

# **Enhancing Women's Educational Opportunities in South Africa's Historically Disadvantaged Institutions**

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# Enhancing Women's Educational Opportunities in South Africa's Historically Disadvantaged Institutions

by

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## LIST OF ACRONYMS

ANC	African National Congress
CGE	Commission on Gender Equality
HDI	Historically Disadvantaged Institution
SO	Strategic Objective
USAID	United States Agency for International Development
USAID/SA	USAID in South Africa
WIDTECH	Women in Development Technical Assistance Project of G/WID

## INTRODUCTION

As the new South Africa moves toward the twenty-first century, it has openly embraced a policy of gender equity and equality. This policy is eloquently stated in a recent ANC Discussion Document:<sup>1</sup> “South Africa will never be free as long as women are not free.” To maintain a meaningful assistance program consistent with these goals, this report makes recommendations aimed to enhance themes of gender equity and impact of educational assistance on South Africa’s higher education.

Based primarily on the input from academic staff, students, and administrators of six historically disadvantaged institutions (HDIs), this document reports on five focus areas, which address the needs of South Africa’s 15 HDIs. This report builds upon current baseline data and projects by suggesting how gender-specific issues, targets, and indicators might be integrated into higher education activities.

The goal of this report is to suggest ways to improve the integration of gender issues in three dimensions: (1) policy analysis and planning (examination of critical issues in tertiary education aimed at presenting options and programs designed to achieve a more equitable and efficient education system); (2) institutional capacity building (support for the efforts of 15 HDIs to strengthen their institutions and increase their efficiency); and (3) university/technikon linkages (activities designed to enable two or more institutions to address broad-based problems, share resources, and engage in joint activities related to the first two components).

In 1996, the vice chancellors of the 15 HDIs identified five focus areas that might be strengthened by donor assistance: (1) staff development, (2) curriculum and program development, (3) student development, (4) management and administrative development, and (5) research. This report suggests practical ways to enhance women’s opportunities in higher education based on the articulated needs and interests of the HDIs themselves.

The remainder of this section discusses the methodologies and scope of work for this report. Section 2 underscores the contextual background for a gender-sensitive USAID agenda, while section 3 focuses on critical issues and challenges that currently impede the development of gender equity within South African institutions of higher education. Section 4 discusses a wide range of recommended actions that would promote gender equality within South Africa’s institutions of higher education (primarily the HDIs). The research and discussions leading to this report were commissioned to advise USAID. This report, however, offers a broad view of opportunities to improve attention to gender issues in South Africa’s historically disadvantaged institutions, and offers suggestions for actions by the HDIs with whatever resources they may engage.

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<sup>1</sup> The document can be found at <http://www.anc.org.za/ancdocs/discussion/gender.html>.

## METHODOLOGY

This report explores opportunities to expand and enhance opportunities for women in institutions of higher education in South Africa, with particular emphasis on the 15 historically disadvantaged institutions. The methodology involved:

- Conferring with the USAID/South Africa SO#2 team,
- Reviewing selected documents, such as reports from the USAID mission and from the HDIs (see References), and
- Meeting with representatives of six HDIs (see Persons and Organizations Consulted).

## SCOPE OF WORK

This report reviews and analyzes certain areas covered by USAID's higher education team.

The field work included:

- Meeting with USAID staff involved in higher education support activities to assess the current level of gender integration and identify opportunities for enhancement;
- Collecting and analyzing relevant background information, including mission documents and other relevant documents on USAID projects related to higher education (see References);
- Identifying data and information sources needed for gender integration;
- Meeting with selected HDI vice chancellors, university department heads, and academic staff from institutions supported by current USAID mission programs to determine opportunities for and receptivity to addressing gender issues in curriculum and staffing (see Persons and Organizations Consulted); and
- Learning about other donors' support of higher education to help promote cooperation and partnerships.



## THE CONTEXT FOR GENDERED HIGHER EDUCATION POLICIES IN SOUTH AFRICA

The ANC has clearly articulated the need for a gendered perspective in the new South Africa. Pointing out that South African women have historically experienced triple oppression on the basis of race, class, and gender, the ANC has underscored the need for South Africa to have a gendered perspective that is “concerned with ensuring a gender analysis with regard to policies, programs, planning strategy, and evaluation.” Or, put more simply, the ANC “looks at fundamentally transforming unequal power relationships and changing society.”<sup>2</sup>

When applying this perspective to an analysis of higher education in South Africa, it is necessary to look beyond superficial patterns that suggest gender equity. For example, aggregated enrollment statistics show that women represented 53 percent of all university students (55 percent in historical disadvantaged universities) in 1996. Yet other data suggest inequitable participation with regard to areas of study and degree level.<sup>3</sup>

The 1997 *Report of the Gender Equity Task Team*,<sup>4</sup> which includes enrollment data by area of study and degree level for 1992, reports that South African women who attend universities are most often enrolled in education (65 percent), humanities (59 percent), applied humanities (62 percent), and social sciences (56 percent). In contrast, the report notes that women are less well represented in science and technology (39 percent), business and commerce (32 percent), and law (36 percent).

Moreover, according to the report, “when student enrolment at honours, masters, and doctoral levels are examined . . . the distinction between men and women becomes very marked.” In 1992, only 37 percent of students at these advanced levels were women (p. 144).

This pattern of gender-differentiated enrollment by area of study is underscored by the 37 percent enrollment of women in South Africa’s technikons in 1996—45 percent in HDIs.<sup>5</sup> Unfortunately, no disaggregated data were available by gender and area of study within these technikons.

When the author of the Gender Equity report, AnneMarie Wolpe, discussed the difficulties in recruiting women graduate students, she noted that “even when women achieved high results and proved themselves excellent students they sometimes refused to continue with these studies” (p. 144). When asked why they did not continue, they often said that “post graduate studies were inappropriate for them to pursue” (p. 144). While these are critical issues related to student access and equity, their ramifications go far beyond the lived experiences of

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<sup>2</sup> Ibid.

<sup>3</sup> EduSource *Data News*, No. 16, June 1997, Table 10, p. 10.

<sup>4</sup> AnneMarie Wolpe, *Gender Equity in Education: Report of the Gender Equity Task Team*, South African Department of Education, October 1997.

<sup>5</sup> EduSource *Data News*, No. 16, June 1997, Table 9, p. 9.

students themselves. Post graduate programs, when seen as labor pools for institutes of higher learning, provide a key to understanding the inequitable staffing patterns at South African universities and technikons.

While the Gender Equity Task Team headed by Wolpe underscored the need for institutions to disaggregate their data by gender and field of study, overall statistics gathered by that team also suggest that women play a marginal role as academic staff and administrators at South Africa's universities and technikons. For example, in 1992 women comprised 32 percent of all academic staff at HDIs, and were found "predominantly in arts, social sciences, and education facilities" (pp. 141-2). Moreover, with regard to academic rank, "women are employed at the lowest levels in the overall hierarchy" (p. 141). For example, approximately three-quarters of women were employed at the lecturer level, while the ratio of men to women at the professor level was 9 to 1 (p. 141). While there is a need for more disaggregated data, the WIDTECH specialist's interviews with academic staff and administrators at six HDIs reiterated the patterns and problems underscored by the Gender Equity Task Team of South Africa's Department of Education.

The remainder of this report examines the main areas of concern for the HDIs and suggests ways of ensuring more equitable participation of women as students, academic staff, and administrators.

## ISSUES AND CHALLENGES

In 1996 the vice chancellors of the 15 HDIs identified five focus areas for which donor assistance might be needed. This section will suggest why the deliberate infusion of gendered perspectives into these areas will enhance their potential impact on South African society. Each of the five focus areas (staff development, curriculum and program development, student development, management and administrative development, and research ) will be analyzed to determine how current approaches could be strengthened to make a greater overall positive impact on the lives of South African women, and by extension, the nation as a whole.

### STAFF DEVELOPMENT

The vice chancellors of the 15 HDIs have identified the need for more effective faculty promotion and retention policies to attract qualified staff, and the need to assist staff who are currently frustrated with heavy teaching loads that limit research and promotion opportunities. They have also voiced the need to address the professional development of women in both academic and administrative domains, including the development of institutional gender policies (i.e., sexual harassment and rape, recruitment and promotion, and the inclusion of women in nontraditional fields such as science and technology).

It is clear from discussions with the academic staff and administrators of six HDIs, as well as from a review of relevant literature, that staff development depends on reasonable teaching loads; adequate research facilities and support; and a fair and equitable promotion scheme; and that these issues are even more critical to women, who experience fewer opportunities than their male counterparts. As briefly discussed in the introduction, and reinforced through interviews with faculty and administrators at six HDIs (see *Persons and Organizations Consulted*), women are under-represented on HDI campuses, as both academic staff and administrators, and those who do participate experience gender-differentiated staffing patterns (women are most often found on the English and education faculties, as opposed to those of science and technology). Moreover, while advanced education and promotion are problematic for all academic staff, women face additional challenges. For example, due to notions of appropriate gender roles, well-qualified women often do not pursue higher levels of education and/or promotions, an obvious loss of academic talent that South African HDIs cannot continue to sustain. In addition, family responsibilities, and heavy teaching loads as junior staff members, are reinforced by a lack of self-confidence, assertiveness, mentoring, and role models—all of which discourage women from thoughts of advancement and professional development.

While HDIs are aware of these gender-differentiated patterns, which exacerbate problems related to staff development, most institutions do not currently maintain data collection systems that disaggregate on the basis of gender, academic rank, and/or field of study. In order to establish meaningful staff development goals and accountability schemes that include analysis of gender differentiation and discrimination, HDIs will first need to establish more efficient data collection and analysis systems that disaggregate academic staff data on the basis of gender, academic rank, advanced education, field of study, teaching assignments, and history of promotions.

## **CURRICULUM AND PROGRAM DEVELOPMENT**

The 15 HDIs want to ensure that their curricula and programs reflect the African heritage and needs of the social milieu, but they also want to address the shortcomings of curricula that are not designed for the majority of students who enter institutions academically underprepared. These HDIs have encouraged a more flexible system that provides academic recognition for prior learning. They have also emphasized staff development activities that reinforce the skills needed to teach large classes of disadvantaged students, as well as curricula/materials development in key strategic disciplines (i.e., math, sciences, and English).

While these are laudable and well-intended goals, they will—without the specific articulation and infusion of a gender perspective—inevitably fall short of their targeted outcomes. This is particularly true with regard to the development of curricula and educational materials that address the needs of a diverse South African heritage and the development of teaching skills that address various “ways of knowing.”

The development of curricula and educational materials is a powerful form of knowledge control, since decisions are made to include or exclude certain types of knowledge. The decision of which knowledge and values to reinforce is a key factor in whether certain segments of South Africa's student population, including women and girls, are fully included or excluded. For example, if the history and literature of white European and/or South African men continue to be at the center of the curriculum, not only will the curriculum remain impoverished and fragmented, but it will continue to transmit a clear message to women and girls that they are less valued and peripheral to the development of the new South Africa.

Moreover, teaching skills that inadequately address the effective transmission of knowledge through large group instruction, and teachers who adhere to limited learning styles, will continue to put at severe academic risk those students with alternative learning styles and ways of knowing. As traditional university lecturing methods usually reflect European and elitist roots, they are often quite dysfunctional for the current student population of South Africa's HDIs. And while these approaches can be equally challenging for both male and female students, women have an additional burden of adapting their ways of knowing to that of a male schema. South Africa cannot afford to lose potentially fine students because of their inability to adapt to inappropriate and/or dysfunctional teaching methods.

### STUDENT (ACADEMIC AND SOCIAL) DEVELOPMENT

The 15 HDIs have identified the need to increase access to higher education for historically disadvantaged individuals (especially in the fields of science and technology), and to increase the pace of student progress by enhancing academic and study skills (e.g., in English language, time management, and information processing). Moreover, student frustrations at the perceived slow transformation of the HDIs, coupled with social pressure and stress, highlight the need for quality student services in the areas of counseling, conflict resolution, stress management, violence, sexual harassment, and rape on HDI campuses.

For HDIs to increase access and diversify fields of study for historically disadvantaged students, they must should address the embedded problem of gender-differentiated academic disciplines. As HDI enrollment data are not usually disaggregated by gender or field of study, gender inequities in fields of study remain undetected in aggregate enrollment figures, which suggest equal access on the basis of gender. While it is admirable that HDIs have achieved gender equity in access,<sup>6</sup> the limited reports that do exist, coupled with interviews of HDI informants, suggest that South African women are not enrolled equitably across disciplines. If HDIs are truly dedicated to the goal of increasing student participation in fields such as technology and science, they cannot ignore this problem.

Developing goals and data collection schemes that disaggregate student enrollment patterns is not enough, however, to develop full student potential. The inclusion of women in nontraditional fields of study is also hampered by a lack of career and academic counseling

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<sup>6</sup> See data in Wolpe and EduSource *Data News*, cited above.

units on HDI campuses (and feeder institutions). Moreover, because of a lack of women faculty in nontraditional fields of study, women students with the aptitude and interest in these fields can become discouraged by the absence of positive female role models.

And though the establishment of a career and academic counseling unit would be a positive step toward increasing women's access to nontraditional fields in HDIs, the lack of psychological counseling constitutes another barrier. In particular, HDIs need psychological counselors who can address inappropriate methods for dealing with stress (including violence against women and sexual harassment), and also train women in the areas of self-esteem, assertiveness, and crisis intervention. If South African HDIs truly wish to establish programs that ensure equal access while providing the nation with a large cadre of well-trained professionals, they must not only attend to access and field of study issues, but also address the many social and psychological issues that can keep even the most dedicated students from achieving their academic goals.

### **MANAGEMENT AND ADMINISTRATION DEVELOPMENT**

HDIs have indicated a need for strengthened financial and information systems management, and improved information systems to assess progress in terms of transformation, access, and redress. In particular, they want to focus on building and operationalizing local capacity—not only to train planning personnel but also to cope with issues crucial to successful planning (e.g., student welfare, gender equity, staff development, and independent review processes). They plan to develop three-year rolling institutional plans that address the HDIs' strategic goals, enrollment targets by program, and gender equity goals, and that propose new programs and measures for human resource development.

While these management goals and three-year rolling plans could reinforce and lend a degree of accountability to the goals regarding the development of staff, students, and curriculum, they might be improved and reinforced by the diversification of management on the basis of gender, and the development of accountability systems that incorporate factors of gender differentiation. While it is laudable that HDIs want their management teams to address issues of access, redress, gender equity, and the like, it only seems rational that this should be initiated through the recruitment and training of a management team that itself reflects the patterns of diversity it wishes to promote throughout the institution. The current situation, however (as indicated by HDI informants), reflects an authority structure that is not only overwhelmingly male, but also relatively insensitive to issues of gender differentiation and equitable access on campus. In addition, while there may be senior staff women capable of handling management duties, there is a lack of recruitment campaigns and training programs to provide them with the confidence and skills necessary to pursue higher administrative posts. The degree to which HDI management teams will be able to reflect a broad cross-section of the population is, therefore, initially dependent on the improvement of administrative skills related to the collection and analysis of disaggregated data.

## RESEARCH

The vice chancellors of HDIs have indicated an interest in developing a research culture and increasing the research output of academic staff. They have cited a lack of resources and infrastructure for research, as well as heavy teaching loads and large class sizes, as impediments to productive research agendas. What might be added to these concerns are the constraints on women as junior academic staff, which hinder their ability to conduct research and/or complete higher education research agendas. These constraints include family responsibilities, self concepts, and the lack of research skills. Moreover, most women faculty at HDIs are part of the junior academic staff, which carries the heaviest teaching assignments. Another problem at HDIs, and particularly at the technikons, is the lack of a positive research environment to support and sustain academic research, and the lack of trained staff capable of promoting faculty research skills and proposal writing. And while these problems are not exclusive to women faculty, their family responsibilities and academic rank make them particularly vulnerable and less likely to succeed in this atmosphere. And finally, the lack of adequate computers and modems that would enable all faculty, but especially women (who are concerned about distance and safety issues, as well as the need to balance professional and family responsibilities), robs the HDIs of another chance to enhance the education of their faculties and expand their research agendas.

## RECOMMENDED ACTIONS

The following five recommendations would help the HDIs to achieve their goals. These recommendations concern: (1) disaggregated data collection, (2) academic, career, and psychological counseling units for students, (3) human resource development for academic staff, (4) an improved research environment, and (5) management and administrative enrichment.

### DISAGGREGATED DATA COLLECTION

To facilitate the accomplishment of the myriad of goals outlined by the vice chancellors of the 15 HDIs, it will be important to build the capacity of HDI administrators to develop appropriate collection and analysis schemes for disaggregated institutional data. This might be accomplished through *technical workshops for current and future administrators that focus on the development, implementation, and analysis of computer-based spreadsheets for institutional disaggregated data collection*. Second, administrators trained in data collection and analysis should *develop broad-based disaggregated data collection schemes* that would include, but not be limited to:

- Data on institutional administrators, to include information on the selection and promotion of academic administrators disaggregated by gender, years of service, promotion history, and salary;

- □ Disaggregated data on institutional academic staff based on gender, academic field, rank, years at rank, salary, and professional qualifications (degrees); and
- □
- □ Disaggregated student enrollment data by gender, area of study, years at institution (retention), and graduation rates.

These data will be invaluable for administrators as they assess their institution's progress toward attaining the five focus area goals outlined by the HDI vice chancellors. Inequitable patterns of student access and faculty/administrator recruitment, retention, and promotion must first be identified before they can be ameliorated.

### **ACADEMIC, CAREER, AND PSYCHOLOGICAL COUNSELING UNITS FOR STUDENTS**

Assuming that the disaggregated data corroborates the gender-differentiated areas of study discussed by Wolpe and informants of the six HDIs visited, HDIs could use assistance to *establish/enhance academic, career, and psychological counseling units* for students to be *staffed by trained faculty and peer counselors*. Such staff may be either hired directly by the institution or trained through a series of capacity building workshops designed to develop in faculty and students the necessary skills, information, and counseling techniques. These counseling units would inform students of a broad range of academic and career possibilities without regard to their gender, socioeconomic background, ethnicity, etc., as well as providing counseling services related to stress management, gender sensitivity, and conflict resolution training. It is particularly important that psychological counseling units target both men and women, since female students are often the victims of violent acts by male students who have not learned to deal effectively with stress. Programs for women might also include enhancement of self esteem, assertiveness training, and means of dealing with crises such as unwanted or untimely pregnancies.

Additionally, to treat the causes and not just the symptoms of psychological and physical problems brought on by the harassment and victimization of women, it is of utmost importance that HDIs enforce institutional policy that clearly defines sexual harassment offenses and penalties. The aims of these counseling programs and harassment policies would be to allow each student to reach her or his full potential, unencumbered by preconceived notions of "appropriate" fields or the trauma of psychological stress and/or victimization. They would also be instrumental in helping HDIs achieve more equitable access to all fields (especially science and technology, which need more talented students, particularly women), while improving the retention and graduation rates of both male and female students.

### **HUMAN RESOURCE DEVELOPMENT FOR ACADEMIC STAFF**

The HDIs might improve their human resource development schemes for academic staff in three ways. First, institutional administrators might develop an affirmative action plan to promote the equitable recruitment and retention of a broad cross-section of academic staff.

Second, institutional administrators might encourage the professional growth of their academic staff through curriculum development activities and the enhancement of teaching skills. Third, assistance may be provided for capacity-building strategies and programs that encourage women to pursue advanced degrees. These may include workshops focusing on academic goal setting, assertiveness training, and academic mentoring. These actions would not only improve the quality of individual faculty members' professional lives (particularly women), but they would also provide institutions with an effective means for developing current human resources to better meet the needs of a growing, and challengingly diverse, student body.

More specifically, there is a need for the HDIs to institute affirmative action plans with regard to the identification and selection of African and women academic staff in nontraditional or under-represented fields of study. The capacity of institutions to meet this goal might be accelerated through the selection/election of broad-based academic staff search and selection committees that adhere to these affirmative action plans. This recommendation might be facilitated through professional development workshops for faculty and administrators that focus on the preparation and implementation of affirmative actions plans, including sessions on effective staff recruitment and selection processes.

To encourage academic staff to become involved in meaningful curriculum development and redesign projects aimed at creating curricula more appropriate to the social milieu of the new South Africa (and that include the contributions of women), one approach is for the HDIs to develop and encourage curriculum writing workshops. These workshops would be designed to enhance the capacity of academic staff to be effective members of a broad-based curriculum writing team. While some curriculum revision is currently underway, conversations with academic staff and administrators at six HDIs have revealed a lack of confidence in their objectivity and sensitivity to gender and to the diverse populations of South Africa. It is suggested that HDI administrators or faculty governance units select and/or encourage a broad base of academic staff (with regard to gender, ethnicity, and subject area) to participate in these curriculum writing workshops, which should be facilitated by a neutral curriculum consultant.

As previously discussed, HDI academic staff (particularly women and junior staff) are faced with teaching large class sections without the benefit of pedagogical insights on teaching and learning styles and/or "ways of knowing." While this is to the academic detriment of all students, female students may suffer more due to their lack of assertiveness in large class environments. Moreover, faculty would benefit from knowing approaches that are more effective but less time-consuming (with regard to preparation and/or academic evaluations) for teaching large classes. For the benefit of all teachers, HDIs might establish staff development activities and/or workshops that focus on teaching skills applicable to large class instruction, with special attention to the needs of underprepared students. Various incentives and modeled activities might heighten the interest of academic staff in such activities. For example, to improve the level of classroom teaching and reward faculty for teaching large classes, institutions might implement teaching award schemes whereby academic staff with particularly heavy teaching loads compete for monetary prizes/recognition based on the quality of their classroom instruction. Moreover, academic



staff who have received special training and experience greater levels of successful teaching and learning in large classes might model their instructional techniques for the benefit of other academic staff members. (To facilitate the attendance of women, workshops and training sessions might be held at convenient times, and at secure locations.)

Finally, capacity-building strategies are needed to encourage women to pursue advanced degrees by enhancing their participation in bursary programs for academic staff, if available. It would be helpful to establish a staff development program responsible for workshops on academic goal setting, confidence/self-esteem building, assertiveness training, and academic mentoring.

### **IMPROVED RESEARCH ENVIRONMENT**

Research environments need to be more conducive to the advancement of women academics. A positive research environment can be created by training a research specialist who would focus on the needs and constraints experienced by women junior academic staff. This specialist could help create a center for research development aimed at enhancing staff research and proposal writing skills. The specialist could also be trained to offer technical assistance with research statistics, design, and computer applications. And while the facility would be open to all academic staff, women in particular might profit from additional reinforcement and confidence building sessions.

The quality of research itself depends on diverse resources. It would be helpful for the HDIs to provide training for librarians/media center staff with regard to acquiring diverse literature, including gender-sensitive and feminist literature.

Moreover, the HDIs need library holdings and technology necessary for research (including computers, printers, modems, and Internet capabilities). While all faculty would benefit from these resource and technology improvements, the use of computers, particularly within the home, would help facilitate the research agendas of women who are often constrained by family responsibilities and issues of safety (often not being safe to travel to and from work at night, or to be alone in laboratories). There is a need to strengthen faculty proposal writing capabilities to help the institution access funds to purchase additional equipment.

### **MANAGEMENT AND ADMINISTRATION ENRICHMENT**

If the management teams of HDIs are serious about promoting more equitable institutions, they should be role models. To this end, there are two recommendations to increase the sensitivity and diversity of institutional administrators. First, assistance may be needed to help HDIs to implement outcome-based short-term training programs for administrators; such programs should include gender-sensitive issues such as fairness in recruitment, retention/mentoring, and promotion policies at all levels of employment within the institution. As these programs would be outcome-based, their effectiveness could be measured by improved policies and procedures regarding the participation of Africans and

women, based on newly implemented and more sophisticated methods of data collection and analysis.

Second, HDIs should implement training sessions for women academic staff focusing on confidence building, assertiveness training, and leadership skills necessary for promotion to administrative posts. HDIs would also benefit from working to develop programs to recruit women candidates for administrative posts. Special information sessions and workshops might target potential women candidates.

**TABLE OF PRIORITY ACTION STEPS**

<b>ACTIONS</b>	<b>MOST IMPORTANT</b>	<b>IMPORTANT</b>	<b>ENRICHMENT</b>
<b>A. DISAGGREGATED DATA</b>			
Technical Workshop	<b>X</b>		
Data on Administration	<b>X</b>		
Data on Academic Staff	<b>X</b>		
Data on Students	<b>X</b>		
<b>B. STUDENT COUNSELING UNITS</b>			
Academic/Career Counseling		<b>X</b>	
Psychological Counseling		<b>X</b>	
Workshop for Counselors		<b>X</b>	
Enforce Harassment Policy	<b>X</b>		
<b>C. ACADEMIC STAFF DEVELOPMENT</b>			
Affirmative Action Plan	<b>X</b>		
Curriculum Development Workshop		<b>X</b>	
Large Class Instruction Workshop		<b>X</b>	
Capacity Building Workshop—Women	<b>X</b>		
<b>D. RESEARCH ENVIRONMENT</b>			
Center for Research Development	<b>X</b>		
Trained Research Specialist/Center		<b>X</b>	
Librarian Training/Diversity		<b>X</b>	
Faculty Proposal Workshops			<b>X</b>
<b>MANAGEMENT ENRICHMENT</b>			
Short-Term Training/Sensitivity	<b>X</b>		
Leadership Training Workshops		<b>X</b>	

## PERSONS AND INSTITUTIONS CONSULTED

### INSTITUTIONS VISITED

1. Technikon Northern Gauteng, Main Campus, Pretoria North (1/21/98)
2. Medunsa, Medical University of South Africa, Medunsa (1/21/98)
3. University of the North, Sovenga (1/26/98)
4. University of Durban–Westville, Durban (1/28/98)
5. M.L. Sultan Technikon, Durban (1/29/98)
6. Mangosuthu Technikon, Durban (1/30/98)

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