THE IMPACT OF GENDER STEREOTYPE ON RECRUITMENT OF
WOMEN IN SECONDARY SCHOOLS IN MAGWI COUNTY,
EASTERN EQUATORIA, SOUTH SUDAN

BY

MAYOM JOHN

REG. NO.: BAE/12202/61/DF

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DECLARATION

I MAYOM JOHN, BAE/12202/61/DF, do hereby declare that "The study on Impact of Gender Stereotype on Women Recruitment in Secondary Schools" presented in this report is entirely my own original work, except where acknowledged, and that it has not been submitted before to any other University or Institution of higher learning for the award of a degree.

Signed .... Date 03/07/2009

APPROVAL

This research report has been submitted for examination with my approval as the candidate's University Supervisor.

SUPERVISOR: CHARITY : K. KAGUBAIRE

SIGN:...

DATE ...03/07/2009...............................

DEDICATION

This Research work is dedicated to my father, the late Nyok Deng Malual and my mother, Sarah Athieng Mach Achuoth, for their great care and love. Parents, you are the life that I have and I honor you at the bottom of my heart.

ACKNOWLEDGEMENT

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ACRONYMS

WID -   Women in Development

GAD -   Gender and Development

UN -   United Nations

NGOs -   Non Governmental Organizations

UNICEF -   United Nations Children's Fund

LRA-   Lord's Resistance Army

SPLA/M-   Sudan People's Liberation Army/Movement

UNESCO-   United Nations Educational, Scientific and Cultural
             Organization

CEDAW-   Convention on the Elimination of all Forms of Discrimination
             Against Women

USAID-   United States Agency for International Development

IDPs-   Internally Displaced Persons

MDGS-   Millennium Development Goals

FGM-   Female Genital Mutilation

FAWE-   Forum for African Women Education

GOSS-   Government of Southern Sudan

C.R.S-   Catholic Relief Service

J.R.S-   Jesuit Refugee Service

HIV/AIDS-   Human Immune Virus/ Acquired Immune-Deficiency
             Syndrome

ABSTRACT

An investigation of the Impact of Gender Stereotype on Recruitment of Women in secondary schools was conducted in Nimule and Pageri towns in Magwi county, southern Sudan.

The variables considered include: forms of gender stereotype in society, its effects in the society and the attempts to curb it.

The general survey research design was used, methods used in data collection include: oral interviews, questionnaire, observation and photograph taking in the societies.

The study revealed that the major forms of Gender Stereotype in Nimule and Pageri towns were:

Traditional belief 40.00%, cultural setting 25.33%, sex role 13.33% and Gender discrimination and stereotyping in classrooms 21.33%.

However, the dominant one being the traditional belief accounting for 40.00% of the various forms of stereotyping in Magwi County.

The study further revealed that Gender Stereotype affects the development by hindering the contribution of women in the country especially on political, social cultural and economic systems, through entrenchment of patriarchy, inequality in job opportunities, uneven access to resource control, high school drop out of girl child, heavy domestic work load for women who can even do better than the men, low income for the family because its only men who work in lucrative jobs, domestic violence and sexual harassment at work places.

The researcher established what has been done to protect the women and girl child. This includes: women's liberation movement, international law on the principles of equity between men and women, recruitment and education strategies.

The study came up with the following recommendations; public awareness, improving girls education, strengthening gender analysis and providing assistance to policies and institutions that promote gender equality.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY.

One of the most compelling challenges for increasing the number of women in private and government institutions is gender stereotype.

Stereotype has been defined by Diana Kendall (2001:P.65) as an overgeneralization about the appearance, behaviour or other characteristics of all members of a particular group.

According to Bandura (1971), Stereotype refers to a fixed idea or image that many people have of a particular type of a person or thing; but which is open not true in reality.

According to H. Andrew Michener et al (2001) Stereotype refers to a fixed set of characteristics that is attributed to all the members of a group. It is a simplistic and rigid perception of members of one group that is widely shared by others.

Gender stereotype stems from birth, for example, parents create and maintain gender distinctions between girls and boys through differential treatment. Because boys are thought to be less fragile than girls. Parents are more likely to bounce an infant son, to hold him up in the air and to play with him more vigorously than they are an infant daughter. Parents tend to cuddle infant girls, treat them gently and provide them with verbal stimulation through cooking, talking and singing to them.

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Gender distinction is also reinforced by parents through their selection of infants' and children's clothing. For instance, most parents dress boys in bodily coloured "rough and tough" clothing and girls' softly coloured "feminine" clothing. They purchase sweat shirts that are decorated with hearts and flowers or female characters such as Minnie mouse, twenty bind, or Pocahontas for girls and sweat shirts that feature male superheroes, athletic motif or characters such as Mickey mouse, Elmer Fudd or the lion king for boys.

Parent further reinforce gender stereotyping and gender distinctions through the toys they buy. For example, parents buy blocks and building sets, vehicles, sporting equipment, and action toys such as guns, tanks and soldiers for boys and dolls, doll clothing, doll houses, play cosmetics and home making items such as dishes and miniature ovens for girls (leaper 1994)

According to Basow (1992), confirms that parents use toys and chores to encourage their sons more than their daughters towards greater independence. Thus boys frequently are assigned such maintenance chores as carrying out the garbage, cleaning up the yard, on helping dad or an elder brother. Girls on the other hand, are given domestic chores such as shopping, cooking, clearing the table and doing laundry.

When parents purchase gender specific toys and give children gender-specific household assignments, they reinforce gender stereotype. In normal circumstances, recruitment depends entirely on an individual capacity, both physically and mentally and or qualification. However, gender stereotype seems to be on underpinning factor. For instance, women are rarely found in positions of authority and leadership in schools in particular, and career development for women teachers is rarely prioritized. Even in countries where the percentage of women

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teachers is high, there are very few women head teachers, education officers and managers at the district, regional and national levels.

Therefore, gender stereotype has direct impact on recruitment of women in education sector. This research will seek to investigate why there are often few women teachers, and administrators although the recruitment of women teachers is an issue that has become increasingly important to ministries of education, Non-governmental organization (NGOs) and other agencies supporting educational development and women empowerment programmes in societies.

Although different strategies have been identified by ministries of education, United Nations Agencies (UN) and Non-governmental organizations to solve the problem of recruitment of women teachers, unfortunately some of these are never fully implemented and very few are rigorously evaluated. Despite all these attempts, women are often marginalized to low status positions within schools, usually teaching the lower grade classes and subject considered 'soft'. This means that men still dominate higher status positions teaching higher grade classes and subjects with a higher prestige such as mathematics and sciences.

1.2 Statement of the Problem

The problem to be investigated in this study is "The Impact of Gender Stereotype on Recruitment of Women in Secondary Schools". There have been various attempts or strategies put in place to recruit women and to solve gender inequality however, teacher training programmes rarely pay attention to the different experiences perspectives and priorities of women, and assume the

gender neutrality of being a teacher. Few teacher training programmes explicitly include gender equality issues within the curriculum, nor discuss critical issues such as the feminization of the profession. The researcher believes that this approach is characteristic of a 'women in development' (WID) approach, which is quite different from a Gender and Development (GAD) approach, which implies that the programme would acknowledge gender differences, aim to meet the different needs of men and women, and would explicitly address gender equality issues.

1.3 The Purpose of The Study

The purpose of this study is to examine the impact of gender stereotype on the recruitment of women in Secondary schools in Magwi County.

Research Questions (Hypothesis)

(i) Is there a relationship between gender stereotype and recruitment?

(ii) What effect does gender stereotype have on women recruitment?

(iii) What is the relationship between girls' enrolment and the recruitment of women in Secondary schools?

(iv) Does the cultural setting of parents have an impact on the education of women, who later become teachers?

1.4 Objectives of The Study.

The objectives of this study are the following:

a) To examine the forms of Gender stereotype in the society.

b) To find out the effects of gender stereotype on women's participation in education of the society.

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c) To investigate the causes of gender stereotype in education sector.

d) To establish if there is a relationship between women teachers and girls' enrolment.

1.5 Delimitation of the Study

This study will be focused on the forms of gender stereotype in Magwi County. The research will look at various effects of gender stereotype in Nimule and Pageri towns. The study will further look at the measures being taken to remove gender inequality in the same area.

1.6 Significance of the Study.

The recruitment of women teachers is an issue that has become increasingly important to Ministries of Education, Non Governmental Organizations (NGOs) and other agencies supporting educational development.

Therefore, the findings of this study will benefit educational administrators, and planners; because through it, they will formulate the policies that will cater for the needs and development of both girls and boys educationally.

More so, the head teachers and the parents will be sensitized on the effect of low number of women teachers in schools and they will be able to help to contribute in girl-child education programme. They will also realize that, if there are few girls attending school and completing their education, then there will be few young women adequately qualified to become teachers in future.

Further more, teacher trainers will be alerted by this study and they will ensure that the content of all teachers training is oriented to the specific experiences, priorities and concerns of male and female teachers. Gender-aware teacher training will be relevant and empowering to male and female teaches. Specific gender equality content will enable them both to support and encourage girls in school and to promote gender equality in different ways. Conclusively, this study will benefit classroom teachers through discussions of patriarchy, gender and power relations in schools and will help teachers to better understand themselves and their societal situations and to work towards new definitions of men and women and they will be the role model for eradication of gender stereotype.

The Non-Governmental Organization (NGOs) and other supporting agencies will be encouraged and they will provide gender training and professional development opportunities for women education leaders to enable them promote gender equality initiative in their own schools and to provide appropriate support for women teachers.

The school administrators will benefit out of this study because they will ensure that women teachers are fully involved in decision making process and they will participate in all meetings and activities not just in subordinate roles in schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review in this research was based on gender stereotype problems that exist in the greater Horn of Africa countries and the world at large. There has been a lot of literature on the Gender inequality problems created by governments, traditional societies and religions but there is less literature in Southern Sudan in particular, and the activities of Gender biased individuals and societies are the same world wide.

There are differences in most countries on the matters concerning the forms, effects and attempts to solve the problems brought about by gender discrimination. The literature review was focused on the forms of gender stereotype its effects in the social life and the measures to avert it.

2.2 Forms of Gender Stereotype

2.2.1 Traditional beliefs

According to Briston (2005), Right from the beginning of human history, traditional belief has been the engine for Gender violence and inequality. All over the world, traditions follow religious beliefs and these beliefs affect a society's development negatively or positively. Gender Myths are socially and culturally constructed beliefs or ideas about men and women which explain the origin, personality and mental capabilities and which control access to property, roles and responsibilities. For instance, where a pool of women with appropriate qualifications to become teachers do exists, there are other barriers and discouragement; these include the belief that it is men who should teach and run schools, as well as family, the government offices and education.

Husband and family members may also not feel comfortable with women teaching in schools that are dominated by men.

The traditional belief about women's exclusion during menstruation and pregnancy also impact negatively on their opportunities to become teachers.

Traditional practices which affect girls negatively are very noticeable in the education sector. In rural areas, girls drop out to marry so that they can earn money (wealth) for their families. Parents consider girls education as less essential and they encourage girls dropping out to help with the farming or to care for children or ill family members.

Table 1: Gender segregation in the workplace based on traditional beliefs:

Occupation	Women percentage
Secretary	98.9%
Dental hygienist	98.5%
Pre-Kindergarten and kindergarten teachers	98.5%
Family child-care provider	97.7%
Private household child care worker	97.5%
Receptionist	96.7%
Dental assistant	96.4
Early childhood teachers	95.2%
Private household cleaner/servant	94.8%
Stenography	94.7%

Source: US Department of Labour (2001)

2.2.2 Cultural Setting

According to Chapman (1989), culture determines that men and women do not compete for the same occupations. Their roles are differentiated according to their physical constitutions.

Traditionally, male and female occupations were linked to their family roles, which were differentiated by sex, and involved rigid and clear-cut gender related division of labour, child bearing, breastfeeding, child rearing, caring for the extended family, cooking and productions of crops were women's work, and this meant that women were not available for social or political activities outside the family circle. Most cultures have a history of gender inequality.

Due to gender difference, women are often marginalized to low status positions within the schools, usually teaching the lower grade classes and subjects considered "soft." This scholar also highlighted the fact that compared to male teachers in schools, women teachers do menial and low status tasks not only during regular school days, but also at special events, such as school concert and prize giving evening (Jayaweera,1991).

According to Merrill (1998). Women gained some ground but, in large part, emulating men did not work. What women have leant since then is that when they attempt to imitate powerful men-their dress their verbal displays of aggressiveness and competitiveness, they are not received in the same favorable manner. Gender stereotype is still alive and the double bind is still active for women who attempt to enter the workforce.

In most societies, including Sudan, girls experience inequality at an early age and the discrimination persists well into adult years. The impact of this discrimination is a cute in the area of education.

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Boys outnumber girls at every school level, 30% in lower secondary school and only 20% in upper secondary school. Less than one-third of pupils enrolled in school complete primary education, while 75% of girls drop out, compared to 64% of boys. The average gross enrolment rate for girls is only 69% compared to 79% for boys. This trend is the consequence of a number of factors, among which are poverty, harmful cultural practices and beliefs, pregnancies, early marriage and the effects of HIV/AIDS epidemic (UNICEF, 2002).

2.2.3 Division of Roles based on sex

Kirk (2004) raises awareness about the fact that the unconscious attitudes and assumptions of women teachers towards boys and girls students may also reinforce gender stereotype. Women's preference for teaching girls because they are quieter and less demanding than boys makes it difficult to imagine how they might encourage girls to be more active and to participate fully in class.

According to Stewart (1993), women have not reached the top of the corporate hierarchy in part because of the sex role stereotype held by many corporate decision makers, that women do not have the personality necessary for top leadership roles. This points to the stereotypical judgment that, because women are naturally affiliative and nurturing, they cannot make tough decisions that might disappoint others. The glass ceiling for women still remains intact.

Table 2: Showing Contribution of Women to Agricultural Development in Uganda

Parameter	Percentage of total	
	Female	Male
Agricultural labour force	80%	20%
Planting	60%	40%
Weeding	70%	30%
Harvesting	60%	40%
Processing	90%	10%
Access to land ownership	8%	92%

Source: Ministry of Gender, Culture and Labour (2000)

2.2.4 Gender, discrimination and stereotyping in the classroom

According to UNICEF (2002), there are more boys in school than girls in most developing countries. In science and mathematics lessons, teachers prefer to involve boys rather than girls because boys raise their hands enthusiastically. Girls tend to raise their hands timidly. Sometimes, when the teacher tries to involve girls, they contribute reluctantly and they often fail to solve science or mathematics problems. Instead of encouraging girls, teacher often makes derogatory remarks, linking the remarks to their personal appearance, sex or background. Some teachers ignore girls and eventually the girls give up. When few girls perform well, instead of being positively motivated, some teachers will make comments such as "She has a woman's body, but the brain of man" (UNICEF, 2002)

There is evidence to show a correlation between the number of women teachers and girls' enrollment, especially in Sub-Saharan Africa. In countries where there are more or less equal numbers of

male and female primary teachers, there is close to gender parity in students intake. In contrasts, in countries where women constitute only 20% of teachers, there are far more boys than girls entering school. (UNESCO, 2003).

2.3.0 Effects Of Gender Stereotype
2.3.1 The Entrenchment of Patriarchy:

Kwesiga (2002) reports that women continue to lag behind in terms of economic growth and development because they do not have access to land, agricultural produce or markets, earn low incomes, have no assets and do not inherit any land or property. Women are the poorest members of society. Moser (1989) says that women are not primary owner of land, property and rights to land inheritance. Without land rights, women cannot develop and realize equality with men.

2.3.2 Girls Dropout from Education

According to a UNICEF (2003) reports, the gross enrollment ratio in Uganda from 1996-2005 was 48% in primary, 40% secondary and 22% in tertiary education. The female dropout rate is 9.4%, compares to 8.4% for boys. As one ascends the education ladder, the disparities become even greater. Some of the barriers to girl child education include: Lack of security, especially in rural areas where pupils have to walk long distances to school, culturally and socially prescribed gender roles, early marriages, negative cultural practices like female genital mutilation (FGM) and the classroom culture.

2.3.3 Persistent inequality in capacity building.

Women and children are not involved in capacity building by the education planners. Gender bias is still an issue. Some people are

unwilling to employ women; some families are still unwilling to send their girls to school. Some non-governmental organizations do not give women loans. (Tuyizere 2007).

2.3.4 Low rating of women's economic contribution

Many religions and cultures discourage women from contributing significantly to the family or society's income.

Some men prohibit their wives from working because their financial contribution is insignificant while others fear that other men may abuse them sexually. If women are assigned and recruited to positions in rural areas, they often face multiple obstacles when working away from their home, family or husband. Traveling long distances alone is often culturally unacceptable and unsafe for women and travel by public transport is both difficult and costly.

Women may be teased and harassed by men enroute or in the villages where they teach (Warwick, 1995).

2.3.5 Under representation of women

Women are rarely found in positions of authority and leadership in schools, and career development for women teachers is rarely prioritized. Even in countries where the percentage of women teachers is high, there are rarely many women head teachers, education offices and managers at the districts, regional and national levels.

There are systematic gender stereotypes for women wishing to develop their career within the education sector, such as negative attitudes towards women's ability to manage and lead schools, long hours and commitments that are difficult to reconcile with the family and child care responsibilities. (Macions, 2002).

2.3.6 Sexual Harassment and Gender –based violence

Sexual and gender-based violence, including physical and psychological abuse, trafficking in women and girls and other forms of abuse and sexual exploitation place girls and women at high risk of physical and mental trauma, diseases and unwanted pregnancy.

Such situations deny women the opportunity to use health and other services. Mental disorders related to marginalization, powerlessness and poverty, over work and stress, domestic violence and substance abuse and among the other health issues of growing concern to women. (Lauer, 2002).

2.4.0 Measures Being Taken To Eradicate Gender Discrimination In Education Sector.

Individuals as well as Non-governmental Organizations (NGOs) have tried by laying some strategies to protect women in the labour market and society as discussed below;

2.4.1 Establishing Women's Liberation Movement

The women's Liberation Movement had its origin in related liberation movements and represents an attempt by women to free themselves from all sources of oppression, whether religious , cultural, economic, political or sociological. Today women still struggle energetically to free themselves from oppression

(Jendia, 1995)

The World's first ever women's Liberation Movement Convention was held in 1848 in Seneca Falls, New York, Where Stanton demanded women's suffrage and other reforms.

The political environmental, social, religious and cultural oppression of women led to the Women's Liberation Movement. Its

major aim is the elimination of all forms of discrimination against women, since discrimination on the basis of sex is a form of injustice which benefits none and should be opposed using all means.

2.4.2 Imposition of International law on the Principles of Equality between men and women.

The International human law emerged in the context of activism and research on issues related to the social status of women and their rightss to participate in public activities. In Europe and North America, the recognition of rape as a phenomenon affecting large numbers of women in the 1960s marked the beginning of a campaign against gender based violence. As a result, several conventions were held. The convention on the elimination of all forms of discrimination against women(CEDAW), held in 1989 and 1992, led to the most important legal documents dealing with the human rights of women. These documents describe gender violence and make steps in the promotion of women's human rights to promote gender equality.

2.4.3 Gender-Responsive Interventions

Gender responsiveness is a planning process in which programmes and policy actions are developed to deal with and counteract the problems which are likely to arise if the needs resulting from socially constructed differences between men and women are not met adequately. Gender – responsive interventions by stake holders include identifying gender needs, allocating priorities and access to opportunities and benefits to address Gender inequality, sensitizing stakeholders, community and administrations to Gender relations. (UNICEF, 2002).

Also, in an analytical framework for gender planning in the development process, the forum for African Women Educationists (FAWE) developed the ABC of Gender Analytical Framework in 1995, (UNICEF, 2002). The Framework allows for both qualitative and quantitative gender analysis of education by analyzing educational materials. Aspects of a text, such as the author, and focus of activity, power relations and language use are investigated, as are the teaching-learning environment and classroom dynamics. It covers aspect such as teacher expectations and behavior, student participation, seating arrangements and use of educational space and resources.

FAWE (2004) adapted the ABC tool to raise the consciousness of teachers, authors and curriculum developers about dangers of a biased curriculum.

Moser (1989) comments that the women in development (WID) approach adopted by the United States Agency for International Development (USAID) with its underlying rationale that women are an untapped resources that can provide an economic contribution for development, has had an influence in popularizing income-generating projects for women.

2.4.4 Vienna Declaration and Programme of Action, World Conference on Human Rights (1993)

The world conference on human rights, deeply concerned various forms of discrimination and violence, to which women continue to be exposed all over the world. The human rights of women and of the girl-child are an inalienable, integral and invisible part of universal human rights. The full and equal participation of women in political civil, economic, social and cultural life, at the national, regional and international levels at the eradication of all forms of

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discrimination on grounds of sex are priority objectives of the international community.

2.4.5 Gender and Development

According to the Austrian Agency for International Development (1997), since the mid-1980s, there has been a growing consensus that sustainable development requires an understanding of both women's and men's roles and responsibilities within the community and their relationship to each other. Improving the status of women is no longer seen as just a women's issue but as a goal that requires the active participation of men and women.

This approach to the development has come to be called Gender and Development (GAD). This deals with relation between men and women. It also focuses on unequal distribution of power between women and men and between the rich and the poor, situations which prevent equal participation and equitable development.

CHAPTER THREE
METHODOLOGY

3.0   Introduction

This chapter gave a description of how data was collected and analyzed, It focused on general research design, the sample design and the sample size, methods of data collection, data analysis and problems that derailed data collection in the field.

3.1   Study Area
3.1.1 Location

The study was conducted in Magwi county, in the towns of Pageri and Nimule among the natives of Madi tribe plus the Internally Displaced Persons (IDPs), located in the South of the Sudan; along the Uganda-Sudan border. The towns in this county are among the towns that were devastated by the two decades long civil conflict that ravaged the country. This was between the Northern and the Southern ethnicities.

3.1.2 Population

Magwi county is heavily populated due to effects of war. Many natives are returning from exile and IDPs settled there since early 1990s. This town of Nimule acted as an asylum for the IDPs due to its strategic location which made it not accessed easily by the enemy. Nimule is inhabited currently by approximately 86,000 people but some of the indigenous people are still in the Diaspora due to the challenges that hamper repatriation.

3.1.3 Socio-Economic activities

The major economic activities in Nimule and Pageri are: animal rearing and subsistent farming, but these were tremendously affected by the war. The local people are engaged in keeping sheep, goats and cattle. The main crops grown especially in Pageri include; cassava, sweet potatoes, groundnuts, cowpeas, millet, maize to mention but a few.

3.2 Research Design

A general survey was done to investigate the impact of Gender Stereotype on Recruitment of Women in secondary schools in Magwi County. The variables used included:

The forms of gender stereotype, the effects of Gender stereotype and the attempts employed to solve the problem of Gender stereotype.

3.3 Sampling Procedure

Magwi County was sampled because of its bigger population which comprised of many IDPs from other regions of Southern Sudan.

Magwi County belongs to the Eastern Equatoria State. This county was chosen because of its high representation of different tribes in the south. The subjects of the study were randomly selected while other counties and towns are no exception simply because they are likely to have the same forms of stereotyping.

The researcher chose Magwi county since it is only location where there is a relative peace compared to other states within Southern Sudan in which the problems of conflicts still persists among different ethnic groups.

3.4 Sample

Magwi County is currently having all the population of a county within the two main towns, namely; Nimule and Pageri. Two secondary schools in Nimule were selected, these were Fulla Secondary School, and Nile Progressive Secondary School.

While in Pageri one secondary school was involved that is; Loa Secondary school and one college for primary school teachers; that is Arapi P.T.T.C. (10) ten teachers were chosen from each Secondary School and five from Arapi Primary Teachers' Training College (P.T.T.C).

Also, twenty officers from county Education offices were selected as well as three officers from public service office. From different tribes within the county, eight chiefs were involved in the study; and ten women's representatives were also interviewed.

In addition, five learners were taken from each school. These young people were chosen because they always interact with both male and female teachers in the classroom and they see difference among the teachers of the opposite sex.

3.5 Methods of data collection

Several methods were used to collect data from the field. This includes questionnaires and interviews, observation and photographing.

3.6 Questionnaires and Interviews

Logical sets of questions were developed following the variables such as the forms of Gender stereotype, its effects and solutions that have been put in place. The data collecting instruments were basically self- administered questionnaires which comprised of open and close ended questions. This helped the respondent answer all the questions to the best of his/her knowledge.

Interviews were also used whereby the researcher interviewed the respondents face-to-face especially in county and public service offices and the head teachers and the chiefs. Also in the case of illiterate respondents, face-to-face interviews were conducted for twenty-thirty minutes for each respondent, my interviews were conducted three times a week.

3.7 Observation

The researcher carried out observation in order to get the first hand information which acted as a confirmation to the information given by different respondents. This enabled the researcher to obtain facts about the existing forms of gender stereotype and its effects on the societies of Magwi county.

3.8 Photographing

Some photographs were taken in the field by the researcher. These reflect the forms of Gender stereotype and discrimination which leads to division of roles based on the sex and or Gender in the entire country.

3.9 Research Procedure

Going through planning stage, the researcher, selected the topic, defined and clarified the topic, reviewed the related literature, chose a target population and sample, prepared instruments for data collection from July-November 2008. The researcher obtained an introduction letter from Kampala International University; Faculty of Education to Magwi county permission was sought from the county authorities which allowed the researcher to conduct the study. Questionnaires were administered to the respondents and the participants were assured of confidentiality. The researcher accessed the study site in December 2008 to January 2009.

3.10 Data analysis and presentation

After the data collection, using quantitative method, only correctly answered questionnaires were coded. Edited and analyzed. Analysis was carried out by use of frequencies, percentages and true findings were presented using tables.

3.11 Problems faced in executing the study.

The researcher faced the following problems in the study;

Language barrier; majority of the inhabitants speak Madi. Dealing with illiterate people limited the rate of data collection. This forced the researcher to use translators who were costly.

Limited money; lack of enough money in data collection in the field led to inadequate data. This affected the possibility of reaching the scattered settlements in the county and accommodation and upkeep were seriously affected, which resulted in the limited data in most areas.

The effects of the civil war that was fought for twenty two years were still being felt and there was insecurity. Magwi County was one of the front lines where the Lord's Resistance Army (LRA) of Joseph Kony operated and the troops from Northern Arabs plus the Sudan People's Liberation Army (SPLA). Especially at night hours, there is fear of unknown gunmen who are fond of ambushing pedestrians and cyclist's along feeder roads in the county.

And during day time, some roads are impassable due to landmines and potholes/trees. All this scared the researcher, which resulted in an inadequate data.

Perception of people; The local people perceived the researcher and associated the researcher with politicians, and most seriously, ethnicity is also a problem, for instance some people were not happy with the tribe of the researcher, that is Dinka, which contributed to the reduction on data collection.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF RESEARCH FINDINGS.

4.1 Review

This chapter presents and interprets the findings of the study carried out on the Impact of Gender Stereotype on Recruitment of Women in secondary schools; in Magwi County. The major variables this chapter is going to cover include: the forms of gender stereotype, the effects on recruitment of women in secondary schools and measures being taken to redress it.

4.2 Forms Of Gender Stereotype In Magwi County

In Nimule and Pageri, there are several forms of gender stereotype taking place. These include traditional beliefs, cultural setting, gender roles, and gender discrimination and stereotype in classroom.

Table 3: Showing the forms of gender stereotype

Forms of gender stereotype	Number of respondents	Percentage %
Traditional belief	30	40.00%
Cultural setting	19	25.33%
Sex roles	10	13.33%
Gender discrimination and stereotyping in education	16	21.33%
Total	**75**	**100%**

Figure 1: forms of gender stereotype in Nimule and Pageri municipalities.

forms of stereotype gender
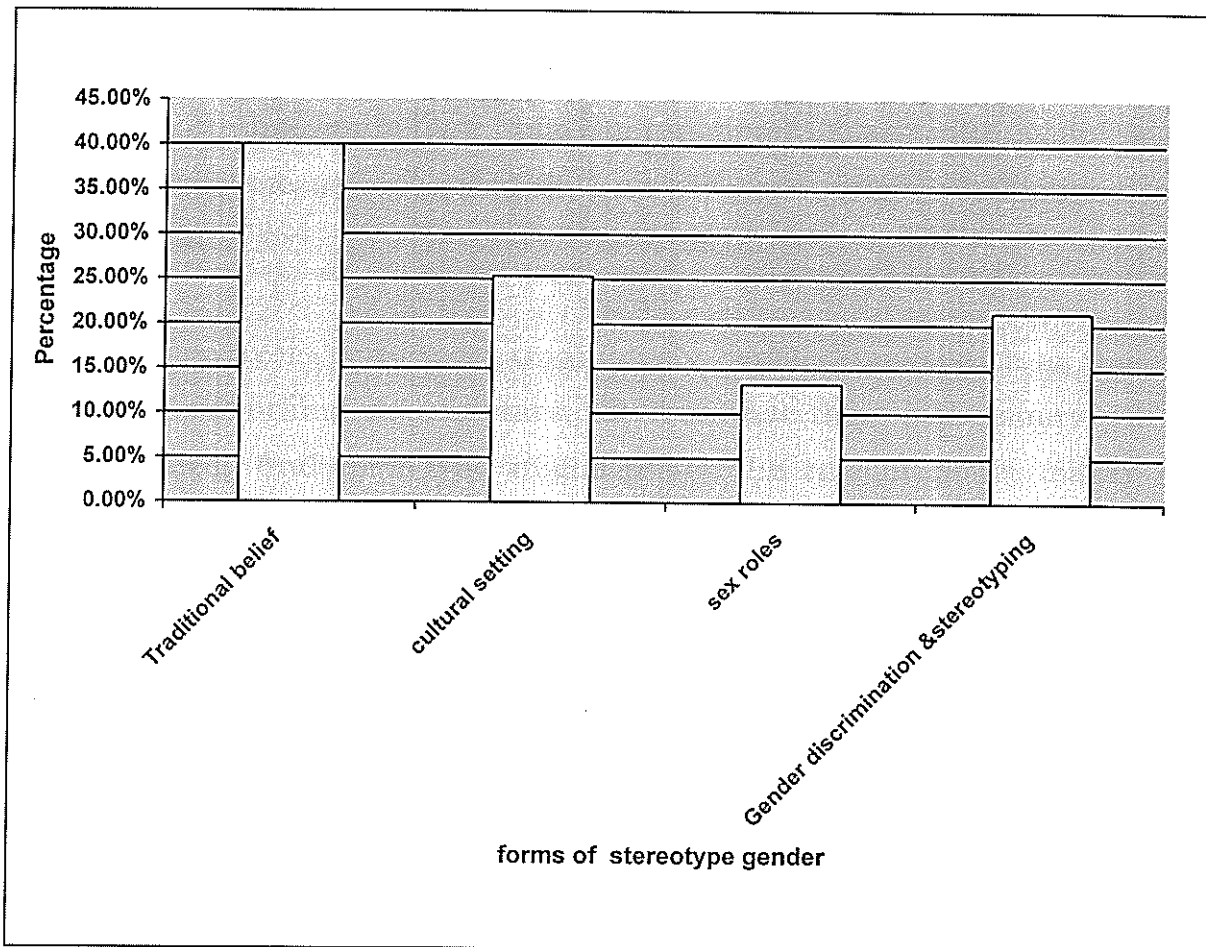
Source: Primary Data

4.2.1 Traditional beliefs

Gender stereotype has become rampant in Magwi County due to the traditional belief, constituting 40.00% of all other forms of stereotyping against women in education sector. This is due to a strong belief of the people.

Beliefs are instilled to the females through agents of socialization. The major agents of socialization include the family, the church /mosque, school and the peer group.

Plate I: photograph showing a little girl taking care of a baby in Nimule, Motoyo village.

Source: Photo taken by the researcher From the field

4.2.2 Cultural Setting

Many people today are worried that modern development, technology and science, feminist movements and emancipation and promotion of gender equality are interfering with culture. Therefore, some traditionalists feel that; for ethical and religious reasons; gender equality should not be promoted. The cultural values of any society in Magwi County are described as a major constraint to attempt to promote gender equality by people who are highly educated.

The 25.33% indicates that the societies in Magwi County are still in patriarchal stage (male centredness). The concept of the andocentric culture is that men are placed in superior positions, while women are companions and subordinate assistants.

Although women in patriarchal societies of Magwi County have certain powers like becoming heirs, being elected heads of societies or highly learned regarding their status or situations, they still live under the power of men. They are culturally not involved in decision making in the democratic process and other matters that affect the society.

Coming to education sector, in Magwi County women are rarely found in positions of authority and leadership in schools. The few women in schools for example, in Fulla

Secondary, there are only two female teachers compared to 26 male teachers, while all the cooks in that school are females.(women)

There are systemic constraints for women wishing to develop their career within education sector in the County, such as negative attitudes towards women's ability to manage and lead schools, lack of female role models, long hours of work and commitments that are difficult to reconcile with family and child care responsibilities according to respondents.

Negative attitudes in the school from the learners that "women teachers are always tight up at home and they do not teach effectively and their coverage is little".

All this amount to female teachers getting only employed in lower classes of secondary schools without any responsibilities in school.

Connected with the cultural setting, most parents in Magwi County (combination of different ethnicities) always force their daughters to get married at an early age of 19 or even below that. For that reason, there are very few girls attending school and they and up in ordinary level (form four) and almost none of the girls reaches the highest level of education simply because of early marriages.

And after they get into the hands of the husbands, the only work is to take care of the family. While the boys or young men continue with their education to the higher levels and the wives keep for them homes, hence no women (female) becomes a secondary school teacher because the senior four drop out women will now be employed in primary schools as teachers

Plate 2 i): A photograph showing young men and young girls in traditional marriage arrangement in Nimule.

Plate 2 ii) A photograph showing young men and young girls in traditional marriage arrangement in Nimule.
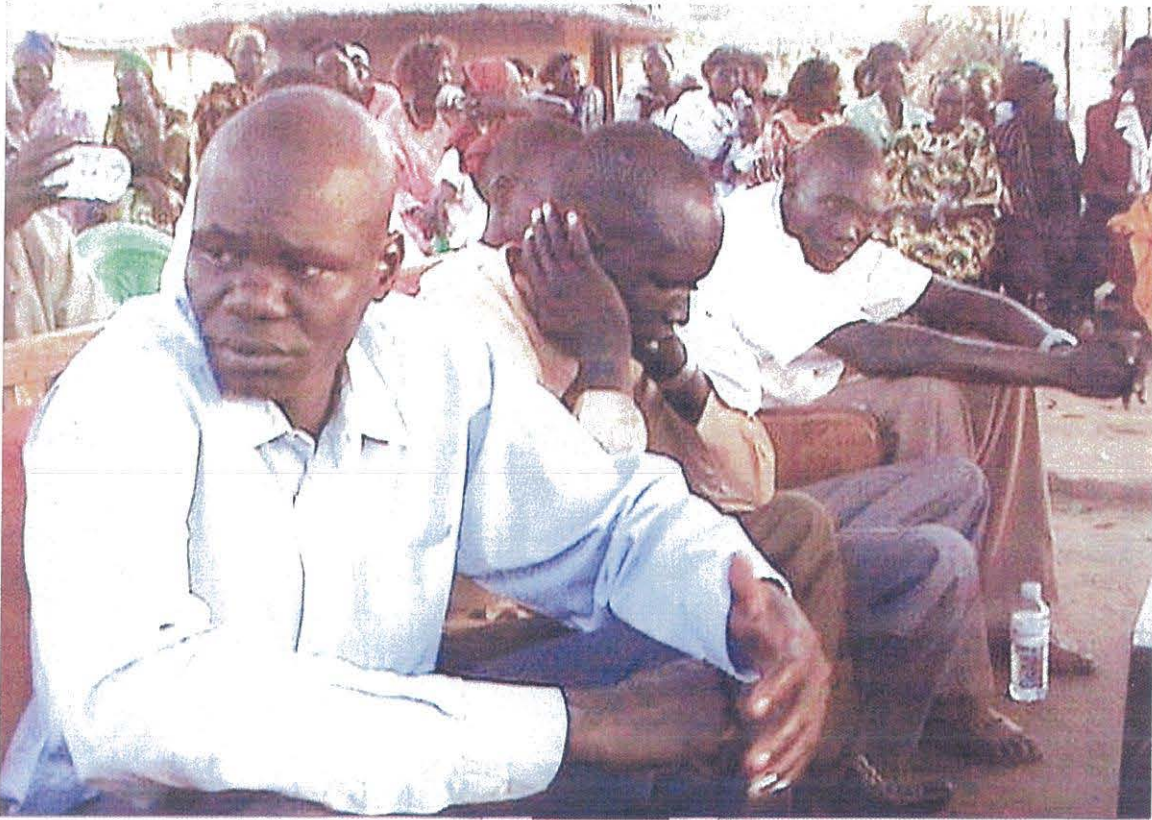
Source: Photo taken from the field by the researcher

4.2.3 Division of Roles based on sex

Throughout Magwi county, roles are divided according to the Gender. These roles are socially defined and prescribed and they shape and condition tasks and responsibilities into masculine and feminine.

When asked how roles are divided in madi culture, Mr. Mele said, "My culture puts it that the roles of female include: Cooking, doing housework, looking after children, fetching water, collecting firewood, digging, making pots and mats and grinding grains, while male roles include: hunting, fishing, going to market, making weapons, mining and others."

All these are associated with the beliefs and cultural practices in the country.

Addition to the division of roles, one respondent told the researcher that "women are considered part of the house property and they are not permitted to sit near men when they (men) are discussing community matters because they (women) are emotional and passive".

This affects the girl child participation in education acquisition because girls are expected to work according to the tasks of the society such as childcare, cooking for the family, fetching water while the boys are allowed to revise their notes, do their homework. Girls fail to perform well in school at various levels because of workload-hence making them avoid going to school.

Plate 3: Showing a woman cooking in Pageri town Village, Magwi County.

Source: Photo taken from the field by the researcher.

4.2.4 Gender discrimination and stereotyping in education

When asked of Gender stereotyping that exist in schools within Nimule, Mr. Taban acknowledged that:

"Nimule being a multi tribal habitat, due to civil war in the country, we are often faced with problems of Gender biased cultures that lead to a greater gender in balances in class composition in the teaching–learning process. He further explained that:

Some teachers stereotype gender by implying that, owing to their character, women are better at cooking, caring for children and managing the domestic set up, that they have a greater aptitude for house hold rather than administrative and technical work.

Addition, when asked on the forms of gender stereotyping in schools, John Bwol Anyiieth said that " some teachers urge girls not to argue in class, those girls that do so are told they will never attract husbands. Girls are considered weak, and cannot make tough decision, that is why there is no girl that can lead a strike in schools."

4.3 Effects Of Gender Stereotype On Recruitment Of Women In Secondarys Schools

The existing forms of Gender stereotype in Magwi County have drastically affected the development and generally the quality of life as discussed below:

Table 4: Showing the effects of Gender stereotype on different sections

Sector	Number of Respondents	Percentage
Education	20	25.97
Economy	18	23.38
Health	15	19.48
Culture	13	16.88
Others	09	11.69
Total	75	100.00

Figure 2: Effects of Gender Stereotype on different sector
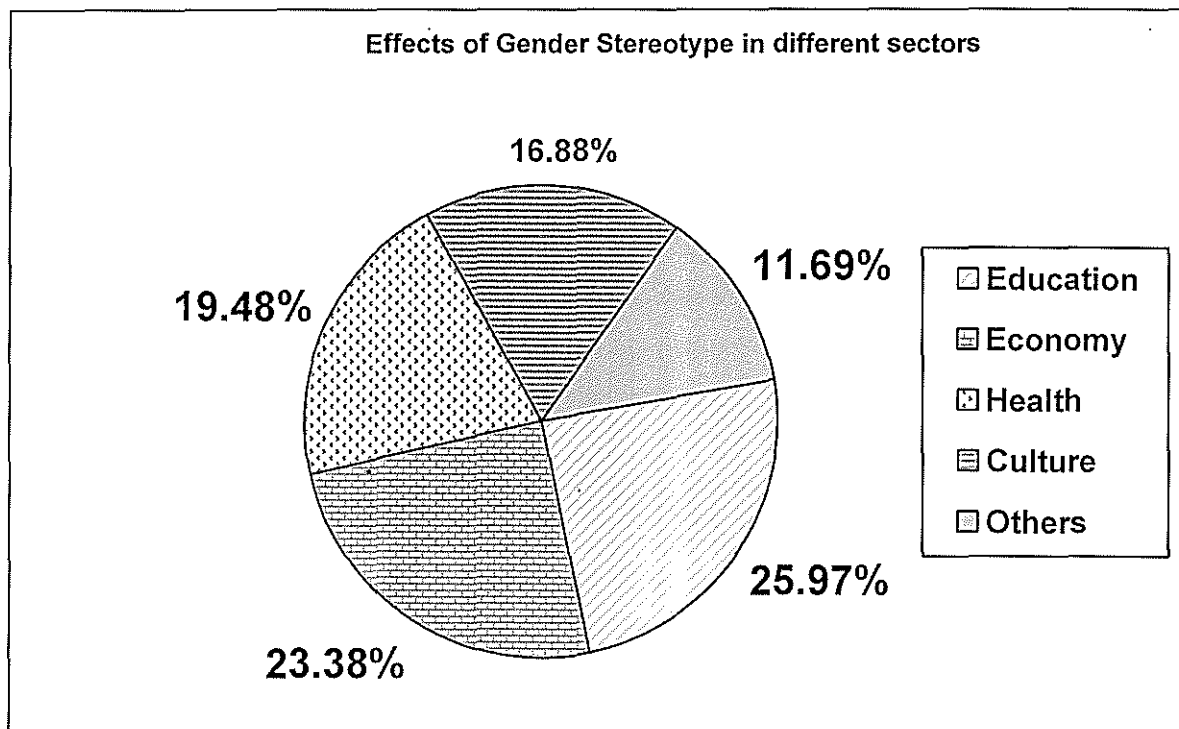
4.3.1 Unequal position and participation between men and women:

Men consider themselves the heads of the families as well as government institutions because they consider themselves strong and can make tough decisions on matters that affect the society. The husband considers himself the head of the family because he paid a bride price married the woman and built a house. So the wife must be submissive, dependent on the men for his land, money and other property. It is very clear here to everyone that in secondary/primary schools, Magwi County, the headteachers and their deputies are all men except the only one woman in ST. Bakhita Primary School. Out of 22 teachers in Nile progressive Secondary school in Nimule, only two are females and out of sixteen (16), teachers of Loa Secondary school, only one is female, while the cooks in all the three schools are all females. All this is because of Gender discrimination and stereotyping.

4.3.2 Economic Depression at Both family and National levels

Women are very few in government offices because some husbands prevent them from working, husbands prevent them from working, finding jobs, keeping their own money to buy cars or even clothes. They wish to keep women dependant and under control. Other men prohibit women or girls to go school or study further or may stop them from finishing school or finding gainful employment.

One female respondent of 50 years old was asked why there are few women in government offices and teaching profession, she said that;

"Daughters and women are often considered as good-for-nothing and not worth educating women may be prevented from working by men because their financial contribution is considered

negligent. Some husbands restrict their wives movement and prevent them from working in offices dominated by young men. Men hire people to spy on their wives. The women have to request permission before going anywhere off compound and they are told what time they should return home. Coming late may lead to a beating or divorce. Women live in fear of being beaten , chased away and harassed. While men are to move freely without asking permission and they should not be asked where they might have been."

It is this reason that makes most parents stop their daughters from going to schools and coming late; leaving nobody to cook at home".

Therefore girls stop on the way without completing their education leading to less member of women becoming teachers in secondary schools. The few female teachers, who make it to the expected standard are made to teach in lower grade classes like senior one and two and with no top leadership position in school and district or municipal levels.

4.3.3 Domestic Violence

Domestic violence which stems from gender varies from society to society, and it is manifested in the following forms:

Cultural violence: Girls are prepared for womanhood only by being conditioned to please men sexually. This is a concern of everybody in the society in Magwi county. Women must make sure that they satisfy men sexually; otherwise; they are divorced or men visit prostitutes. In most societies including societies in Southern Sudan, women are divorced if they do not conceive, or the man may marry a second wife. It is only the woman who is harassed

for failing to produce children, not the man. It is assumed that men are all fertile.

Social Violence: Women do not play a role in decision making in the home, for instance in Dinka culture, when a daughter is married, women are not allowed to mention any word during the talks between the men's relatives and that of the girl. Women are wholly blamed for elopement or even beaten by their husbands and elder sons by suspecting her to have conspired with the daughter who should have fetched a   lot of wealth by marring a rich man. All this leads to institutionalization of women's inferior status. Parents send their sons to school at the expense of their daughters.

Young girls are forced into marriage at an early age by the parents for the purpose of receiving a bride price. The payment of bride price leads men to regard their wives as their property. Some schools encourage girls to take courses that are traditionally seen suitable for girls such as home economics, needle works, religious education and health science, while boys are encouraged to study mathematics, physics, chemistry and biology. That is why in the schools where the researcher conducted the study, none of the few female teachers teaches science subjects or even mathematics. Men may attempt to undermine women who have managed to reach positions of authority.

Physical violence: African women are frequently beaten by their husbands. This is   also seen in Magwi   county among the indigenous and IDPs. The motive   behind   wife   beating is   to maintain women in a dependent and submissive state. Physical

violence against women may take various forms a s explained below;

Physical beating which may lead to body injuries and deformity. Some women even die as a result of beatings from their husbands, while they are treated as beasts of burden. Women do a lot of work both at home and beyond without assistance from their husbands and if they are beaten, they are weakened drastically.

4.4 Measures taken to achieve gender equality

4.4.1 Declaration on the quality of women and men (1988)

The council of European member states declared that the strategies to be applied for this purpose must enable women and men to receive equal treatment under the law and equal opportunities to exercise their rights and develop their individual gifts and talents.

4.4.2 Convening conferences on gender equality

The world conferences on Human Rights stress the importance of working towards the elimination of violence against women in public and private life, the elimination of all forms of sexual harassment, exploitation and trafficking in women, the elimination of gender bias in the administration of justice and the eradication of any conflicts which may arise between the rights of women and the harmful effects of certain traditional or customary practices, cultural prejudices and religious extremism.

4.4.3 Campaign in the millennium Development Goals (Universal) and Gender Equality

The gender equality and millennium development goal are concerned with poverty, education, health and nutrition, and the

governmental organizations (NGOs) also provide scholastic materials specifically to girls for example Catholic Relief Service (CRS) and Jesuit Refugee Service (JRS) are some of the organizations charged with responsibilities in helping the girls to achieve their goals in education.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS,

5.1   Conclusion

The following conclusions can be made on the Impact of Gender Stereotype on Recruitment of Women in secondary schools. They include: the existing forms of gender stereotype, effects of gender stereotype, and measures being taken to protect the victims of this stereotyping from extreme discrimination.

The major factors associated with the high level of gender discrimination in Magwi County stem from the traditions and cultural, religious beliefs, which result into several forms of stereotyping. These bring about obstacles to women's participation in the development process.

For instance; traditional belief accounted for 40.00%, cultural setting 25.33%, division of roles based on sex 13.33% and Gender discrimination and stereotype in classrooms 21.33%.

In reference to the above, the following are experienced;

Political Obstacles

Few governments involve women in decision making. Women's interests are usually overshadowed by broader allegiances to class and political movements.

Attitudinal Obstacles

Politicians, intellectuals, education leaders and development planners are resistant to women's greater participation in economic and political life owing to the defined traditional roles of women. Many men assume that the role of women is child-bearing

and the women's place is at home, thus they should economically depend on men. This traditional division of rights and responsibilities based on sex places women in an inferior position socially, economically, legally and politically.

It is for instance, assumed that only men support families, rather than both men and women. This leads to the idea that a wife's income is supplemental to that of her husband and consequently, women's wages are generally lower that those of men.

The effects of Gender stereotype have been witnessed in many sectors of country's institutions. With education sector affected greatly accounting for 25-97% economic growth 23-38% health 19.48% culture 16.88% and others like political and administration accounted for 11.69%.

Due to the various problems brought about by Gender discrimination, several measures have been put in place by governments and Non-Governmental Organizations in an attempt to eradicate gender disparity; as seen from various scholars in literature review chapter two; but full success has not been made or realized. This makes gender discrimination and stereotyping in Magwi County and Southern Sudan at large, a greater challenge that calls for the individual/governments and non-Governmental Organizations to address it if sustainable development is to be achieved.

5.2 Recommendations

The existence of gender stereotyping that led to the various forms of gender discrimination and or segregation has lasting effects on the people's cooperation and contribution to the improvement of standard of living in all the societies. This is a threat to

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development in the country. Therefore, there is an urgent need to eradicate gender discrimination in all government institutions and in the society. This can be done through the following.

5.2.1 Public awareness and sensitization on gender issues

Education regarding the rights of women is very essential at family, community and society levels. Families must be made aware of situations that promote violence against women and how to avoid them. All efforts should be geared at promoting family values of love, sharing, tolerance, peace, honesty., fidelity, justice and compassion. Justice and peace , communication and harmony should co-exist in the family in all communities of Sudan.

5.2.2 Improving Girls' Education.

Since the number of girls who attend schools determines the number of women teachers later, educators should advocate for girls and women in education system by applying a gender mainstreaming perspectives. This will enhance sustained capacity building through gender sensitization and training of policy makers, educational researchers, programme workers, curriculum developers and all other educational professionals. Also, the concerned government should present gender training for teachers , managers, parents and administrators about gender issues in their society.

5.2.3 Strengthening gender analysis and promoting women's Participation

The factors that affect gender inequality are complex. Comprising economic structure, political, religion culture, society, history and geography of any given country or region. For governments or

NGOs to achieve impacts that are equitably beneficial for both men and women, sex disaggregated information on beneficiary groups, needs and project impact should be assessed during the project planning process. From this perspective, integration of gender perspective into ex-ante evaluation should be strengthened and studies and research relating to analysis of women's social and economic roles and situations should be implemented as the need arises. Government and the actors should promote participation in decision making of both men and women.

5.2.4 Providing assistance to policies and institutions that promote gender equality.

Governments, NGOs and the International community should reinforce the efforts of developing countries towards realizing international commitments to achieve empowerment of women and gender equality as stated in the Beijing declaration and platform of Action and the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW). International and national communities should assist with the formulation of national policy on the advancement of women. National Machinery must be strengthened institutionally by establishing a legal and institutional framework from a gender perspective, upgrading gender statistics, raising gender awareness among government officials through gender training and developing and strengthening research centres

5.2.5 Work with local women's organizations.

This is to encourage them, to support potential women teachers, through sharing child care responsibilities, cultivation and other tasks such as firewood collection, cooking and others. This can free them from too much time allotted for domestic work. Develop

creative   recruitment campaigns in the local media which specifically target women and to promote the active role that they can play in education. This should be targeted at secondary school leavers as well as older women in the community and where needed to ethnic minorities using local languages and media channels. Ensure that recruitment is gender balanced across levels and subject matter for example a woman math or science teacher may challenge a gender stereotype and encourages and support girls in subject area that have been previously considered male domains. Where possible, men should also be recruited to typical female positions in the school, such as lower grade classes.

Further more , Parents', teachers' and   curriculum developers Tasks as discussed below:

i.   Teachers should:

Pay equal attention to boys and girls in the classroom, encourage girls to express their feelings, motivate them especially in science subjects and mathematics, avoid any speech that demeans girls, and to avoid labeling girls in relation to their sex.

ii.   Headteachers should:

Be fully committed to girls education, ensure that the staff is gender sensitive, be aware of problems that women and girls face, create and sustain a supportive, safe and girl friendly learning environment, encourage girls to participate in leadership, have a senior woman to handle girls issues and have a deputy headmistress if the headteacher is male and vice versa.

iii. Curriculum writers

Ensure that all written materials is gender sensitive and incorporate positive role models for girls in the text books.

iv. Parents should:

Treat their daughters and sons the same and encourage children to cross over into other gender roles ; support girls' education. Expose girls to leadership, abandon outdated traditions and gender discrimination and equip girls with skills that instill in them the confidence to compete.

Note: Areas for future research are; Curriculum and gender mainstreaming, the family as an arena of masculine violence which affects students performance.

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APPENDICES.

APPENDIX I: QUESTIONNAIRES

I am a student of Kampala International University, Faculty of Education, pursuing a Bachelor Degree of Arts with Education.

I am conducting a research study entitled "The impact of Gender Stereotype on Recruitment of Women in Secondary Schools, Magwi County."

The purpose of this study is purely academic and not in any way concerned with politics and individuals perspectives.

I therefore kindly request you to accord their questionnaire some precious time and respond to the following questions.

I assure you that your responses will be treated with the highest degree of confidentiality.

Yours in service,

....

Mayom John

Reg.No: BAE/12202/61/DF

INTRUCTIONS

Where you are provided with alternatives, tick in the appropriate corresponding box.

SECTION A

PERSONAL INFORMATION

1. Age Group

a. 10-15   ☐

b. 16-25   ☐

c. 26-35   ☐

d. 36+   ☐

2. Educational Background (Optional)

a. None ☐

b. Primary ☐

c. Secondary ☐

d. Tertiary ☐

3. Occupation (Optional)

----

4. Marital status (Optional)

----

5. If married, how many children?

----

6. Number of family members.

----

7. Where was your first area of residence before coming to this area?

SECTION B: FORMS OF GENDER STEREOTYPES

Gender Stereotype refers to over generalization about the appearance, behavior or other characteristics of all members of a particular group.

1. a) Is there any Gender segregation taking place in your community?

Yes ☐   No ☐

If yes, list them

----

b) How do people contribute to the gender discrimination in you society in any way?

Yes ☐   No ☐

SECTION C: EFFECTS OF GENDER DISCRIMINATION

1a) Does Gender stereotype, affect your society in any way?

Yes ☐   No ☐

b) Briefly explain your answer

----

2. Briefly outline how Gender segregation affects women in the following?

i. Education:

----

ii. Economy:

----

iii. Health:

SECTION D: MEASURES BEING TAKEN TO PROTECT WOMEN FROM GENDER DISCRIMINATION

1. Are there some solutions to gender discrimination?

Yes ☐   No ☐

Briefly explain your view.

----

2. Have the people who try to eradicate Gender Violence Succeeded?

Yes ☐   No ☐

Why? Briefly give reasons

_____

_____

3. What do you think should be done so as to improve on Gender equality I your community? (Give three views)

i. _____

ii. _____

iii. _____

APPENDIX II: INTERVIEW GUIDE

a) What is your name?

b) How are roles and responsibilities assigned to women and men in your culture?

c) Are women and men the same in any way they appear and do things? If yes/no, why?

d) Who do you think is better between a man and a woman?

e) Is there any discrimination against women in your community?

f) Why are women very few in teaching posts in secondary schools and leadership positions in modern societies like in the past?

g) How do you find the way of teaching by women teachers in you class compare to that of male teachers?

h) Which teachers do you like, female or male?

i) What do you think can be done so as to solve the problem of gender segregation based on stereotype and in order to promote girl child education in your community?

APPENDIX III: LETTER OF INTRODUCTION

FACULTY OF EDUCATION
OFFICE OF THE DEAN

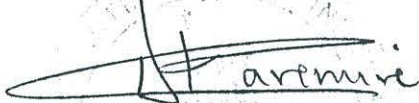**Monday November 24, 2008**

TO WHOM IT MAY CONCERN

Dear Sir,

INTRODUCTION LETTER

Mr/Ms/Mrs. MAYOM JOHN .... RegNo. BAE/12202/61/0F is a
student in the Faculty of Education. He/She is now carrying out a study
about THE IMPACT OF GENDER STEREOTYPE ON RECRUITMENT OF WOMEN IN SECONDARY SCHOOLS
as one of the requirements for the completion of his/her studies. He/She is thus
introduced to you.

Kindly help him/her accordingly.

Yours truly,

for: **Oyedade S.A (PhD)**
DEAN

"Exploring the Heights"