidence and are afraid of taking responsibility. They even avoided responsibility. 25% revealed that a married woman's primary concern is her home. It is the duty of every mother to maximize the quality of her nation without sacrificing it for monetary benefit for herself.

This example shows why only few women participate in top positions. It is a common belief that men are providers for the home. In this case, women do not see themselves as breadwinners. More over, they do not see the need to compete. Corner (1997) says found that in his report, said that women's participation in decision-making and leadership is far from achieving equal participation. Further analysis shows that women have accepted this fate and hence see no need for changing it. Indeed in order to avoid wastage of human resources, women should have equal opportunities to acquire scholarships. The above findings also concur with Nmjema, (1997) who concluded that it is important that the participation of women in public decision making is viewed critically if gender equality is to be a reality. It is interesting to note that even the in present regime, President Bingu wa Mutharika has pledged to make sure that the number of women be increased in various positions. Nevertheless, the future of his ambitions remains in jeopardy due to the firing of his deputy from the ruling party on grounds that she was harboring the ambition of taking over from him when his tenure ends in 2014.

The idea of introducing the policy started in the period between 1985-1995 and in view of the gender disparities steps had to be taken to improve the situations of men and women in Malawi. Interviews with the MoEST Gender specialist revealed that several stakeholders were involved in the planning of the Policy. In the Ministry of Education meetings were held to make plans and several stakeholders such as FAWE, FAWEMA, UNESCO, UNICEF, NGOs, MANEB, Principals of Colleges, Principal

Secretary of Ministry of Education and the Gender Officer at ministry level were involved. However, the specialist observed that the community, teachers and head teachers were not involved in the process. This is why Chimombo, (1999) and Haddad, (1995) concluded that the key ingredient to successful policy implementation is the participation of a wide range of stakeholders. This means a policy has to be created in a participatory manner by also involving the grass root level who will be affected or affect the policy. Planning for implementation by the policy planners and education authorities and the donors throughout did not consult nor involve the grass root but took the top-down approach. From the responses, one head teacher wrote that:

“We as headmasters were not involved in the plans of the policy we received the information about the policy through circulars. Not all schools received the circulars. Some of the Head teachers were communicated about the policy either at the seminars or at the monthly management meetings organized by the Division.”

Interviews with officials from the division and district offices indicated that the designers of the policy and the officials were satisfied that the circulars which were sent to the districts and divisions would be welcomed by the community as a whole. One of the District officials had this to say:

The ministry just sends circulars and feels as if they have sent out policy and no communication goes back to them. In practice, little information from the community goes back to the Headquarters.

A study done by (Wolf et al, 1999) correlates well with the above information, that the Ministry feels its enough to send a policy officially through a circular without communication going back to them. If communication is not done properly, it affects the implementation of a policy. In fact, communication should be the first step in the implementing a policy. This explains why government efforts failed due to lack of consultation with implementers during the formulation of the policy.

4.2.2 Strategies for Policy Implementation

The study sought to identify strategies that were put in place by the Education Division. Data collected from the Education Division official revealed that:

The Ministry of Education made plans to increase the number of women to participate in key positions, therefore training and deploying of teachers especially women was chosen as a strategy. Gender officers were to be allocated in government departments and at school level to work hand in hand with the Head teachers.

The objective of the policy was to increase the number of women in senior administration by 30 percent in 2005. Data collected from an official from the Focus Group Discussion (rural) indicated that:

“We were not involved in the planning but were only informed by the Head teachers that we should be gender sensitive according to the circular.”

All the respondents, i.e. teachers from FGDs, the officials from the division and districts indicated that there were no strategies put in place to implement this policy at division level. An official from the Division stated that:

We only make sure that the teachers are assigned on an equal basis i.e. on a 50:50 basis in the decision-making positions. The common problem that the division faces is that women refuse to take posts of headship especially when assigned to the rural schools so women themselves are the problem.

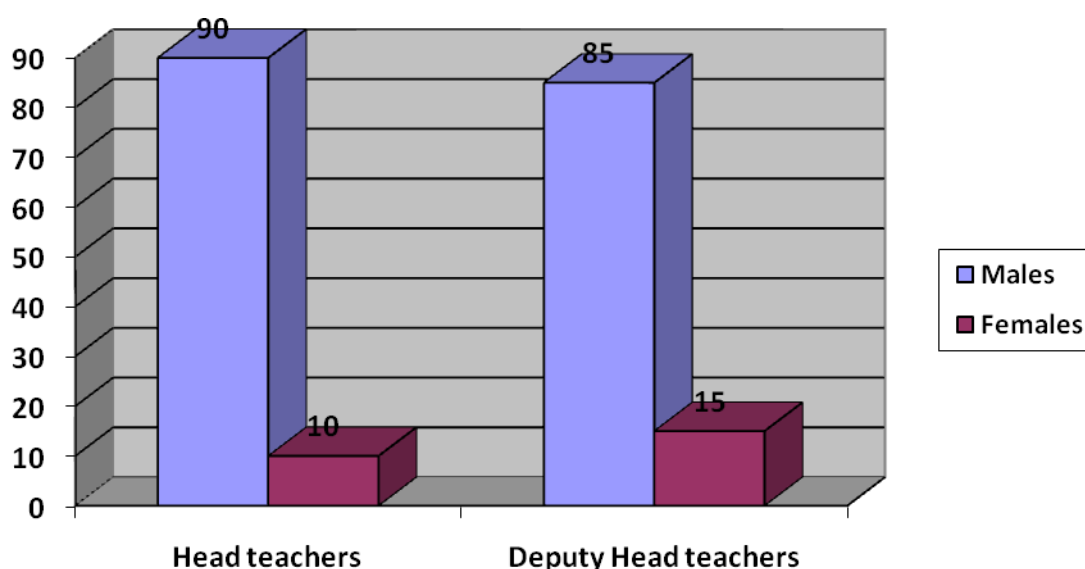
This finding corresponds with Marshal et al (1997) who concluded in their study that hidden barriers to women becoming leaders are caused by themselves. For example, he commented that women themselves might not understand the need to position themselves for promotion.

Looking at the responses from the education officials, implementation of a policy involves a lot of activities. For example, planning is one aspect that is supported to be done properly before implementation. Mobilizing and sensitizing the public is a necessary process including involvement of stakeholders. Piloting of a policy is necessary because what looks good on paper does not necessarily work in the real world.

4.2.3 Female Participation in decision-making positions at South East Division.

The life span of the policy was for five years. The objectives of the Female Participation Policy were that females should at least reach the target of 30 percent. The results show that female head teachers have reached 10 percent whilst female deputy head teachers have reached 15 percent, five years after the policy. The results show that despite the policy, women continue to be underrepresented in secondary school management. The respondents were of the opinion that the policy was not well planned and the strategy has therefore not worked.

Figure 4.2: 2006 Head teachers and Deputy Head teachers.



Source: Ministry of Education, Science and Technology (2006)

In the questionnaire, head teachers and the other education officials were asked if female teachers were adequately participating in decision-making positions. The above results reflect the position of females and how they have fared five years after launching of the policy. The respondents revealed that some of the female head teachers had been promoted and had taken other positions in the system elsewhere, but as for the deputy head teachers an increase had been noticed.

An official from DEM's offices commented that:

In the past it was unheard of to have a female deputy head teacher. This is a remarkable observation. If this goes on like this girls will be encouraged by their role models.

The percentage of the female head teachers is not very pleasing. This concurs with a study conducted by Ouston (1993) who explains that few women become school administrators due to lack of support systems. Men are better off because they have a network, which has always worked for them and even supports them to get connected while women don't. Research has shown that networking is very important. Benefits of networking are information exchange, professional support and a useful way to advance one's career. This finding is similar to Adler, (1994) who concluded that becoming a manager requires appropriate networks. From the heads' responses it can be indicated that some women certainly did not want to become school leaders while others were undecided. They indicated that they were sure they would not get the support of their colleagues. From FGD's in the urban one female teacher indicated that:

I would not bother to apply for a leadership position because I believe my husband or family will not support me seeking the position. Worse still at the workplace fellow women enjoy pulling each other down while some men still believe that women are incapable of leading.

Some female heads wrote that some women did not want the responsibility as a primary reason because they noted the benefits of promotion were not enough to offset the time and effort needed to get it. This shows that some women are less ambitious than men and are more willing to forgo career success for happiness in life. Some male heads wrote that both the lack of time due to having a family to look after, lack of knowledge about the leadership process and lack of female role models to help would make success in female leadership be a non starter. These were suggested to be discouragers for women to participate in leadership positions. Other heads in their responses wrote that the absence of women in leadership positions is not regarded as a problem. This shows denial on the part of men. This suggests the gender imbalance problem lies not with women but the way leadership is defined and conceptualized. The following, in the study, were some of the issues found to be responsible for female underrepresentation by the head teachers: male educators find it difficult to submit to

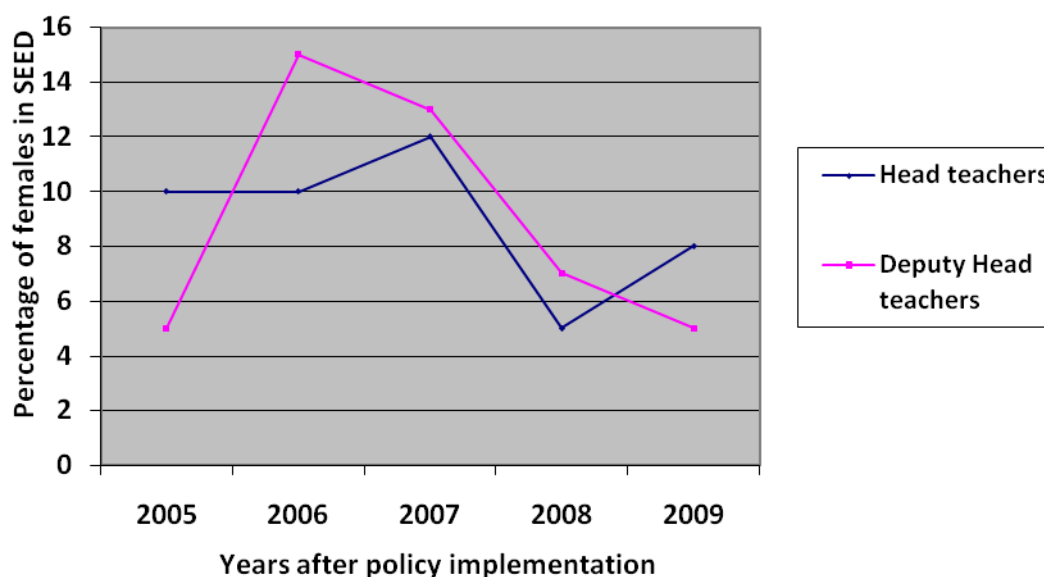
the authority of a woman, female heads find themselves not being fully accepted by the community they work in, they also don't get support from females and males colleagues. What these people fail to see is that the presence of females in leadership roles at secondary school level contributes to the school's well being especially of adolescent girls who are and provided them with the role models of women decision makers and leaders Sperandio, (2006).

4.3 Impact of the Female Participation Policy

Assessing the impact of a policy is obviously important in order to determine whether to maintain, modify or reject it (Haddad, 1995). After the policy has been on the ground for many years its worth assessing. For instance, the Female Participation Policy has been on ground nine years. From the interviews, the respondents reveal that the policy was desirable because it removed the existing imbalances. The majority of headteachers wrote that despite the policy, women continue to be underrepresented in secondary school management. They gave a variety of reasons some of which are cultural beliefs that underrate women as inferior to men and therefore not fit to participate in leadership, male dominance, women not given enough opportunities to lead. The absence of women in positions is a telling sign that the whole process of promotions in educational organizations is in need of an overhaul.

The Female Participation Policy was to operate for five years from 2000-2005. The above results are in line graph show the position of women five years after the policy had matured. From the line graph above, the number of female head teachers was steady from 2005 to 2006 and increased slightly in 2007.

Figure 4.3: Line Graph



Source: Ministry of Education, Science and Technology (2005-2009)

However, it decreased heavily in 2008 and has remained below 6 percent in 2009. Similarly, the number of female deputy head teachers increased in 2006 from 5 percent to 15 percent but took a plunge down to 5 percent in 2009. The findings show that the percentage of females in decision-making positions failed to reach the targeted 30 percent by 2006 and is still below the target three years later.

The decrease from 2007 – 2009 is worse and can be explained by the deaths that occurred, also some female heads went for further studies, while a few of them retired from the service. On the other hand, the women themselves do not show any interest because there is no allowance connected to these posts. From these findings, it clearly shows that the policy that was launched in 2000 has failed to achieve its target. Little impact has been registered even after a deliberate training of females to address the imbalances had been done. What could be the reasons for this state of affairs? From the interviews, respondents indicated that women themselves are the problem. A host of reasons were highlighted such as refusing to get transferred to areas which are out of town and thereby turning down the elevation to higher posts. Such movements or transfers would affect their personal and social life, not wanting to take extra responsibility on top of their family responsibility, which they perceive as a great

burden on their shoulders. In addition, a lack of boldness and ambition; cultural barriers; plus low self-esteem make females to under estimate their potential.

A study done by Bush et al, (1994:182) correlates well with the finding above that women under estimate their potentiality. He argues that self-confidence is a prerequisite for successful job application. Bush further suggests that women are more likely to be lacking in self-confidence than their male colleagues, tending, unlike males to apply only for posts, for which they are fully qualified. Another study by Hansard, (1990); Henning Jardin, (1978) found that women's reluctance to put themselves forward for promotion is also attributed to reasons such as lacking ambition, priority to home and family responsibilities , and being less career-oriented. According to the respondents, family responsibilities and young children may diminish women's desire to be promoted in educational administration. This finding is confirmed by another study (Hirsch and Jackson, 1990) which shows the majority of women are not just making decisions about their career they also have to consider other personal and domestic commitments. Thus, it is evident that family responsibilities are a top priority in women's considerations. These reasons cited above may have a very high correlation with the performance of the Female Participation Policy.

4.3.1 Impact of the policy at Division level

The study sought to assess the impact of the national gender policy on women's representation in decision making positions in the education sector. The following are the findings of the study as obtained by collecting the views of the MoEST gender specialist, division specialist and district education officials.

4.3.2 Official's Perceptions

Interviews with the Education Division official has revealed that the policy has made a positive impact though little. He commented as follows:

These days women are participating well for management positions. For example, in this division women are occupying the decision-making positions like in all sections.

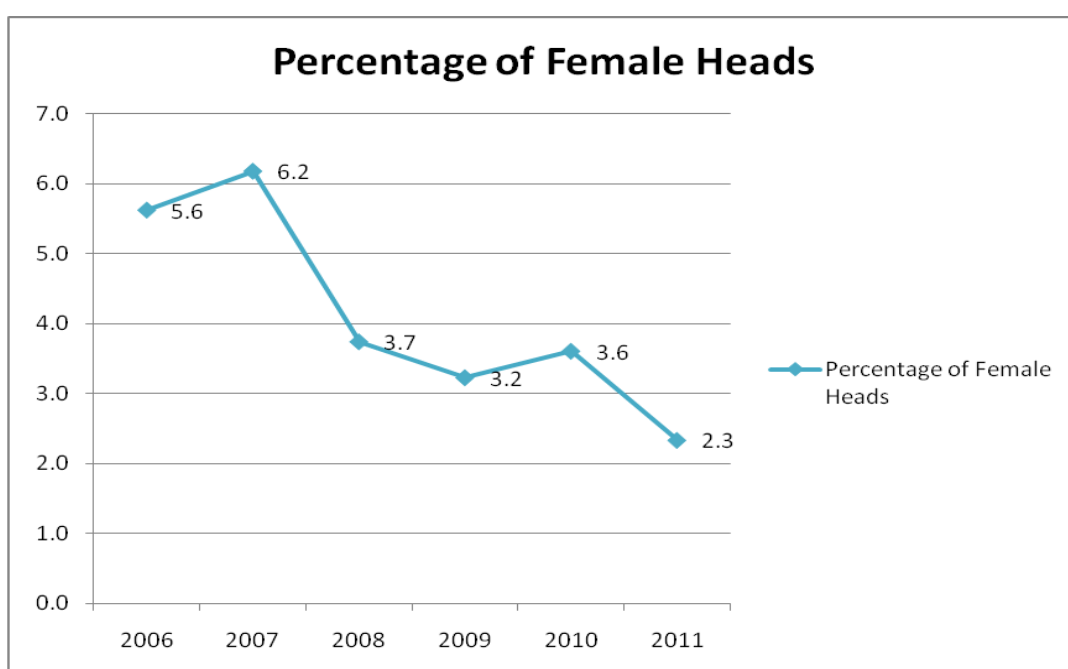
The official also cited that the low participation of women may be seen at secondary school level.

4.3.3 District Officials Perceptions

Majority of the officials revealed that the policy had made a positive impact. This is evidenced by the number of women participating at district level. For example there are many women PEAs in the district. One of the five DEMs cited that at district level, the female participation is low. The reasons given were that the women were being discriminated against. The other reason was that the legal guidelines designed to protect females have been ignored or totally disrespected.

4.3.4 MoEST

Interviews with the gender specialist revealed that the policy had accelerated the increase in the number of women who enter the education system unlike in the past. For instance, before the policy was launched the ratio between girls and boys who entered secondary school was 1:3 while after the policy the ratio came 1:1. The ministry selects 25 girls and 25 boys per class. This, to some extent, is an improvement. Negatively however, very few girls make it to tertiary level. Below is a linear graph showing the impact of the policy



From the graph, it can be noted that generally, the gender policy was to operate for five years from 2000-2005. The results in this graph show the position of women five years after the policy had matured. As can be seen, the number of female headteachers rose from 5.6-6.2 in 2007. It then increased significantly in 2008 but remained below 2.3% towards 2011. The decrease in participation in these positions indicates that women are discriminated against even when they have good academic qualifications. It appears that, generally, there are more males than females in senior management positions. Hence, generally, women are still underrepresented in decision making processes. As can be seen, the results indicate that the percentage of females in decision making positions failed to reach the targeted 30% and is still below ten after the policy has been on the ground.

The deficiencies are attributed to the implementation of the policy. This fits with Haddad's conceptual model where he stresses that there is need to solicit political support and involve administrative staff and a broad range of interest groups, in this case, teachers and the community so that from an early stage those who are affected by the reform should be brought in to help decide what form it could take. If teachers are consulted and involved, it is they who should help in disseminating information and marketing it to all people.

Although there is little change in peoples' attitude towards female participation, the findings show that despite all the interventions the policy outcome is unsatisfactory due to problems faced at the implementation and planning stages. Some of the reasons why the policy has failed is that the implementers did not get enough communication, were not involved in training and did not own the policy. Poor coordination of activities at the division and district level contributed to lack of support. Much as the policy was desirable, it was not feasible. On a positive note, the presence of women in the positions has created role models for young girls in the education system.

Looking at these responses from the interviewees, the combination of heavy managerial commitment and women's primary responsibilities in the home determines their preferences not to participate in school administration.

Finally, in general the policy has not been successful. From the findings so many factors have made the policy fail to achieve the target. The policy met with implementation problems, for instance, poor stakeholder participation, also communication was one of the issues that was not done systematically. Implementers of the policy were not well informed and trained to carry out the policy. On top of that no feedback mechanisms were put in place, it was assumed that all would be fine. The study has established that the policy has not had as great an impact as the Ministry had expected. MoEST developed the National Sector Plan, (NESP) with policies meant to give voice to the voiceless, this would have contributed to female participation, (MOEST, 2008).

4.4 Factors contributing to low representation of women in Leadership positions

The study wanted to find out factors contributing to female under representation in decision-making positions. During interviews held with officials from Education Division, the Division official openly commented that:

Women themselves are the problem, they lack boldness to take positions, and they fear their colleagues. Besides they turn down offers for decision making positions. Some even lack the willingness to take risks and they will wait or avoid putting themselves forward but rather wait for recommendation for posting.

4.4.1 Family obligations

Responses from District officials, (DEMs) revealed that women tend to be quite committed to family responsibilities. Forty percent of the officials from the DEMs offices pointed out that women are afraid of taking responsibilities because of family obligations, while 60 percent of officials from District Education offices pointed out that women under estimate their potentiality. This finding contradicts with Binauli, (2000) who pointed out that when you educate a man, you educate an individual but when you educate a woman, you educate the whole nation. This shows women can be their own worst enemy as they, undersell themselves. So avoidance of managerial

responsibilities appears to be a more plausible reason for the under representation. Low representation of females in leadership positions has also been hampered by socio-cultural norms, (Powell 1993, Dzimbiri 1995). While in other countries, lack of education and training has been a critical factor leading to the low representation of females in decision-making positions, (Makhambura 1993). In fact, research has shown that higher education is positively correlated with higher participation in management for females. However, men are preferred over women in most leadership positions.

4.4.2 Lack of Support

Both FGDs' highlighted the following as reasons why women are few in positions. They lack support and encouragement from their spouses and work mates from society. In concurrence with the SEED specialist, and official, the MOEST specialist revealed that women underestimate their potentiality. As a result, they don't bother to apply and wrongly assume that they are irrelevant in life. It appears that the work place is not gender friendly and this study confirms this by exposing the high percentage of men in decision-making positions. The finding corresponds with a study by Ouston, (1993) who observed that in most cases women lack support from husbands yet they must be present in leadership positions in order to provide a gendered perspective on educational change and development. A study done in Uganda conducted by Kagoda and Sperandio, (2000) states that leadership of secondary schools suffer more pronounced under representation of women. The Ministry indicated that only 12 percent are women heads and this shows in adequate support for women leadership. This trend allies closely with what Sekeran et al, (2000) has shown that women are less well integrated in their offices than men and also lack networking. Lack of networks has a negative effect on the career of females.

4.4.3 Low Esteem

The (urban) FGD participants were of the opinion that women have low esteem and as a result that affects them when they have to take opportunities of applying for management positions. An official from the DEM's office explained that:

Some women don't bother to apply for leadership positions, because of the way they see themselves not being able to stand and perform even if given the chance to shine. Inferiority is quite high in women.

What women need to appreciate is that their availability and men's availability are two most valuable assets of any country and no nation or country can develop if it fails to tap women's talent for full participation in life, in society and at work, (UN, 2005). Even after women have obtained administrative positions, they are still not offered the status or the respect given their male colleagues because they are held low in esteem. This finding is confirmed by Tyree (1995) who states that people have negative perceptions of women's leadership. They feel women do not have what it takes. This affects them when they have take opportunities of applying for management positions. Though they have this feeling women need to position themselves to take positions.

4.5 Chapter Summary

This chapter has reported the findings and drawn the conclusions of the study. This study has established that when implementing a policy, communication is very important with people who matter, also the involvement of stakeholders is of great Importance, including human and financial resources.

This chapter has also presented that after a policy has been on ground for a long time, it has to be assessed in order to modify or reject it if it is undesirable, unaffordable and infeasible.

This chapter has also presented the findings on the contributing factors to low representation of women in leadership positions. The study has found that women's low representation is caused by many factors. In SEED, females hold less than 20 percent in leadership positions while in the Malawi Education Sector females hold less than 25 percent in leadership positions. This outcome is reflected after much effort has been put to stimulate participation of females in leadership positions. It may be concluded that lack of clear policies and procedures for educational leadership appointment in Malawi poses a threat to women's advancement. From Haddad's framework tools revealed that the way policies are intended to work by policy

makers, may not be the way implementers respond to them. The framework has helped to analyze the policy and the existing gender inequalities. The study has established that there is need for a feedback mechanism to be put in place.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.0 Chapter Overview

This chapter draws conclusions from the findings of this study. It also provides recommendations. The study's purpose was to establish how the Gender Policy was implemented and its impact. The study used a mixed method approach to gather information from different participants such as teachers, deputy Head teachers, Head teachers, District Education and Education Division officials, MOEST and SEED Gender specialists.

The thesis had three objectives. The first objective was to assess the implementation of the Gender Policy, the second objective was to assess the impact of the Gender Policy and the third objective was to establish the factors that have led to low representation of women in decision-making positions. Conclusions that were made in this study and recommendations will be presented in line with the findings, as well as suggestions for further research.

5.1 Implementation of the Female Participation Policy

The study has revealed that it's during the planning and implementation that a policy goes through a true test, (Haddad, (1995:82) Once a policy has been chosen, planning for policy implementation should begin. Physical human resources and financial resources must be earmarked in order to support the policy.

Part of the plan was to make sure that gender officers are placed in all government departments and schools. Other plans were to upgrade teachers through training and deploying them. More females were included in order to remove imbalances that existed.

The study revealed that in the planning process the grass root level was missed and by not involving teachers and head teachers, the same did not show much interest nor participation on putting the written policy into practice.

The policy makers assumed that the implementation of the policy would just follow rules. Fullan, (1982) defined implementation as a process of putting an idea or programme which is new in an attempt to bring about change. The whole group, starting from division officials to school levels people who were affected by the policy.

This tells us that a policy may have good intentions but the outcome may give us surprises. The context in which a policy is implemented matters. The way policy formulated by policy makers is different from the way implementers respond to it.

Participants revealed that the training of teachers by the Ministry of Education since the launch of the policy up to 2006 would have a positive effect on the policy, but they were not deployed to fill positions for which they were trained, yet for the policy to be implemented effectively it needed skilled teachers (Haddad, 1995). On the other hand, Government has trained many female teachers, who could be utilized to ensure between balance men and women. Looking at the Gender Policy, it was a very good policy and very desirable because it was in a way addressing the disparities of women, their right to full citizenship and the equality of opportunity and treatment in employment. According to Dyer, (1999), developing countries can ill afford the waste of resources that results from failure to implement policies. Malawi should not have failed to follow the implementation of the policy through after spending heavily on it.

5.2 Impact of the policy

The findings have indicated that there was no evaluation that has been carried out for many years concerning the policy. At division level, the gender officer had problems in monitoring gender issues and no proper follow up was done due to poor coordination, communication and lack of funds. The reports that were sent to the Ministry of Education by the Divisional Gender Officer did not attract any funds to be used for the activities in schools. The whole exercise had a negative impact. On the other hand, the training and upgrading of teachers to fill some positions at different levels had little impact. The education system has not been able to train sufficient women for leadership positions, and to imparting management skills in them. From

the findings, the outcomes of the policy have not been encouraging for a variety of reasons. The implementers of the policy did not show interest and therefore did not own it. As a result, the implementers planned poorly. Malawi together with the majority of other developing countries still struggles to meet the goal of 30 percent representation of females in leadership roles on education something which the Beijing Platform considered critical for women to have an impact in decision making, (BPA, 1995 sectors 181,182). This is despite the country's excellent record of promoting gender equity in all aspects of life. If the policy was successful the impact would have been evidenced by a high percentage of females occupying decision – making positions.

5.3 Representation of women in Leadership positions

5.3.1 Factors contributing to low representation of women in leadership positions

The study revealed that women themselves are sometimes the problem simply because they lack boldness to take positions, they also turn down offers of decision positions and on top of that they fear the unknown. This shows that they lack confidence and feel that their colleagues may look down upon them. Another observation is that they are affected by family obligations and so they are devalued and therefore under estimate their potentiality. Due to the internal and external organizational barriers, most women don't feel like taking up positions of leadership. The findings and results have indicated that women and men need to change their mindset towards the leadership of women.

5.4 Recommendations of the Study

This study has identified recommendations suggested below to the Ministry of Education.

- Policies developed should be widely disseminated for wider application to stake holders They should be launched as pilot projects first in order to check their chances of success
- Gender friendly policies should be introduced to encourage female participation and mechanisms provided for monitoring and evaluating them.

- Participation of women, girls, men and boys in national building initiatives in decision-making should be facilitated and the training of teachers in management and policy issues must be decentralized. Career advancement for females should be encouraged. Equity issues should be represented, irrespective of sex.
- Mechanisms for monitoring and evaluating should be put in place.
- Women leaders networks should be formed in order to motivate women to share tips and ideas among themselves. Women`s achievements should be publicized and celebrated.

Recommendations to South East Division

- Refresher courses on management and policy issues should be provided to teachers at division level .Policies from the Ministry should be reviewed and made clear to all stake holders with proper communication.
- Policy booklets should be developed, reviewed from time to time and sent to all schools. Gender officers should be placed in all schools to organize gender activities.

Recommendations to head teachers

- Head teachers must provide training in management skills in readiness for any position for all its teachers; female teachers must be encouraged to build capacity. Head teachers should make the work environment gender sensitive and create a climate that that will accommodate and value female teachers
- Role modeling should be introduced as a very effective way of confidence building. Gender inequities at school level need to be made visible to all so that they may be addressed and overcome.

5.5 Areas for further Research

- Further research should be done to establish the impact of marginalizing women in decision-making positions.
- Another study should be conducted in all education divisions in Malawi assessing the effectiveness of the Gender Policy implementation to avoid waste of resources.

5.6 Chapter Summary

This chapter has discussed and summarized the main findings of the study and then were recommended to the Ministry of Education. It further suggested areas for further research. It is hoped that the findings of the study will contribute to the Ministry, and that concerns raised will be taken into account when making policies.

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APPENDIX A
LETTER OF APPLICATION

Zomba Urban C.D.S.S.
P.O. Box 350
Zomba

01/11/08

The Education Division Manager,
South East Education Division,
Private Bag 48,
Zomba.

Dear Sir,

Permission to conduct research in South East Education Division.

I am a student pursuing a Masters of Education in Policy, Planning and Leadership at Chancellor College. I write ask for your permission Sir to conduct research in selected schools in the South East Division. Also, to hold interviews with officials from the Division and District Education Offices.

My topic of research is “The Implementation and Impact of the Female Participation Policy.” I am therefore seeking views on the way government is implementing this policy and the impact the policy is having on the Education System.

The views expressed and responses from schools will be treated in confidence and will be used by me only for the purpose of this study.

Your permission to carry out this activity will be greatly appreciated.

Yours faithfully,

Agnes Alayika Emerald Nanthambwe (Mrs.)

APPENDIX B

LETTER OF PERMISSION

Telephone: (265) 01 525 577
in reply please quote NO.....

Fax (265) 01526 432
SOUTH EAST EDUCATION DIVISION
Communications should be addressed to:
PRIVATE BAG 48
The Manager, South-East Education Division
ZOMB
MALAWI

Ref. No. SEED/GEN/40
12th November, 2008

Agnes A.E. Nanthambwe
Zomba Urban CDSS
P.O. Box 350
ZOMBA

Dear Madam,

**RE: THE IMPLEMENTATION AND IMPACT OF THE FEMALE
PARTICIPATION POLICY. THE CASE OF SOUTH EAST
EDUCATION DIVISION**

Response is hereby made to your letter dated 1st November, 2008 requesting permission to conduct a research on “The Implementation and Impact of the Female Participation Policy” in our secondary schools, the Education Division Manager, Principal Education Methods Advisor (PEMA) and the Gender Officer in the South East Education Division.

I am pleased to grant you permission to undertake this informative research in our Division. All you need to do is to make advance arrangements with the schools, the Education Division Manager, Principal Education Methods Advisor (PEMA) and the Gender Officer. When you are ready present this letter to them (the Head teacher, the PEMA and Gender Officer).

Please ensure that our engagement with them especially teachers does not interrupt the lessons at the school.

I wish you all the best in your studies.

Sincerely yours

G. S. Mafuta

EDUCATION DIVISIONMANAGER

APPENDIX C

INTERVIEW SCHEDULE FOR MOEST GENDER SPECIALIST

I am A. Nanthambwe, a Master of Education student at Chancellor College. I am conducting a research to find out and get in depth information about the Female Participation Policy and how females participate in the decision-making positions.

1. Are you aware of the Female Participation Policy?
2. What was the reason for the government to bring this Policy?
3. How was the policy implemented?
4. Do you think female teachers are adequately participating in secondary school management?
5. What role has the Gender Policy played in promoting women to participate in Leadership positions?

APPENDIX D

INTERVIEW GUIDE FOR SEED GENDER SPECIALIST

1. Are you aware of the Female Participation Policy?
2. What was the reason for the government to introduce the policy.
3. What are the major problems faced during the implementation of this policy?
4. According to the policy do you think female teachers are adequately participating, if not, why?
5. Any monitoring and evaluation of the Policy so far?
6. What impact has the policy brought?

APPENDIX E

INTERVIEW GUIDE FOR EDUCATION DIVISION OFFICIAL.

1. Are you aware of the Female Participation Policy?
2. What steps have you taken in the implementation of the Policy?
3. According to the Policy, do you think female teachers are adequately participating in the school management?
4. Do you think the Policy has played a role in promoting women to participate in leadership and decision-making positions in the Education Sector?
5. Any monitoring and evaluation done so far?
6. What has been the impact of the gender policy?

APPENDIX F

INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICIALS.

1. Are you aware of the Female Participation Policy?
2. What do you think was the reason for the government to introduce this policy?
3. What steps have you taken in the implementation of the Policy?
4. How was the policy communicated to you?
5. According to the Policy, do you think female teachers are adequately participating in the management of schools?
6. How is the Policy monitored?
7. What has been the impact of the policy?

APPENDIX G

FOCUS GROUP GUIDE FOR TEACHERS

(Zomba rural and urban schools)

1. Are you aware of the Malawi Female Participation Policy?
2. Why did government adopt the Policy?
3. How was the Policy communicated to you?
4. How was the Policy implemented?
5. What is your view about how the policy has been implemented?
6. Was there any training on gender issues?
7. Are female teachers participating equally in decision-making positions?
8. What's your view about the impact of the policy?
9. What's the attitude of teachers towards Policy?

APPENDIX H

ASSESSMENT OF THE MALAWI NATIONAL GENDER POLICY AND FEMALE PARTICIPATION IN DECISION-MAKING POSITIONS.

SECTION A: DEMOGRAPHIC INFORMATION.

FEMALE PARTICIPATION IN DECISION-MAKING POSITIONS QUESTIONS

QUESTIONNAIRE FOR HEAD TEACHER AND DEPUTY HEAD TEACHER

SECTION A: DEMOGRAPHIC INFORMATION

1. Sex

Male
Female

1	
2	

2. Age Group

25-29
30-34
25-39
40-44
45-49
50-55+

1	
1	
3	
4	
5	
6	
7	

3. Marital Status

Single/never married
Married
Separated
Divorced

1	
2	
3	
4	

4. Level of education (please indicate your highest qualifications only)

Diploma
Bachelor's Degree or equivalent
Master's Degree
Doctorate
Other (specify)

1	
2	
3	
4	

5. Academic Rank/Position

Deputy Head teacher
Head teacher
Other (specify)
Doctorate

1	
2	

6. After how many years of service were you promoted to the current position

Less than 1
1 – 3
4 – 6
More than 6

1	
2	
3	

7. How many years have you been in this position?

1-5
6-7
11-15
20-

SECTION B

8. Are you aware of the Female Participation Policy?
9. How was the Policy communicated to you?
10. Is the policy being implemented in the school?
11. Is there equal participation between male and female teachers?
12. Despite the Policy, women continue to be underrepresented in secondary school Management. In your opinion what are the reasons for this under representation.
13. Is there equal representation between males and female in schools?

