

Promoting gender equality through UBUNTU

MA Siguba



For the future, I need to ensure we continue to work on creating caring, sharing and authentic relationships between the sexes and between the school and the community and I am very excited at this prospect – now I cannot wait to try out new ideas towards promoting Ubuntu at my school

- ❖ Regained a sense of **purpose** in my teaching
- ❖ **Passion** reignited
- ❖ We **can** make a difference!
- ❖ Peer led activities are **powerful**

- ❖ Less incidence of *bullying* reported
- ❖ Less *vulgar* language
- ❖ Health and environment club is *helping* community
- ❖ Learners more willing to *report* anti-social behaviour
- ❖ Boys *participating* in "girls work" more



- ❖ Need to *restore* the value of UBUNTU
- ❖ Awareness *day* organised – involved community and service providers (nurses, police, social workers, etc)
- ❖ Learners presented *drama/songs/poems* with UBUNTU theme
- ❖ Health and environment *club* formed
- ❖ UBUNTU *integrated* into life orientation lessons

- ❖ Informal settlement – **poverty, abuse, violence** rules
- ❖ Women are **exploited** and **abused** – this is seen as the "norm" by both men and women



- ❖ UBUNTU – traditional value has been **forgotten**
- ❖ **No** sense of *caring* for others – each one is out for himself
- ❖ Women are **denied** dignity, generosity, respect

- Women are *victims* of rape
- *Abandoned* by their partners
- Denied *dignity, generosity, hospitality* and respect
- Learners in our school grow up thinking that the way women are treated in our community is "*normal*"

"I am human because I belong, I participate, I share. A person with ubuntu is open and available to others, affirming of others, does not feel threatened by the ability and goodness of others; for he or she has a proper self-assurance that comes with knowing that he or she belongs and is part of a greater whole. In fact, an "ubuntuian" is diminished when others are humiliated, diminished, tortured, oppressed, or treated as if they were less than who they are." (Murithi, 2005:342)."