



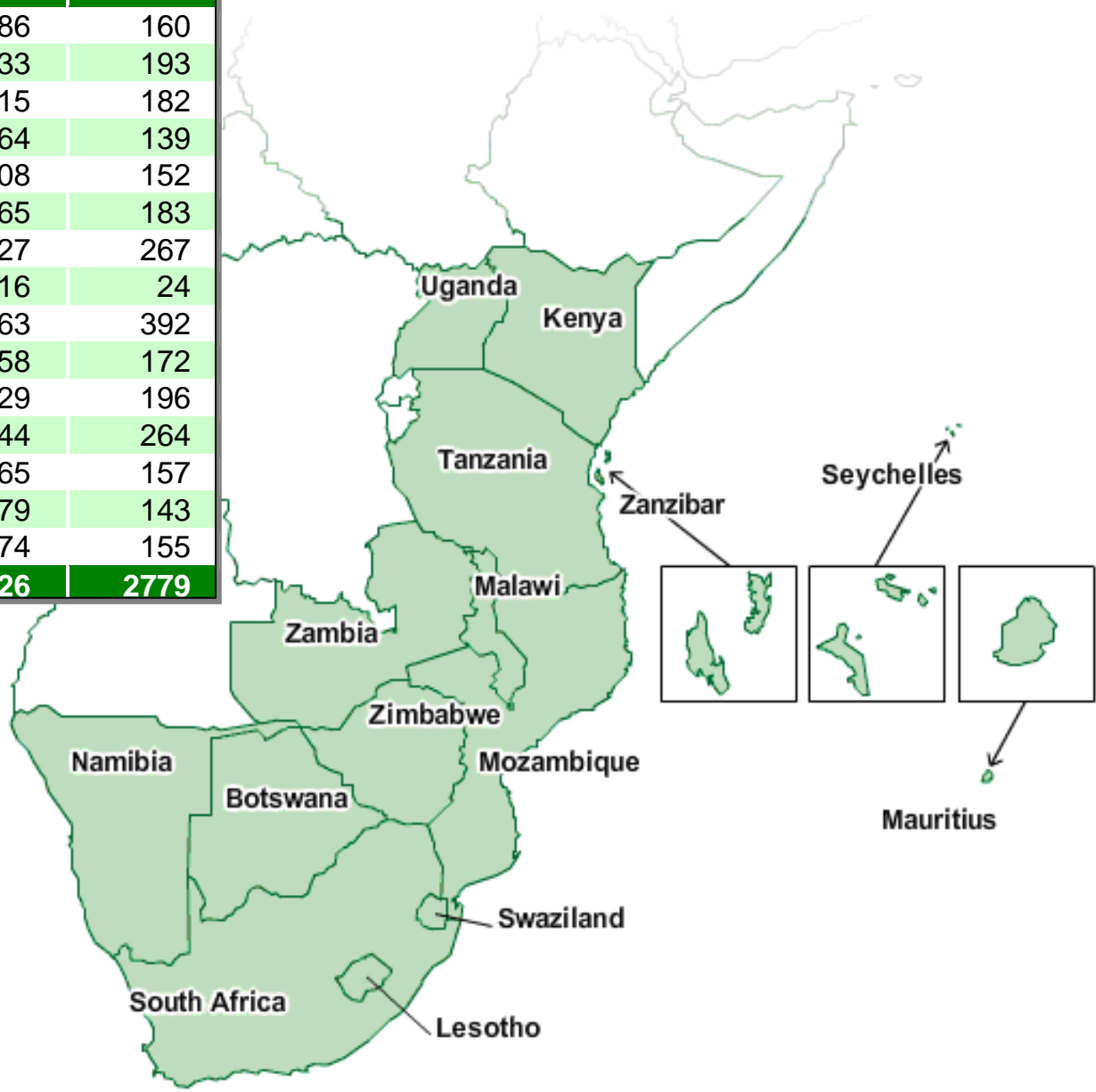
Gender Balance of Teachers and School Heads in SACMEQ Countries

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	Grade 6 Pupils	Teachers	Schools
Botswana	3868	386	160
Kenya	4436	733	193
Lesotho	4240	315	182
Malawi	2781	264	139
Mauritius	3524	408	152
Mozambique	3360	865	183
Namibia	6398	827	267
Seychelles	1480	116	24
South Africa	9071	1163	392
Swaziland	4030	358	172
Tanzania	4194	629	196
Uganda	5307	744	264
Zambia	2895	265	157
Zanzibar	2791	679	143
Zimbabwe	3021	274	155
SACMEQ	61396	8026	2779



Introduction



Ideal Levels of “Gender Equity”

Hypothetical school system

- Staffing:** 50% Male, 50% Female

- Promotion:** 50% Male, 50% Female

Realistic school system

- Staffing:** Vary (preferably more females at primary school levels)

- Promotion:** Follow gender balance among teachers

Differences Between Male and Female Teachers

READING TEACHERS	Botswana	Kenya	Lesotho	Malawi	Mauritius	Mozambique	Namibia	Seychelles	South Africa	Swaziland	Tanzania	Uganda	Zambia	Zanzibar	Zimbabwe	Tf	Tm	T0
Education: Senior Sec. and above (%)	11	1	14	0	-1	-3	2	0	2	1	-3	6	8	5	-5	0	2	13
Training: Two years or more (%)	-1	-3	-16	-1	-4	-6	0	-94	1	-4	12	-4	-4	3	-1	2	1	12
Experience: 3yrs + (%)	-10	3	-4	-5	0	5	3	-42	2	-11	1	8	9	4	1	3	0	12
Contant with Parents:																		
Meets parents once a term + (%)	-2	5	-6	6	8	0	-1	3	-9	-18	0	-1	-4	6	7	1	0	14
Parents sing homework (%)	-2	-4	0	-5	-14	11	-3	23	-5	-5	-2	-5	-24	3	-8	2	2	11
Pupil Performance: Reading score (mean)	-3	-21	-7	-10	6	-16	-13	52	-20	-9	-22	-12	-3	-28	-43	9	1	5

MATHEMATICS TEACHERS	Botswana	Kenya	Lesotho	Malawi	Mauritius	Mozambique	Namibia	Seychelles	South Africa	Swaziland	Tanzania	Uganda	Zambia	Zanzibar	Zimbabwe	Tf	Tm	T0
Education: Senior Sec. and above (%)	9	-2	6	-9	-1	-13	-2	7	-9	1	-2	3	8	-8	-5	1	0	14
Training: Two years or more (%)	-1	3	-19	4	-4	-4	-6	2	0	-12	6	4	-4	-3	-1	2	0	13
Experience: 3yrs + (%)	-5	2	-3	-4	0	-10	6	12	3	-11	7	-4	9	-4	1	2	0	13
Contant with Parents:																		
Meets parents once a term + (%)	-2	-3	5	13	8	-1	4	2	-6	-7	-4	-5	-4	-15	7	1	1	13
Parents sing homework (%)	-4	-12	-3	-5	-14	-1	-5	36	1	-9	-18	-8	-24	-6	-8	4	1	10
Pupil Performance: Math score (mean)	1	-13	-10	-6	6	-7	-8	29	-13	-3	-13	-6	-1	-14	-34	6	1	8

Differences Between Male and Female Teachers

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Education: Senior Sec. and above (%)	11	1	14	0	-1	-3	2	0	2	1	-3	6	8	5	-5	0	2	13
Training: Two years or more (%)	-1	-3	-16	-1	-4	-6	0	-94	1	-4	12	-4	-4	3	-1	2	1	12
Experience: 3yrs + (%)	-10	3	-4	-5	0	5	3	-42	2	-11	1	8	9	4	1	3	0	12
Contact with Parents:																		
Meets parents once a term + (%)	-2	5	-6	6	8	0	-1	3	-9	-18	0	-1	-4	6	7	1	0	14
Parents sing homework (%)	-2	-4	0	-5	-14	11	-3	23	-5	-5	-2	-5	-24	3	-8	2	2	11
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Training: Two years or more (%)	-1	3	-19	4	-4	-4	-6	2	0	-12	6	4	-4	-3	-1	2	0	13
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Contact with Parents:																		
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Parents sing homework (%)	-4	-12	-3	-5	-14	-1	-5	36	1	-9	-18	-8	-24	-6	-8	4	1	10
Pupil Performance: Math score (mean)	1	-13	-10	-6	6	-7	-8	29	-13	-3	-13	-6	-1	-14	-34	6	1	8

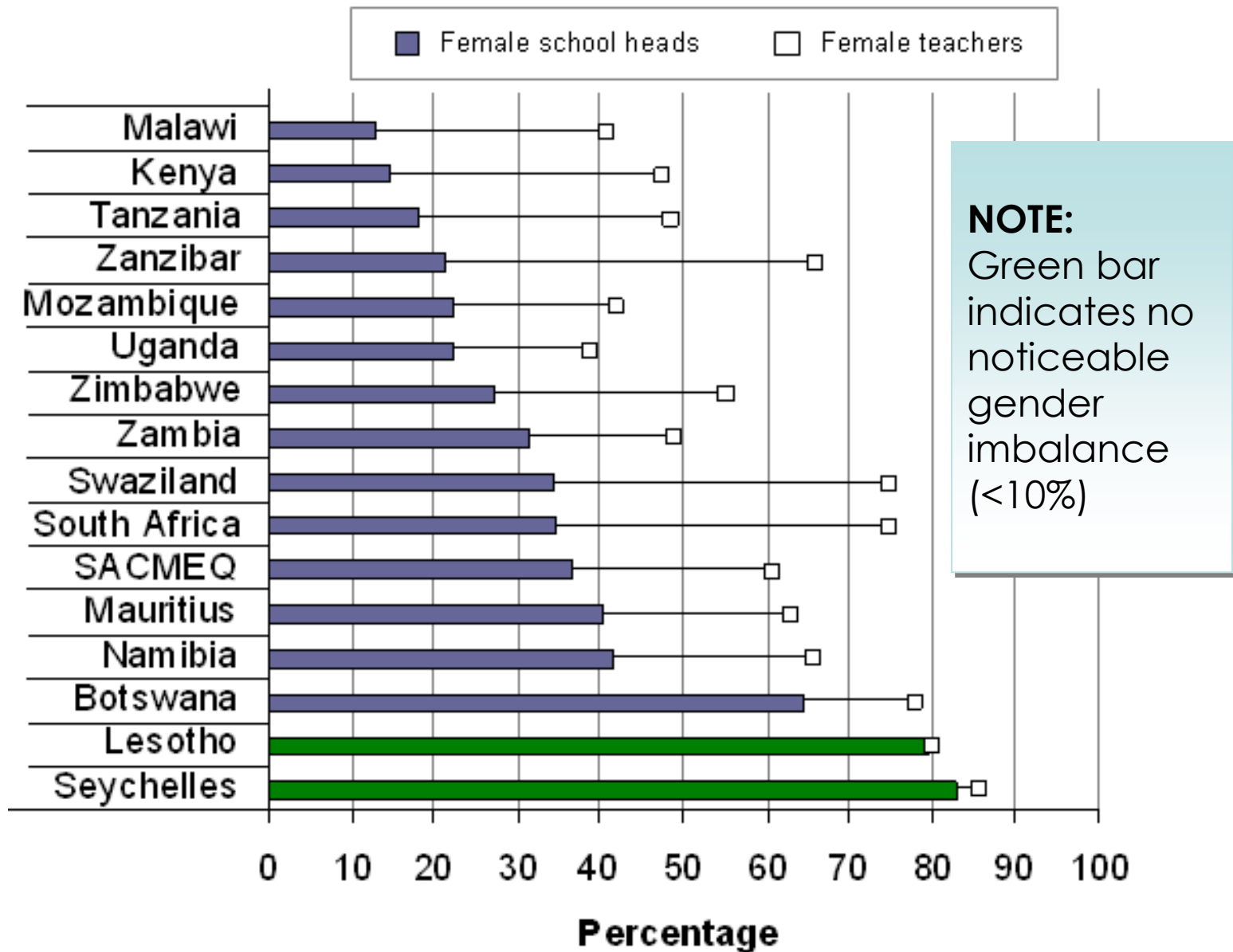
- Education level** → About the Same
- Teacher Training** → About the Same
- Experience** → About the Same
- Contact with Parents** → About the Same
- Pupil Performance** → Female teachers better in most cases

Differences Between Male and Female School Heads

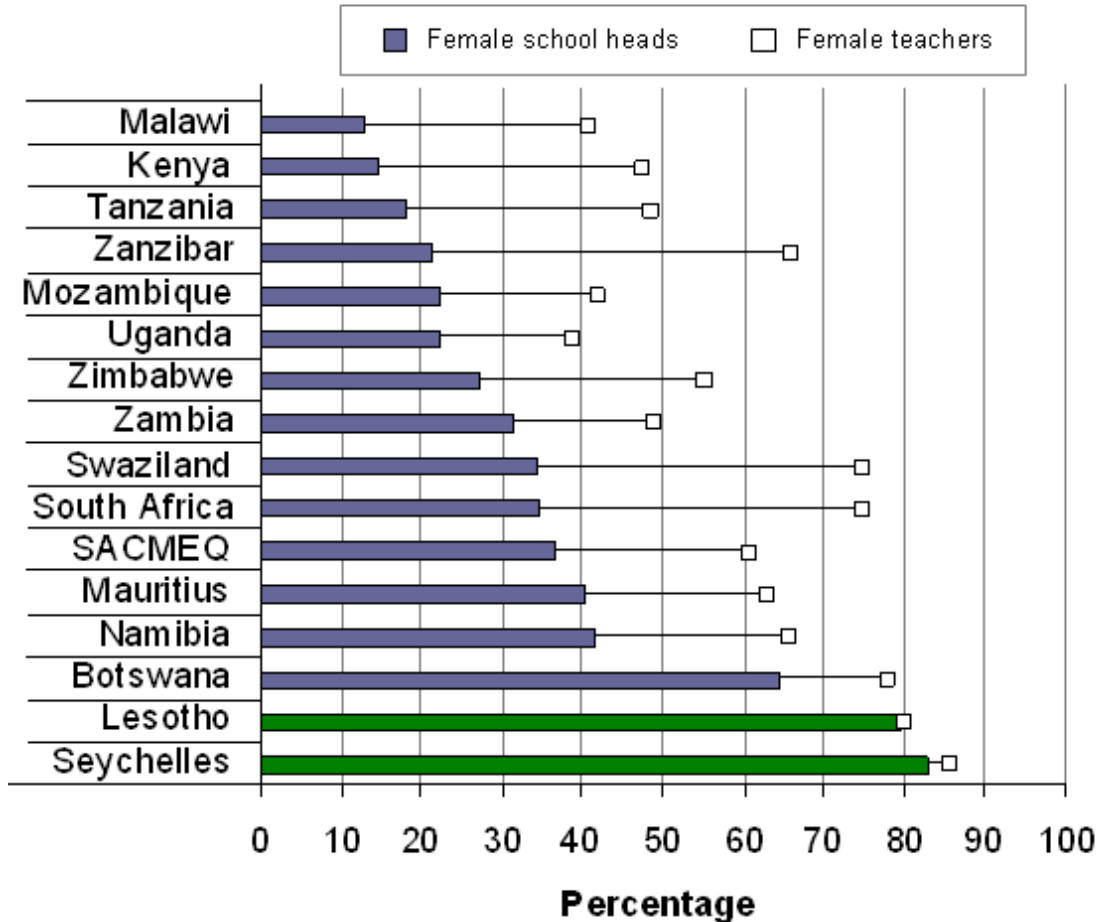
SCHOOL HEADS	Botswana	Kenya	Lesotho	Malawi	Mauritius	Mozambique	Namibia	Seychelles	South Africa	Swaziland	Tanzania	Uganda	Zambia	Zanzibar	Zimbabwe	Tf	Tm	T0
Pupil Performance:																		
RURAL: Reading score (mean)	-2	-48	-3	-6	23	17	-4	-24	-7	-4	-12	0	-2	-13	-7	4	2	9
URBAN: Reading score (mean)	21	-10	-30	7	-8	-26	-13	-20	37	0	-25	-18	8	-5	17	7	3	5
OVERALL: Reading score (mean)	12	-38	-14	-9	3	-25	-13	-22	28	-5	-23	-19	-6	-26	-43	9	2	4
RURAL: Math score (mean)	2	-33	-11	0	33	1	-5	1	-13	0	-9	-7	-7	-15	-2	4	1	10
URBAN: Math score (mean)	20	-8	-26	3	-14	-17	-12	-12	37	-7	-11	-1	6	3	19	6	3	6
OVERALL: Math score (mean)	13	-26	-17	-5	5	-15	-12	-7	20	-3	-15	-13	-6	-13	-30	8	2	5
Pupil Discipline:																		
Arriving late at school (%)	-6	-4	-3	-3	14	-11	7	-4	-4	2	-6	-3	6		21	1	1	12
Absenteeism (%)	-6	-3	4	28	9	-3	11	-18	-11	-11	-2	-7	-4		23	3	3	8
Skipping classes (%)	4	11	2	1	1	-8	6	0	3	4	-3	-5	-2		-2	1	0	13
Teacher Discipline:																		
Arriving late at school (%)	-5	-6	-3	6	0	-9	4	-4	-2	-5	-1	8	-9		8	0	0	14
Absenteeism (%)	-7	11	-4	16	2	-6	0	-13	-2	-1	-5	3	-11		2	2	2	10
Skipping classes (%)	-5	1	-3	6	0	0	10	0	-4	0	-3	-4	-8		2	1	0	13

- Pupil Performance** → Female school heads better in most cases
- Pupil Discipline** → About the Same
- Teacher Discipline** → About the Same

Percentages of Female School Heads and Female Teachers



Percentages of Female School Heads and Female Teachers



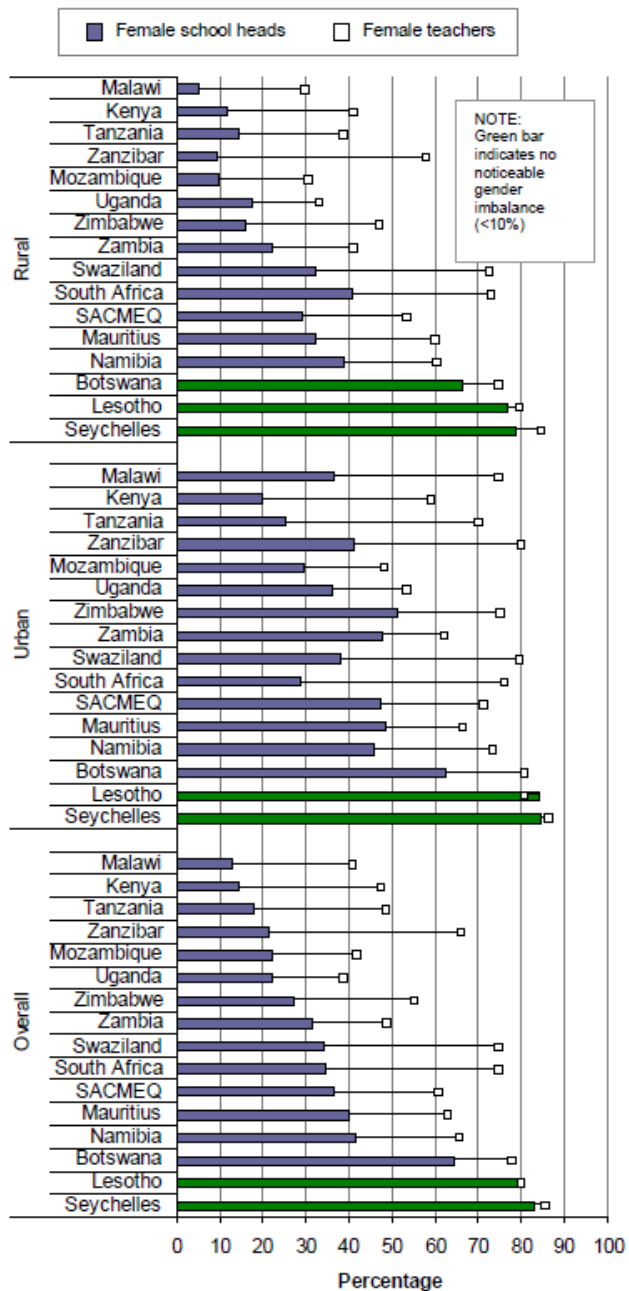
- 37% of pupils were in schools with female school heads
- 60% of the pupils had female teachers
- Only two school systems had “gender balance”

Examples

Zanzibar: 66% of the pupils had female teachers and only 21% of the pupils had female school heads

Kenya: 48% of the pupils were taught by female teachers and only 15% had female school heads

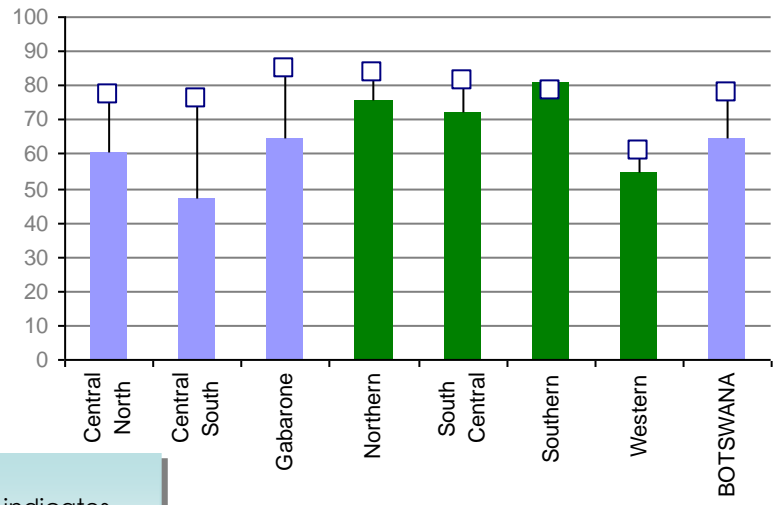
Percentages of female school heads and female teachers (SACMEQ III)



... this gender gap was evident in rural and urban settings.

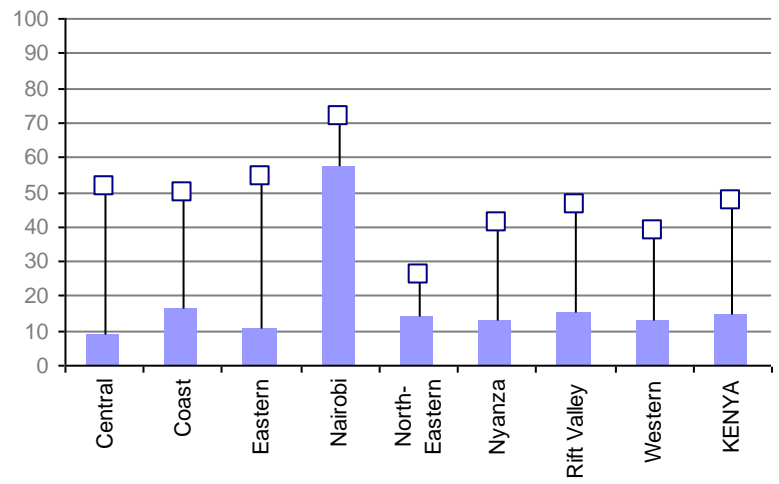
Female School Heads
 Female Teachers

BOTSWANA

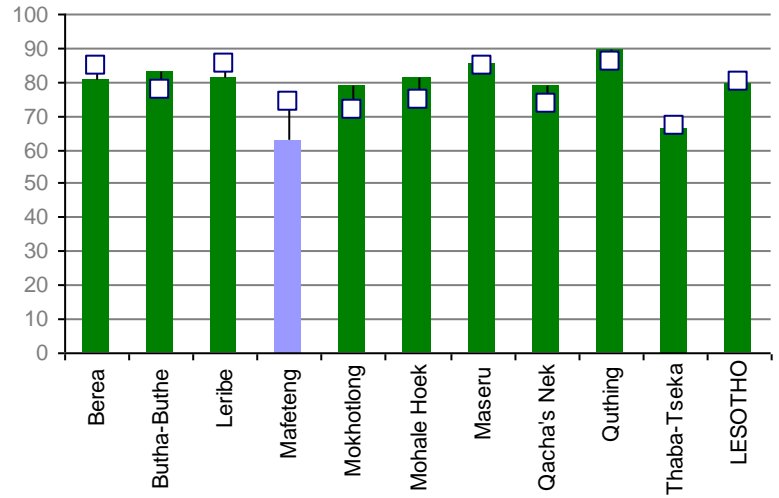


NOTE:
 Green bar indicates no noticeable gender imbalance (<10%)

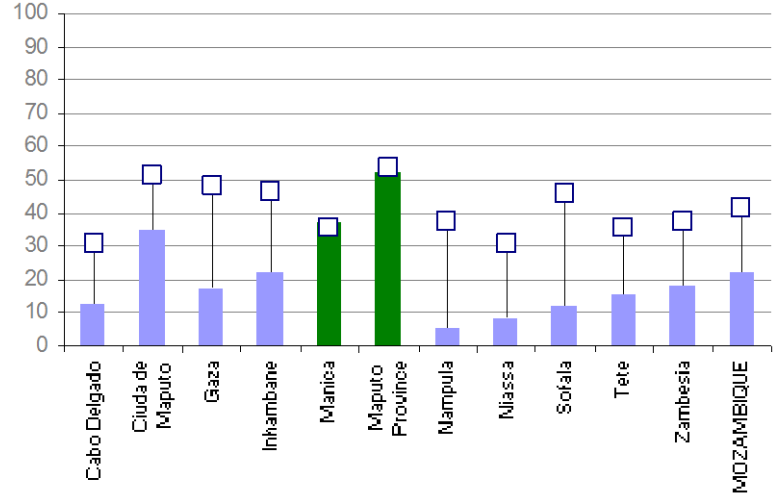
KENYA



LESOTHO

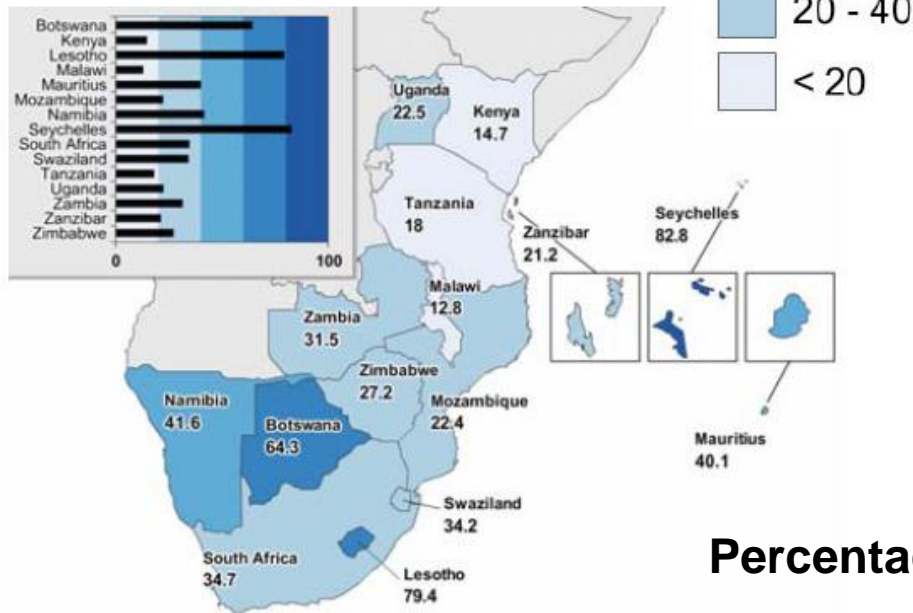
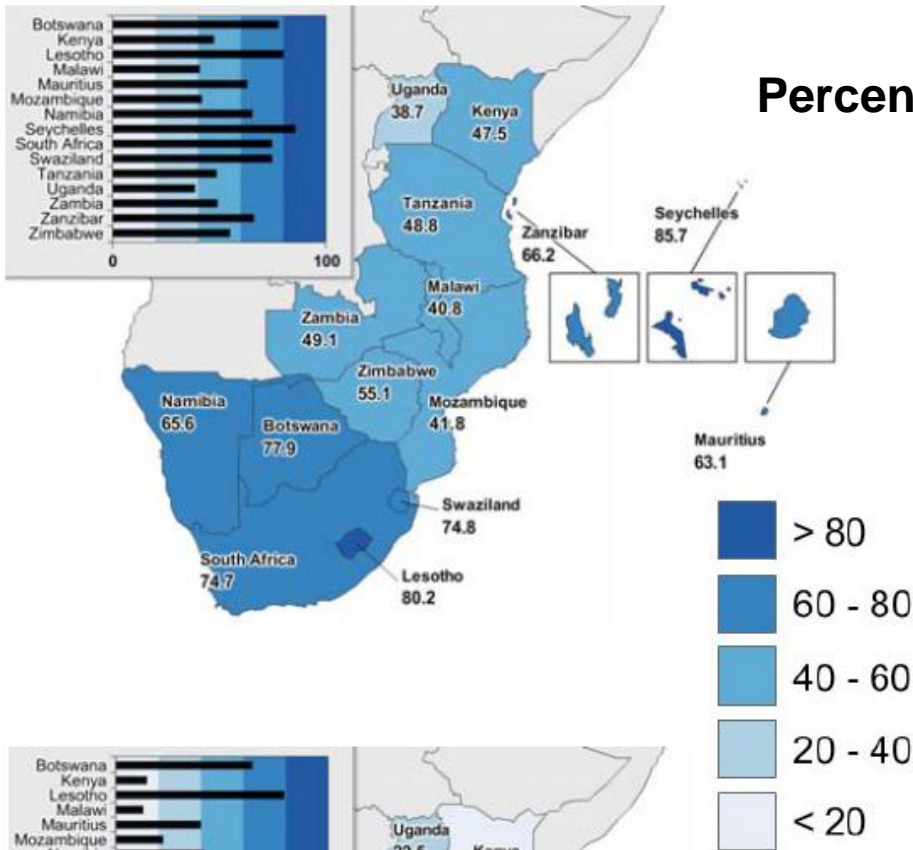


MOZAMBIQUE



... in most SACMEQ nations, this gaps was also evident across provinces.

Percentages of Female Teachers



Percentages of Female School Heads

Concluding Remarks



Potential Implications

- Harmful to teacher morale
- Wrong signal to pupils

Potential Way forward

- Informed dialogue among stakeholders
- Agree on feasible targets for greater gender equity in school managerial positions

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