

**The implementation of gender equality policies in
achieving sustainable development goal
5 in the Sedibeng District Municipality**

SD Govender



orcid.org/0000-0003-0110-4023

Dissertation accepted in fulfilment of the requirements for the degree
Master of Arts in Development and Management at the
North-West University

Supervisor: Prof LB Mzini

Graduation: November 2022

Student number: 21684286

[Type here]

DECLARATION

I, Sureshnee Devi Govender, declare that the study **THE IMPLEMENTATION OF GENDER EQUALITY POLICIES IN ACHIEVING SUSTAINABLE DEVELOPMENT GOAL FIVE IN THE SEDIBENG DISTRICT MUNICIPALITY** hereby submitted to the Northwest University, for the degree MA (Management and Development), has not been previously submitted by me for a degree at this or any other university, that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.


.....

12 August 2022
.....

SIGNATURE

DATE

SURESHNEE DEVIGOVENDER

STUDENT NUMBER: 21684286

DEDICATION

This dissertation is dedicated to the memory of:

My dear departed parents, my father Jaganathan Appadu Naidoo who instilled education in me; and my mother Ansuri Naidoo who was ever so proud of my many achievements.

My beloved daughter, Dhesia Govender, who was tragically taken in a car accident. Dhesia has meant and will continue to mean so much to me. Although she is no longer of this world, her memories continue to regulate my life. Gone forever away from my loving eyes, she left a void never to be filled in my life. Though her life was short, I will make sure her memory lives on as long as I shall live. Although she was my inspiration to pursue my master's degree, she was unable to see my graduation. I love you, Dhesh, and miss you beyond words.

To my son. Kribesh Govender, who stood by my side during the tragedies I experienced in my life, who cared and loved me unconditionally and was proud to call me his Mom. Love goes out to you.

ACKNOWLEDGEMENTS

“For God so loved and cared for me, he made a way where there was no way.” Gave me wells I did not dig and vineyards I did not plant” The Lord has blessed me with love, health, wisdom, and strength through this endeavour. I would also like to express my sincere gratitude to the following people who contributed to making this research study such an enriching and memorable experience:

My success in the completion of my dissertation would not have been possible without the support and nurturing of my supervisor, Prof Loraine Boitumelo “Tumi” Mzini. Your passion for women’s empowerment and invaluable guidance, knowledge, and effort assisted me throughout this research. Thank you so much for making the opportunity possible and generously giving your time and sharing in the passion. You made this journey a true adventure.

Prof Shikha Vyas-Doorgapersad for the development of the ideas and proposal writing for the mini-dissertation and for sparking my interest in gender studies.

My partner, Nkululo Antonia Matthews, for your unconditional love and endless support. Your conception and motivation played a massive role in the completion of my research. You have been a constant source of support and encouragement during the challenges of graduate school and life. I am truly thankful for having you in my life. Thank you for living the dream with me and celebrating this achievement. My helper, Precious Munhenzva for taking care of my domestic roles and responsibilities when the study made it almost impossible for me to do the same.

A very special gratitude goes out to the North-West University Research Committee Members for the practical comments offered to enhance quality standards. The lecturers in the School of Government Studies, Public Administration for the support and teachings.

My sincere thanks to the management (Acting Human Resource Director and the Director Economic Development and Tourism) of the Sedibeng District Municipality for granting permission to access the research participants, documents, and support for distribution and collection of questionnaires during the study. Many thanks to all of the interviewees who shared their knowledge and ideas.

I thank profusely Dr Modisane Seitshiro for providing me with necessary statistical and technical advice throughout the study and for analysis and interpretation of data. The information gathered would have been impossible to administer without your help.

Lastly, I am indebted to Dr Callen Maketshemu for proofreading the manuscript. Your willingness to guide and for sharing insightful suggestions in line with the editing practice and consistency is valued.

ABSTRACT

The aim of the study was to understand gender equality, examine gender equality policy at Sedibeng District municipality and make recommendations for the implementation of gender equality at the municipality and on aligning efforts to the SDG goal 5. A quantitative study was conducted drawing information from a random sample of 51 employees with a demographic profile representative of the workforce of the municipality.

The study found that the employees had high awareness of the gender equality police aspirations. The aspirations can be expressed as a world where women are at par with men in terms of treatment, opportunities, expectations, and capabilities. The study also found that Sedibeng District Municipality had considerably progressed in implementing and aligning to SDG goal 5 its gender equality policy although problems still lingered: the attitude of male employees still lagged, the work environment language still lagged and there is no uniform treatment of stakeholders with respect to the policy.

It is recommended that the high awareness of gender equality aspirations within the organization must be used as a platform to rally employees towards transformation of mindsets particularly of men within the organization to secure relevant commitment to gender equality implementation.

KEY WORDS: Sustainable Development Goals (SDG), Millennium Development Goals (MDG), Sedibeng District Municipality (SDM), gender, gender equality, implementation, women empowerment.

TABLE OF CONTENTS

DECLARATION ii

DEDICATION ii

ACKNOWLEDGEMENTS iii

ABSTRACT vi

CHAPTER 1: ORIENTATION AND BACKGROUND OF THE STUDY 1

1.1 INTRODUCTION 1

1.2 BACKGROUND 1

1.3 PROBLEM STATEMENT 6

1.4 THEORETICAL STATEMENT 6

1.5 PURPOSE OF THE STUDY 7

1.6 RESEARCH QUESTIONS AND OBJECTIVES 7

 1.6.1 Research Questions 7

 1.6.2 Research Objectives 7

1.7 RATIONALE OF THE STUDY 8

1.8 RESEARCH DESIGN AND METHODOLOGY 8

 1.8.1 Study setting and sample 8

 1.8.3 Inclusion and exclusion criteria 99

 1.8.4 Data collection 100

 1.8.5 Reliability and Validity and Data analysis 12

1.9 RESEARCH ETHICS 12

1.10 CHAPTER LAYOUT 12

CHAPTER 2: THEORETICAL EXPOSITION OF THE CONCEPT GENDER EQUALITY AND WOMEN EMPOWERMENT 13

2.1 INTRODUCTION 14

2.2 KEY CHALLENGES FACING WOMEN 14

2.3 CONCEPTUAL FRAMEWORK: GENDER AND GENDER EQUALITY 16

 2.3.1 Gender 16

 2.3.2 Gender Equality and its origin 18

2.3.3 Overview of Gender equality.....	19
2.4 THE CONTEXT OF WOMEN EMPOWERMENT.....	20
2.4.1 Empowerment.....	20
2.4.2 Women Empowerment.....	21
2.4.3 Women's empowerment as process: a schematic.....	22
2.4.4 TYPES OF EMPOWERMENTS.....	23
2.5 WOMEN'S EMPOWERMENT PRINCIPLES.....	25
2.6 GENDER AT WORK FRAMEWORK.....	26
2.7 THEORIES OF GENDER EQUALITY AND WOMEN EMPOWEMENT.....	28
2.8 Four Different Aspects of Gender Equality.....	29
2.8.1 Economic Modernity: the Classical Development Perspective.....	29
Error! Bookmark not defined. 2.8.2 Cultural Modernity: the Human Development Perspective.....	29 Error! Bookmark not defined.
2.8.3 Historical legacies perspective and Institutional design perspective.....	30
2.9 Women in Development (WID) Approach.....	33
2.9.1 Welfare Approach.....	30
2.9.3 Equity Approach.....	30
2.7.4 The Anti-Poverty Approach.....	31
2.7.7 Empowerment approach.....	32
2.10 SCHOLARLY ARTICLES ON DEVELOPMENT GOALS.....	33
2.11 CHAPTER CONCLUSION.....	34
CHAPTER 3: AN OVERVIEW FOR PROMOTION OF GENDER EQUALITY IN THE WORKPLACE.....	36
3.1 INTRODUCTION.....	36
3.2 MILLENIUM DEVELOPMENT GOALS.....	36
3.2.1 Millennium Development Goal 3: Promote gender equality and empower women	37
3.3 SUSTAINABLE DEVELOPMENT GOALS.....	38
3.4 SIMILARITIES AND DIFFERENCES BETWEEN MILLENNIUM AND SUSTAINABLE	

DEVELOPMENT GOALS.....	40
3.4.1 Differences between SDGs and MDGs.....	40
3.4.2 Similarities between SDGs AND MDGs.....	41
3.5 GENDER EQUALITY IN THE WORKPLACE.....	42
3.5.1 Importance of gender equality and women empowerment in the workplace.....	42
3.5.2 Key elements of a workplace gender equality strategy	443
3.6 PROMOTING GENDER IN THE WORKPLACE	45
3.6.1 Key Aspects Driving the Promotion of Gender Equality	455
3.7 GENDER EQUALITY POLICIES.....	46
3.7.1 The Constitution of the Republic of South Africa	46
3.7.2 The Commission for Gender Equality Act 39 of 1996.....	47
3.7.3 The Employment Equity Act, No 55 of 1998.....	488
3.7.4 The National Gender Policy Framework: South Africa.....	48
3.7.5 Promotion of Equality and Prevention of Unfair Discrimination Act No 4,2000.....	48
3.7.6 The Women Empowerment and Gender Equality Bill	49
3.7.7 Affirmative Action Policy	50
3.7.8 Local government legislations.....	51
3.7.9 Workplace policies and its practices.....	51
3.8 AN ENABLING INSTITUTIONAL ENVIRONMENT.....	52
3.9 WOMEN'S EMPOWERMENT APPROACH.....	52
3.10 BENEFITS OF GENDER EQUALITY IN THE WORKPLACE	53
3.11 CLASSIFICATION OF WORKPLACE REPRESENTATION.....	55
3.11.1 Elected representatives.....	56
3.11.2 Non-elected representatives	56
3.12 STAKEHOLDERS TO PROMOTE GENDER EQUALITY AND WOMEN EMPOWERMENT	58
3.12.1 International Institutions	58
3.12.2 Government.....	59
3.12.3 Private Sector.....	599

3.12.4 Interest Group	60
3.13 PROCESSES INVOLVED IN TO PROMOTE GENDER EQUALITY	61
3.13.1 Gender Stakeholder Consultation	61
3.13.2 Gender-Sensitive Stakeholder Analysis	62
3.14 COUNTRY STRATEGIES IN ACHIEVING GENDER EQUALITY	63
3.15 SOUTH AFRICA'S TARGETS THAT WERE SET IN ACHIEVING MILLENNIUM DEVELOPMENT GOAL 3.....	65
3.16 MEASURES OF GENDER EQUALITY AND WOMEN EMPOWERMENT.....	66
3.17 CONCLUSION	67
CHAPTER 4: RESEARCH METHODOLOGY	68
4.1 INTRODUCTION.....	68
4.2 RESEARCH DESIGN	68
4.3 MIXED METHODS RESEARCH	69
4.4 QUALITATIVE	70
4.5 QUANTITATIVE	71
4.6 QUESTIONNAIRES	72
4.7 SAMPLING PROCEDURE	74
4.7.1 Sampling	74
4.7.2 Sampling Frame, Population.....	74
4.7.3 Sample Size	75
4.8 CHAPTER SUMMARY	75
CHAPTER 5: RESEARCH RESULTS AND PRESENTATIONS.....	76
5.3 Demographic Profile of Respondents	76
5.2.1 Education	78
5.2.2 Job Title Profile	78
5.2.3 Job Profile of Respondents.....	78
5.2.4 Employment Status.....	80
5.2.5 Dependency Profile	81
5.3 Research Specific Data.....	82

5.3.1 Reliability Test	83
5.3.2 Satisfying Research Objectives	84
5.3.3 Respect for Women at the Workplace by Gender	84
5.3.4 Supportive of Gender Equality Across all Areas of Organisation	85
5.3.5 In Support of Gender Equality Across Organisation by Gender.....	85
5.3.6 Demonstration of Commitment to Gender Equality by Organisation.....	83
5.3.7 Organisational Commitment to Gender Equality by Gender	87
5.3.8 Senior Managers on Gender Equality.....	89
5.4 INSTITUTIONAL QUESTIONNAIRE.....	92
5.4.1 Gender Balance in leadership and workforce.....	93
5.4.2 Equal Compensation & Work-Life Balance.....	95
5.4.3 Policies Promoting Gender Equality	96
5.4.4 Commitment, Transparency & Accountability.....	96
5.5 DISCUSSION.....	97
CHAPTER 6: FINDINGS AND RECOMMENDATIONS	99
6.1 INTRODUCTION.....	99
6.2 THE SUMMARY OF THE STUDY.....	99
6.3 FINDINGS OF THE STUDY	100
6.3 RECOMMENDATIONS OF THE STUDY	101
6.4 CONCLUSION	102
REFERENCES.....	103
ANNEXURE A: EMPLOYEE QUESTIONNAIRE.....	124
ANNEXURE B: INSTITUTIONAL QUESTIONNAIRE	133
ANNEXURE C: PERMISSION TO CONDUCT RESEARCH.....	139
ANNEXURE D: REPORT FROM LANGUAGE EDITOR.....	141

LIST OF FIGURES

Figure 2.1 Women's empowerment as process: a schematic.....	22
Figure 2.2 The Rao Kelleher Gender at Work.....	26
Figure 5.1 Three organizations for female empowerment in South Africa.....	76
Figure 5.2 Age Profile of Respondents	77
Figure 5.3 Highest qualification.....	78
Figure 5.4 Respondents Job Title Profile.....	79
Figure 5.5 Job Profile of Respondents.....	79
Figure 5.6 Respondents Employment Status.....	80
Figure 5.7 Experience Curve.....	81
Figure 5.8 Cronbach test result	82
Figure 5.9 Workplace Promoting Respect for Women.....	83
Figure 5.10 Respect for Women at the Workplace by Gender	84
Figure 5.11 Supportive of Gender Equality across all Areas of Organisation.....	85
Figure 5.12 In Support of Gender Equality Across Organisation by Gender	85
Figure 5.13 Demonstration of Commitment to Gender Equality by Organisation	86
Figure 5.14 Organisational Commitment to Gender Equality by Gender	87
Figure 5.15 Senior Managers and Gender Equality	88
Figure 5.16 Senior Managers informed of gender equality issues.....	88
Figure 5.17 Senior Managers on Gender Equality	90
Figure 5.18 Chi-square Test Organisational Commitment to Gender Equality	91

LIST OF TABLES

Table 2.1 Women Principle 4 and 7... ..	26
Table 3.1 The eight-millennium development goals.	36
Table 3.2 Sustainable Development Goals... ..	38
Table 3.3 Difference between MDGs and SDGs.....	41
Table 3.4 Policies for gender equality in the workplace.....	50
Table 3.5 Benefits of gender equality in the workplace	54
Table 3.6 Three organizations for female empowerment in South Africa... ..	59
Table 5.1 Conbach test result.....	81

Table 5.2 Chi-Square Tests 84

Table 5.3 Chi-square test women and men responses 86

Table 5.4 Chi-square Test Organisational Commitment to Gender Equality 87

Table 5.5 chi-square test Senior Managers and Gender Issues 89

Table 5.6 Stereotyped Roles and Language Chi-square test..... 92

Table 5.7 Composition of Municipal Committees..... 99

Table 5.8 Institutional gender policies 96

CHAPTER 1: ORIENTATION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This research is located within the context of gender equality in the workplace. Gender equality forms part of the Sustainable Development Goal 5 (SDG 5) steered towards gender equality and women empowerment. The researcher seeks to conduct a review on the implementation of Gender Equality policies in the workplace. The research focuses on gender equality and the policies implemented at local government with reference to the Sedibeng District Municipality (SDM). This study is motivated by the development of strategies and measures that call for women's participation and equal opportunities for leadership and decision-making in political, economic, and public life. The background and motivation of the study are presented as well as the research questions and objectives are in this chapter. The research methods envisaged for this study are explained together with the ethical considerations made. The background of the study is presented in the next section.

1.2 BACKGROUND

The SDGs replaced the Millennium Development Goals (MDGs), established following the Millennium Summit of the United Nations in 2000 and the adoption of the United Nations Millennium Declaration (UNDP, 2022). The MDGs are derived from this Declaration. The meeting also set out a series of eight time-bound targets with a deadline of 2015 that have become known as the MDGs (UN, 2015). The MDGs started as global effort in 2000 to tackle the indignity of poverty (UNDP, 2022). The MDGs established measurable, universally-agreed objectives for preventing deadly diseases, and expanding primary education to all children, among other development priorities (UNDP, 2022). The MDGs also committed world leaders to combat poverty, hunger, environmental degradation, and discrimination against women (World Health Organisation, 2018). The legacy and achievements of the MDGs provides valuable lessons and experience to begin work on the new goals since some goals were unfinished (UNDP, 2022). Deneulin and Shahani (2009) indicated that the withdrawal of

the MDGs was due to lack of analytical power and justification behind the chosen objectives.

The MDGs were replaced by the **SDGs** seeking out to build and complete what was not achieved as the MDGs, was implemented. The Sustainable Development Goals (SDGs) were born at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012 (UNDP, 2022). The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world (SDG Zone, 2022).

The United Nations (2015) indicated that the SDGs were developed in the Post-2015 Development Agenda as the future global development framework to succeed the Millennium Development Goals which were ended in 2015. ILO (2018) clearly explains that by the time the MDGs expired in 2015, some MDGs had not yet been accomplished and many new challenges had emerged in the world. The SDGs take on the unfinished aspects of the MDG agenda as well as numerous new goals pertaining to complex, modern issues. On 25 September 2015, a process led by the United Nations (UN) resulted in the 193 Member States adopting 17 global SDGs¹ seeking to end poverty, fight inequality and injustice, and tackle climate change by 2030 (Ernst & Young Global, 2017). The objective was to produce a set of universal goals that meet the urgent environmental, political, and economic challenges facing our world (UNDP: SDG Accelerator, 2022).

Both the MDG and SDG concentrated on gender equality. However, the SDGs pay attention to multiple cross-cutting issues, like gender equity, education, and culture cut across all of the SDGs Wikipedia.org accessed on 6 July 2022. Wikipedia. Org (2022) explains that SDG 5 aims to grant women and girls equal rights, opportunities to live free without discrimination including workplace discrimination or any violence.

As cited by Vyas-Doorgaspersad and Surujlal (2014) gender is extensively defined by various scholars (Gender at Work, 2018). Rubin, 1975:179; Haslanger, 1997:97; Mackinnon, 1989:113; Nobelius, 2004:1; Alcoff, 2006:148; Dhoj, 2009:1 analysed gender as a range of characteristics of femininity and masculinity. Depending on the context, gender may refer to concepts such as male or female, social roles, or behaviour identity.

Gender equality “refers to a situation where women and men enjoy the same rights, resources, opportunities and protections” (Molebati, 2009: 11). The viewpoint in Molebati (2009) is maintained by other academics such as in Kgasi (2008:8) and Reddy (2006:28) emphasising that both women and men deserve equal respect, opportunities, and appreciation in the society (Gender at Work, 2018) as also agreed to and cited by Vyas-Doorgapersad & Surujlal (2014). The context of gender equality “raise the need to engage with critical issues hampering the social, economic and empowerment of women” (Kithatu-Kiwekete, 2011: 2). To understand the context, various feminist theories are explored to understand the aspects of “changing social relations” (Luis, 2012); “economic development” (Ferber and Nelson, 1993); “welfare, equity and anti-poverty approaches” (Buvinic, 1983); and “empowerment approaches” (Moser, 1989). The researcher relies upon the gender at work framework as an empowerment approach in for the study. The gender at work framework will assist the researcher to translate the “political ramifications of women’s empowerment that is the transformation of gender relations into gender planning” Wieringa, (1994:830) as cited by Vyas-Doorgapersad (2014).

The concern pursued in this study is “to what extent does local government support women's empowerment and gender equity?” (Todes et al., 2007:1). Researchers (Mathye, 2002; Tsuari, 2010; Penceliah, 2011; Sithole et al., 2012) have explored findings to the effect that municipal outputs are not gender-specific, there are still some municipalities that do not invest in offering training programmes for gender analysis and professional roles are not extended to women as cited by Govender and Vyas-Doorgapersad (2013). A study conducted by Parker (2009: 3) also highlighted the lack of implementation of gender equality policies and those women are not empowered to acquire the requisite skills to hold management positions as cited by reach.org (2012). As cited by Gouws (2012) the achievements of gender equality and women empowerment is not yet fully realised in certain environments such as the workplace. The MDG 3 did not reflect on decent work as a key feature of poverty eradication and human development. In 2015 the SDGs considered decent work goal as a central feature of the global plan to eliminate poverty (ILO, 2018). Govender and Vyas-Doorgapersad (2013) both concur that there is a need to investigate the essence of gender equality (Dlanjwa, 2018) in a country-specific milieu, to explore possible solutions for improvement.

Govender and Vyas-Doorgapersad (2013) state that globally, the achievement of gender equality remains slow, as it is evidenced by surveys conducted by some of the reputable international organizations (Dlanjwa, 2018). Dlanjwa (2018) identified the organisations such as the Global Employment Trends, 2009 and the Global Employment Trends for Women, 2009 (both conducted by the International Labour Office); the Mastercard Worldwide Index on Women's Advancement, 2009; and the Organization for Economic Co-operation and Development, 2011). Govender and Doorgapersad (2013) allude to that fact that the surveys outcomes are evident to the reality that gender equality in the labour market is still low and remain unchanged due to the fact that women are not receiving the required employment opportunities. It is further highlight that these surveys also indicated that women are under-represented in the working place and are not considered for the strategic portfolios (Dlanjwa, 2018). Dlanjwa (2018) further informs that the outcomes of these surveys are supported in several academic works. Authors such as Meintjies, 2005; Parker, 2009; Tsuari, 2010; Penceliah, 2011; Zukang, 2012; KiMoon, 2012; emphasised the prevalence of discrimination of women in the labour market as cited by Govender and Vyas-Doorgapersad (2013).

To bring social reform, women in Afghanistan (Povey, 2012), Burundi, Nepal (Falch, 2010), the Democratic Republic of Congo (Vyas-Doorgapersad and Lukamba, 2011) Bosnia, Rwanda, Sudan (Anderlini and El-Bushra, 2012) and India (Pujari, 2012) are raising their voices demanding women empowerment. These countries are stated as case references since these societies are conservative in development thinking and are male dominated in decision-making structures at personal and professional fronts (United Nations Economic and Social Council, 2006; International Union of Local Authorities, 2007; and Momsen (2020). It is important to strengthen associations of women leaders and representatives at global, regional, national and local levels; and to develop mechanisms to facilitate the involvement of women (UN Habitat.org, 2000: 5) specifically in the local sphere. Women find it simpler to acquire strategic portfolios at local government sphere. This is made possible by employment equity programmes reserved seats for women on local authorities (in some countries) (Drage, 2001: 3; also refer Joseph, 2002; Gender Advocacy Program, 2005; Phala, 2011). Local government is closest to its people – for which reason women in leadership and senior management

would send a positive message to women entering the employment arena (Penciliah, 2011: 868) as cited by Vyas-Doorgapersad (2013).

Beall (2004) emphasises that South Africa's experience of democratic reform has demonstrated that local government are faced with immense challenges in advancing gender equality and increasing women's representation in politics. In order to deal with the gender challenges in South Africa, the essence of women's participation and empowerment is stipulated in the *South African Women's Charter 1994*, emphasizing that "women participate and shape the nature and form of our democracy" (Maharaj, 2007). Vyas-Doorgapersad (2014) mentions that the approach was supported by the establishment of the *Commission on Gender Equality* which is a fundamental segment of the *national machinery for gender* responsible for debating and making suggestions regarding the advancement of gender equality (Matoane, 2015). As a result of the initiatives on gender equality, the local government legislation heed and accommodate the demands of women participation in local governance. The South African National Gender Policy Framework established the national goal, proposed central objectives, defined key indicators for attaining the goal and objectives for achieving the Sustainable Development Goal 5 (Kornegay, 2008). The framework also identified expectations of key national structures that are mandated to implement the programme (Kornegay, 2008)

This research aims to examine the role South Africa played in implementing the Millennium Declaration by focusing on SDG 5 that encourages gender equality and women empowerment. The research will reflect on the local government practices to determine the implementation of gender equality policy at the Sedibeng District Municipality. The council of the Sedibeng District Municipality has acknowledged in its Annual Report, that "in terms of the Employment Equity Act 55 of 1998, the Sedibeng District Municipality Council is compliant but fails to appoint more women in top and senior management positions to achieve equity" (Sedibeng District Municipality, 2020-2021: 39). The research proposes to investigate the implementation of gender equality policies, a prerequisite for achieving the sustainable development goal in the Sedibeng District Municipality. The study utility is in that finding can be utilized by other municipalities in order to address similar concern(s).

1.3 PROBLEM STATEMENT

A pilot study was conducted to inquire about the context of gender equality and women empowerment at the Sedibeng District Municipality. The preliminary study allowed the researcher to understand how local municipalities operate on issues of gender equality and to establish a research problem for exploration.

A survey has revealed that there are gender equity challenges at Sedibeng District Municipality. The statistics for the district municipality reveal that male employees dominated between 2017 and 2021. The statistics obtained from the official records of the Sedibeng District Municipality of 2012 and was confirmed by the Human Resource Director during a personal interview (06 August 2012). The Director acknowledged that the “current gender equality implementation is off the mark due to barriers experienced” (Ramotsedisi, 2012). The Director emphasised that “he believes that women are not sufficiently represented at the Sedibeng District Municipality in high positions”. The Skills Development Officer (Mr Mokhele Kolokotho) moreover confirmed this statement stressing that “women do attend training programmes, but not in the areas of top and senior management” (personal interview, 06 August 2012). The information obtained through the official documentation and primary sources (through personal interviews with the gender equality officers) at the Sedibeng District Municipality supports the problem statement. It can be deduced that there is an urgent requirement for effective implementation of gender equality policies in achieving the sustainable development goal 5 in local government particularly in the Sedibeng District Municipality.

1.4 THEORETICAL STATEMENT

The study is utilised a qualitative research approach based on the following theoretical statement:

The changing institutional culture and structure is crucial in moving beyond commitment to gender equality in local government.

1.5 PURPOSE OF THE STUDY

The purpose of this mini-dissertation study was to examine the gendered workplace policy implementation for gender equality and women empowerment at local government with reference to SDM.

1.6 RESEARCH QUESTIONS AND OBJECTIVES

The main research question of the study is: What are the activities used to promote gender equality in the workplace?

1.6.1 Research Questions

The research aims to find solutions to the following questions:

- What does gender equality entail in the workplace?
- What is the relationship between gender equality policies and the SDG 5 in the workplace with reference to Sedibeng District Municipality?
- What is the current state of implementing gender equality (SDG 5) in Sedibeng District Municipality in relation to SDG 5 objectives?
- What recommendations can be proposed to effectively implement gender equality policies for achieving SDG 5 at Sedibeng District Municipality?

1.6.2 Research Objectives

The main objective of this study is: to explore the practices applied for promoting gender equality and to provide relevant opportunities for women empowerment in the workplace.

The main objectives of the study are established as follows:

- To provide a theoretical exposition for. concepts gender equality, millennium development and sustainable development goals and gender equality in the workplace;

- To investigate the relationship between gender equality and SDG 5 in the workplace with reference to Sedibeng District Municipality;
- To investigate state of gender equality in Sedibeng District Municipality in relation to SDG 5 objectives; and
- To suggest recommendations for the effective implementation of gender equality policies for achieving SDG 5 at Sedibeng District Municipality.

1.7 RATIONALE OF THE STUDY

There is a growing literature on gender issues particularly on women empowerment in the workplace. This research contributes empirically and theoretically to the emerging literature gender equality in the workplace. Most studies focused on gender equality and only a few scholars have analysed these relationships from a workplace perspective. There is some academic research about the gender equality mandate of UN initiatives, such as the UNGC and the UN WEPs (Kilgour, 2012). It is important to understand the practices of gender equality and women empowerment in the workplace. Further it is important to highlight the commitments and advancements on women empowerment in local government.

1.8 RESEARCH DESIGN AND METHODOLOGY

The research will utilise both qualitative and quantitative methods to obtain data relevant to the study.

The study is situated in the SDM. The SDM is the Category C (District) Municipality established in terms of Section 155(c) of the Constitution of the Republic of South Africa, 1996, and Section 3 of the Municipal Structures Act 117 of 1998. SDM is situated on the southern tip of the Gauteng Province and strategically located on the border of three other

provinces, namely Free State, North West and Mpumalanga. Sedibeng District Municipality consists of the three local municipalities, namely Lesedi, Midvaal and Emfuleni (SDM, 2022:1). The SDM comprises of female 402 976 (50.71%) and males 391 629 (49.29%) (SDM, 2022:1). The sample for the study was drawn from the population of SDM, whereby 51 employees were interviewed. The sample will be discussed in chapter 4.

The interviews with the above mentioned sample aimed to discover the strategies that are employed to ensure that gender equality processes are implemented in achieving SDG 5. The responses assist the researcher to gather information with regards to gender disparities and corrective actions taken to improve gender equality in SDM.

Sampling method

A probability sampling is considered for this study. Probability sampling is a sampling method with a non-zero chance of the target population being chosen (Diedericks, 2015). A stratified sampling method is considered for this study. Denscombe (2008: 14) defines stratified sampling as “a method in which every member of the population has an equal chance of being selected in relation to their proportion within the total population. It applies some boundaries to the process of selection and applies the principle of randomness and unpredictability within these boundaries”. The strata considered for sampling will be within the boundaries of the hierarchical structure of the workplace in SDM i.e., top/senior management, middle management, and lower management and junior staff.

1.8.3 Inclusion and exclusion criteria

The research project only included the permanent staff members in the SDM. It included both males, females, and managers as employees. The internship and learnership candidates were excluded in the research project. The aim of including the respective participants was to ensure consistency as the practice is explored among staff benefit in SDM.

1.8.4 Data collection

Nguyen (2021) describes data collection as the process of gathering and measuring information on targeted variables in an established system, which then enables one to answer relevant questions and evaluate outcomes. For this study, a questionnaire and interviews were used to collect data. The study also makes use of literature review to comprehend the context of the study.

Pilot study

A preliminary study was conducted in 2012-2013, whereby the researcher interviewed the Skills Development Officer to seek understanding about gender equality in the SDM. The findings of the pilot study were published as an accredited journal in 2013.

Questionnaire

A questionnaire is a list of written questions which may be completed in two ways; where the identified respondents in SDM completed it without the researcher being present (postal questionnaire) and a semi-structured interview where respondents will be asked to complete the questions by verbally responding to questions in the presence of the researcher. The questionnaire comprised of open-ended questions. The open-ended questions allow the researcher to receive responses in their own words, producing qualitative data, on the implementation of gender equality policies at Sedibeng District Municipality according to their own experiences.

The questionnaire was distributed utilising stratified sampling mechanisms. Denscombe (2008: 14) defines stratified sampling as “a method in which every member of the population has an equal chance of being selected in relation to their proportion within the total population. It applies some boundaries to the process of selection and applies the principle of randomness and unpredictability within these boundaries”. Stratified sampling will form part of this research study and will be in terms of hierarchy and gender. The strata considered for sampling will be within the boundaries of the hierarchical structure of the workplace in Sedibeng District Municipality i.e., top/senior management, middle management, and lower management.

Interviews

Semi-structured interviews are used where a standardised set of questions are asked of all identified respondents in SDM. These questions were in a similar order and assist the researcher to draw a comparison between responses. They formulate impromptu responses in order to follow up leads that emerge during the interview. They facilitate the respondents to express their views and experiences in depth on gender equality in SDM.

Literature review

Library Guides (2021) clearly defines literature review as an account of what has been published on a topic by accredited scholars and researchers. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. The purposes of a literature study are to “provide a context for the research; justify the research; show where the research fits into the existing body of knowledge; enable the researcher to learn from previous theory on the subject; outline gaps in previous research; and show that the work is adding to the understanding and knowledge of the field” (Boote & Beile, 2005:1).

The key primary sources on the SDGs and gender theory were obtained through various sources related to women studies. This included the United Nation’s Millennium Development Goals Report; a report by United Nations Centre for Human Settlements (HABITAT) on Policy paper on women and urban governance; a report by United Nations Development Programme (UNDP) on Millennium Development Goals. Documents by United Nations, Economic and Social Council on Equal Participation of women and men in decision-making processes at all levels are examples of available sources on the study context. Various study material including South African Government documents regarding MDGs and SDG’s and gender in a country-specific milieu, books, journals, legislative frameworks, database of thesis and dissertations of South African tertiary institutions, both electronic and print media and archival data from Sedibeng District Municipality, will be consulted to serve as a theoretical foundation for the research. This study will further involve an analysis and interpretation of data such as gender statistics, workplace skills plans and other relevant information within the Sedibeng District Municipality.

Statistics obtained from the Sedibeng Human Resource department at the Sedibeng provided the researcher with data from which to draw inferences. Data collected from interviews and questionnaires is analysed, interpreted in chapter 4 in a form of graphs, tables, and pie charts. The collection and analysis of data assisted the researcher to determine the effective implementation of gender equality policies in Sedibeng District Municipality.

1.8.5 Reliability and Validity and Data analysis

A Cronbach test was conducted to test the reliability whereby it is used for all the likert-scale type questions to test for internal consistence. This is presented in chapter 5 (Figure 5.8). Using a quantitative method, the participants names are not mentioned in the study. The researcher used the concept employees to refer to the participants. The SPSS method was used to analyse data.

1.9 RESEARCH ETHICS

The researcher aims to conduct research at the Sedibeng District Municipality in order to contribute towards the effective implementation of gender equality policies by using official files that are in the public domain. In order to achieve this aim, the permission has been obtained from the Human Resource Manager at Sedibeng District Municipality in order to conduct research at the premises using the files in the public domain. A consent form was utilized to ensure the respondents that their confidentiality was maintained throughout the research process. Respondents should indicate their willingness to participate voluntarily through signing a written consent form. The intent of the research was explained to respondents. A letter of permission and a consent form have been attached for consideration by the Ethics Committee. The risks foreseen in conducting this nature of research are, lack of willingness to participate by the male employees, and inadequate explanation regarding the perceptions on gender equality by the strategic management at Sedibeng District Municipality.

1.10 CHAPTER LAYOUT

The study will be outlined in chapters as indicated below:

Chapter One: Orientation and problem statement

Chapter Two: Theoretical exposition of the concept gender equality and women empowerment

Chapter Three: An overview for promotion of gender equality in the workplace

Chapter Four: Research methodology

Chapter Five: Research results

Chapter Six: Findings, summary, and recommendations

The next chapter will discuss the theoretical exposition of the concept gender equality and women empowerment.

CHAPTER 2: THEORETICAL EXPOSITION OF THE CONCEPT GENDER EQUALITY AND WOMEN EMPOWERMENT

2.1 INTRODUCTION

Throughout history, many have come to believe that leadership is a traditionally masculine activity. In almost all countries women are perceived inferior to men such views have invited gender discrimination which ultimately is affecting the prosperity of the half of the population in the world (Dhoj, 2009:1). Dlanjwa (2018) must be noted that gender equality is a constitutional obligation and is considered as the measurable equal representation of women and men in South Africa and in the rest of the world. However, this does not suggest that women and men are identical but that they have equal value and should be afforded equal treatment (Dlanjwa, 2018).

It is within the context of gender inequality that in this chapter an explanation and definitions of several related concepts: gender, gender equality, empowerment and millennium development goals with the express purpose of showing their conceptual meaning and the interwoven relationships between them. Jacobs (2009) an overview of gender equality is explained in order to gauge the progress in achieving Sustainable Development Goal 5. Concepts are explained to provide for understanding the concept of gender equality. The theories behind gender equality and empowerment are discussed. The importance of gender equality is highlighted, and the chapter conclusion is presented.

2.2 KEY CHALLENGES FACING WOMEN

DPSA (2015:5) has identified that the achievement of gender equality can be found to be more elusive even though considerable progress has been made with regard to institutionalising women's rights and gender equality. (Morris, 2019) agrees that women are involved in all parts of society, but some matters affect and touch women more than others.

In IISD (2018) Weldegiorgis, *et al.*, mention categories below which reflect a series of challenges women face while performing the various roles, and they are by no means exhaustive (2018:1). The key challenges as also cited by Farlex in the Free Library (2017) are:

- Gender relations
- Poverty
- Health: HIV and AIDS; Pandemic
- Violence
- Access to basic needs
- Access to employment and Economic Empowerment
- Access to science and technology
- economic and social changes
- Implementation of laws
- Women's access to political power and decision-making
- Women's mobility in the workplace (DPSA, 2014:5).

According to the UN (2015:3) the world's poor remain overwhelmingly concentrated in some parts of the world. In their article, Foundation Strategy, Lebus, *et al* (2020). The challenges women face is complex and interrelated and intersect with age, sexual orientation, economic class, race, religion, and physical abilities. Lebus *et al* (Foundation Strategy (2020) outlines that the severity and prevalence of all of these issues differ between and within countries. Women remain at a disadvantage in the labour market (UN, 2015:3). In a UNDP article for Latin America and the Caribbean, Alon *et al.*, (2020) identified how the current economic downturn caused by COVID-19 affect gender inequality in the labour market, in both the short and long run. Madgavakar *et al* (2020) in their article in Mckinskey Global Institute raised the fact that most people's lives and work have been negatively affected by the crisis and women were seen to be more vulnerable to COVID-19–related economic effects because of existing gender inequalities.

Gender inequality causes and perpetuates poverty and vulnerability, and contribute to sustainable pro-poor growth (ODI, 2008:42). In terms of basic needs, the lack of access and control over land constrains women from accessing various other determinants of mining business success such as finance Weldegiorgis, *et al.*, (ISSD, 2018:11). UN-Women (2022) proclaim that many around the world, including girls from poor households cannot participate in remote learning, since they lack the required tools, skills, and technologies. It is evident that continuing discrimination against girls and women will make it difficult to fully achieve any of the MDG's (UNDP Group, 2010:8). When it comes to implementation of laws, and policy level, the existing discrimination against women often puts them at a lower order in policy decisions that affect them Weldegiorgis, *et al.*, in ISSD (2018:11). President Zuma in his Women's Day speech acknowledged that the

country has done well on pushing the representation of women to 55% while at the same time a lot of work needs to be done to increase women participation at senior levels of the public sector (South Africa, 2013:5).

2.3 CONCEPTUAL FRAMEWORK: GENDER AND GENDER EQUALITY

In this section, concepts gender, gender equality are defined in order to comprehend the context of the study. What this research study intends to analyse so that it can illustrate their explicable meaning and interwoven nature.

2.3.1 Gender

As cited by Vyas-Doorgapersad (2014), gender is extensively defined by various scholars (Rubin, 1975:179; Haslanger, 1997:97, Mackinnon, 1989:113; Nobelius, 2004:1; Alcoff, 2006:148; Dhoj, 2009:1) as a range of characteristics of femininity and masculinity. Depending on the context, it may refer to concepts such as male or female, social roles, or behaviour identity. These scholarly definitions are explored in greater detail below.

Gender is a socially imposed division of the sexes, and he further elucidates that it is a set of arrangements by which a society transforms biological sexuality into products of human activity (Rubin, 1975, 97) as cited by Tanupriya (2019). Gender is different and biological fixed (Rubin, 1975). Gender differences are the oppressive results of social interventions that dictate how women and men should behave (Stanford Encyclopedia of Philosophy Archive, 2014). Standford Encyclopedia of Philopshy (2009) together with Haslangar (200b) and McKinnon (1989:113) developed their theory of gender which is explained as “all humans are either male or female; their sex is fixed. However, Standford Encyclopedia of Philosophy (2009) and Haslanger (1995) thoughts are that “cultures interpret sexed bodies differently and project different norms on those bodies thereby creating feminine and masculine persons genders (women and men) and gendered traits (like being nurturing or ambitious) which are the “intended or unintended product[s] of a social practice”

Nobelius (2004: 1,18) contends that gender refers to women's and men's roles and responsibilities that are socially determined and maintains that it is related to how we are perceived and expected to think and act as women and men because of the way society

is organised, not because of our biological differences (Tai Solarin University of Education, 2012). Stanford Encyclopedia of Philosophy (2009) and Alcoff (2006:148) share an account of gender as “positionality” whereby “gender is, among other things, a position one occupies and from which one can act politically.” In particular, Alcoff (2006:148) takes one's social position as the source for fostering the development of specifically gendered identities (or self-conceptions).

Dhoj (2009:1) purported that gender is a socio-cultural construction that makes us man or woman. She believes that the socio-cultural definition of man-like and woman-like behaviour form our gender and she also support the view that gender is “specific” referring to the social construction of masculinity and femininity. Stanford Encyclopedia of Philosophy (2009) and Centre for Development and Population Activities (1996:3) regarded gender as a socially imposed division of the sexes. Hall (2020) citing (Tasli, 2007) further alluded that gender has “social and cultural characteristics”. Tasli (2007) indicates that “such characteristics differs within and between cultures”. Gender has a dynamic character which makes it subject to change under the influence of a wide range of socio-economic factors (Tasli, 2007).

Alghamdi (2014) mentions that “gender can be further highlighted as the province of social science” as written by Tasli (2007). For instance “its qualities are shaped through the history of social relations and interactions” (Tasli, 2007; Hall, 2020). In other words, 'gender' is a social and cultural construct which refers to the "relative position of men and women" within the family as well as society (Razavi and Miller 1995:13).

ICIMOD Mandira et al (2014/4), Revees & Baden (2000: 30) and Boell (2011:2) agreed that gender refers to the attributes and opportunities associated with being male or female and the relationships between males and females and is further understood as both a social construct, established through societal roles and norms, and a performance/practice which refers to behaviors and attitudes that we do every day that reinforce gendered norms. Where they further agree that these attributes, opportunities, and relationships, expectations of roles and responsibilities are socially constructed and learned through socialization processes not derived directly from biology. However, WHO (2021:1) believe that “since gender is construed by society, it can change and be changed.”

Tasli (2007) argued that “it is not clear what the concept of gender is all about”. The author contends that “different individuals and agencies differ radically in their interpretation and implementation of the concept (Tasli, 2007). Tasli (2007) further points “to the confusion in the terminology” and “contends that the term ‘gender’ is used as a neutral term, referring to both women and men”. The Framework for Gender Equality (2006) and Chalton and Van Niekerk (1994:110) concur that gender can be viewed as the roles and responsibilities of men and women created in our families, societies and our cultures and opportunities associated with being male or female. The concept of gender is vital because applied to social analysis, it reveals how women’s subordination or men’s domination is socially constructed.

In summary, it can be asserted that “Gender” can be viewed as the social roles allocated to women and men in particular societies and at particular times and such roles and the differences between them are characterised in most societies by unequal power relations Qoboshiyana (2011). The Final Report of Activities of the Group of Specialists on Mainstreaming (1998: 7) also views gender as a socially constructed definition of the relationship between the sexes explaining that this construction contains an unequal power relationship with male domination and female subordination in most spheres of life.

2.3.2 Gender Equality and its origin

Gender equality “refers to a situation where women and men enjoy the same rights, resources, opportunities and protections” (Molebati, 2009: 11). This viewpoint is supported by academics (Kgasi, 2004:8; Reddy, 2006: 28) emphasizing that both women and men deserve equal respect, opportunities, and appreciation in the society Finnish Institute for health and welfare (2022) <https://thl.fi/en/web/gender-equality/promoting-gender-equality/actors>. “Gender equality is about providing a voice to the poor and marginalized, who often are women.” (Morna, 2008:1). It can be concluded that gender equality means an equal visibility, empowerment, and participation of both sexes in all spheres of public and private life Gokalp (2005)

Ailalah (no date) mentions that gender equality was made part of international human rights law by the Universal Declaration of Human Rights which was adopted by the UN General Assembly on 10 December 1948. That milestone document UNCTAD (2016) in the history of human rights recognized that

“All human beings are born free and equal in dignity and rights” and that “everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, ... birth or other status.” h

In 1979, the General Assembly adopted the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) which is often described as an International Bill of Rights for Women.

2.3.3 Overview of Gender equality

Despite decades of national and international commitments to end gender discrimination, gender equality remains elusive all over the world (World Savvy, org, 2009:1). Women continue to have unequal access to political and economic decision-making processes and constitute a minority in most national, regional, and global decision-making bodies at all levels (UN, 2010:1). However, over the past quarter century, the lives of girls and women have changed dramatically (World Development Report, 2012: 1).

This however does not allude to that fact no that there is no country in the world where gender inequality does not exist (Auaid, gov, 2011:3). The pace of change has been astonishing in some areas but in others progress toward gender equality has been limited even in developed countries. To confirm this slow progress, The Global Gender Gap Index which was developed in 2006, partially to address the need for a consistent and comprehensive measure of gender equality, tracks a country's progress over time, benchmarks national gender gaps of 135 countries on economic, political, education and health-based criteria Afrikom (2022). The Global Gender Gap Report, (2012:1). emphasizes the persisting gender gap divides across and within regions. Globally, women only are 25 per cent of senior management positions and, in 2008/2009 were on average paid 23 per cent less than men (MDG Report: Gender Chart, 2012: 4).

Based on the seven years of data available for the 111 countries that have been part of The Global Competitiveness Report 2013–2014 since its inception, it finds that, the majority of countries, covered, have made slow progress on closing gender gaps (We Forum, 2013:1). Around the globe, gender equality has made huge strides over the last few decades. This includes South Africa and its new democratic dispensation that promotes the equality of all.

The 2008 Gender Equity Index revealed that no country in the world has achieved full gender equality (Gender Equity Index, 2008: 1), however some countries like South Africa have made much progress within a short space of time in their efforts toward a gender-neutral society but for others the pace has been much slower (Graduateway: no date) Kiamba, (2008:1). Oligati and Shapiro (2002:2) both outline gender equality as a situation where all human beings are free to develop their personal abilities and make choices without limitations set by strict gender roles and the different behaviours, aspirations and needs of women and men are considered, valued, and favoured equally. Oligatti and Shapiro (2002) emphasize that women and men have fair and doorequal conditions for realising their full human rights and potential to contribute to national, political, economic, social, and cultural development and to benefit from the results. Gender Equality can in addition be further defined as equal achievement of social, political, economic, and cultural rights, status, services and opportunities by both men and women.

Attention to gender equality is essential to sound development practice and at the heart of economic and social progress. Development results cannot be maximized and sustained without explicit attention to the different needs and interests of women and men. If the realities and voices of more than half of the population are not fully recognised, objectives related to reducing poverty and contributing to a more secure, equitable and prosperous society will not be met (Baden and Meintjies, 1998: 122). Following from the above definitions, the analysis that can be inferred (in the South African context) is that gender equality refers to persons of all genders who should enjoy equal achievement of social, political, economic, and cultural rights, status, services, and opportunities that are free from discrimination, so that both men and women are able to claim their rights and opportunities, to pursue their potential in turn redressing the imbalances of the past.

2.4 THE CONTEXT OF WOMEN EMPOWERMENT

The concept of empowerment and women empowerment are explained in the following sections.

2.4.1 Empowerment

In a gender context, the approach to empowerment is partly informed by feminism and employed legal empowerment by building on international human rights (Wikipedia .org

no date). Empowerment is one of the main procedural concerns when addressing human rights and development (Kabeer, 2001). The Human Development and Capabilities Approach, The Millennium Development Goals, and other credible approaches/goals point to empowerment and participation as a necessary step if a country is to overcome the obstacles associated with poverty and development (United Nations, 2000). Empowerment can be explained better among human beings and entails the manner in which change occurs to an individual (Kabeer, 2001). Empowerment processes allows individuals an opportunity acquire abilities especially those who have been denied making choices (Kabeer, 2001).

2.4.2 Women Empowerment

The concept of women empowerment can be explored through building on Kabeer's and Batliwala's frameworks, with three closely interrelated dimensions: agency, resources, and achievements (Kabeer, 2001). The issue of 'women empowerment' is now a global phenomenon (Mandal, 2013:18). As per Wikipedia, women's empowerment is "the process by which women redefine and extend what is possible for them to be and do in situations where they have been restricted, compared to men, from being and doing". The empowerment of women refers to the action taken by women to overcome the obstacles of structural inequality that have previously placed them in a disadvantaged position (UNFPA 2008 cited in Molebatsi, 2009: 2).

United Nations regards gender equality as a human right pointing out that empowering women is also an indispensable tool for advancing development and reducing poverty (Dlanjwa, 2018). Similarly, according to the United Nations Development Programmes gender equality and women empowerment are a pathway to achieving the Millennium Development Goals and sustainable development (Al-Dajani, Marlow, 2013; United Nations Development, 2013:1). "Women Empowerment refers to the creation of an environment for women where they can make decisions of their own for their personal benefits as well as for the society (UNDP, 2013:1)." Women's empowerment also refers to, according to Kornegay (2008:17), increasing and improving the social, economic, political, and legal strength of the women to ensure equal rights to women and to make them confident enough to claim their rights such as:

- freely live their life with a sense of self-worth, respect, and dignity,

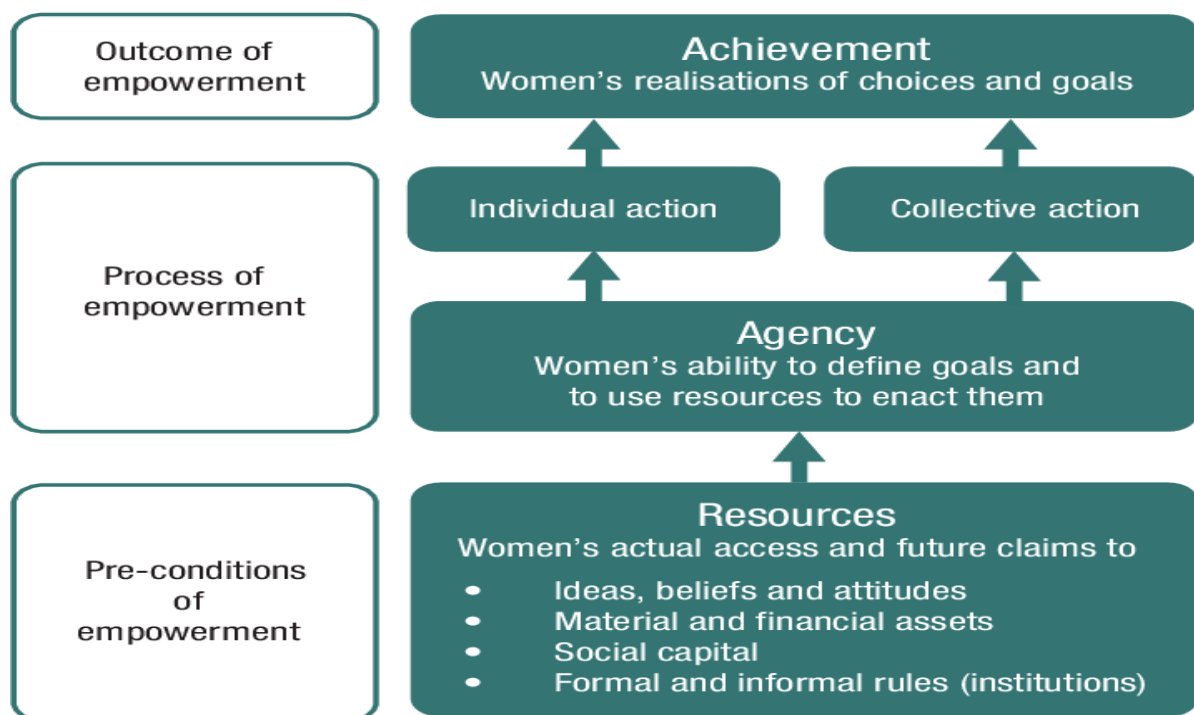
- have complete control of their life, both within and outside of their home and workplace,
- to make their own choices and decisions,
- have equal rights to participate in social, religious, and public activities,
- have equal social status in the society,
- have equal rights for social and economic justice,
- determine financial and economic choices,
- get equal opportunity for education,
- get equal employment opportunity without any gender bias,
- get safe and comfortable working environment.

2.4.3 Women's empowerment as process: a schematic

The framework of women empowerment is presented in figure 2.1.

Resources are the medium through which agency is exercised. In this case employees given greater discretion and resources: distributing control in order to better serve both customers and the interests of employing organizations Wikipedia (no date) and Kabeer (2001).

Figure 2.1. Women's empowerment as process: a schematic



Source: Kabeer, 1999 and Batliwala, 1992

The resources may be linked to enhance social, economic, political skills. An example could include skills development to alleviate poverty. Such resources enable employees to distribute control in order to better serve both customers and the interests of employing organizations (Wikipedia, no date). In summary, one can concur with Kornegay (2008:17) when she stressed that women empowerment is an essential process in the transformation of gender relations because it addresses the structural and underlying causes of subordination and discrimination.

2.4.4 TYPES OF EMPOWERMENTS

Mandal (2013) and Flowers (2021) advocated for the view that empowerment can be classified into five separate categories, namely: “social, educational, economic, political and psychological”.

Social

Social empowerment is a broad area of practice drawing upon social work and community development principles (International Online Resource Centre: Source, 2015). Social empowerment refers to the enabling force that strengthens women’s social relations and their position in social structures (Mandal, 2013). Mandal (2013) further state that social empowerment “addresses the social discriminations existing in the society based on disability, race, ethnicity, religion, or gender”. Social empowerment strengthens women’s social relations and their positions in social structures giving them more of a purpose outside the home. Social empowerment is when their contributions to society are recognized and valued as opposed to looked down upon simply because it was a woman’s creation. Social empowerment also fights back against discrimination, no longer letting people of different disabilities, races, ethnicities, religions, or genders be walked over by what’s considered ‘normal’

Educational

Education means modification of behaviour in every aspect, such as mentality, outlook, attitude (Bhat, 2015). Educational empowerment is considered as the “single most important instrument of socio political and economic transformation” (Mandal, 2013). In

education, empowerment has come to mean in some general way the handing over of decision-making to the 'clients' in the educational relationship (Lawson, 2011). Education also brings a reduction in inequalities and functions as a means of improving their (women) status within the family and develops the concept of participation (Bhat, 2015). Bhat (2015) further indicates that education as means of empowerment "bring about a positive attitudinal change". It allows people to have access to what they want based on their rights and duties. Greater access to educational and occupational resources increases women's chances of professional development, creating a larger pool of women eligible for power positions such as political office (Alexander and Welzel, 2007). Education is also regarded as a milestone because it "enables women to responds to the challenges, to confront their traditional role and change their life". Education also boost self-confidence and they become self-sufficient.

Economic

Economic empowerment can be described as "a means by which the poor, landless, deprived and oppressed people of all societies can be freed from all kinds of deprivation and oppression" (Mandal, 2013). Economic empowerment is a "powerful tool against poverty" (Biswas, 2010). Economically empowered people gain through equal work opportunities, equal organizational benefits, equal treatments and equal working environment (Mandal, 2013). With such opportunities women gain a more significant share of control over the material acquired.

Political

Participation of women in the political field and in various decision-making bodies is an important tool for empowerment (Mandal, 2013). Women's political empowerment implies the decentralization of power and authority in the deprived, oppressed and powerless people (Mandal, 2013). Mostly, this empowerment is executed to people who have not been able to participate in the decision-making processes and implementation of policies and programs of both government organizations as well as familial and societal matters (Mandal, 2013). Women have the right to participate in political processes that affect them, their families, and their societies.

Psychological

Psychological empowerment is a concept originating from industrial-organizational psychology (Lightfoot, 1986). Psychological empowerment refers to an “intrinsic task motivation reflecting a sense of self-control in relation to one’s work and an active engagement with one’s work role (Seibert, Wang, and Courtright, 2011). Psychological empowerment demonstrates an important motivational resource that may enhance employees’ engagement with their work (Ugwu et al., 2014). Psychological empowerment represents the motivational construct of an intrinsic task, including four cognitions that reveal a personal orientation about their job role (Spreitzer, 1995). The four cognitions include, competence, meaning, self-determination, and impact and demonstrates cognitive orientations (Spreitzer, 1995). (Indeed Company, 2022) Psychological empowerment is important to help women recognize their self-worth.

Mandal (2013) recognises that all five of these categories intertwine with one another, but that it’s equally important to consider them separately as well. Each group has different main goals they’re aiming for, so trying to focus on them as a whole would be unbeneficial.

2.5 WOMEN’S EMPOWERMENT PRINCIPLES

They provide a platform to mobilize business action for implementation of the Sustainable Development Goals (SDGs), particularly SDG5 on gender equality and women’s empowerment (ILO, 2020). There are seven Principles for women’s empowerment, and it offers guidance to business on how to promote gender equality and women’s empowerment in the workplace, marketplace, and community (ILO, 2020) The women’s empowerment principles include the following seven Principles:

- Principle 1: Establish high-level corporate leadership for gender equality
- Principle 2: Treat all women and men fairly at work – respect and support human rights and non-discrimination
- Principle 3: Ensure the health, safety and well-being of all women and men workers
- Principle 4: Promote education, training and professional development for women

- Principle 5: Implement enterprise development, supply chain and marketing practices that empower women
- Principle 6: Promote equality through community initiatives and advocacy
- Principle 7: Measure and publicly report on progress to achieve gender equality

Table 2.1 Women Principle 4 and 7

Principle 4:	Principle 7:
Education and Training	Measure and publicly report on progress to achieve gender equality
a. Invest in workplace policies and programmes that open avenues for advancement of women at all levels and across all business areas and encourage women to enter non-traditional job fields (IBCWE: 2018)	i. Make public the company policies and implementation plan for promoting gender equality. Kristiansson (2017)
b. Ensure equal access to all company-supported education and training programmes, including literacy classes, vocational and information technology training (Morning Star: 2020)	ii. Establish benchmarks that quantify inclusion of women at all levels Hall (2020)
c. Provide equal opportunities for formal and informal networking and mentoring. (IBCWE:2018)	iii. Measure and report on progress, both internally and externally, using data disaggregated by sex iulpress.org (2019)
d. Offer opportunities to promote the business case for women's empowerment and the positive impact of inclusion for men as well as women. (IBCWE:2018)	iv. Incorporate gender markers into ongoing reporting obligations.

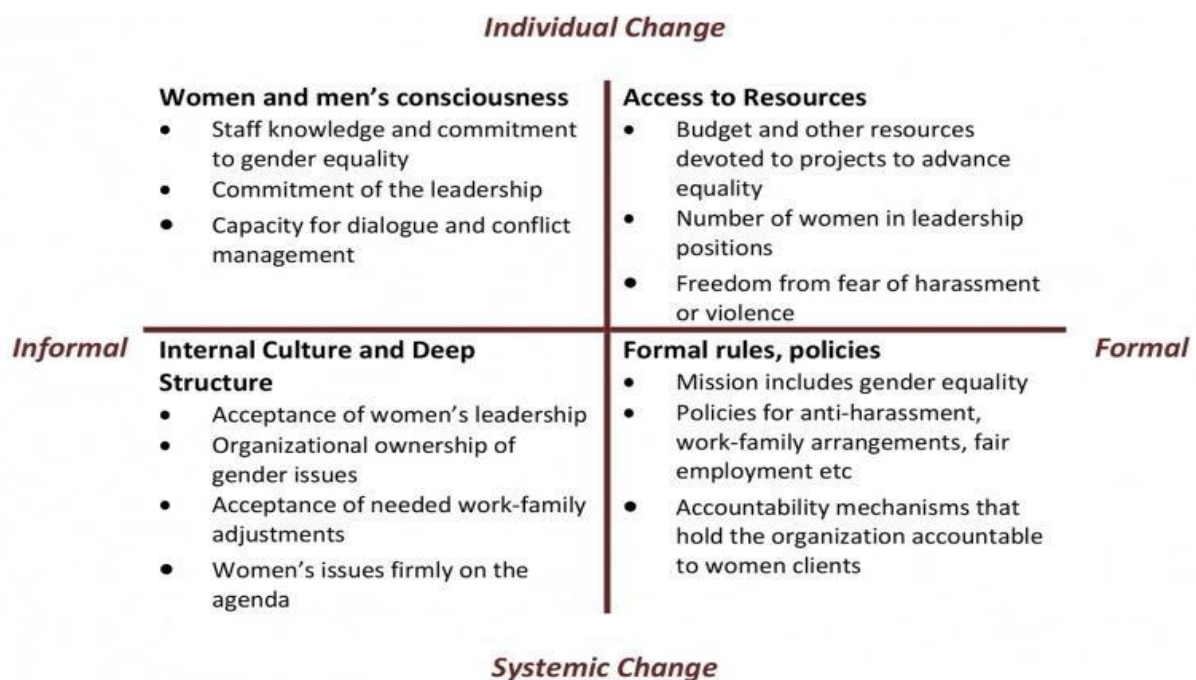
Source: ILO, 2020:11

2.6 GENDER AT WORK FRAMEWORK

The Gender at Work Framework is intended for use by change agents in both organizations and communities to uncover opportunities and barriers to gender equality, to map a strategy for change and to guide evaluative efforts to mark progress (Borgen

Project, 2020). The Gender at Work Framework highlights the interrelationship between gender equality, organizational change, and institutions or ‘rules of the game’ held in place by power dynamics within communities (Gender at Work, 2018; Equilo, 2020). The workplace gender equality framework is aimed at achieving women’s empowerment and gender equality in the workplace. Additionally, it is aimed at ensuring a better quality of life for all women through improved and accelerated service delivery by the Public Service (ILO, 2006:3). The Framework proposes a process that moves away from treating gender issues as “business as usual”, towards locating it at the very center of the transformation process in the Public Sector (DPSA, 2006:3).

Figure 2.2. The Rao Kelleher Gender at Work



Source: Zinnes, 2018

The Rao Kelleher Gender at Work is a framework that highlights certain barriers that culture engenders (Equilo, 2020). The Gender at Work Framework comprises four domains related to different arenas of social life, namely: access to assets, practices and participation, beliefs and perceptions, institutions, laws, and policies (Manimtim et al, 2022). Authors such as Rao, *et al.*, (2015) have dedicated their professional lives to developing and employing a holistic approach to improving gender equality globally. Rao, *et al.*, (2015) applied their analytical framework as they considered individual

consciousness and capabilities, resources and safety, norms, and deep structures, plus rules and policies. Furthermore, Rao, *et al.*, (2015) argues that change agents must consider organizations' systemic as well as human factors, along with formal and informal rules.

The top two quadrants are related to the individual (Borgen project, 2020). On the right are changes in noticeable individual conditions, e.g., increased resources, voice, freedom from violence, access to health and education (Zinnes, 2018). Whereas, on the left, individual consciousness, and capability – knowledge, skills, political consciousness, and commitment to change toward equality (Zinnes, 2018). The bottom two clusters are related to systemic variables, with formal rules as laid down in constitutions, laws, and policies; and informal discriminatory norms and deep structures, including those that maintain inequality in everyday practices (Equilo, 2020).

The cluster on the right (Borgen project, 2020) refers to formal rules as laid down in constitutions, laws, and policies. The cluster on the left is the set of informal discriminatory norms and deep structures, including those that maintain inequality in everyday practices (Zinnes, 2018). The Framework can be used by change agents in both organizations and communities to uncover opportunities and barriers to gender equality Gender action (2020). It can be used to map a strategy for change and to guide evaluative efforts to mark progress (Borgen project, 2020).

2.7 THEORIES OF GENDER EQUALITY AND WOMEN EMPOWERMENT

The study utilizes the empowerment approach to feminist theory as a framework for the study. The literature identifies various factors for promoting gender equality and female empowerment. Vyas-Doorgapersad (2016) cites various feminist theories exploring aspects of “changing social relations” (Luis, 2012); “economic development” (Ferber and Nelson, 1993); “welfare, equity and anti-poverty approaches” (Buvinic, 1983); and “empowerment approaches” (Moser, 1989). The study utilizes the empowerment approach to feminist theory as a framework for the study. Muyoyeta (2007) mentions three theories and they include: Women in Development (WID), Women and Development (WAD), and Gender and Development (GAD). The Women in Development (WID) theory approaches are discussed in the sections below. The study conducted by Alexander and Welzel (2007) on gender equality focused on four dominant themes in the literature,

namely: “Economic Modernity: the Classical Development Perspective, Cultural Modernity: the Human Development Perspective, Historical Legacies, and the Institutional Design Perspective”. The four different aspects and approaches of gender equality are described below.

2.8 Four Different Aspects of Gender Equality

A research conducted by Alexander and Welzel (2007) pinpoints four factors to be particularly important for women empowerment. The four aspects includes, “Economic Modernity: the Classical Development Perspective, Cultural Modernity: the Human Development Perspective, Historical Legacies, and the Institutional Design Perspective” (Alexander and Welzel, 2007). These four aspects are regarded as dominant themes in the context of gender equality. The respective four aspects are on gender equality are described below.

2.8.1 Economic Modernity: the Classical Development Perspective

The classical modernization perspective considers increases in democracy and human choice as a direct outcome of economic development (Alexander and Welzel, 2007). Ferber and Nelson (1993:29), in their exploration of economic development, claim that a better economics would neither be removed of its distinctively masculine characteristics nor simply feminine associated characteristics appended on indiscriminately. This approach holds that economic development is central to increasing the pool of women eligible for positions of social power (Alexander and Welzel, 2007).

Better economics involves a careful choice from both masculine and feminine approaches that result in best science. Ferber and Nelson (1993:29) believed that women uniquely are impacted by economics. Their overall conclusion is that economics needs to remove itself from perpetuating masculine biases about how work must be done and to what extent certain work is valuable.

2.8.2 Cultural Modernity: the Human Development Perspective

In the Human Development perspective, resource allocation, aspiration mobilization and opportunity codification are the functional equivalents of socioeconomic development, cultural modernization and democratization, respectively (Welzel, Inglehart, and

Klingemann, 2001). A cultural process of human development gives rise to an emancipative worldview (Alexander and Welzel, 2007). Cultural modernization mobilizes human motivations to higher levels of ambitions (Welzel, Inglehart, and Klingemann, 2001). The human development perspective links social modernization to emancipative values through changes in existential constraints (Alexander and Welzel, 2007). Cultural modernization contributes liberty aspirations to individual choice (Welzel, Inglehart, and Klingemann, 2001).

2.8.3 Historical legacies perspective and Institutional design perspective

The historical legacies perspective emphasizes the influence of cultural and political traditions (Alexander and Welzel, 2007). The institutional design is the choice of rules for collective decision-making (Colomer, 2009). The strategic goal of the process is to integrate gender equality into the regular rules, procedures and practices of an institution (European Institute for Gender Equality, 2022). The Institutional design perspective mediates mass support for women's empowerment and the pool of women eligible for political office in ways that either enable or constrain women's attainment of political leadership (Alexander and Welzel, 2007). A successful gender mainstreaming implementation will lead to the transformation of an institution, thus also impacting on the organisational culture (European Institute for Gender Equality, 2022).

The Women in Development (WID) Approach is discussed in the next section.

2.9 Women in Development (WID) Approach

The initial policy approaches were characterized in Buvinic (1983, 1986:14-31) under the three categories: 'welfare', equity' and anti-poverty' in an increasing order of shift in focus. The Women in Development (WID) Approach has five approaches, namely: the Welfare Approach, the Equity Approach, the Anti-poverty Approach, the Efficiency approach, and the Empowerment Approach. The approaches are briefly described below.

2.9.1 Welfare Approach

The welfare approach, is one of the earliest, is called the pre-Women-in-Development (pre-WID) (Sarapura, 2009). The welfare approach focuses on basic needs while

strengthening women's homemaker and reproductive roles (Tyler, 2002). Welfare is the earliest policy approach concerned with women in developing countries. The welfare approach is based on three assumptions:

- First, that women are passive recipients of development, rather than participants in the development process.
- Secondly, that motherhood is the most important role for women in society.
- Thirdly, that child rearing is the most effective role for women in all aspects of economic development

The welfare approach is found to be still very popular, as it is politically safe, without questioning the traditionally ascribed role of women (Pillai, et al, 2000:23).

2.9.2 Equity Approach

Buvinic (1983, 1986) described the equity approach as being primarily concerned with inequality between men and women in both public and private spheres of life and across socio-economic groups. The equity approach identifies the origins of women's subordination not only in the context of family but also in relations between men and women in the marketplace. Hence, the approach places considerable emphasis on economic independence and equality as synonymous with equity and equity programmes are recognized as uniting notions of development and equality. The underlying logic is that women beneficiaries have lost ground to men in the development processes and therefore, in a process of redistribution, men have to share in a manner that entails women from all socioeconomic classes are 'gaining' and men from all socio-economic classes are 'losing' or gaining less' through positive discrimination policies if necessary (Buvinic, Lycette and McGreevey, 1983:14-31).

2.9.3 The Anti-Poverty Approach

This approach, according to Buvinic (1983: 14-31), is seen as a toned-down version of the equity approach due to the reluctance of the development agencies to interfere with the given gender division of labour, hence its aim is to increase the employment and income-generating opportunities of poor women through better access to productive

resources. The approach shifts the emphasis from reducing inequality between men and women to reducing income inequality (Pillai et al, 2009:23).

2.9.4 Empowerment approach

Disempowered people tend to experience marginalisation and poverty (Mahmud, 2019). The empowerment approach, which was developed in the mid 1980's, is a relatively new approach in women and development discourse (Tasli, 2007). Awareness raising, political mobilization and networking are some of the instruments of this approach (Tasli, 2007). Tasli (2007) indicates that the empowerment approach underlines the necessity of women to increase their socio-economic, political, and cultural power so that they can challenge the existing structures by themselves. Empowerment may be implemented on a top-down or bottom-up process. Crescenzi and Rodríguez-Pose (2011) informs that the top-down and bottom-up development policies have been generally sold as two irreconcilable ends of the development intervention spectrum. Eby (2018) explains that the top-down approach relies on higher authority figures to determine larger goals that will filter down to the tasks of lower level employees. Top-down policies are solidly based in micro- and macroeconomic theories, but lacks the adequate flexibility and 'place- awareness' to respond to local complexity (Crescenzi and Rodríguez-Pose, 2011). Basu (2015) argues that a top-down approach is more effective when incorporating gender equality at the domestic level. The top-down approach can be used in order to assess, determine, and implement business decisions made by upper executives (Eby, 2018).

In comparison, the bottom-up style of communication features a decision-making process that gives the entire staff a voice in company goals (Eby, 2018). Tasli (2007) views top-down structures in our societies as sources of women's subordination and puts a strong emphasis on the necessity of challenging them in all areas and at all levels.

However, the empowerment approach argues that this transformation should begin at grass-roots level in a 'bottom-up' manner in that women increase their socio-economic and political powers (Tasli, 2007). Moser (1989: 8) considers the empowerment approach to be the most critical and promising and puts a special emphasis on it. The empowerment approaches "involves the radical alternation of the processes and structures which reproduce women's subordinate position as a gender" (Young, 1993:158). The

empowerment approach combines the feminist struggle with the struggle against other forms of oppression (Tasli, 2007:30).

Based on this approach the increase of women's 'power' is a necessary condition for challenging the structures of oppression (Tasli, 2007). The empowerment approach is further recognised as a strategy (Matekere, 2015) aimed help women to gain the power, they need for breaking the relations of dependency (Tasli, 2007). The study conducted by (Tasli, 2007) considered empowerment approach to be the most critical and the most promising among all approaches and will form the imperative basis for this research study.

The section below provides a brief outline of scholarly articles on gender equality and development.

2.10 SCHOLARLY ARTICLES ON DEVELOPMENT GOALS

Fukuda-Parr (2004) explained that the Millennium Development Goals emerged when the Heads of states met in 2000. The goals put human development at the centre of the global development of agenda for the new millennium, a shift away from growth as the central objective of development. The MDG's provide a framework of accountability and go on to define concrete goals that can be monitored.

Oyebola (2017) Millennium Development Goals (MDGs), marked a historic and effective method of global mobilisation to achieve a set of important social priorities worldwide. The MDG's were set out to express widespread public concern about poverty, hunger, disease, unmet schooling, gender inequality, and environmental degradation (1Library, 2022). By packaging these priorities into an easily understandable set of eight goals and by establishing measurable and timebound objectives, the MDGs help to promote global awareness, political accountability, improved metrics, social feedback, and public pressures (Tai Solarin University of Education, 2012).

Saith (2006) posed the question whether the Millennium Development Goals were just a string of global wish lists? Are they simply a distraction or gimmick? Saith (2006) suggested that there is more to the enveloping global exercise of the MDGs than meets the eye. He asserts that the MDG phenomenon carries the potential for distorting

meaningful intellectual and research agendas and could function as the catalyst and vehicle for a fundamental realignment of the political economy of development at the global level. He further questions whether this realignment will be of a benign character that reflects the emancipatory aspirations so readily evoked in the Millennium Declaration (Saith, 2006).

Kumar et al (2016) in the Indian Journal of Community Medicine reported that the MDGs generated new and innovative partnerships, galvanized public opinion and showed the immense value of setting ambitious goals. By putting people and their immediate needs at the forefront, the MDGs reshaped decision-making in the developed and developing countries alike. Joulaei, Maharlouei, Tabrizi, Kamran, Lankarani (2017) are of the view that the millennium development goals (MDG) are global committed efforts to provide anti-poverty and disparity document. McAuthur (2014) contends that the Millennium Developmental Goals were established as a response to many worlds' foremost challenges as they appeared in 2000.

Sachs (2015) maintains that the evidence from the MDGs is powerful and encouraging. In September 2000, the UN General Assembly adopted the "Millennium Declaration," which included the MDGs. Those eight goals became the centrepiece of the development effort for poor countries around the world. He believes that there has been considerable progress towards development in addressing the goals identified. Sachs (2015) further believes that "just as the world has made tremendous progress with the MDGs, we can find our way to achieving the SDGs." Despite the cynicism, confusion, and obstructionist politics surrounding efforts to fight poverty, inequality, and environmental degradation, a breakthrough is possible (Sachs, 2015). The world's major powers may appear unresponsive, but that can change. Ideas count. They can affect public policy far more profoundly and rapidly than detractors can imagine.

2.11 CHAPTER SUMMARY

In this chapter the significance of gender equality in the workplace was discussed. This chapter defined the reviewed the concept entailed in gender equality. The literature reviewed highlighted that the explicit inclusion of gender equality in only two SDG's is too narrow and side-lines other gender specific risks and vulnerabilities, roles, and responsibilities. The literature also shows that it is possible to lead gender equality and

empowerment of women to tackle the development challenges experienced by women. It is further widely accepted that the attainment of economic, social stability and growth is vital that women's participation in local government keeps pace with the growth of a broader democratic and non-sexist culture.

CHAPTER 3: AN OVERVIEW FOR PROMOTION OF GENDER EQUALITY IN THE WORKPLACE

3.1 INTRODUCTION









This chapter will focus on explaining the link between gender equality and women empowerment SDG in the labour market. Women continue to experience significant gaps in terms of poverty, labour market and wages as well as participation in private and public decision-making. The crux of the feminist's perspectives is the need to empower women towards gender equality (Matoane, 2015). In achieving gender equality, women are required to be empowered so as to ensure that decision-making at private and public levels as well as access to resources are no longer weighted in men's favour so that both women and men can fully participate as equal partners and be productive in the labour market (Studymode research, 2018).

3.2 MILLENIUM DEVELOPMENT GOALS

The Millennium Development Goals (MDGs) is a set of plans that were made by the United Nations in 2000 to try to reduce hunger and improve the environment and other conditions in poor countries around the world (Cambridge University Press, 2003:1). The MDGs outlined the key goals and targets agreed upon at the international conferences and world summits during the United Nations Millennium Summit in September 2000 (UN, 2010:1).

The summit comprised of 189 nations and 147 heads of state and governments signed the adopted a strategy to achieve eight critical economic and social development priorities by 2015 (UN, 2010:1). Countries pledged and committed itself to fulfil its constitutional obligation by promoting equality and eradicating poverty as defined in MDGs 1 and 3 (UNDP South Africa: 2010:1). Leaders pledged to strive individually and collectively towards these goals through international, regional, and national action (UNESCO, 2007:5). MDGs are based on the principles of equity, non-racialism, and non-sexism (United Nations Development Programme for South Africa (2013:1). The eight MDGs are presented in table 3.1.

Table 3.1 The eight-millennium development goals

MILLENIUM GOAL	
1 	Hunger - Eradicate extreme poverty and hunger
2 	Education - Achieve universal primary education
3 	Gender - Promote gender equality and empower women
4 	Children - Reduce child mortality
5 	Mothers - Improve maternal health
6 	Disease – Combat HIV/AIDS, malaria and other diseases
7 	Environment - Ensure environmental sustainability
8 	Partnership - Develop a global partnership for development.

Source: UNDP, 2012; Tai Solarin University of Education, 2012

The establishment of MDGs relates to providing development to poor nations (UNDP, 2012). It also seeks to provide a set of benchmarks to measure progress towards the eradication of global poverty goals with time-bound targets and measurable indicators (UNDP, 2012). These goals raised the bar for measuring countries' performance on gender equity (Buvinic and Morrison, 2008:19). SDGF (2020) makes mention of the substantial progress that has been made regarding the MDGs; however, the achievements have been uneven. The MDGs reached its end in 2015 and the discussion of a post-2015 agenda continued (UN, 2015:4). The focus moved towards building a sustainable world where environmental sustainability, social inclusion and economic development are equally valued. The MDG for this study, refers to MDG 3 which seeks to promote gender equality and empower women. The MDG 3 is explained below.

3.2.1 Millennium Development Goal 3: Promote gender equality and empower women

MDG 3, to promote gender equality and women's empowerment, includes one target and three indicators (UN, 2010:3). The MDG 3 indicators include:

- Ratios of girls to boys in primary, secondary and tertiary education;
- Share of women in wage employment in the non-agricultural sector; and
- Proportion of seats held by women in national parliament (ODI, 2008:42).

In terms of education, the MDG 3 sought to eliminate gender disparity in in basic education and higher institutions of learning by 2015 (UN, 2015:4). The MDG 3 has critical link with other MDGs as an effective means of eradicating hunger, poverty, reduce maternal health, reduce child mortality and combat disease (ODI, 2008:42).

The abovementioned highlighted issues shows that the recognition of gender equality and women's empowerment is still limited (OECD, 2010:3). MDG 3 interprets gender equality very narrowly, and there is growing recognition that the targets and indicators that frame the goal on gender equality and women's empowerment are too limited (UN, 2010:3). Turquet (2013:1) agreed and further notes that the Millennium Development Goals that are most off-track are the ones that are least likely to be achieved and are the ones that depend on achieving gender equality. Despite the global reduction of more than 800 million people living in extreme poverty from 1990 to 2008 (The Millennium Development Goal Report: Gender Chart, 2012). In every country and at every level, the organisers need to achieve the pivotal third MDG and to reduce persisting levels of inequality based on sex, wealth, location ethnicity and other markers of disadvantage (UN Women2, 2012). It was critical that signatories who include South Africa, seriously engage with the Millennium Development Goals specifically the Millennium Development Goal 3. The MDGs remain an important political reminder to our leaders of their development commitments (Peters, 2009: 1). Peters (2009:1) asserts that the context of the MDGs are absolutely relevant and important. With its expiry, the SDGs were developed, and it is described below.

3.3 SUSTAINABLE DEVELOPMENT GOALS

The Rio+20 conference held in June 2012 galvanized a process to develop a new set of Sustainable Development Goals (SDGs) sought to fit into a global development framework beyond 2015 (SDG, 2021). The 17 SDGs build on the successes of the MDGs, which embodies specific targets and milestones in eliminating extreme poverty and the worst forms of human deprivation (UN, 2021). These SDGs are a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all" (logistics viewpoints, Cunnane: 2021) The SDGs were

set up in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030 (SDG, 2021). The goals were framed for 15 years of international development by creating a focused and coherent plan of action toward a sustainable future (Boucher, 2015). The 17 Sustainable Development Goals are listed below:

Table: 3.2 Sustainable Development Goals

SUSTAINABLE DEVELOPMENT GOALS	DESCRIPTION OF GOALS
SDG 1 - No Poverty	End poverty in all its forms everywhere
SDG 2 - Zero Hunger	End hunger: achieve food security and improved nutrition and promote sustainable agriculture
SDG 3 - Good Health and Well-being	Ensure healthy lives and promote well-being for all at all ages
SDG 4 - Quality Education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
SDG 5 - Gender Equality	Achieve gender equality and empower all women and girls
SDG 6 - Clean Water and Sanitation	Ensure availability and sustainable management of water and sanitation for all
SDG 7 - Affordable and Clean	Energy Ensure access to affordable, reliable, sustainable, and modern energy for all
SDG 8 - Decent Work and Economic	Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all
SDG 9 - Industry, Innovation, and Infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
SDG 10 - Reduced Inequalities	Reduce inequality within and among countries
SDG 11 - Sustainable Cities and Communities	Make cities and human settlements inclusive, safe, resilient and sustainable
SDG 12 - Responsible Consumption and Production	Ensure sustainable consumption and production patterns
SDG 13 - Climate Change	Take urgent action to combat climate change and its impacts
SDG 14 - Life below Water	Conserve and sustainably use the oceans, seas, and marine resources for sustainable
SDG 15 - Life on Land	Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
SDG 16 - Peace, Justice, and Strong Institutions	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels

SDG 17 - Partnerships for the Goals	Strengthen the means of implementation and revitalize the global partnership for sustainable development
-------------------------------------	--

Source: UN, 2015

The SDGs addresses the most pressing global challenges i.e., economic growth, environmental sustainability, and social inclusion (Sustainable Development Solutions Network, 2015). The SDG 5 is intended at ensuring women’s full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic, and public life (Aluko, 2018). The next section provides the difference between the MDGs and SDGs.

3.4 SIMILARITIES AND DIFFERENCES BETWEEN MILLENNIUM AND SUSTAINABLE DEVELOPMENT GOALS

This section provides a brief outline the similarities and differences between the MDGs launched in 2000, and the SDGs launched in 2015 when the MDGs expired.

3.4.1 Differences between SDGs and MDGs

The SDGs expanded its scope to 17 goals from the eight (8) goals in the MDGs. The eight MDGs (see Table 2.1) galvanized a global campaign from 2000 to 2015 to end poverty in its various dimensions (Ite, 2018:4). Fleming (2020) the MDGs targeted the developing countries, while the SDGs apply to all countries whether rich, middle, or poor countries (Philippines Statistics Authority, 2022). The SDGs are also nationally owned and country-led, wherein each country is given the freedom to establish a national framework in achieving the SDGs (Philippines Statistics Authority, 2022). At their core, the SDGs and MDGs share the same target of eliminating poverty (a27fjj: 2021). The SDGs are also nationally owned and country-led, wherein each country is given the freedom to establish a national framework in achieving the SDGs (Philippines Statistics Authority, 2022; Boucher, 2015).

Table: 3.3 Difference between MDGs and SDGs

Theme	MDGs	SDGs
	Promote gender equality and empower women	Achieve gender equality and empower all women and girls
Number of Goals	8	17
Number of Targets	21	169
Number of Indicators	60	232
General scope/ focus	Social	Economic growth, social inclusion & environmental protection
Target	Developing countries, particularly the poorest	Entire world (rich and poor)
Formulation	Produced by a group of experts	Result of consultation process among: -193 UN Member States -Civil society -Other stakeholders

Source: UNDP, 2022

The MDGs focused on the most vulnerable populations, and addressed extreme poverty, hunger, disease, gender equality, education, and environmental sustainability (Ite, 2018:4). Unlike the MDGs, the SDGs aim to address economic, social, and environmental challenges. MDG framework did not reflect on decent work as a key feature of poverty eradication and human development, whereas the SDGs considered decent work goal as a central feature of the global plan to eliminate poverty (UNDP, 2022).

3.4.2 Similarities between SDGs AND MDGs

There are certain key similarities between the two goals, especially on the context of labour issues and employment. The global mobilization behind the Millennium Development Goals has produced the most successful anti-poverty movement in history Hopper (2022). The MDGs helped to lift more than one billion people out of extreme poverty, to make inroads against hunger, to enable more girls to attend school than ever before and to protect our planet (Donaires et al: 2018). Like the SDG framework, the MDG framework was composed of a nested hierarchy of goals, targets, and indicators.

3.5 GENDER EQUALITY IN THE WORKPLACE

The UN has defined 9 Targets and 14 Indicators for SDG 5 (SDG tracker, 2022). Targets specify the goals and indicators represent the metrics by which the world aims to track whether these targets are achieved (UN, 2015). Below are the most applicable targets and indicators for businesses (Tradepreneur, 2022) Target 5.1: End discrimination against women and girls

- Target 5.2: End all violence against and exploitation of women and girls
- Target 5.3: Eliminate forced marriages and genital mutilation
- Target 5.4: Value unpaid care and promote shared domestic responsibilities
- Target 5.5: Ensure full participation in leadership and decision-making
- Target 5.6: Universal access to reproductive rights and health
- Target 5.a: Equal rights to economic resources, property ownership and financial services
- Target 5.b: Promote empowerment of women through technology
- Target 5.c: Adopt and strengthen policies and enforceable legislation for gender equality (UN, 2015).

Women have a critical role to play in all of the SDGs (Haywood et al, 2018). Discrepancies with gender inequality may occur. In these cases, necessary steps are required to make their workplace as equal, inclusive, and diverse as possible. Gender equality in the workplace expects organisations to ensure that employees of all genders have access to the same rewards and opportunities (Indeed Company (2022).

3.5.1 Importance of gender equality and women empowerment in the workplace

Gender inequality in the workplace is an important topic to consider (Jacobs, 2009). Gender equality in the workplace expects organisations to ensure that employees of all genders have access to the same rewards, opportunities, and resources at a company including (Indeed Company, 2022). With the right approach and tools, any organization can empower its employees (Wong, 2020). The tools may include education, learning and development of human resources (Etebarian, *et al.*, 2010). Turkmenoglu (2019) believes when employee empowerment is provided to the employees, increases productivity, customer service and decision-making. Employee empowerment can instil

greater trust in leadership, encourage employee motivation, lead to greater creativity, and improve employee retention — all of which ultimately results in a better bottom line (Wong, 2020). It builds self-confidence and makes them capable to create and conceive their own ideas and it develops competitiveness among the employees and every employee seeks to score more and more admiration from the authorities (Etebarian, *et al.*, 2010).

Empowerment is considered as a two-way process that requires collaboration among the employees and employer Guillory and Galindo (1995). The following are highlighted as benefits of employee empowerment within an organization:

- Increase in Employee Contribution
- More Input of Ideas
- Low Cost through Reduction in Managerial Levels
- Growth of Interpersonal, Logical, and Guidance Skills (Kanter and Stein (1979).
- Improvement of Communication Among Employees and Management
- Creating Perception of Quality Awareness Among All Employees (Turkmenoglu, 2019)
- Efficient Use of Organization Resources

Increase Individual Job Satisfaction (Guillory and Galindo, 1995) Achieving gender equality and women empowerment requires robust decision-making at private and public levels and access to resources in the workplace OECD (2020). de Austria (2014) proclaims that a critical aspect of promoting gender equality and women empowerment must focus on correcting power imbalances and giving women more autonomy to manage their own lives. Women's empowerment is vital to sustainable development and the realization of human rights for all (UNPF, 2008). Empowered woman may become helpful amongst others towards the productivity of their family and the community and are able to lead improved productivity for the next generations.

3.5.2 Key elements of a workplace gender equality strategy

This section provides a framework for assessing the development of an approach to gender equality (Olsen, *et al.*, 2015:4). The following are twelve key focus areas necessary for a gender equality strategy according:

- stakeholder engagement;
- leadership accountability;
- communicating a diversity strategy;
- measurement and reporting;
- policies and processes;
- supply chain;
- gender composition;
- gender pay equity;
- flexibility;
- talent pipeline;
- leader and manager capability; and
- gender inclusive culture (Olsen et al, 2015).

The above strategy is recommended because it is consistent and compatible with the institutions approach to leadership and workplace practices (Olsen et al, 2015). Specifically, this approach is commended because it (CFEFCW: 2017):

- “Places ultimate responsibility and accountability for gender equality on organisational leaders
- Recognises the need to address gender equality as a strategic whole of-organisation issue;
- Acknowledges the developmental nature of an organisation’s progress towards gender equality; and
- “Is sophisticated enough to allow identification and diagnosis of various problem areas, while simultaneously lending itself to practical and intuitive solutions” (Olsen et al, 2015).

An overarching gender equality strategy is important to ensure that discrete initiatives are complementary and working towards the overall goals of promoting gender equality in the workplace and supporting (ILO, 2015) the organisation’s business priorities. The workplace gender equality strategy should consider the context, key focus areas and timeframe. Gender programmes must have a duration for its implementation, it must not take forever to execute. Investing in gender must be outlined in order to consider the values and principles. Various obstacles hinder the progress of gender equality; therefore,

the strategy allows managers to outline the risks and barriers and to measurement of impact. The strategy also helps institutions to structure their goals around workplace gender equality in an overarching, high level way that took into consideration the specific situation of the organisation as well as the sector in which it operates.

3.6 PROMOTING GENDER IN THE WORKPLACE

All priorities have compelling gender dimensions which need to be addressed if the country is to advance towards women's empowerment and gender equality." (Commission for Gender Equality, 2019/2020). The UN SDGs are driving governments, individuals, universities, and businesses to adjust their practices to achieve benchmarks and secure a future by 2030 (Green Business Bureau, 2021). The achievement of greater equality between women and men can be possible when the abovementioned three aspects of change are activated (Hill, 2017:2). The pathway to greater gender equality outcomes is made up of three steppingstones:

- gender equality policies;
- an enabling institutional environment;
- women's empowerment (Hill, 2017:2)

The respective outcomes are discussed in the subsequent sections.

3.6.1 Key Aspects Driving the Promotion of Gender Equality

This section reviews policies aimed at companies or organisations. It sets out useful steps that can foster commitment and action towards gender diversity, and provides illustrative company examples outlined by ILO (2020). The five key aspects covered here that drive the promotion of gender equality are listed below:

- achieving equal pay for work of equal value
- preventing and ending violence and harassment in the world of work
- promoting work–family balance and an equal sharing of childcare responsibilities
- fostering women in business and management
- building a future of work that works for both women and men (ILO, 2020:17).

The ILO (2020:17) states that the “progressive legislative solutions could work meaningful”. This can be realised proactively with the existence of social partners, employers in the public and private sectors” (ILO, 2020:17).

3.7 GENDER EQUALITY POLICIES

The legal and constitutional protection of women’s rights remains an important political resource in women’s empowerment (O’Neil, et al., 2014:7). Gender equality policies are measures that support fairness in the treatment of women and men (The City of Cape, 2004). The South African government has taken significant steps to indicate its commitment to the achievement of gender equality (The City of Cape, 2004). The execution of gender equality at work and women’s economic empowerment relies the existence of international instruments and frameworks, together with national laws (ILO, 2020:17). Constitutions and laws establish the formal rules of the game about how a society allocates and uses power and resources (O’Neil, et al., 2014:7).

In compliance with the Constitution provisions, the South African government developed a National Gender Policy Framework for Women’s Empowerment and Gender Equality (Referred herein as National Gender Policy Framework) (Nyangiwe-Ndika, 2015). This serves as guidelines in developing sectoral and departmental gender policies (Commission for gender equality, 2020). The responsibility of implementing and coordinating gender equality priorities rest with the Ministry of Women in The Presidency in South Africa (Springerlink: Mayer & Barnard, 2015). The following are some examples and constitute a good basis for work on gender equality (The City of Cape, 2004).

- The Labour Relations Act (1996),
- The Commission for Gender Equality Act 39 of 1996
- The Basic Conditions of Employment Act (1998),
- The Employment Equity Act (1999) and
- the Skills Development Act (1999)

3.7.1 The Constitution of the Republic of South Africa

The Constitution of the Republic of South Africa (1996) as the supreme law of the country. In this regard Nyangiwe-Ndika (2015) and Mammen (2010) informs that its requirements

relating to the gender equality of women and other designated groups cannot be disregarded. The Constitution and the bill of rights also promotes gender policy framework broad strategies and programmes that support gender equality (DFFE: South Africa, 2022; News24, 2017). Section 9 of the Constitution of the Republic of South Africa (1996) assures equality before the law and freedom from discrimination to the people of South Africa (Ndika Wilekazi, 2015). Nyangiwe-Ndika (2015) further indicates that the Constitution prohibits both discrimination by the government and discrimination by private persons. Chapter two of the South African Constitution provides specifically for gender equality, affirmative action, freedom and security of the person and socio-economic rights.

3.7.2 The Commission for Gender Equality Act 39 of 1996

The Constitution makes provision for the establishment of a National Gender Machinery (NGM) (The City of Cape, 2004). The NGM seeks to affirm gender equality and give effect to the Bill of Rights (The Statistics South Africa, 2019; Kaan, 2007). The Commission for Gender Equality is an independent statutory body established in terms of Chapter 9 of the Constitution of the Republic of South Africa (Dept of Treasury, 2009; Kaan, 2007). The Commission for Gender Equality Act (1996) makes provision for the establishment of one of the key institutions related to SDG 5, the Commission for Gender Equality (The Statistics South Africa, 2019). The Commission for Gender Equality is an independent statutory body established in terms of Chapter 9 of the Constitution of the Republic of South Africa, 108 of 1996. The Commission for Gender Equality Act 39 of 1996 intends:

- to provide for the composition, powers, functions and functioning of the Commission on Gender Equality; and
- to provide for matters connected therewith.

Hernández et al, in MDPI (2021) make mention that this Commission ensures promotion of gender equality in the country and monitors compliance of South Africa to gender international policies (The Statistics South Africa, 2019). It works in close collaboration with the Department of Women which is the key department coordinating the implementation of gender transformational frameworks by all entities and all spheres (The Statistics South Africa, 2019).

3.7.3 The Employment Equity Act, No 55 of 1998

The Employment Equity Act, No 55 of 1998 promotes equity in the workplace, ensures that all employees receive equal opportunities and that employees are treated fairly by their employers. Section 15(2) of Employment Equity Act 55 of 1998 makes provision for institutions implementing gender equality in the workplace (Matotoka & Odeku, 2018). The Finnish Institute for Health and Welfare (FIHW, 2022) informs that institutions are obliged to draft a gender equality plan that includes the institution's most significant measures for promoting gender equality. At municipal level there are employment equity plans which have been developed and endorsed by Municipal Council, however, municipalities fail to implement it (Nyangiwe-Ndika, 2015).

3.7.4 The National Gender Policy Framework: South Africa

The achievement of gender equality and women's empowerment is also supported by a framework of policies and mechanisms. Nyangiwe-Ndika (2015) informs that the South African government developed a National Gender Policy Framework for Women's Empowerment and Gender Equality (Commission for Gender Equality, 2020). The Framework provide guidelines to spheres of government with regards to the formulation of gender policies (Western Cape, 2004:11). The responsibility of implementing and coordinating gender equality priorities rest with the Ministry of Women in The Presidency in South Africa (Mayer & Barnard, 2015). The Policy Framework recommends gender mainstreaming as an approach towards achieving gender equality, and also stresses the importance of Women's Empowerment as a further requirement for achieving gender equality (Western Cape: Cape Town, 2004:11).

3.7.5 Promotion of Equality and Prevention of Unfair Discrimination Act No 4, 2000

The Promotion of Equality and Prevention of Unfair Discrimination Act No 4, 2000 (hereafter referred to as the PEPUD Act of 2000) came into effect in 2004 (VELS, 2018; Nyangiwe-Ndika, 2015). This is subsequent to the enactment of the EE Act of 1998 and the Skills Development Act of 1998 (Nyangiwe-Ndika, 2015; Kornegay 2008). Section 9(4) of the Constitution of the Republic of South Africa 1996 envisaged (Nyangiwe-Ndika, 2015) and gave effect to the PEPUD Act of 2000 (Nyangiwe-Ndika, 2015; Mkhonto, 2018).

Section 14 of the PEPUD Act of 2000 speaks to issues of fair and unfair discrimination sentiments which are also echoed in the EE Act of 1998. The PEPUD Act of 2000 seeks to redress conditions of social and economic inequality by upholding the values of human dignity, equality, freedom, and social justice (Nyangiwe-Ndika, 2015; UNCTAD, 2016). Nyangiwe-Ndika (2015) further informs that the redressing conditions of social and economic inequalities should result in the attainment of a non-racial, non-sexist society. This will allow institutions to meet and comply with international equality obligations ratified by South Africa in international treaties, laws, agreements, and/or resolutions (Nyangiwe-Ndika, 2015). Nyangiwe-Ndika (2015) asserts that equal treatment of men and women must be in a meaningful. Equal treatment seeks to meet the specific and distinctive needs (Nyangiwe-Ndika, 2015; SAQA, 2018) of the different categories of women and men.

3.7.6 The Women Empowerment and Gender Equality Bill

This Bill (PMG: 2013) gives effect to section 9 of the Constitution of the Republic of South Africa, 1996, in so far as the empowerment of women and gender equality is concerned (Nyangiwe-Ndika, 2015). The bill seeks to:

- establish a legislative framework for the empowerment of women; and to synchronize all phases of laws and implementation of laws relating to women empowerment;
- align all aspects of laws and implementation of laws relating to women empowerment, and the
- appointment and representation of women in decision making positions and structures; and to provide for matters connected therewith (Nyangiwe-Ndika, 2015).

This Bill seeks to comply with the country's commitments to international agreements that include the:

- Convention on the Elimination of All Forms of Discrimination Against Women (December 1979);
- Beijing Declaration and Platform for Action (September 1995);

- Millennium Declaration and Development Goals (September 2000);
- Solemn Declaration on Gender Equality in Africa (July 2004); and
- SADC Protocol on Gender and Development (August 2008) (Nyangiwe-Ndika, 2015).

3.7.7 Affirmative Action Policy

Bangani (2019) informed that Affirmative Action policies were introduced for the first time in 1994. The aim of the policy is to bring into the administrative heart of government people from the groups who have been marginalised and systematically discriminated against by apartheid ((Department of Public Service and Administration, 1998; Bangani, 2019). The objectives of the Public Service Affirmative Action Policy are, within the framework of the Employment Equity Bill and other relevant labour and Public Service legislation (Department of Public Service and Administration, 1998). The policy seeks to:

- Enhance the capacities of the historically disadvantaged through the development and introduction of practical measures that support their advancement within the Public Service (Department of Public Service and Administration, 1998).
- Inculcate in the Public Service a culture which values diversity and support the affirmation of those who have previously been unfairly disadvantaged (Department of Public Service and Administration, 1998).
- Speed up the achievement and progressive improvement of the numeric targets set out in the White Paper on the Transformation of the Public Service (Department of Public Service and Administration, 1998).

The legislative framework was a way of entrenching the ninth constitutional principle of representivity which requires that employment and personnel management practices (Public Service Commission, 2000). This must be based on ability, objectivity, fairness, and the need to redress the imbalances of the past so that the public administration could become broadly representative of the South African people (Public Service Commission, 2000). Notwithstanding the general strides achieved in the public sector, there are concerns with regard to the slow rate at which women are occupying positions in the higher echelons of the local government (Penciliah, 2011:868).

3.7.8 Local government legislations

Local governments have a key role and responsibility in the implementation of international conventions and agreements (UNHSP, 2008:2). Numerous countries have enshrined women’s equal rights in their constitutions, even though not all of these are as strong as many women would like them to be (UNHSP, 2008:2). There are local government legislations to accommodate the demands of women participation in local governance. This includes, the Local Government White Paper (1998) ASSADPAM, the Local Government: Municipal Structures Act, 1998; and the Local Government Municipal Systems Act, 2000. The legislative framework emphasized that women participation in ward committees, and women’s needs during community participation must be considered.

3.7.9 Workplace policies and its practices

The following section provides a summary of workplace policies and its practices.

Table 3.4 Policies for gender equality in the workplace

POLICIES FOR GENDER EQUALITY IN THE WORKPLACE			
Gender neutral job descriptions and recruitment policies	Equal pay for women and men performing work of equal or comparable value Gokalp (2005)	Paid maternity and paternity leave and job guarantee on return to work Gokalp (2005)	Right to flexible working hours or part-time work
No discrimination in hourly pay between full-time and part-time workers	Lactation facilities	Paid carers leave	Gender equality targets/quotas in recruitment and promotion to senior leadership roles

Source: Hill, 2017:2; Shapiro and Oligatti (2002)

In the workplace, gender equality policies allow women to remain engaged in paid work and attached to the workforce even while they provide care (Hill, 2017:2). Similar policies are also applied to attract women to ‘non-traditional’ occupations (Hill, 2017:2). Such policies must be supported by an enabling institutional environment in which women and men have equal rights (Klimke, 2016)

3.8 AN ENABLING INSTITUTIONAL ENVIRONMENT

Nyangiwe-Ndika (2015) informs that the promotion of gender equality and the empowerment of women is central to the mandate of UNDP and intrinsic to its development approach (UNDP, 2005). An enabling environment may be interpreted as a set of interrelated and interdependent systemic conditions such as policies, laws, institutional mechanisms, resources, etc., which facilitate the promotion of gender equality. (UN. 2005:1). An enabling environment can only be created when the reforms towards greater gender equality and women's empowerment acquire legitimacy (Kardam, 2005:5).

Since 1994, South Africa has an obligation to address gender inequalities alongside those relating to race UNDP (2010:5). Women had no legislative protection from discriminatory practices in the workplace for example unequal pay for unequal work (Penciliah, 2005:344). Morna (2006) believes that this could be due to multicultural practices whereby each culture is steeped in traditions that often-run contrary to male" South Africa. Matos (2012:1) states that we have good gender equality in government however, they are not translated effectively. In 2014, a new Department of Women, Youth and Persons with Disabilities established with a mandate for advancing the socio-economic status of women and the promotion of gender equality (Bangani. 2019; ILO. 2020).

3.9 WOMEN'S EMPOWERMENT APPROACH

Women's empowerment has been a feature of development assistance since the 1990s (O'Neil, *et al.*, 2014:1). Empowerment of women is not only imperative but also crucial for all-round development of society and the nation as a whole (Mandal, 2013:18). Women's empowerment involves far more than simple resource allocation (Wong, 2020). Companies that are interested in empowering employees act on the following:

- Give employees a voice by regularly soliciting and acting on their feedback;
- Provide opportunities for employees to grow through more autonomy, additional responsibilities, or even an entirely new role;
- Recognize employees frequently to increase their engagement and confidence in their own abilities; and

- Provide employees with the tools, training, and authority they need to excel (Wong, 2020).

Women's equality and empowerment is one of the 17 Sustainable Development Goals, but also integral to all dimensions of inclusive and sustainable development (UNFPA-2020). It plays a critical role in socioeconomic transformation (Hill, 2017:3). The "women's empowerment" approach tends to focus more on practical needs which in themselves are complementary to the "basic needs" approach reflected in the situational analysis (DFFE: South Africa, 2022). Research on women's empowerment points to the critical role that the broad institutional environment plays in supporting women's freedom to choose how they live and work (Hill, 2017:3). Women's empowerment approach highlights the importance of women's agency and voice as part of the process of economic empowerment that delivers gender equality outcomes (SAQA, 2018).

Gender equality initiatives in the workplace can remove many of the barriers to women's full and equal participation in the workforce. They help create a level playing field for male and female employees in recruitment, retention, promotion, and leadership, and deliver positive results for business. But to achieve gender equality outcomes such measures need to be supported by an enabling institutional environment.

3.10 BENEFITS OF GENDER EQUALITY IN THE WORKPLACE

- There are numerous benefits for companies who are intentional in maintaining gender equality in the workplace (Oligatti & Shapiro: 2002). It has been postulated that empowerment is most renowned and promising concept for enhancing the outcomes of work along with the efficiency and effectiveness of an organization (Sparrowe, 1994). Observation have been made of organizations with capability, committed, and professional workforce can adapt the changes to enhance performance and the competitive position. Empowerment of workforce also influence the effectiveness of and the innovation of an organization. It also creates job satisfaction (Naderi, et al., 2006). The following are benefits of gender equality in the workplace as noted in several studies (Hall (2020); Orndorff, (2022); (Springerlink, 2021)
- A Better Economy: If more women fully participated in paid work and earned equal pay for their work, it would improve the economy

- Improved Productivity: Gender equal workforces work better in many ways. One of the major benefits of improved gender equality in the workplace is a more cohesive and more productive workforce.
- Increased Growth and Innovation: It is believed that if companies want to grow, they also have to innovate. Workplaces that have a culture of equality exponentially increase their ability to do both. An empowering, bias-free and supportive gender equal workplace leads to an innovation mindset.
- Diversity of Views: A more diverse approach gives your company the chance to benefit from views that fall outside the norm. That's another major benefit of gender equality;
- Focus on Inclusion: A focus on inclusion avoids stigmatizing individuals or small groups and concentrates on making the workplace better for everyone. Focusing on what unites people rather than what divides them is a better approach ;
- Generation Gap: When considering diversity in the workplace statistics, it's easy to ignore one area of growing concern: ageism in the workplace. According to the World Health Organization, the world's population is ageing;
- Disability Rights: employers focus on ability rather than disability in the workplace
- Corporate Governance: Get to know a more diverse group of potential directors so you've got a network you can tap into when you're ready to meet hiring needs;
- Diverse Representation: When talking about diversity and inclusion, how your company looks to the public is crucial. Consider whether the images you use to promote your business target a diverse audience;
- Benefits of an Inclusive Workplace;
- Focusing on having an inclusive and diverse workplace doesn't just make you a great human being. It can also help your business thrive.

Table 3.5 further provides a brief outline of the benefits in the workplace.

Table 3.5 Benefits of gender equality in the workplace

Benefit	Description
Positive company culture	A gender-equal work environment where all employees feel respected and valued creates an overall more positive workplace for all your employees. When you have a gender-diverse environment, your employees will likely notice that their coworkers have talents and strengths they don't possess themselves. The appreciation for these differences will help promote an environment of respect among the team (Indeed Company, 2022).
More innovation and creativity	People of different genders bring unique talents, strengths and skills into the workplace, which can improve collaboration and result in a stimulating and creative environment. In fact, companies often find that a gender diversity can lead to greater innovation within the workplace (Indeed Company, 2022).
Build a great reputation.	By being intentional about promoting gender equality in the workplace, you'll foster a great company reputation with the outside world. People who have similar values will want to work for you, and with happy employees you'll have a positive and productive workforce (Indeed Company, 2022).
Improved conflict resolution	Strong communication skills among employees is essential for company-wide success. People of different genders naturally communicate differently, with some preferring to communicate problems directly and others work as peacemakers. When you combine these different communication styles in one work environment, you can more easily achieve conflict resolution (Indeed Company, 2022).

Source: Indeed Company, 2022

From the above it can be said that companies can benefit from better financial performance, improved reputation, employee retention, employee engagement, and improved creativity (Hall, 2020).

3.11 CLASSIFICATION OF WORKPLACE REPRESENTATION

This section provides an overview of where women in the workplace should be situated. Gender equity is a systemic issue, and as such, making real changes requires getting the whole organization involved (Center for Creative Leadership, 2021). A local municipality comprises of elected representatives (through political representation) and non-elected representatives.

3.11.1 Elected representatives

Reh (2019) Elected representatives are elected by the people in a country, city, or other geographical unit to represent them in a legislature or government (Ministry of Business Innovation and Employment, 2022; IDSWater, 2020). Examples of elected representatives may include a Mayoral Committee and Municipal Committees. (Nyangiwe–Ndika, 2015) Section 60 of the Municipal Structures Act 117 of 1998, outlines that a Mayoral Committees only exist in municipalities that have a mayoral executive system and an executive mayor (Salga, 2012). Most council have a number of council committees that specialise in specific areas. The following committees makes up the Municipal Committees:

- Audit committees
- Executive Committees
- Ward committees
- Section 79 Committees
- Section 80 Committees
- Part-time councillors

The Ministry of Business Innovation and Employment (2022) informs that the abovementioned structures generally make laws. They also interact with constituents, and participate in debates and interviews to explain and promote their positions (Ministry of Business Innovation and Employment, 2022). Their tasks may include:

- developing national, state, territory or local government policy, and formulating, amending and repealing legislation and by-laws (Ministry of Business Innovation and Employment, 2022).
- helping constituents with a range of problems particularly with regard to matters concerning government and local agencies (Ministry of Business Innovation and Employment, 2022).
- investigating matters of concern to the public and to particular persons and groups
- introducing proposals for government action and representing public and electoral interests (Ministry of Business Innovation and Employment, 2022).

- issuing policy directions to government departments and exercising control over local government authorities (Ministry of Business Innovation and Employment, 2022).
- attending community functions and meetings of local groups to provide service to the community, gauge public opinion and provide information on government plans (Ministry of Business Innovation and Employment, 2022).
- serving as a member on parliamentary committees and inquiries (Ministry of Business Innovation and Employment, 2022).
- presenting petitions on behalf of concerned groups (Ministry of Business Innovation and Employment, 2022).

3.11.2 Non-elected representatives

Fosheim (2022) non-elected representatives comprise a diverse group of actors who supplement the elected representatives in governance networks, ensuring broader representation of interests in politics and eventually, better policy outcomes (Chapman, & Lowndes, 2014). Non-elected representatives may include senior management or head of departments, team leaders and all staff in the workplace responsible for policy implementation. A senior manager has responsibilities and authority that are broader in scope than a front-line manager (Reh, 2019). There are also opportunities for appointment, whereby a door is typically open for senior managers to move into a director- or general manager-level role (Reh, 2019; Norway grants, 2021)

Gender diversity in senior leadership has been associated with higher company profits (Morton, et al., 2014:6). The core responsibilities of the senior manager include:

- Providing guidance to direct reports, typically comprising first-line managers and supervisors (Reh, 2019);
- Ensuring clarity around priorities and goals for the entire functional area (Reh, 2019);
- Approving requests for investment to a certain level of authority (Reh, 2019);
- Managing overall financial budgeting for her function (Reh, 2019);
- Approving hiring and firing requests within her group (Reh, 2019);

- Guiding the talent identification and development processes for a group or function (Reh, 2019);
- Working across functions with peers in other groups to ensure collaboration for shared goals (Reh, 2019);
- Interacting with senior management for reporting (Reh, 2019);
- Working with senior management and other peers for strategy development and execution planning (Reh, 2019);
- Communicating financial and goal results and key performance indicators to direct reports (Reh, 2019); and
- Facilitating goal-level creation for the broader function and working with managers to ensure the goals cascade to all workers (Reh, 2019).

3.12 STAKEHOLDERS TO PROMOTE GENDER EQUALITY AND WOMEN EMPOWERMENT

This section describes the actors, and the process of engaged in promoting gender equality and women empowerment including gender-sensitive stakeholder analysis and gender stakeholder consultation. Achieving gender equality and the empowerment of women represents a collective, organizational, and programmatic endeavour (Nyangiwe-Ndika, 2015; Hopper, 2022). The actions and change strategies to create such an environment would be undertaken by international organizations, Governments, and civil society actors (Kardam, 2005:1). Actors in promoting gender equality sets out the accountability of staff at different levels (United Nations, 2018: iv). The respective actors are described below.

3.12.1 International Institutions

International institutions exist in helping countries to develop policies and to build resilience to achieve the Sustainable Development Goals. UNDP is concentrated in three focus areas: sustainable development, democratic governance and peace building, and climate and disaster resilience (Bongo Scholar: UNDP, 2022). GENDERNET (2020) realizes that achieving gender equality and women's empowerment outcomes requires robust, sustained financing (ILO, 2020; OECD, 2020).

The World Bank recommends taking active policy measures or finding specific entry points for gender-appropriate policy interventions to level the playing field (Kardam, 2005:3). The international institutions also include financial institutions which contribute to funding gender equality and women's empowerment in developing countries (Nyangiwe–Ndika, 2015). These institutions also serve to integrate gender equality aspects throughout crisis response efforts (OECD, 2020). International institutions may include Official Development Assistance (ODA) and World Bank, Global Fund for Women, Rise Up, and MATCH International Women's Fund.

3.12.2 Government

In terms of equality context, the Finnish Institute for Health and Welfare (2022) states that all public authorities, educational institutions, and workplaces have a responsibility for promoting gender equality. All authorities have the general obligation of promoting gender equality (Finnish Institute for Health and Welfare, 2022; Flowers, 2021). The government actors participate to design and implement policies, laws and services that benefit women (Human Rights Careers, 2020). It is said that the promotion of gender equality must be goal-oriented and systematic in order to attempt to change circumstances preventing the attainment of gender equality (Finnish Institute for Health and Welfare, 2022). The promotion of gender equality must cover the provision and availability of services (Flowers, 2021). The promotion of gender equality falls under the administrative scope of the Ministry of Social Affairs and Health, which is responsible for the coordination of cross-sectoral gender equality policy, gender mainstreaming as well as gender equality legislation (Finnish Institute for Health and Welfare, 2022; Flowers, 2021). Bodies organising education and training also take steps to ensure women and men's equal opportunities for education and professional development (Finnish Institute for Health and Welfare, 2022; Flowers, 2021). Gender equality also has an Ombudsman for Equality responsible for supervising the Equality Act (Flowers, 2021).

3.12.3 Private Sector

In terms of the SDGs, on the other hand, Agenda 2030 calls for partnerships to be forged on mutual terms and on a more equal footing, due in part to the shift in the global economy's centre of gravity from developed to developing countries (Harrington, 2015). Many 'partnerships' give aid, debt relief and trade access (Hayward, 2018). Private sector

actors were called upon to provide medicines and technology to people in developing countries (Harrington, 2015). In terms of the SDGs, on the other hand, Agenda 2030 calls for partnerships to be forged on mutual terms and on a more equal footing, due in part to the shift in the global economy’s centre of gravity from developed to developing countries (Hayward, 2018). Business leaders, sustainability managers and green teams can find ways to incorporate SDG 5 into their business models and practices (Green Business Bureau, 2021; Mowery, 2021).

3.12.4 Interest Group

The Finnish Institute for Health and Welfare (2021) outlines that gender equality responsibilities extend to different types of NGOs and networks of actors. There are several organizations facilitating female empowerment in South Africa to help South African women to be the best version of themselves (Maxwell, 2018). In many countries, women’s movements have also successfully pressured governments from below to change legal institutions, laws and policies (Kardam, 2005:1). Currently, the three organisations are identified for promoting gender equality and include: Women’s Empowerment Foundation for Southern Africa, Thuthuzela Care Centre and United Nations Development Programme (Maxwell, 2018) and briefly presented below.

Table 3.6: Three organizations for female empowerment in South Africa

Women’s Empowerment Foundation for Southern Africa	Thuthuzela Care Centre	United Nations Development Programme
<ul style="list-style-type: none"> -Strengthen women’s voices, -Give means to women to speak out, -Empower women with information to change their lives and -Advocate for a gender-sensitive representation of women in the media (Maxwell, 2018) 	<ul style="list-style-type: none"> -Provides support for women across South Africa who have been victims of rape and sexual assault. -By late 2014, 56 of these centers have been established (Maxwell, 2018) 	<ul style="list-style-type: none"> -Support the Government of South Africa to achieve gender equality -Promote women’s empowerment in economic and social circles (Maxwell, 2018)

Source: Maxwell, 2018

The Women's Empowerment Foundation for Southern Africa also prioritizes empowering rural women in Zimbabwe with information to gain economic independence to meet their own basic needs (Maxwell, 2018). The Thuthuzela Care Centre provides also provide emergency medical care, post-exposure prophylaxis, counseling, court preparation as well as many other services (Maxwell, 2018). The United Nations Development Programme currently has two areas in focus: women economic empowerment and closing the gap between policy and implementation (Maxwell, 2018).

At the international level organisations that have pledged their support in the promotion of gender equality and women empowerment. The organisations include among others the UN Women, Association for Women's Rights in Development and Womankind Worldwide. The above-mentioned organisations share the same vision in accelerating progress on meeting women need across the world. These organisations support the UN members states in achieving global standards of gender equality and they work closely with civil society organizations and governments.

3.13 PROCESSES INVOLVED IN TO PROMOTE GENDER EQUALITY

The section above provided a description of actors involved in gender equity field. In this section, a description of the processes involved for bringing in the team is presented (Nhlapo, 2020). The organising team needs to identify and engage the groups and individuals whose interests and/or influence are key to equitable, inclusive, and sustained outcomes (WFP, 2022:1). The process comprises an inclusive consultative process which involve all staff and stakeholders from all divisions and relevant units and international institutions. The involvement of gender stakeholders makes it possible to identify gender-specific concerns and implications that may not have been considered initially (EIGE, 2022). Two processes are identified, namely: Gender stakeholder consultation and Gender-sensitive stakeholder analysis (Eige, 2022). The two identified processes are explained in the following sub-sections.

3.13.1 Gender Stakeholder Consultation

Gender stakeholder consultation promotes the participation of women and men in the policymaking process to ensure that their voices are heard, and their priorities are reflected in policies, programmes, and projects (EIGE, 2022). Each actor has a role to

play. Stakeholder consultation occurs in four steps, including: planning, consulting stakeholders, incorporating feedback, and documenting (EIGE, 2022). The justification for gender mainstreaming in project planning and management is derived from the main objective of establishing development projects (Ujeyo, et al., 2017:1). The involvement of gender stakeholders from the planning phase to the evaluation phase of an intervention makes it possible to identify gender-specific concerns and implications that may not have been considered initially (EIGE, 2022). Several reasons account for the importance of promoting gender stakeholder consultations (EIGE, 2022):

- Improving public decisions and policies to reflect gender-specific concerns
- Fostering awareness raising and capacity development in relation to gender equality (EIGE, 2022)
- Enhancing accountability in relation to gender equality commitments (EIGE, 2022).

3.13.2 Gender-Sensitive Stakeholder Analysis

After all, a gender-sensitive stakeholder analysis (Nigerian Environmental Study/Action Team (NEST) 2011). is applied to examine the commitments, capacities and efforts of the different women and men (and girls and boys), as well as organisations, in mainstreaming gender and in advancing gender equality and women's empowerment (WFP, 2022:1) Stakeholder analysis involves:

- identifying a programme's stakeholders
- identifying the interests (needs, concerns, priorities etc.), influence (degree of power) and capacities of key stakeholders
- understanding the relations between the different stakeholders, which may be cooperative or conflictual
- identifying how each stakeholder will be impacted by the programme
- using the analysis to inform programming (WFP, 2022:1).

A gender-sensitive stakeholder analysis can be undertaken throughout all stages of the project cycle, but most importantly should be undertaken at the outset of a project in the Design phase as cited in Gender sourcebook (2020), (Nigerian Environmental Study/Action Team (NEST) 2011). Gender-sensitive stakeholder analysis comprises three processes, namely: design phase, implementation phase and monitoring and

evaluation phase (Diamond & Lellement, 2014:127). A stakeholder analysis is particularly important in the design stage of the programme. At this stage the gender equity officer may undertake the process to identify:

- the interests of all stakeholders – those who are affected by and those who will influence the programme
- relationships that can positively contribute to implementation and realisation of programme outcomes
- potential risks (and so inform the risk analysis and mitigation strategy) (WFP, 2022:1).

By putting people and their immediate needs at the forefront, the MDGs reshaped decision-making in developed and developing countries alike (UN, 2015:3). From the above, it can be concluded that the promotion of gender equity is crucial for attaining SDGs. Actors in these processes can generate new and innovative partnerships, galvanized public opinion and show the immense value of setting ambitious goals (UN, 2015:3). The benefit of Gender-Sensitive Stakeholder Analysis helps to identify and understand the positions and interests of all programme stakeholders and strategic partnering. The analysis also enables the officers to identifying potential risks to achieving programme goals (WFP, 2022:1).

3.14 COUNTRY STRATEGIES IN ACHIEVING GENDER EQUALITY

The following sections provides an outline of the commitment by the respective countries for supporting gender equality. The promotion of gender equality and the empowerment of women is central to the mandate of UNDP and intrinsic to its development approach (Nyangiwe-Ndika, 2015; UNDP, 2015). Achievements noted included increased awareness, policy reforms, improved legislative frameworks, and institutional development at the national level in many countries (UN, 2005:3). The following support the activities achieved during the implementation of the development goals:

- Positive developments include the establishment of national policies and strategies for gender equality;

- adherence to international and regional instruments for the protection of the human rights of women;
- increased diversity in the mechanisms promoting and monitoring attention to gender equality; attention to resource allocations through gender-sensitive budgeting;
- the recognition of the critical role played by NGOs in awareness-raising, advocacy, monitoring and programme delivery; and
- efforts to engage men and boys more actively in the promotion of gender equality (UN, 2005:3).

The most noticeable improvement occurred in policies related to gender and efficiency of resource mobilization for poverty reductions (World Bank 2004). In Asia, many reviews during 1999 and 2004 noted that throughout Southeast Asia, countries have improved their development policies as reflected in trends in several sectors (Kelkar, 2005). Mehta, et al (2018) in Springerlink mentions The Millennium Development Goals Report 2015 presented by the UN (2015), acknowledged uneven achievements and shortfalls of the MDG 3 in many areas. The respective achievement informed that:

- About two thirds of countries in the developing regions have achieved gender parity in primary education;
- Globally, about three quarters of working-age men participate in the labour force, compared to half of working-age women;
- Today, women make up 41 per cent of paid workers outside of agriculture, an increase from 35 per cent in 1990; and
- The average proportion of women in parliament has nearly doubled over the past 20 years, but still only one in five members are women (Slidelegend, 2015).

The developing regions as a whole have achieved the target to eliminate gender disparity in primary, secondary and tertiary education (Hopper, 2022). In Southern Asia, only 74 girls were enrolled in primary school for every 100 boys in 1990 (UN, 2015:5). Women have gained ground in parliamentary representation in nearly 90 per cent of the 174

countries with data over the past 20 years (Puthenkalam, 2016). Until the early 1980's, women in South Africa were restricted from participating equally in the workplace by the existence of various laws (Penciliah, 2005:344). The average proportion of women in parliament has nearly doubled during the same period (Slidelegend, 2015). Yet still only one in five members are women (Slidelegend, 2015). The MDG work is not complete, however the development programmes must be continued.

3.15 SOUTH AFRICA'S TARGETS THAT WERE SET IN ACHIEVING MILLENNIUM DEVELOPMENT GOAL 3

The report prepared by South Africa (2007) in its Millennium Development Goals Mid-Term Country Report mentions that there is increased participation of women and empowerment has progressed and is noted. About a third of Members of Parliament are women (UNDP, 2022:1). SA also prides itself with having a Cabinet with 43% of its members being women, five of the nine provinces are led by women Premiers (UNDP, 2022:1). At local government level, 40% of Councillors are women. Three of the country's six metros are led by women Mayors (UNDP, 2022:1). South Africa, however, has reached major milestones in achieving key targets identified in the millennium Declaration, however, certain areas in relation to gender equality and women empowerment still leaves major gaps that need to be addressed (Focusinternational, 2014). South Africa had planned to achieve the above Millennium Development Goal Target three in the backdrop of important indicators of concern (Statssa, 2013:12). The SDGs provide South Africa with an ambitious vision to address and ultimately solve its most pressing societal challenges (Statistics South Africa, 2019). In many ways the SDGs build on the 'unfinished businesses of the Millennium Development Goals (Statistics South Africa (2019); UN SDSN (2015). In South Africa, the significant convergence between South Africa's National Development Plan (NDP) and the SDGs is often emphasised (Statistics South Africa, 2019). The new frame is designed to ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life.

The proportion of women in managerial positions was 31.1% in 2014, 30.5% (2015), 31.6% (2016), 32.1% (2017). The proportion of managerial roles in South Africa occupied by women was 32.1% in 2017 (Statistics South Africa, 2019). This was an increase from

the previous two years (Statistics South Africa, 2019). Progress needs to be accelerated in order to attain parity. South Africa has committed to developing and enacting a host of legislative and policy frameworks aimed at promoting gender equality and eliminating gender-based discrimination and violence (Statistics South Africa, 2019).

3.16 MEASURES OF GENDER EQUALITY AND WOMEN EMPOWERMENT

A variety of measures are used to evaluate the realisation of gender equality goals, such as gender equality index (UNSDG, 2014). Measuring gender equality is integral to effective policymaking (EIGE, 2022). In Biomed central.com, Goulart (2021) pronounces that effective measurement of gender equality and women's empowerment is challenging in low and middle-income countries (LMICs), and even more so in humanitarian settings. Gender Equality Index was acknowledged as a reliable measurement tool for gender equality in the European Union, in an audit carried out by the European Commission's Joint Research Centre (EIGE, 2022). The Gender Equality Index is a composite indicator that measures the complex concept of gender equality and based on the EU policy framework, assists in monitoring progress of gender equality across the EU over time (EIGE, 2022). It uses three dimensions to measure opportunity cost: reproductive health, empowerment, and labour market participation. It reveals both progress and setbacks and explores what can be done better to seize opportunities for change (EIGE, 2022). Examples of Gender Equity Index may include Gender Empowerment Measure (GEM); Gender Development Index (GDI); Global Gender Gap Index and Social Institutions and Gender Index.

The GDI and GEM became the primary indices for measuring global gender inequality for the United Nations Human Development Reports (Find at Wiki, 2022). The GDI and GEM became the primary indices for measuring global gender inequality for the United Nations Human Development Reports (Find at Wiki, 2022). The GEM measures the access women have to attaining means of power in economics, politics, and making decisions (Find at Wiki, 2022).

Gender Inequality Index

There are three critical dimensions to the Gender Inequality Index: reproductive health, empowerment, and labour market participants (Find at Wiki, 2022). The GII's dimension

of reproductive health have two indicators: the Maternal Mortality Ratio (MMR) and the adolescent fertility rate (AFR) (UNDP, 2010). The empowerment dimension is measured by two indicators: the share of parliamentary seats (Find at Wiki, 2022) and higher education attainment levels (GSDRC, 2014). The labour market dimension is measured by women's participation in the workforce (GSDRC, 2014).

From the above discussion it can be said that the South African government has adopted a variety of broad-based domestic and international standards to design and guide its strategic framework for gender equality. With the abovementioned statement it is undisputable that gender equality discourse requires commitment from a diverse host of stakeholders (Nyangiwe–Ndika, 2015). Achieving gender equality requires enforceable legislation that can influence, guide, and monitor gender equality implementations (Nyangiwe–Ndika, 2015). Nyangiwe–Ndika (2015) outlined that different frameworks should create sustainable de facto gender equality outcomes.

3.17 CHAPTER SUMMARY

This chapter summarised some of the key international and national legislative frameworks that advocate and aim to create an environment that is conducive to attaining gender equality. The chapter presented overview objectives of some of the key international and national policies, agreements, and treaties that are essential in advocating for the attainment of gender equality. Furthermore, it has discussed the policy context and legal framework of South Africa in implementing gender equality and the barriers that are experienced. The next chapter provides a description for the research methodology used in this study.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter provides a discussion of the methodological approach used to the study that was adopted to achieve the research objectives stated in chapter one of this study. Research methodology is the technique which was employed to collect data and information for the purpose of reaching a conclusion. The discussions in this chapter focused on the study design, target population, sampling, data collection instruments, data analysis and presentation. The chapter concludes by highlighting some of the limitations experienced in the data collection process as well as the research study's intended use and value.

4.2 RESEARCH DESIGN

The researcher considered a descriptive approach. This required the researcher to scrutinize the factors that hinder the progression of women to top leadership positions in the Sedibeng District Municipality (Nyangiwe–Ndika, 2015). Research studies consists of two major sections. This consists the conceptual framework and theoretical framework (Matoane, 2015). A research also considers a research design and research methods (Matoane, 2015). All these are required for purposes of the research credibility since both sections require a solid rationale (Marshall and Rossman, 2011). Matoane (2015) cites O'Leary (2004) stating that research is both a creative and strategic process that involves assessment and making decisions about the best possible means of obtaining data, processing it, analysing it so as to draw credible conclusions. Matoane (2015) explains a research as a process which is indeed important especially in this study wherein the emphasis is on a phenomenon that is mostly met with resistance "gender dynamics".

Matoane (2015) declared that there are fundamental elements for directing a research. This process required for planning a design that is systematic, flexible, and manageable (Marshall and Rossman, 2011). Planning involves a state where a researcher choose the design of the study (Matoane, 2015). Matoane (2015) also notes that the applicable methods should be among the fundamental first steps when conducting research.

Matoane, (2015) together with De Vos, Strydom, Fouche, and Delpont, (2011) who argue that research design encompasses some of the decisions that the researcher makes when planning for the study. One such decision that the researcher made is that the study is inherently feminist-oriented (Matoane, 2015). The research design helps to ensure that the research study is “self-reflective, critical, political (Matoane, 2015). This also includes the use of multiple theoretical frameworks in order to enable the researcher to “see” those people and processes lost in gaps, silences, margins, and peripheries” (Matoane, 2015; Ackerly and True, 2010). A feminist-informed study view “women’s diverse situations as well as in the institutions that frame those situations” (Denzin and Lincoln, 2000). Whilst a quantitative research paradigm requires the design to be more than a set of “worked-out formulas” De Vos, et.al., (2011) as cited by (Matoane, 2015). The researcher seeks to have an in-depth and clearer understanding of the gender dynamics.

Also important in the qualitative research design is the researcher’s personal interest and curiosity which is the case in this research study (De Vos, et.al., 2011) as cited by Matoane, (2015). The researcher serves as one of the management in a local school and involved in decision-making and leadership position. She is interested in gaining more in-depth understanding dynamics confronting women in local government. The methods allowed the researcher to diversify her knowledge on gendered issues. It also led the researcher to view related literature of women in similar positions and environments elsewhere (Matoane, 2015).

4.3 MIXED METHODS RESEARCH

The researcher considered a mixed method approach to solicit data. The literature reviewed in this study gathered that this research methods has been mainly used in previous studies and therefore we have historical support for our chosen approach. Various Reviews exist for researchers to use mixed methods research, whereby:

- some researchers use mixed methods to improve the accuracy of their data, whereas
- others use mixed methods to produce a more complete picture by combining information from complementary kinds of data or sources.

- Sometimes mixed methods are used as a means of avoiding biases intrinsic to single-method approaches—as a way of compensating specific strengths and weaknesses associated with particular methods. Mixed methods have been
- used as a way of developing the analysis and building on initial findings using contrasting kinds of data or methods. And mixed methods approaches have often been
- used as an aid to sampling with, for example, questionnaires being used to screen potential participants for inclusion in an interview program (Denscombe, 2008: 14).

The qualitative and quantitative methods are explained in the following sections.

4.4 QUALITATIVE

The researcher chose to conduct a qualitative study since it enables us to better clarify and understand how Sedibeng District Municipality practices the statutory equality plan and gender equality policies in their daily work to address gender equality in their workplace. The study used qualitative methods utilising interviews and a research design that emphasized the description of variables (Nyangiwe–Ndika, 2015). Hakim (1987:26) defined qualitative as a research method concerned with individuals' account of their attitude's motivations and behaviours.

As cited by Matoane (2015), Denzin and Lincoln (2005) defined qualitative research as “a situated activity that locates the observer in the world”. The qualitative study consists of a set of “interpretive, material practices that make the world visible” (Matoane, 2015). This chapter is an account of research methodology and design applied, which was employed to assemble data and information for the purpose of reaching a conclusion to this study (Matoane, 2015).

These practices transform the world (Matoane, 2015). They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self (Matoane, 2015). In this study, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in the natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them as mentioned in Emerald Insight by livari (2018). Matoane (2015) states that this definition best captures key elements

entailed in this study and hence the choice of a qualitative methodology. Further qualitative research addresses qualitative areas in social life such as for example broader social perceptions (as gendered perceptions) of women in leadership which is the focus in this study (Holliday, 2007). Qualitative research attempts to investigate uncontrollable social variables instead of reducing their effect. In the case of this study, these uncontrollable variables that were investigated, without altering them, were gender dynamics (Matoane, 2015).

This study states at this point that whenever gender issues are discussed, it is often difficult if not totally impossible to silence feminism and feminists' views on gender (Matoane, 2015). It is the same for this study. Having consulted feminism theories through literature review in (Chapter two) of this study, the researcher was inclined to align and base some discussions on feminism. This is done because qualitative research is to a greater extent premised on a moral discourse, it should continuously pursue and have a "moral commission to take the side of the underprivileged, of minorities..." (Flick, 2007). Qualitative research "is explicitly political and intends to transform the world with its practices", an inherent transformation agenda" (Flick, 2007). Qualitative research important for the as it explores a complex phenomenon such as gender dynamics, and gender transformation is considered amongst South Africa's national development priority (Matoane, 2015).

Nyangiwe–Ndika (2015) cites Hakim (1987:26) who outlines qualitative as a research method concerned with individuals' account of their attitude's motivations and behaviours. It provides the rationale that informs the chosen research approach (Matoane, 2015). Qualitative studies unpack all the steps undertaken in data collection, the important issues of research validity and reliability as well as the critical ethical considerations (Matoane, 2015). Qualitative methods will provide the personal views and experiences of employees from SDM relating to implementation of gender equality policies.

4.5 QUANTITATIVE

Quantitative also assisted in collection of valuable data, which give inclinations as to what affects the mobility of women to top leadership positions Nyangiwe–Ndika (2015). In-depth interviews allowed open-ended discussion between researcher and interviewee. The HR Director provided the researcher with the information on the organogram of

Sedibeng District Municipality. This approach allowed more direct experiences faced by women in their day-to-day working situations, affecting their choices in the municipality (Nyangiwe–Ndika, 2015). This type of a method allowed participants to set limits for the conversation rather than to be controlled by a prearranged research agenda.

4.6 QUESTIONNAIRES

Questionnaires were issued to participants to complete. The questionnaire is one of the most important features (in addition to invitations to the survey and the questionnaire introductory page) that the researcher has for communicating with respondents (Reja, et al., 2003). This technique enabled collection of information from a selective representative sample of the participants (Nyangiwe–Ndika, 2015). According to Nyangiwe–Ndika (2015) this approach is ideal because it assist in securing quantitative information from the respondents. Questionnaires also enabled the identification of outstanding characteristics and unique features of the target population to an acceptable degree.

Two sets of questionnaires were developed, the questionnaire for the SDM and for the employees at the SDM. The questionnaire consisted of a closed-type questions with Likert scaling. Close-ended questions in general yield higher percentages than open - ended question for answers that are identical in both question forms (Reja, et al., 2003). Although the close-ended questions limit the respondent to the set of alternatives being offered, while open-ended questions allow the respondent to express an opinion without being influenced by the researcher (Foddy, 1993: 127). The employee questionnaire is structured in five parts presented below.

- Section A: Background Information/Demographic Data
- Section B: Governance and Leadership
- Section C: Health, Safety, and Freedom from Violence
- Section D: Work-Life Balance and Career Development
 - D.1 Structures and Processes
 - D.2 Culture and Practices
- Section E: Responding to Violence and Supporting Staff (health, safety, and freedom from violence)

The first part includes the demographic and other information from respondents, such as gender, age, years of working experience, and level of education (Finnish Institute of Welfare, 2022). The second part includes questions on leadership in the Sedibeng District Municipality. Part three requests information on structures and processes, part four culture and practices and part five examines response to violence and supporting staff.

The institutional questionnaire comprised of four sections with 18 open ended questions.

PART ONE: GENDER BALANCE IN LEADERSHIP AND WORKFORCE

Q1: Mayoral Committee

Q2: Municipal Committees

Q3: Senior Management or Managers (not including Executives)

Q4: Workforce

PART TWO / EQUAL COMPENSATION & WORK-LIFE BALANCE

Q5: Fair Remuneration

Q6: Equal pay / Gender pay gap

Q7: Parental Leave

Q8: Flexible Work Options

PART THREE / POLICIES PROMOTING GENDER EQUALITY

Q9: Training & Career Development

Q10: Recruitment Strategy

Q11: Freedom from Violence, Abuse & Sexual Harassment

Q12: Safety at Work

Q13: Human Rights

Q14: Social Supply Chain

Q15: Supplier Diversity

Q16: Employee Protection

PART FOUR: COMMITMENT, TRANSPARENCY & ACCOUNTABILITY

Q17: Commitment to Women's Empowerment

Q18: Audit

4.7 SAMPLING PROCEDURE

The following sections provides a brief discussion about the sampling procedure applied in this study.

4.7.1 Sampling

The sample is the group of individuals who will actually participate in the research (McCombes, 2019). There are two main sampling methods for quantitative research: Probability and Non-probability sampling. A probability sampling method is any method of sampling that utilizes some form of random selection (Trochim and Donnelly, 2001). Probability sampling involves random selection, allowing you to make strong statistical inferences about the whole group (McCombes, 2019). Non-probability sampling involves non-random selection based on convenience or other criteria, allowing you to easily collect data (McCombes, 2019).

A probability sampling was considered to solicit data for quantitative research preferred in this study. Probability sampling enables researchers to produce results that are representative of the whole population (McCombes, 2019).

4.7.2 Sampling Frame, Population

The population is the entire group that you want to draw conclusions about (McCombes, 2019). Target population is defined as the group of all components of analysis which the investigator seeks to make precise conclusions with regard to issues raised in the research objective, questions, and hypothesis (Nyangiwe–Ndika, 2015). The target population of this study is situated in a local government sphere at the SDM. The research aimed towards obtaining insights into Sedibeng District Municipality Gender policies.

The strata considered for sampling will be within the boundaries of the hierarchical structure of the workplace in Sedibeng District Municipality i.e., top/senior management, middle management, and lower management and junior staff members. The SDM consist of 837 employees. The researcher considered a 10% quota for the sample of the study were asked to participate in completing the questionnaires. This assisted the researcher to understand the implementation of gender equality policies and their perception of its impact on achieving SDG 5 at Sedibeng District Municipality.

4.7.3 Sample Size

The sample is the specific group of individuals that you will collect data from (McCombes, 2019). The sample of this study comprised of employees consisting of males and females of all levels. The sample for this study consisted of 51 participants which included junior, middle and senior female managers at SDM. The following were interviewed:

- The Director of Human Resource to obtain information regarding Sedibeng District Municipality's gender policy and statistics of women employed at the various levels within the municipality. The interview served to gain an insight on training, development, and empowerment of women in terms of the Sedibeng District Municipality Employment Equity Plan.
- The employees of the SDM, seeking their understanding of the gender equality benefits.

Ethical considerations were adhered in terms of the NWU protocols to ensure consistency and confidentiality.

4.8 CHAPTER SUMMARY

This chapter explored the research methodology applied for this study. The methods used assisted the researcher to attain the research objectives and understanding the context of the study. The following sections provides a presentation of the results of the surveys conducted.

CHAPTER 5: RESEARCH RESULTS AND PRESENTATIONS

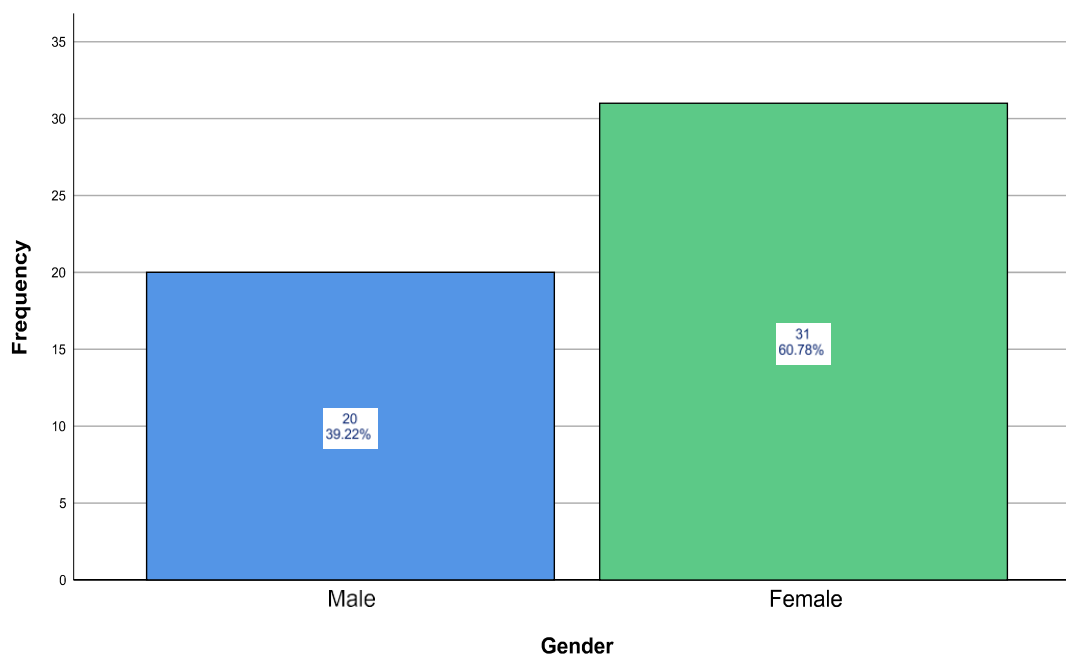
5.1 Introduction

The results of the data analysis and the discussion that connects the results to the conclusions are presented in this chapter. The chapter begins by presenting the demographic data providing a profile of the respondents who made up the sample utilized in this study. The variables used to describe the profile are analysed and discussed as to how they may have influenced the outcomes. The research specific data is then presented question by question together with the discussion pertaining to the relationships between the variable and the hypothesis that were tested. The demographic data is presented and discussed in the next section.

5.2 Demographic Profile of Respondents

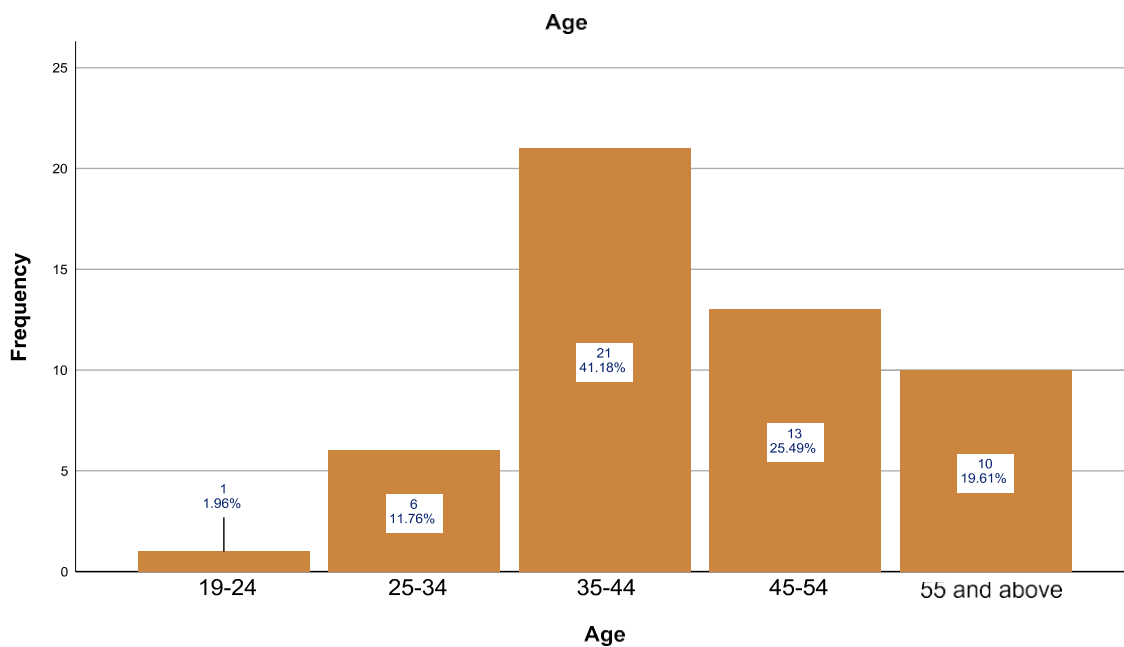
The study considered several variables to describe the demographic profile of the employee respondents: gender, age, qualifications, job title, experience, disability, and family responsibilities. In terms of the gender profile of participants, figure 5.1 below shows that the sample was dominated by female participants making 60,8% of the sample.

Figure 5.1 Three organizations for female empowerment in South Africa



The sample is, however, not representative of the gender profile of employees at Sedibeng District Municipality. However, a higher response rate from women participants is a move in the right direction in terms of addressing the gender equality gaps of the past. The fact that women are more interested in studies that address there is a welcome development that presents a welcome opportunity not only to academics but also to practitioners at the workplace. an increase in participation in similar studies helps to establish validity and reliability of such studies and their conclusions. In Figure 5.2 the age profile of respondents is presented.

Figure 5.2 Age Profile of Respondents

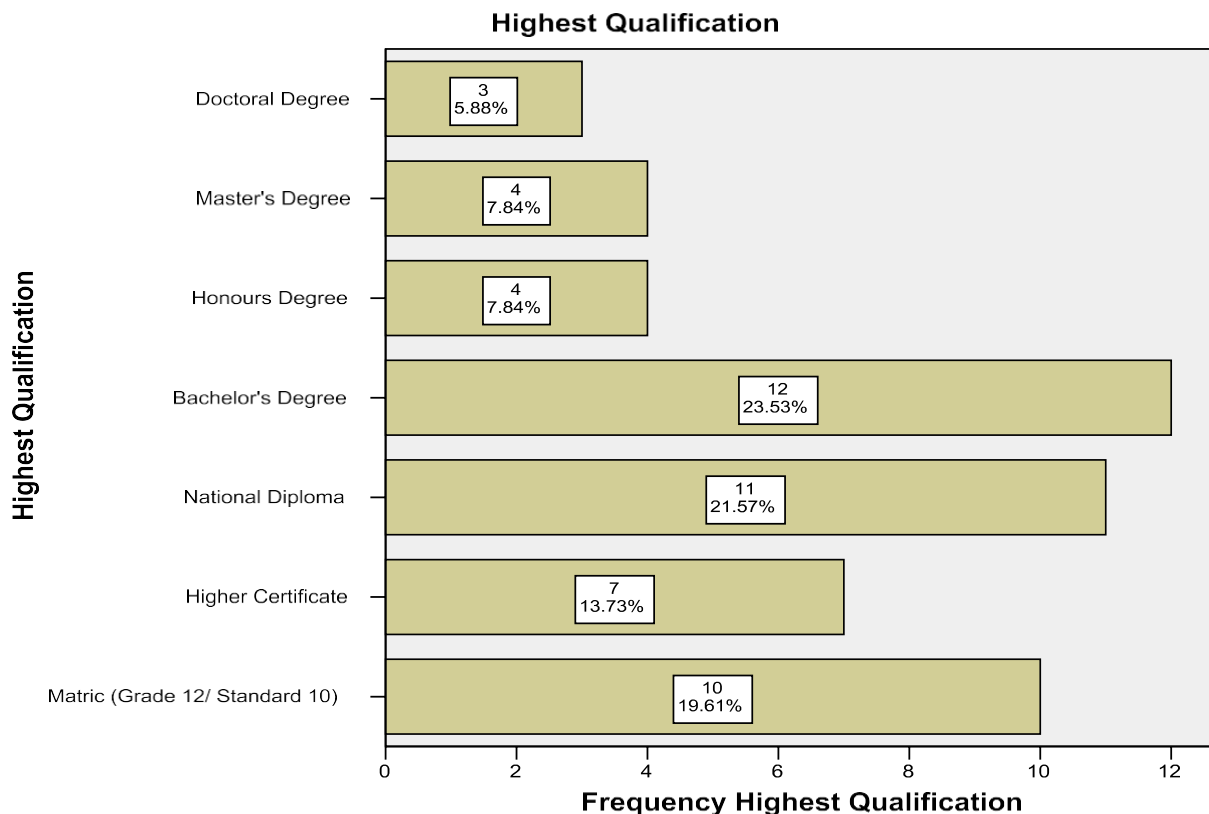


The 35 to 44 years age group is the dominant age group by 41,2% followed by the 45 to 54 age group and the 55 years and upwards demonstrating the aging profile of the municipality were the absorption of the youth 19-to-34-year age groups into the municipality is slow due to a slow job creation capacity which affects service delivery as well. The aging of the work force at the municipality can also explain some of the problems with implementing gender equality policies, as the. The educational profile of respondents is presented in Figure 5.3 below showing a fairly educated sample with the highest qualification Doctoral degrees (5.9%) and master's degree (7.8%) but dominated by the bachelor's degrees (23.5%) and national diploma (21.6%) qualifications. A fair number of the employees had acquired a matrix or a grade 10 schooling qualification.

5.2.1 Education

The bottom-heavy education qualification profile of employees demonstrate that Sedibeng District Municipality have a fairly educated employee able to gain a capacity in gender equality policy creation and implementation. Such educational capacity is also relevant to achieving the SDG goal 5 in the municipality.

Figure 5.3 Highest qualification



5.2.2 Job Title Profile

The job title profile of participants follows an almost similar profile on which the lower rank employees dominate the sample as is shown in Figure 5.4.

5.2.3 Job Profile of Respondents

The sample of respondents is dominated by non-managerial employees (70,6%) with managers and directors making up 19,6% and 9,8% respectively. The job profile is reflective of the distribution of managers and non-managerial staff at Sedibeng Municipality. The job profile is further refined in Figure 5.5.

Figure 5.4 Respondents Job Title Profile

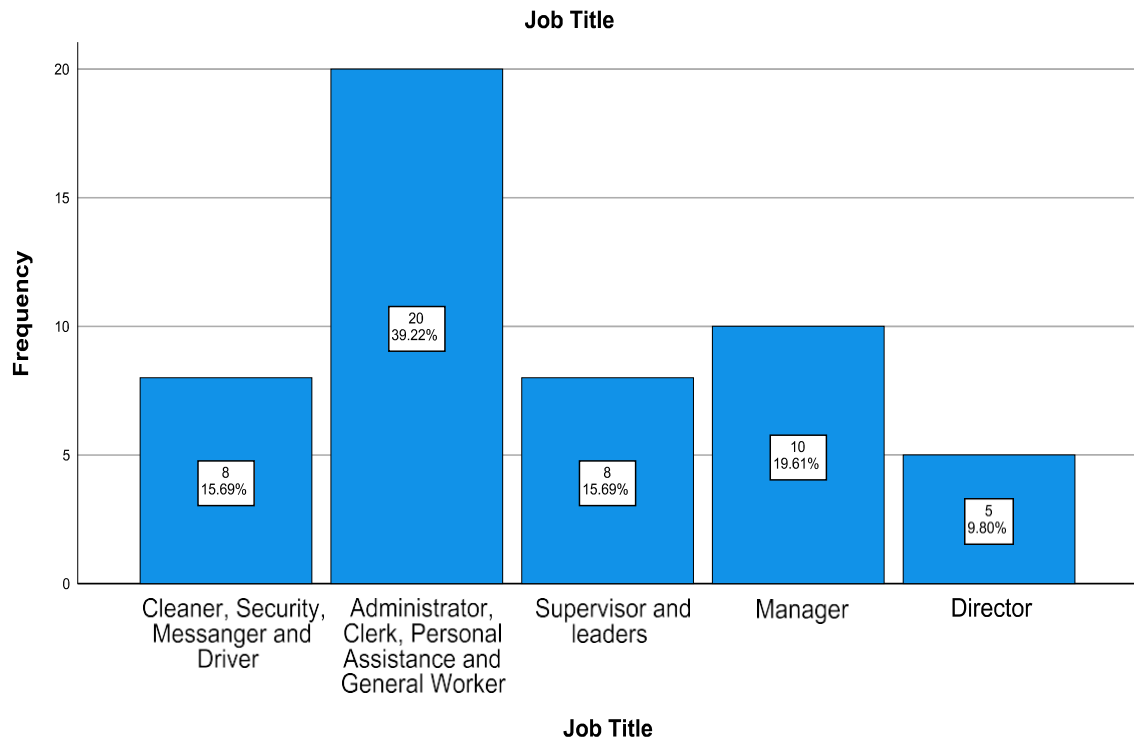
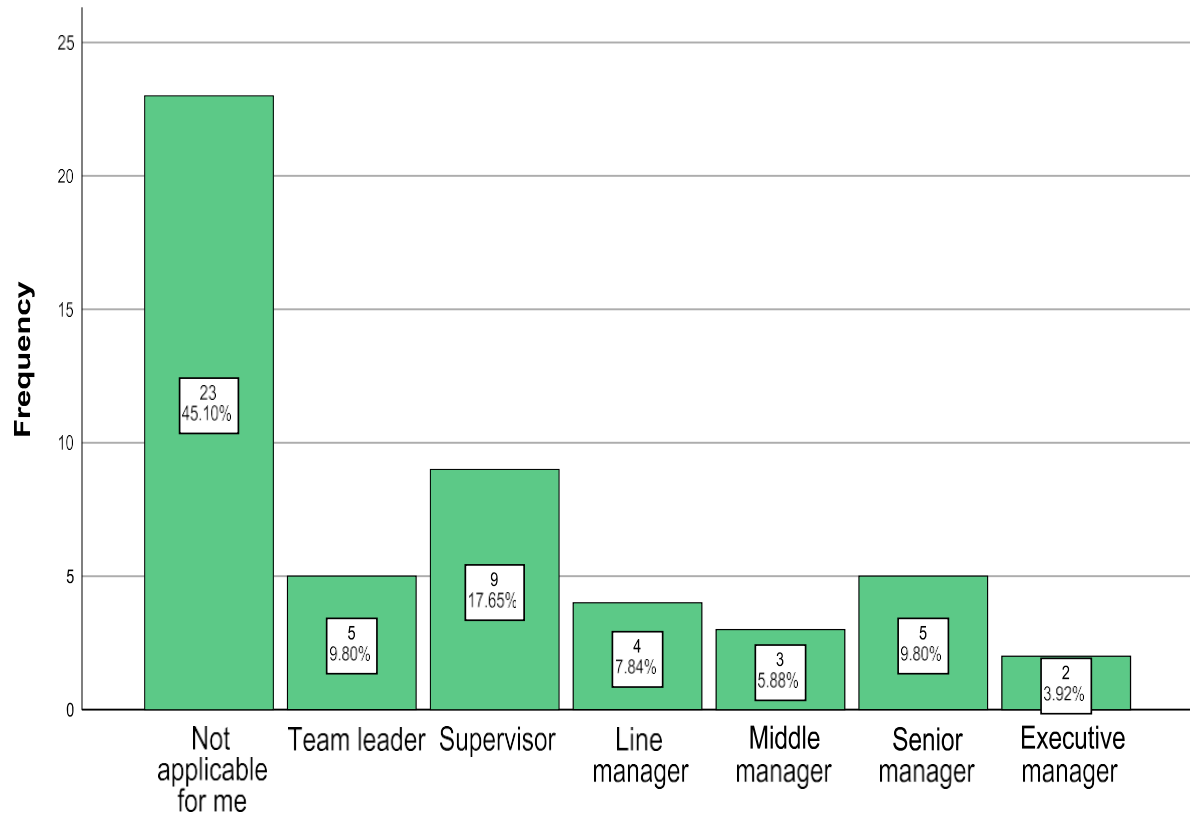


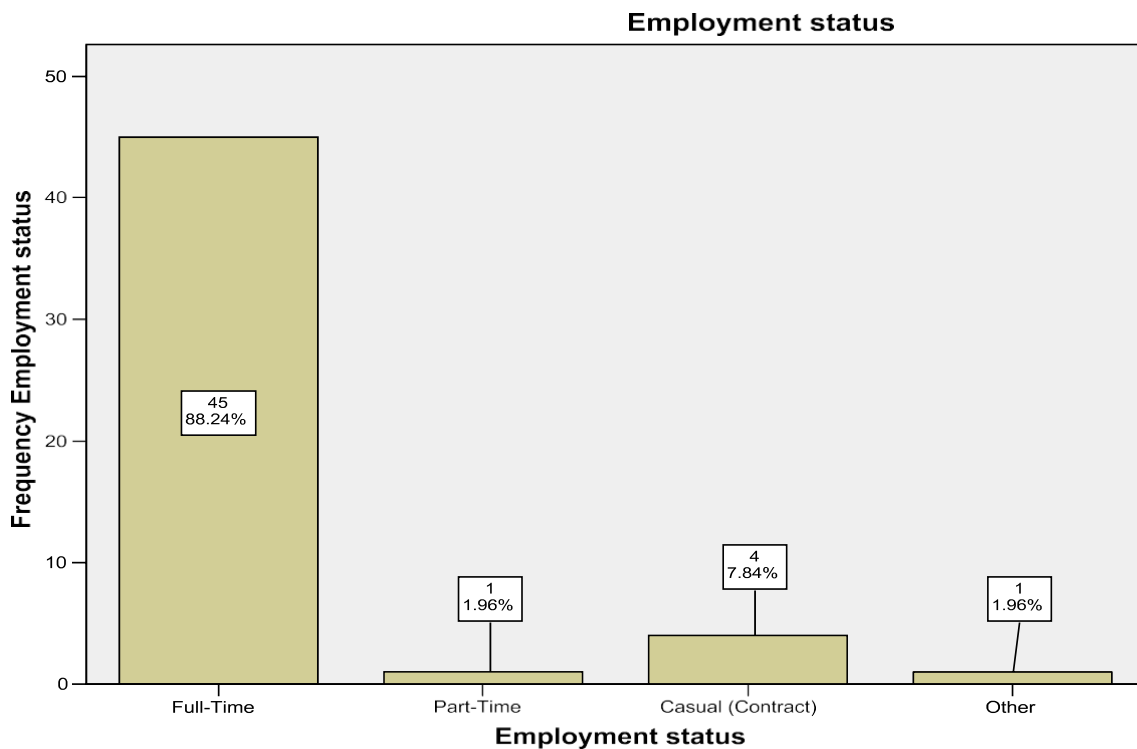
Figure 5.5 Job Profile of Respondents



5.2.4 Employment Status

The majority of the employees were full time employees (88.2%) together with part time employee (2%) and 7.8% casual workers and another 2% being other. The sample was relevant to inform the study about the gender equality matters of the Sedibeng District Municipality. Figure 5.6 illustrates the employment Status of the respondents.

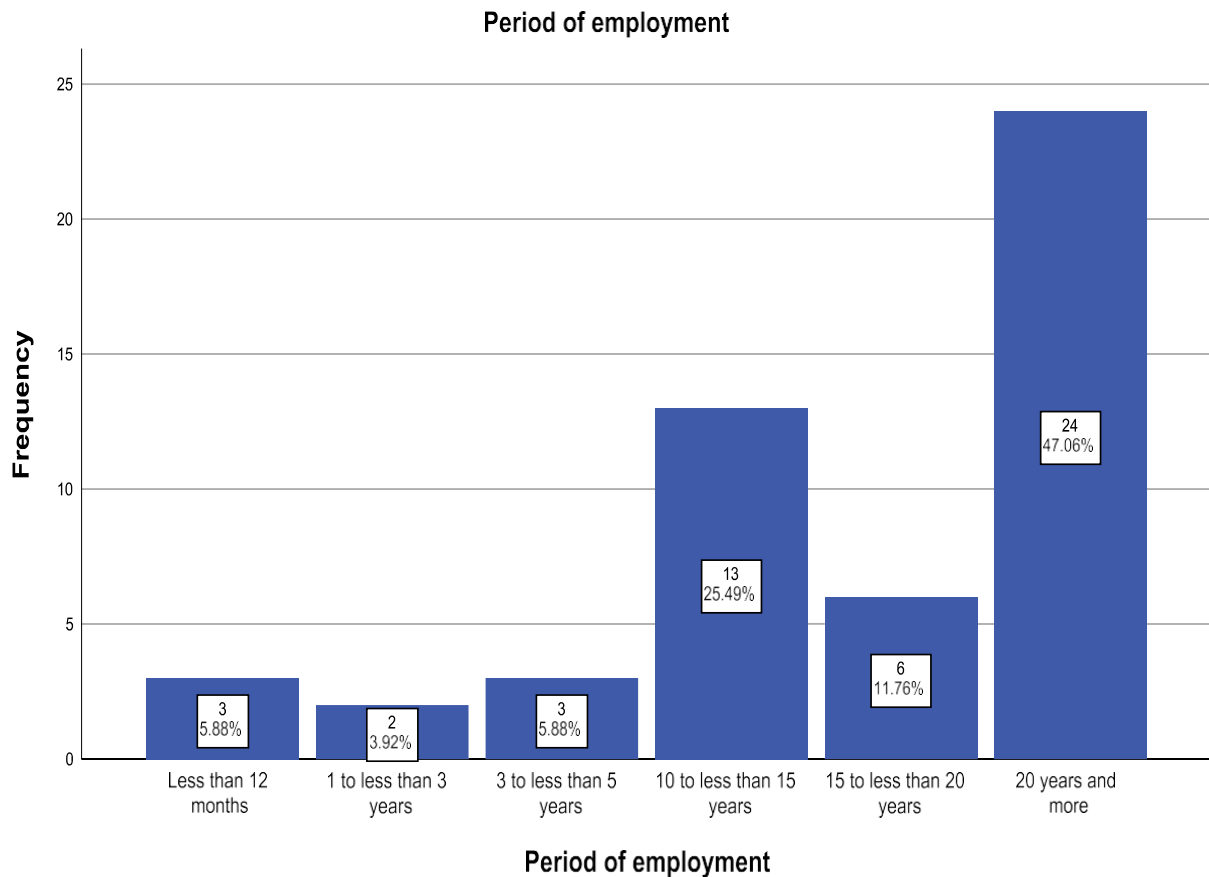
Figure 5.6 Respondents Employment Status



The majority of the employees (88.2%) were full time employees making them relevant respondents to the study. The employment status as shown by the employment status is reflective of the profile of at the Sedibeng Municipality where there is a dominance of full-time employees and then others. Table 5.7 shows the experience of the employees that formed the sample of respondents.

The period of employment of the employees shows the dominance of those who have been employed at the municipality for ten years and above making a total of 84.3% of the sample. The experienced curve shows that the sample is made up experienced employees who have been at the company for some time enough to understand the subject matter of the study and make valuable contributions to the study.

Figure 5.7 Experience Curve

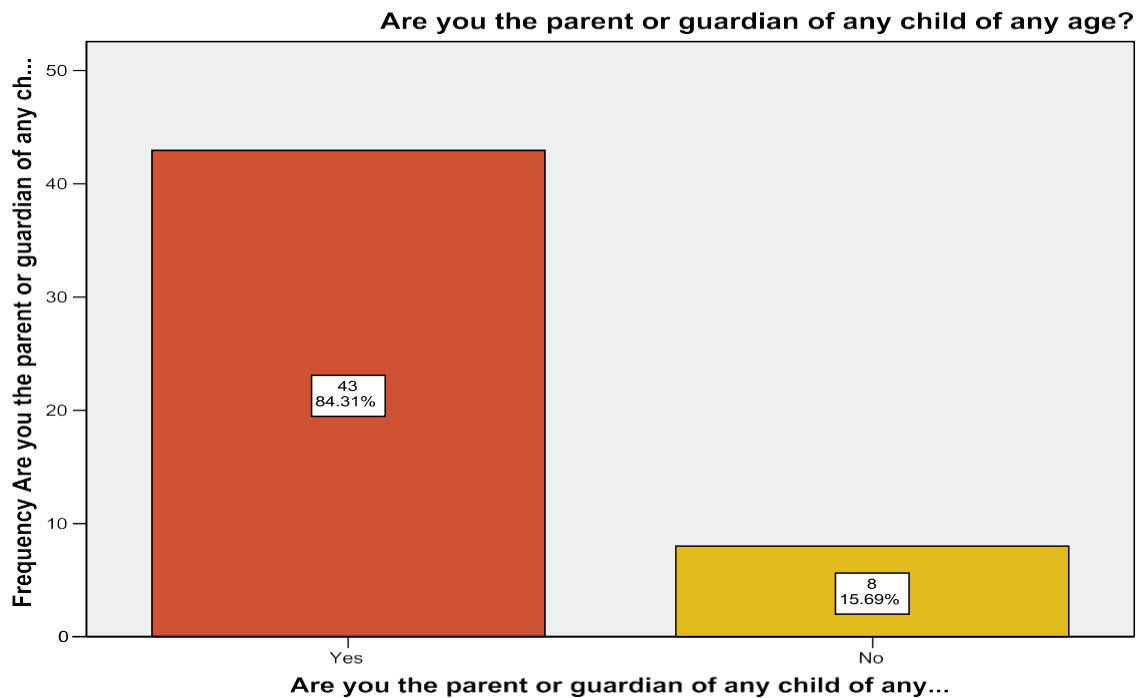


5.2.5 Dependency Profile

The study sought to understand the policy position of the municipality on gender equality and the perspective of experienced employees is valuable. Table 5.8 shows the dependency profile of respondents. The majority of the responses had dependent children and as such would understand gender equality in terms of its empowerment particularly to mothers.

It then can be concluded that the study drew from data collected from a relevant sample of respondents whose age, gender, experience matched a relevant set of demographic information reflective of the Sedibeng District Municipality. In the circumstances the outcomes of the study should be generate over the population with a degree of acceptable accuracy. Data from collected from the research selfie questions is presented in the next section.

Table 5.8 Respondents Dependency Profile



It then can be concluded that the study drew from data collected from a relevant sample of respondents whose age, gender, experience matched a relevant set of demographic information reflective of the Sedibeng District Municipality. In the circumstances the outcomes of the study should be generate over the population with a degree of acceptable accuracy. Data from collected from the research selfie questions is presented in the next section.

5.3 Research Specific Data

5.3.1 Reliability Test

A Cronbach test was conducted for all the likert type questions to test for internal consistence. Table 5.1 below shows the Cronbach alpha test results.

Table 5.1 Conbach test result

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items		N of Items
.759	.859		46

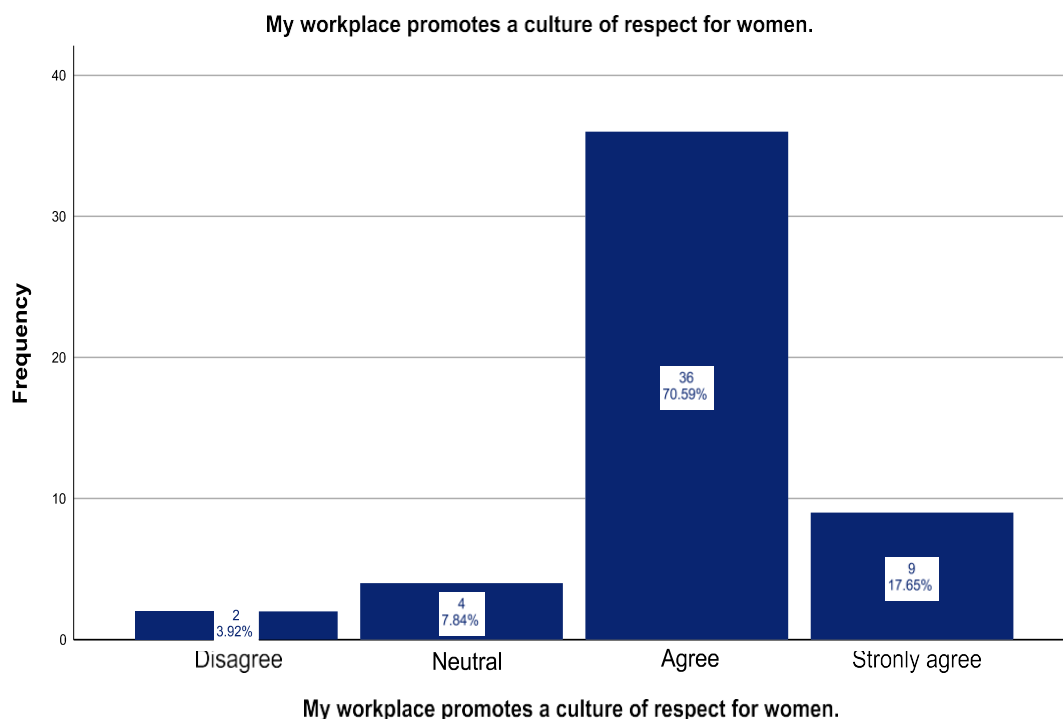
The outcome shows an acceptable Cronbach alpha of 0.759 which shows that we can rely on the Likert scale type questions to acceptably measure what they are measuring.

5.3.2 Satisfying Research Objectives

Respondents were asked several Likert scales questions which they answered using a 5-point Likert scale. The questions were designed to satisfy the research objectives and provide answers to the research questions. One question required the respondents to indicate whether the workplace promoted a culture of respect for women. Figure 5.8 shows the outcome of the responses. Figure 5.9 shows that the majority (70.6% + 17.7%) of the respondents agreed with the statement that there was respect for women at the workplace with 7.8% being neutral and the small minority disagreeing.

Workplace Promoting Respect for Women

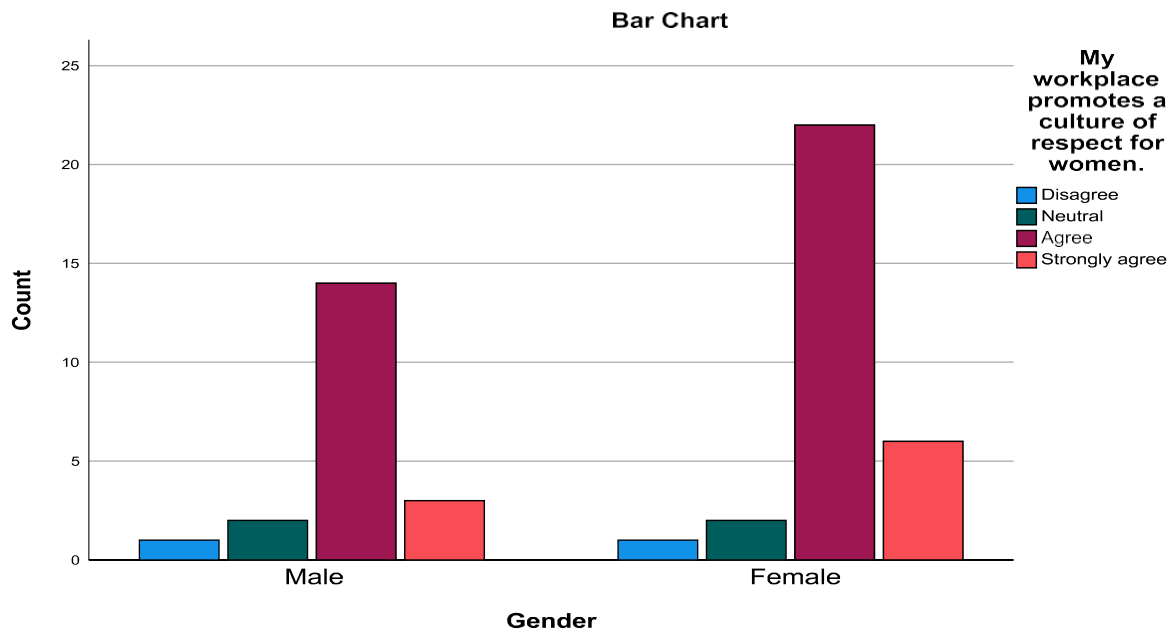
Figure 5.9 Workplace Promoting Respect for Women



5.3.3 Respect for Women at the Workplace by Gender

The responses were also presented by gender on Figure 5.10 below. The outcome shows the dominance of women over the perspective of men in agreeing that the workplace showed a culture of respect for women.

Figure 5.10 Respect for Women at the Workplace by Gender



A chi square test was also conducted to test whether there was a correlation between the responses of women and men. Figure 5.2 shows that there was no significant difference (> 0.05) between responses by males and that of women. Thus, the responses from men correlated to those of women. In another question participants were asked whether they are supportive of gender equality across all areas of the organization. Table 5.2 shows the outcomes of the responses.

Table 5.2 Chi-Square Tests

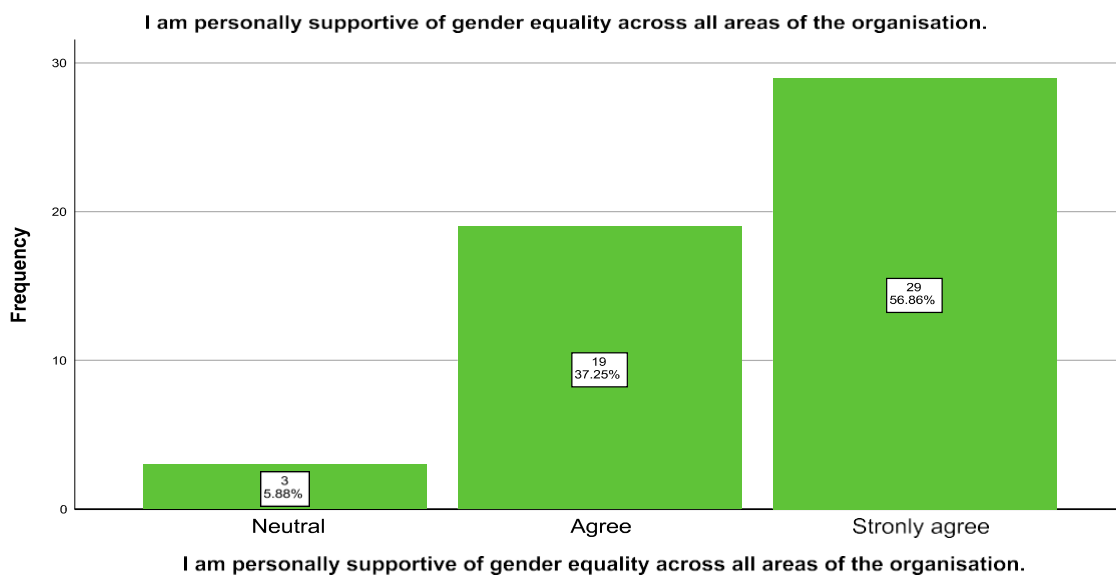
Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.425 ^a	3	.935
Likelihood Ratio	.421	3	.936
Linear-by-Linear Association	.380	1	.538
N of Valid Cases	51		

a. 5 cells (62.5%) have expected count less than 5. The minimum expected count is .78.

5.3.4 Supportive of Gender Equality Across all Areas of Organisation

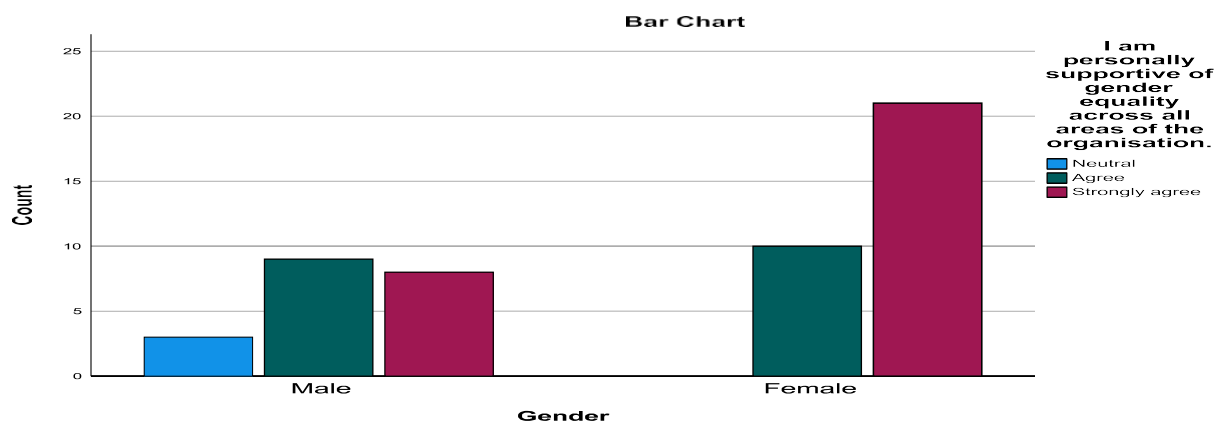
An absolute majority (56.86% +37.25%) agreed with the statement that they were supportive of gender equality across all areas of the organisation. Sorting the data by gender showed as in Figure 5.11 below. Again, the dominance of women agreeing with the system is shown in the responses where only men were found to be neutral and women were either in agreement or in strong agreement with the statement that they supported gender equality in all areas of the organisation.

Figure 5.11 Supportive of Gender Equality across all Areas of Organisation



5.3.5 In Support of Gender Equality Across Organisation by Gender

Figure 5.12 In Support of Gender Equality Across Organisation by Gender



The correlation between men and women responses were also tested using a chi square test and the results are shown in Table 5.3 below.

The chi square test shows a significant difference (< 0.05) between responses by men and that of women. There is no correlation between male and female responses. Men are not as supportive of gender equality as women across all areas of the organisation.

Table 5.3 Chi-square test women and men responses.

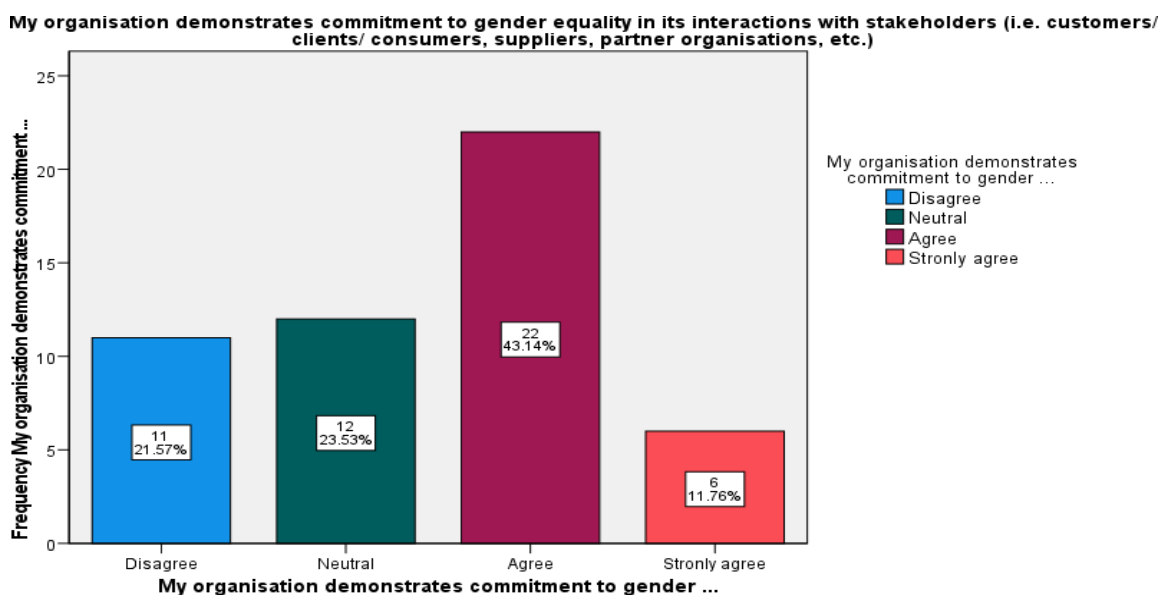
Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.825 ^a	2	.033
Likelihood Ratio	7.861	2	.020
Linear-by-Linear Association	5.924	1	.015
N of Valid Cases	51		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.18.

In another question respondents were to indicate if the organization demonstrated commitment to gender equality in its interaction with all stakeholders including customers, suppliers, and partners. The outcome of responses is shown in Figure 5.13.

5.3.6 Demonstration of Commitment to Gender Equality by Organisation

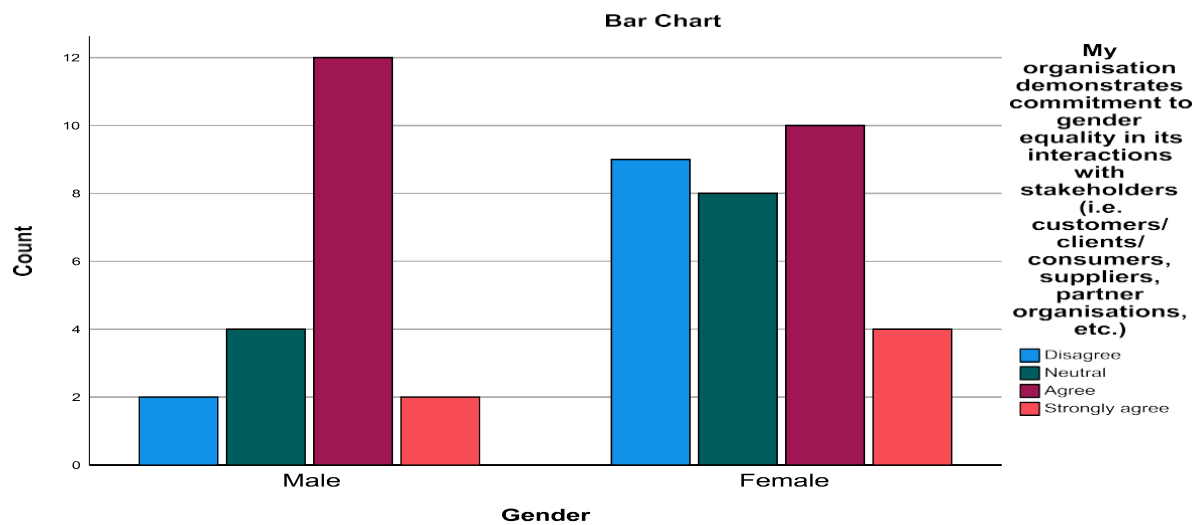
Figure 5.13 Demonstration of Commitment to Gender Equality by Organisation



The outcome shows that a simple majority (11.76%+43.14%) agreed to the statement that the organisation demonstrated commitment to gender equality in interacting with all stakeholders. A good number (23.53%) of the respondents were neutral while 21.57% disagreed. Unpacking the results by gender revealed as in Figure 5.14.

5.3.7 Organisational Commitment to Gender Equality by Gender

Figure 5.14 Organisational Commitment to Gender Equality by Gender



It appears men were assertive in agreeing with the statement while women were mostly unsure and in disagreement with the statement that the organisation was committed to gender equality when interacting with all stakeholders. A chi-square test for independence become necessary to confirm the position of men against that of women. Table 5.4 shows the outcome of the chi-square test.

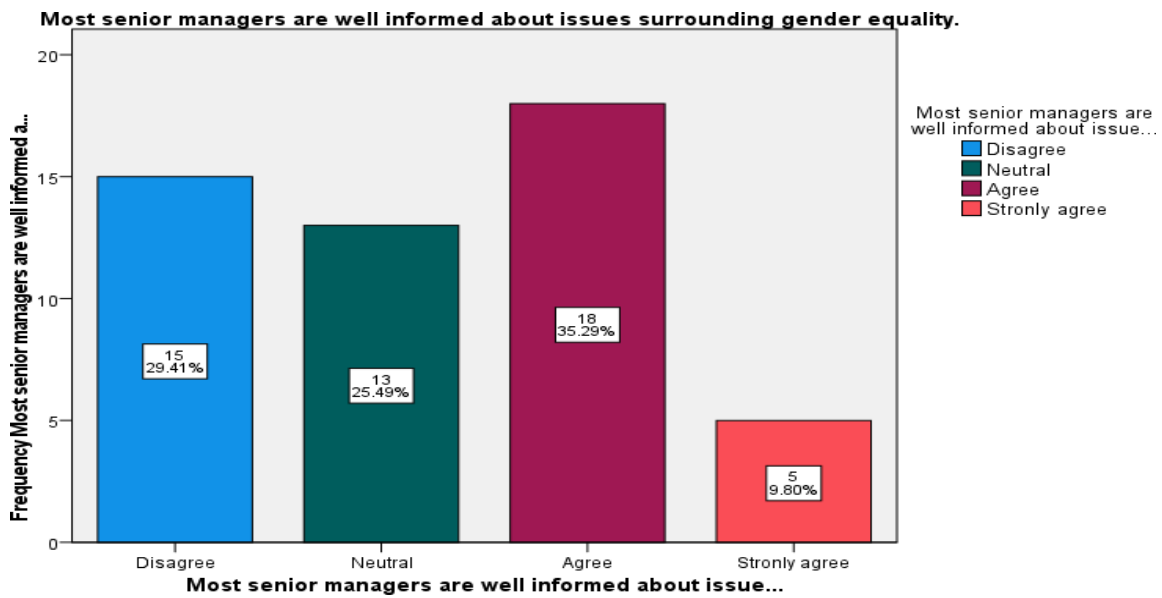
Table 5.4 Chi-square Test Organisational Commitment to Gender Equality

Chi-Square Tests		
Value	df	Asymptotic Significance (2-sided)

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 2.35.

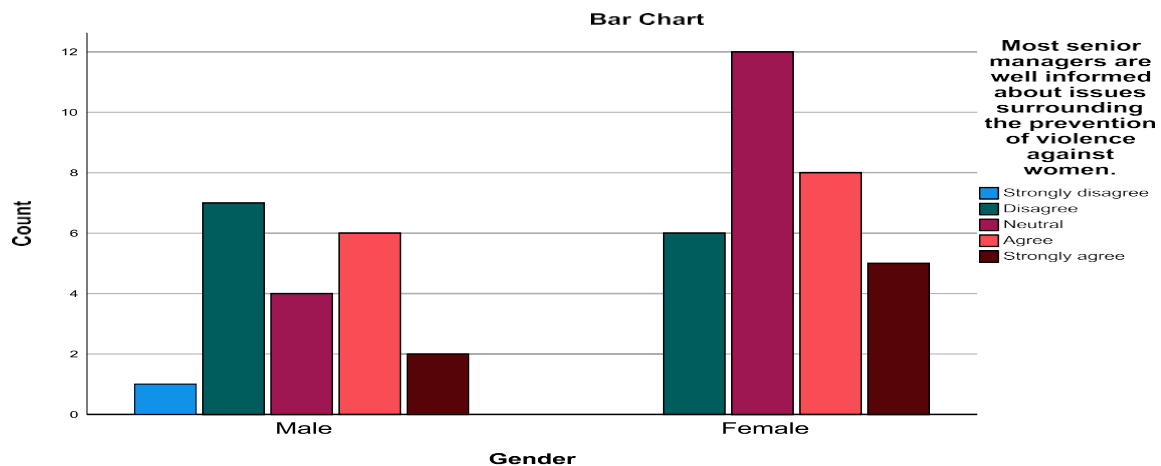
There was no significant statistical differences (> 0.05) between responses provided by men and that provided by females in the sample. Another statement the respondents were required to respond to the statement that senior managers were well informed about issues surrounding gender equality. Figure 5.15 shows the outcome of the responses.

Figure 5.15 Senior Managers and Gender Equality



A simple majority (9.8%+32.29%) is in agreement with the statement that senior managers are well informed of gender equality issues while a good number (25.49%) are not sure and were neutral and 29.42% disagreed. Unpacking the outcome with respect to gender of respondents shows as in figure 5.16 below.

Figure 5.16 Senior Managers informed of gender equality issues.



More women were relatively unsure if their responses than women. The test for independence showed no significant difference between these responses. Table 5.5 shows the outcome.

Table 5.5 chi-square test Senior Managers and Gender Issues

Chi-Square Tests				
	Value	df	Asymptotic Significance (2-sided)	
Pearson Chi-Square	4.484 ^a	4	.344	
Likelihood Ratio	4.873	4	.301	
Linear-by-Linear Association	1.240	1	.265	
N of Valid Cases	51			

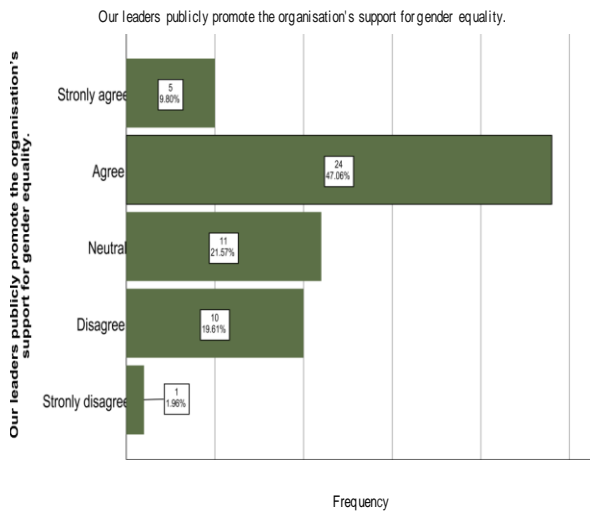
a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .39.

Figure 5.17 below Summarises responses relating to managers and leaders of the organisation. The majority of the responses agreed with the statements made on senior managers and there were no significant differences between the responses made by women and men. There was correlation between their responses. The statements are as shown in Figure 5.17.

5.3.8 Senior Managers on Gender Equality

Similarly, several statements were made pertaining to the organization interrogating several factors describing and reflecting on gender equality policy in the municipality. The responses were generally positive being evidence that the policy at Sedibeng Municipality had the necessary ingredients that aligns it to the SDG goals. Figure 5.23 shows the organizational factors that locates the gender policy and the SDG goals within the municipality.

Figure 5.17 Senior Managers on Gender Equality



Most senior managers are well informed about issues surrounding the prevention of violence against women.

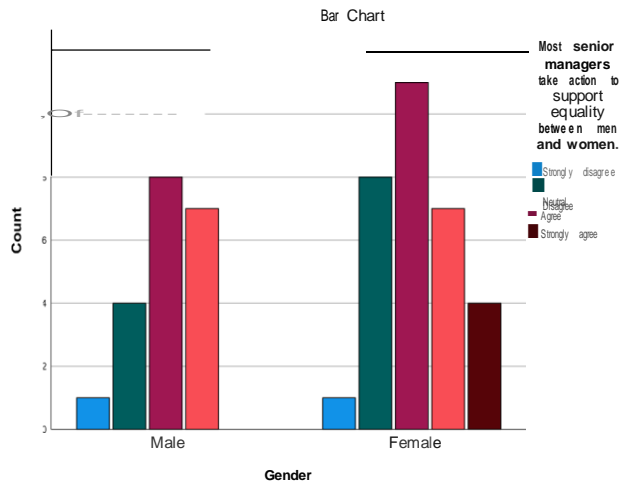
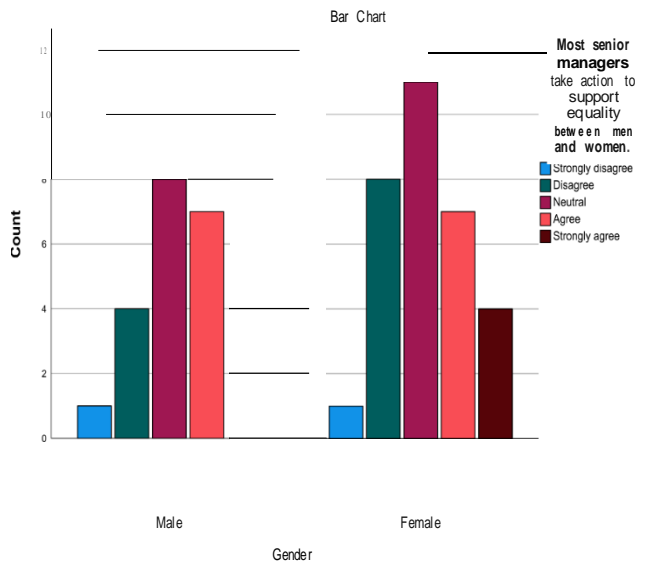
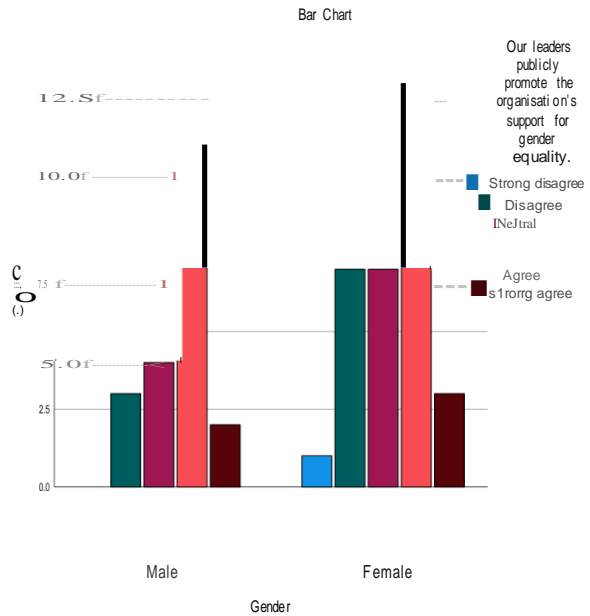
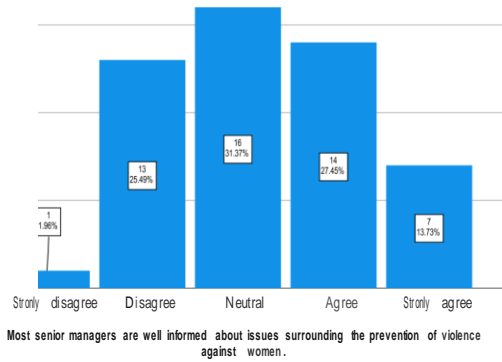
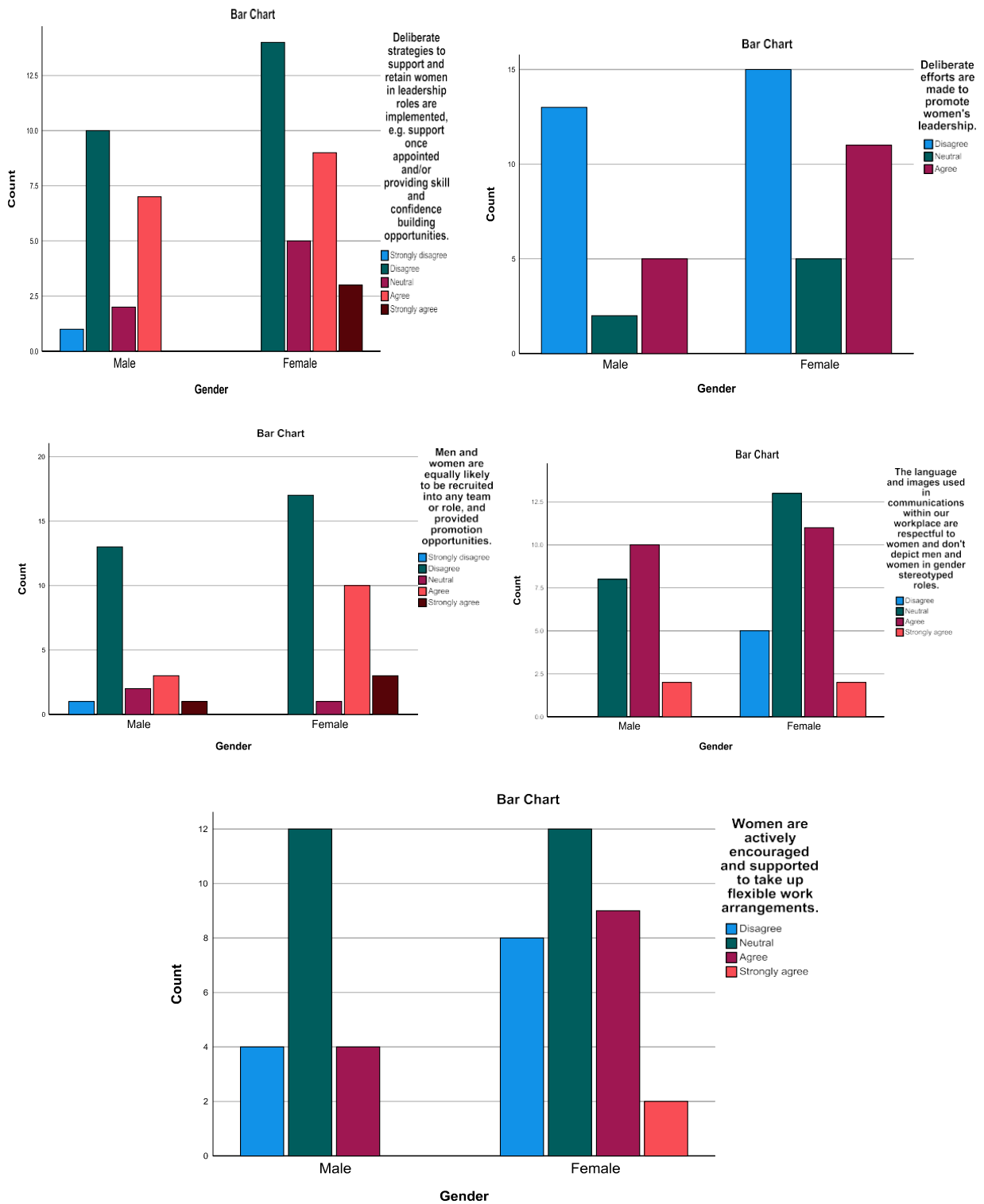


Figure 5.18 The Organization on Gender Equality



An exception was when respondents were asked to respond to the statement that the language used in communication within our workplace are respectful to women and do not depict men and women in stereotyped roles. There was quarrel between the male participants and the female

participants where men agreed with the statements and females did not agree. The chi-square test for independence shows as in Table 5.6 below.

Table 5.6 Stereotyped Roles and Language Chi-square test

Chi-Square Tests				
	Value	df	Asymptotic Significance (2-sided)	
Pearson Chi-Square	4.737 ^a	3	.192	
Likelihood Ratio	6.451	3	.092	
Linear-by-Linear Association	3.927	1	.048	
N of Valid Cases	51			

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.96.

The outcome shows there is significant difference (< 0,05) between perspective of women and that of men when it comes to the language used in the organization and its depiction of stereotyped roles. The results are discussed in the next section.

5.4 INSTITUTIONAL QUESTIONNAIRE

This section provides the results of the interviews and questionnaires conducted with the acting Human Resource Director and The Director of Economic Development and Tourism in Sedibeng District Municipality. The questionnaire consisted of eighteen (18) questions based four parts key factors of the study:

- Gender Balance in leadership and workforce
- Equal Compensation and work-life balance
- Policies promoting gender equality
- Commitment, transparency, and accountability

5.4.1 Gender Balance in leadership and workforce

Mayoral Committee

The municipality was asked to indicate the composition and to provide the number of women on the Mayoral Committee. Section 60 of the Municipal Structures Act 117 of 1998, outlines that a Mayoral Committees only exist in municipalities that have a mayoral executive system and an executive mayor. The office of the Executive Mayor in SDM is led by a female candidate, and the previous Executive Mayor was also female. The municipality reported that it has 49 mayoral committee members of which 21 (43%) are women, and 28 (57%) are men. The results show a fair representation of women in the mayoral committee.

Municipal Committees

The municipality was asked to indicate the percentage of women on the committees established for balancing gender in the workplace. Based on the above statement, the results are presented in the following sections.

Table 5.7 Composition of Municipal Committees

Municipal Committees	How many people compose the committees?	How many of these people are women?	Composition of men
Audit committees	5	4 (80%)	1 (20%)
Executive Committees	6	2 (34%)	4 (66%)
Ward committees	Not available at the time of the interviews	-	-
Section 79 Committees	38	18 (47%)	20 (53%)
Section 80 Committees	78	35 (44%)	43 (56%)

Most council have a number of council committees that specialise in specific areas. The ward committees' details were not available during the interview as there was a scheduled election process for 22 March 2022.

Senior Management or Managers (not including Executives)

The municipality was also asked about the composition and the percentage of women in Senior Management group. The response indicated that there are six senior managers in SDM. This includes the Municipal Manager; and five Directors in the following divisions: Strategic Planning & Economic Development; Corporate Services; Community Safety & SRAC&H; Transport Infrastructure & Environment and Finance. Among the six managers only two managers (33.3%) are women. The picture above especially at the top management and senior management is indicative of the male domination in the decision-making levels of the municipality (Nyangiwe–Ndika, 2015).

Workforce

The municipality was also asked about the composition of employees in the municipality. The response indicated that the staff complement comprises 475 employees, whereby 343 (72%) are women. Regardless of Sedibeng District Municipality having majority of women in their workforce the scenario at administration level is slightly tilted towards the men in terms of workforce (Nyangiwe–Ndika, 2015). Semi-skilled and discretionary decision making and Unskilled and defined decision-making positions are held by a high number of women which explicitly reveals that women are not considered in positions of decision making and management (Nyangiwe–Ndika, 2015)

The response demonstrates that the majority of women are employed in SDM are at the lowest level with 83% whilst at the top decision level only 3% are women (Nyangiwe–Ndika, 2015). This is indicative of that invisible barrier to advancement that women face at the top levels of the workplace. Nyangiwe–Ndika (2015) proclaims that even though various programmes, policies and strategies have been developed to ratify equal distribution of power between men and women in public decision-making affairs, the reality is that those measures fail to yield positive results.

5.4.2 Equal Compensation & Work-Life Balance

Fair Remuneration

This section intended to establish if the Municipality has a fair remuneration policy or equivalent. A fair remuneration seeks to ensure a living wage for all employees. The response from the municipality indicated that a fair remuneration is applied in the municipality.

Equal pay / Gender pay gap

The municipality was asked if it has published the gender segregated pay information or an overall gender pay gap (mean/ average). The response provided by the municipality indicated that the gender segregated pay information was not communicated to respective stakeholders. In terms of equal pay, the municipality has not published the gender segregated pay information in all pay bands.

Parental Leave

The municipality was asked if it the municipality offer employees paid primary and secondary carer leave in the country of incorporation. The primary carer is whichever parent has the main responsibility for the child, irrespective of their gender. The secondary carer is whichever parent has secondary responsibility for the child, irrespective of their gender. Some companies refer to these policies as maternity and paternity leave policies, respectively. A response indicated that employees enjoy the benefits of the policy in all aspects and employees qualifies for fully paid leave. Parental and maternity rights for both men and women have been an issue which the union has fought for since the 1980's.

Flexible Work Options

The municipality was asked to indicate if it offer flexible working hours flexible work location. Flexible working hours and flexible working locations are offered to employees of SDM. Flexible Work was afforded to employees during COVID-19.

5.4.3 Policies Promoting Gender Equality

The municipality was asked if it has policies for promoting gender equality in the workplace. The available policies are ticked in a column of “Yes”.

Table 5.8 Institutional gender policies

Does the municipality have:	Yes	No	Not Applicable
Training policy	X		
Recruitment Strategy	X		
Equal Opportunity Policy	X		
Anti-sexual harassment, anti-gender violence policy	X		
Safety at Work	X		
Human Rights		X	
Social Supply Chain	X		
Supplier Diversity	X		
Employee Protection (e.g., whistleblowing or antiretaliation policy)?		X	

The municipality informed that there are various policies that covers all employees including both men and women. The municipality has an equal opportunity policy to ensure non-discrimination against any type of demographic group including women. In terms of Social Supply Chain and Supplier Diversity the municipality informed that it actively engages in social supply chain management and women owned businesses are at least 51 % owned and controlled by women and a supplier diversity policy is in place.

5.4.4 Commitment, Transparency & Accountability

Commitment to Women’s Empowerment

The municipality was asked if it is a signatory of the Women’s Empowerment Principles. The response indicated that the municipality forms part of the signatory of the Women’s Empowerment Principles.

Audit

The municipality was asked if it has undertaken an independent assessment and certification for gender equality. The municipality informed that the independent assessment and certification for gender equality has not taken place.

5.5 DISCUSSION

The demographic profile of respondents shows that that the sample is relevant and can be relied upon to inform the study in such a way that the outcomes of the findings of the study can be generalized over the population. The gender equality tenants making up the SDG goal number five are generally reflected in the gender policy of Sedibeng Municipality as the majority of the factors tested in this study were confirmed by respondents or the sample. The sample has also proven to be representative of the municipality employees and the questions forming part of the research instruments had an acceptable internal consistency.

From the responses it is clear that respondents are well aware of gender equality whether this awareness has been brought about by company gender equality policies or as part of the social aspirations or government drive of the country, the study was not suitable for making that determination. What is clear from the responses to the factors tested is that gender equality brings women at par with women in terms of treatment, opportunities, expectations, and capabilities. Both men and females are alive to the prescripts of the policy drive towards gender equality. Through the gender equality policy at the municipality employees have also awoken to the prescripts of the millennium and sustainable development goals of which the study is focusing on the SDG 5 Goal which advocates and envisage equal treatment, expectations, capabilities, and opportunities for women in all our societies.

The results show that the municipality has a strong foundation for aligning the gender policy to the international standard represented by the SDG goal 5. However, the municipality is still to fully align itself to the standard as there are still lingering problems reflected in that male employees are still to fully commit to implementing gender equality standards throughout all areas of the organization. The situation cannot be easily dealt with considering that the senior structures are still dominated by patriarchal inclinations

both among men and female employees and that the workforce is aging. It is commonplace among an aging workforce to hold on to patriarchal inclinations of the past. The language of communication is still another area of contention between male and female employees and requires that it be corrected so as not to foster gender stereotypes in the workplace. Also, the engagement with stakeholders must not selectively reflect the gender policy stance of the organization, there is need for uniformity in treating all stakeholders. The chapter is concluded in the next section.

5,6 CHAPTER SUMMARY

The chapter presented both the quantitative and qualitative data findings which led to a discussion from which meaning was extracted from the data presented in order to satisfy the objectives and provide viable answers to the research questions.

CHAPTER 6: FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

The study is concluded in this chapter. This chapter provides a summary and recommendations to the findings for the in this study. The researcher begins with an overview of the chapters, followed by the realisation of the research objectives as stated in Chapter 1. The findings of the study presented shows how the study satisfied its objectives and subsequently answered the research questions. The recommendations of the study are then presented leading to the conclusion of the study. The findings of the study are presented in the subsequent section.

6.2 THE SUMMARY OF THE STUDY

The research project consisted of six chapters, summarised as follows:

Chapter One

Chapter one formed the basis of this study. Chapter one provided orientation and background of the study. The chapter presented the concept of gender, gender equality, and women empowerment. The chapter also stated the research questions and objectives together with the research methods undertaken for this study).

Chapter Two

Chapter two focused on literature review to provide understanding of the concept gender and sustainable goals. It demonstrated a theoretical framework on gender, gender quality and sustainable development goals. It concluded by demonstrating the importance of performance measurement and the theories of project performance measurement.

Chapter Three

The basis of Chapter Three was to offer an overview of the promotion of gender equality in the workplace. This chapter outlined the context of the MDG and SDG on gender equality and women empowerment in the labour market. This chapter summarised the respective actors in gender equality. Furthermore, the chapter outlined the practices involved in the promotion of gender equality and women empowerment.

Chapter Four

The chapter demonstrated an overview of the research methods utilised in collecting and analysing data in the study.

Chapter Five

Chapter five presented the results of the study undertaken. The results of the research are based on the analysis of the data that were collected through an interview with the municipality and the survey conducted.

Chapter Six

Chapter Six provides the summary, conclusions, and recommendation of the study.

6.3 FINDINGS OF THE STUDY

In order to present the findings of the study, it is important to revisit the study's research questions

- What does gender equality entail in the workplace?
- What is the relationship between gender equality policies and the SDG 5 in the workplace with reference to Sedibeng District Municipality?
- What is the current state of gender equality (SDG 5) in Sedibeng District municipality in relation to SDG 5 objectives?
- What recommendations can be proposed to effectively implement gender equality policies for achieving SDG goal 5 in Sedibeng District Municipality?

Derived from Occupational outlook: (2021)

The study was able to viably answer the research questions (Occupational outlook, 2021).

The answers to the research questions are presented as follows:

What does gender equality entail in the workplace?

Gender equality, millennium and sustainable development goals envisages a world where women are at par with men in terms of treatment, opportunities, expectations, and

capabilities. The study found that the context of gender equality in the workplace is a growing field (ILO:2020) and has received a lot of attention globally. Various practices and processes exist for women empowerment. A framework for gender equality and women empowerment enabled the researcher to understand and summarise the context of the research theme (ILO: 2020).

What is the relationship between gender equality policies and the SDG goal 5 in Sedibeng Municipality?

The study found that the municipality has a strong foundation, as it has shown considerable progress, for aligning its gender policy to the international standard represented by the SDG goal 5. However, the municipality is still to fully align itself to the standard as there are still lingering problems reflected in that male employees are still to fully commit to implementing gender equality standards throughout all areas of the organization, the language of communication is still another area of contention between male and female employees and requires that it be corrected so as not to foster gender stereotypes in the workplace and engagement with stakeholders must not selectively reflect the gender policy stance of the organization, there is need for uniformity in treating all stakeholders.

6.3 RECOMMENDATIONS OF THE STUDY

Leading from the final research question which is coached as:

What recommendations can be proposed to effectively implement gender equality policies for achieving SDG goal 5 in Sedibeng District Municipality?

The following recommendations are made:

- The high awareness of gender equality aspirations within the organization must be used as a platform to rally employees towards transformation of mindsets particularly of men within the organization to secure relevant commitment to gender equality implementation. Targeted programs can be designed to address transformation of mindsets for men and the aging workforce.
- The code of conduct of the organization together with its enforcement tool, the disciplinary hearings, must be in such a way as to send a strong signal to offenders against gender equality tenets such as language used at the workplace.

- The marketing and promotion effort should be designed to protect stakeholders against any treatment or engagement that does not contradict the gender equality policy aspirations.
- A qualitative study needs to be conducted to further understand the attitude of men and some females towards gender equality.

6.4 CONCLUSION

The study was relevant in reviewing gender equality policy at Sedibeng District Municipality. However, the study's utility can be extended to other municipalities with similar characteristics and demographic profile. The gender equality policy review done in the study sheds light and expands debate on the national effort towards attaining gender equality and aligning to international standards as it is informative and instructive to policy directives and standardisation.

REFERENCES

- A27fjj. 2021. MDGs and SDGs - Sustainable Development Goals SDGs Frequently Asked Questions Caritas - Ending poverty and improving lives globally.
<https://a27fjj.blogspot.com/2021/08/mdgs-and-sdgs-sustainable-development.html>
- Ackerly, B. & True, J. 2010. Back to the future: Feminist theory, activism, and doing feminist research in an age of globalization. *Women's Studies International Forum*. 33(5) (September – October 2010) 464-472, United Kingdom: Elsevier Ltd
- Alghamdi, F. 2014. Saudisation and Women's Empowerment through Employment in the Health Care Sector.
<http://researcharchive.vuw.ac.nz/xmlui/bitstream/handle/10063/4279/thesis.pdf?sequence=2>
- Afrikom. 2022. Gender women and society in global perspective.
<http://www.arikom.com/pdf/gender-women-and-society-in-global-perspective>
- Alcoff, L. 2006. *Visible Identities*. Oxford: Oxford University Press.
- Ailaiah, K. no date. Importance of Women Empowerment and Gender Roles - A Study Human Rights. *International Research Journal*, 6.
- Alexander, A.C. and Welzel, C., 2007, April. Empowering women: four theories tested on four different aspects of gender equality. In *Annual meeting of Midwest Political Science Association*. Chicago: Palmer House Hotel.
- Allan, A. & Condi, C. 2019. How can business tackle gender-based violence in the world of work: A Toolkit for Action. Business Fights Poverty. <https://businessfightspoverty.org>
- Aluko, Y. 2018. Dimensions of Exclusion and Inclusion of Women in Nigeria. *Annals of the Social Science Academy of Nigeria* 22(1).
- Anderlini, S.N. and El-Bushra, J. 2012. "Post-conflict Reconstruction". http://www.huntalternatives.org/download/39_post_conflict.pdf. Accessed on 10 December 2012.
- ASSADPAM. 2017. *Administratio Publica*. Volume 25. Issue 2
- Australian Aid. 2011. Promoting Opportunities for all. Gender Equality and women's empowerment.
- Alcoff, L. 2006. *Visible Identities*. Oxford: Oxford University Press.

Al-Dajani, H., Marlow, S. 2012. Empowerment and entrepreneurship: a theoretical framework <https://www.emerald.com/insight/content/doi/10.1108/IJEER-10-2011-0138/full/html>

Baden, S. M. 1998. Country Gender. South Africa. Pretoria: South Africa: KZN Government.

Background of the sustainable Development Goals: no date
<https://www1.undp.org/content/brussels/en/home/sustainable-development-goals/background.html>

Bangani, A. 2019. Women In Local Government Decision Making And Leadership Positions: An Analysis Of The Gender Dynamics In The Nkangala District Municipality, Mpumalanga Province, South Africa. Uj.

Basu, M. 2015. Angles of Approaching Gender Equality: Top-Down vs. Bottom-Up. New York: City University of New York (CUNY).

Bhat, R.A., 2015. Role of Education in the Empowement of Women in India. *Journal of Education and Practice*, 6(10), pp.188-191.

Biswas, S.K. 2010. New Tribal Panchayat in Nicobar Islands. Kurukshetra, Ministry of Rural Development, New Delhi.

Bongo Scholar. UNDP. 2022. <https://bongoscholars.com/united-nations-development-programme-undp/>

Boucher, L. 2015. Sustainable Development Goals vs. Millennium Development Goals: What You Need To Know. Population Education. Pop Ed Blog
<https://populationeducation.org>

Centre for creative leadership. 2021. Making Gender Equity in the Workplace a Reality. <https://www.ccl.org/articles/leading-effectively-articles/gender-equity-workplace/>

Centre for excellence and child and family welfare inc. 2017. Submission-on-the-Gender-Equality-Strategy. https://www.cfecfw.asn.au/wp-content/uploads/2017/06/CFECFW-submission-on-the-Gender-Equality-Strategy_0.pdf

Colomer, J.M., 2009. Institutional design. *The SAGE Handbook of Comparative Politics*, p.246.

Commission for Gender Equality. 2020. Monitoring the Implementation of the Maputo Protocol 2019/2020
https://static.pmg.org.za/211130CGE_Report_SADC_Protocol_2020.pdf

Crescenzi, R. and Rodríguez-Pose, A. 2011. Reconciling top-down and bottom-up development policies. *Environment and planning A*, 43(4):773-780.

De Austria, JJ. 2014. The Fine Line between Gender Equity and Gender Equality. *Research Journal of Social Science and management*. Volume 4 Issue 7
<http://www.theinternationaljournal.org/ojs/index.php?journal=tij&op=download&page=article&path%5B%5D=3302&path%5B%5D=pdf>

Dlanjwa, M.Z. 2018. Gender equality and the advancement of women into senior management positions: assessing the perceptions of the diversity and gender initiatives section of the City of Cape Town (Doctoral dissertation, Stellenbosch: Stellenbosch University).

Donaires, O.S., Cezarimo, L.O., Caldana, A.C.F. & Liboni, L. 2018. Sustainable Development Goals- an analysis of outcomes. *emeraldinsight*.
<https://www.emeraldinsight.com/doi/full/10.1108/K-10-2017-0401>

Deneulin, S. and Shahani, L. eds. 2009. An introduction to the human development and capability approach: Freedom and agency. Sterling, Virginia Ottawa, Ontario: Earthscan International Development Research Centre.

Department of Public Service and Administration. 1998. White Paper Affirmative Action in the Public Service. March 1998 General Notice 564 OF 1998 Government Gazette Vol. 394, 23 April 1998 - No. 18800. Pretoria: Department of Public Service and Administration.

Drage, J. 2001. Women in Local Government in Asia and the Pacific: A comparative analysis of thirteen countries. Paper presented to the Asia - Pacific Summit of Women Mayors and Councillors Phitsanulok, Thailand 18-22 June 2001.

Eby, K. 2018. Which Management Style Is Right for You: Top-Down or Bottom-Up Approach? <https://www.smartsheet.com/top-down-bottom-up-approach#>

Edelgive Foundation. 2020. Skilled futures: Best Practices in Capacity Building and Community Engagement. <https://www.edelgive.org/>

EIGE (European Institute for Gender Equality). 2022. Gender Equality Index. <https://eige.europa.eu/gender-equality-index/about>

EIGE (European Institute for Gender Equality). 2022. Gender stakeholder consultation. <https://eige.europa.eu/>

EIGE (European Institute for Gender Equality). 2022. Gender mainstreaming methods. <https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-stakeholder-consultation>

- EIGE (European Institute for Gender Equality). 2022. <https://eige.europa.eu/gender-mainstreaming/methods-tools>
- EI-Bushra, J. 2000. Gender and forced migration: editorial. *Forced Migration Review*, 9:4-7.
- Equilo. 2020. Gender at Work Framework (The Rao and Kelleher model). <https://www.equilo.io/gender-analysis-framework-at-work>
- Ernst & Young Global Limited. 2017. Why Sustainable Development Goals should be in your business plan. United Kingdom: EYGM Limited.
- European Institute for Gender Equality. 2022. Gender mainstreaming and institutional transformation. <https://eige.europa.eu>
- Fakuda, P.S. 2004. Fukuda-Parr, S., 2004. Millennium Development Goals: why they matter. *Global Governance*, 10: 395.
- Falch, A. 2010. Women's Political Participation and Influence in Post-Conflict Burundi and Nepal. Oslo: Oslo Peace Research Institute
- Farlex. 2017. Women empowerment and intra-household dietary diversity in Nigeria.
- Ferber, M.A. And Nelon, J.A. 1993. Beyond economic man: feminist theory and economics. Chicago: University of Chicago Press.
- Find at Wiki. 2022. https://findatwiki.com/GII_index
- Finnish Institute for Health and Welfare. 2022. Actors. Helsinki: Finnish Institute for Health and Welfare. <https://thl.fi/en/web/gender-equality/promoting-gender-equality/actors>
- Fleming, E. 2020. Why did Millennium Development Goals MDGs fail? <https://www.sidmartinbio.org/why-did-millennium-development-goals-mdgs-fail/>
- Flick, U. 2007. Designing Qualitative Research. London: SAGE Publications
- Focusinternational. 2014. <http://www.focusintl.com/genderdev.htm>
- Fossheim, K. 2022. How can non-elected representatives secure democratic representation? *Policy & Politics*, 50(2):243-260.
- Gender Advocacy Programme. 2005: Gender and Policy Making for Local Government: Drakenstein and Beyond. Cape Town: Creda Communications.
- Gender at Work. 2018. Gender at work framework. <https://genderatwork.org/analytical-framework/>

GEI (Gender Equity Index). 2008. Social Watch: Poverty eradication and gender justice.

Gender action: Resource Library. 2020. <https://www.genderaction.co.uk/online-resources>.

Gender mainstreaming. 2009. Conceptual framework, methodology and presentation of good practices <http://www.unhcr.org/protect/PROTECTION/3c160b06a.pdf>

Gendersource: An Online Sourcebook: 2020. Integrating Gender In Climate Change Adaptation Proposals <https://gendersourcebook.weadapt.org/10-when-to-use-a-gender-stakeholder-analysis/10-when-to-use-a-gender-stakeholder-analysis/>

Global Gender Gap Report. 2012. The World. weforum.org.

Gokalp, N.E. 2005. Critical Overview of the European Union Gender Equality Policies and their implications for Turkey. M.S. - Master of Science, Middle East Technical University.

Goulart, C.M., Purewal, A., Nakhuda, H., Ampadu, A., Giancola, A., Kortenaar, J.L. and Bassani, D.G., 2021. Tools for measuring gender equality and women's empowerment (GEWE) indicators in humanitarian settings. *Conflict and health*, 15(1), pp.1-16.

Govender, SD and Vyas-Doorgapersad S. 2014. South African Association of Public Administration and Management (SAAPAM). The implementation of gender equality policies in achieving millennium development goal three in the Sedibeng District Municipality. Boloka Institute Repository

Gouws, A. 2012. Women and Local Government Elections. *Journal of African Elections Special Issue*, 11(12).

Graduateway. No date. Empowerment of women in African societies. <https://graduateway.com/empowerment-of-women/>

Green Business Bureau. 2021. SDG 12: Responsible Consumption and Production. <https://greenbusinessbureau.com/topics/sdg/sdg-12-responsible-consumption-and-production/>

GSDRC. 2014. Gender Topic Guide. <http://www.gsdr.org/docs/open/gender.pdf>

Flowers, Shane. 2021. The Five types of female empowerment. <https://www.glossybox.com/magazine/2021/03/07/types-of-female-empowerment-womens-history-month/>

Foddy, W. 1993. Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research. Cambridge: Cambridge University Press.

- Hakim, C. 1987. *Successful Designs for Social Economics Research*. Routledge. London.
- Hall, SH, 2020. A New Look at Diversity in the Workplace for 2020. https://business.tutsplus.com/tutorials/diversity-in-the-workplace--cms-34482?ec_unit=translation-info-language
- Haywood, L.K., Funke,N., Audouin, M., Musvoto, C. & Nahman, A. 2018/2019. The Sustainable Development Goals in South Africa Investigating the need for multi stakeholder partnerships. *Development Southern Africa*. Taylor Francis Online. Volume 36. Issue 5
- Hernandez, EM., Fernández-Gómez, MJ. Barrera-Mellado, I.2021. *Gender Inequality in Latin America: A Multidimensional Analysis Based on ECLAC Indicators*. MDPI. Volume 13. Issue 23.
- Holliday, A. 2007. *Doing and Writing Qualitative Research*. London: SAGE Publications
- Haslanger, S. 1995. "Ontology and Social Construction". *Philosophical Topics*. Volume 23: 95–125.
- Hill, E. 2017. *Gender equality and empowerment Key concepts*. Sydney, AU: Sydney Southeast Asia Centre.
- Hopper, P. 2022. A critical evaluation of the UN Millennium Development Goal. http://educationdocbox.com/Distance_Learning/78641364-A-critical-evaluation-of-the-un-millennium-development-goals.html.
- Human Rights Careers. 2020. *Organizations gender equality*. <https://www.humanrightscareers.com/magazine/organizations-gender-equality/>
- IDSWater. 2020. What is a government representative. <https://idswater.com/2020/08/26/what-is-a-government-representative/>
- IISD (International Institute for Sustainable Development). 2018. *Businesses Commit to Promote Gender Equality in Workplace*. <https://sdg.iisd.org/>
- IISD (International Institute for Sustainable Development). 2018. *Businesses Commit to Promote Gender Equality in Workplace*. <http://sdg.iisd.org/news/businesses-commit-to-promote-gender-equality-in-workplace/>
- International Online Resource Centre, Source. 2015. *Social empowerment*. <https://asksource.info/topics/social-inclusion/social-empowerment>.

Livari, N. 2018. Using member checking in interpretive research practice: A hermeneutic analysis of informants' interpretation of their organizational realities. *Information Technology & People*.

ILO (International Labour Organization). 1951. Labour Standards, C100 – Equal Remuneration Convention, (No. 100).

ILO (International Labour Organization). 2009. Pay Equity: A Key Driver of Gender Equality, and Equal Pay International Coalition (EPIC) Brochure, see: equalpayinternationalcoalition.org/

ILO (International Labour Organization). 2014. Maternity Protection in SMEs: An international review.

ILO (International Labour Organisation). 2015. Women in Business and Management Gaining Momentum Global Report http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_316450.pdf

ILO (International Labour Organization). 2017. World Employment Social Outlook: Trends for Women 2017, 2017, 18

ILO (International Labour Organisation). 2018. Decent Work and the Sustainable Development Goals A Guidebook on SDG Labour Market Indicators

ILO (International Labour Organization). 2019. Women in Business and Management: The business case for change, 71.

ILO (International Labour Organization). 2020. Empowering Women at Work – Company Policies and Practices for Gender Equality. Geneva: ILO

ILO (International Labour Organization). 2020. Empowering Women at Work Trade Union Policies and Practices for Gender Equality. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---multi/documents/publication/wcms_760529.pdf

Indeed Company. 2022. How to Promote Gender Equality in the Workplace. <https://www.indeed.com/hire/c/info/gender-inequality-in-the-workplace>

Indonesia Business Coalition for Women Empowerment. UN-Women 2018. Study on the application of Women's Empowerment Principles in Top 50 Companies in Indonesia. https://asiapacific.unwomen.org/sites/default/files/Field%20Office%20ESEAAsia/Docs/Publications/2019/01/id-Study-on-WEPs_ENG.pdf

International Research and Training Institute for The Advancement Of Women. 2005. "Gender, Governance and Women's Political Participation". <http://www.instraw.org>, Accessed on 15 July 2012.

International Union of Local Authorities. 2007. "Report on Women in Local Government". <http://www.iula.org> Accessed on 03 August 2012.

Iulpress. 2019. <http://iulpress.org/uploads/files/jihane-roudias.pdf>

Ite, D.U. 2018, August. Embedding and Operationalizing Sustainable Development Goals in the Nigerian Oil and Gas Industry. *SPE Nigeria Annual International Conference and Exhibition*.

Jacobs, CR. 2009. Attitudes towards Gender Equality and the Representation of Women in Parliament: A Comparative Study of South Africa, Uganda and Zimbabwe <http://scholar.sun.ac.za/bitstream/handle/10019.1/4053/Jacobs,%20C.R.pdf?sequence=1>

Joseph, C. 2002. Gender and Local Government: Occasional Paper (13). S.A: Friedrich Ebert Stiftung.

Joulaei, H. and Maharlouei, N and Tabrizi, R and Lankarani, K. 2017. The Millennium Development Goals; A Global Assignment.

Kaan. T. 2005. A Conceptual Framework for Gender and Development Studies: From Welfare to Empowerment. <https://www.focusintl.com/GD005-A%20Conceptual%20Framework%20for%20Gender%20and%20Development%20Studies.pdf>

Kabeer, N. 1999. Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and change*, 30(3):435-464.

Kardam, N. 2005. November. Gender and institutions: Creating an enabling environment. *Bangkok, Thailand: United Nations*. <https://www.un.org/womenwatch/daw/egm/enabling-environment2005/docs/EGM-WPD-EE-2005-EP.9.pdf>

Kgasi, T. 2004. "Gender and Political Participation in South Africa". Paper presented in Sweden at the IDEA conference celebrating ten years of South African Democracy. Sweden, April 2004.

Kilgour, M. 2012. The Global Compact and Gender Equality: A Work in Progress. *Business & Society*, 52(1): 105-134.

Kimoon, B. 2012. Millennium Development Goals Report 2012. New York: United Nations

Kithatu-Kiwekete, A. 2001. The Third MDG in South Africa: Quantifying the Status Quo and Moving Ahead: Why Gender Disaggregated Statistics Matter. University of Pretoria: Institute for Women's and Gender Studies. Pretoria: University of Pretoria website.

Klimke, R. 2016. How to Unleash the Economic Potential of Women in Africa – Challenges and Opportunities in the Context of the Post-2015 Agenda. https://brill.com/view/journals/afyo/21/1/article-p226_226.xml

Kornegay, E. 2008. South Africa National Policy Framework for Womens Empowerment and Gender Equality. The Office on the Status of Women. https://www.environment.gov.za/sites/default/files/docs/national_policy_framework.pdf

Kristiansson, L. 2017. Embedding gender in the business and human rights agenda. Faculty of Law. Lund University.

Kumar, S., Kumar, N., & Vivekadish S. 2016. *Millennium development goals (MDGS) to sustainable development goals (SDGS): Addressing unfinished agenda and strengthening sustainable development and partnership. Indian Journal of Community Medicine*. Volume 41. Issue 1. Pages 1-4

Lawson, T. 2011. Empowerment in Education: liberation, governance or a distraction? A Review. *Power and Education*, 3(2): 89-103.

Lebus, F., Amaya, L., Rathi, S. & Gupta, H. 2020. Seven Key Issues Affecting Women and Girls During the COVID-19 Pandemic—And What You Can Do About Them. Foundation Strategy: Gender <https://www.fsg.org/blog/seven-key-issues-affecting-women-and-girls-during-covid-19-pandemic/>

Library Guides: TUS. 2021. Literature-Review. <https://lit.libguides.com/Literature-Review>. Accessed on 6 July 2022

Lightfoot, S.L., 1986. On goodness in schools: Themes of empowerment. *Peabody Journal of education*, 63(3), pp.9-28.

Logistic Viewpoints. Cunnane, C, 2021. The Circular Supply Chain: A Push for Sustainability. <https://logisticsviewpoints.com/2021/06/16/circular-supply-chain/>

Luchsinger, G. 2021. 2021 Report of the High-Level Commission on the Nairobi Summit on ICPD25 Follow-up.

Luis, M. 2012. “Gender and agency: reconfiguring the subject in feminist and social theory”. <http://www.lavoisier.fr/livre/notice.asp?ouvrage=1535825>

Mackinnon, C. 1989. *Toward a Feminist Theory of State*. Cambridge: Harvard University Press.

Madgavkar, A., White, O., Krishnan, M., Mahajan, D. and Azcue, X., 2020. COVID-19 and gender equality: Countering the regressive effects. *McKinsey Global Institute*, 15, p.2020.

Maharaj, N. 2007. "The experiences of women in local government – a case study in the Durban Metropolitan Area". <http://www.und.ac.za> Accessed on 4 August 2012

Mahmud, F. An Assessment of Women Empowerment in the Sustainable Development of Nigeria. Department of Political Science and International Studies. Ahmadu Bello University, Zaria. Published by the Nigerian Political Science Association, July 2019

Mammen, KJ. 2010. Towards creating a legally literate WSU community for today and tomorrow. Walter Sisulu University. SEALS

Mandal, K.C., 2013, Concept and Types of Women Empowerment. *International Forum of Teaching & Studies*, 9(2).

Mandira, SS. Shesh, KK., Min, BG, Hari, KN., Vijay R.K., Gautam, R. 2014. Flood Early Warning Systems in Nepal A Gendered Perspective. ICIMOD Working Paper 2014/4. http://lib.icimod.org/record/29959/files/Flood_EWS.pdf

Manimtim, SJ, Jansen A. San Juan, Earth DP. Padilla, Johanne SJ. Aterrado, Helen R. Blanquisco. 2022. Challenges of LGBTQ Pre-Service Teachers. *Journal of Positive School Psychology*. Vol 6 number 4.

Marshall, C. & Rossman, GB. 2011. Designing Qualitative Research. Fifth Edition. London: SAGE Publications.

Mathye, M. 2002. Integrated Development Planning: a gender perspective. Braamfontein: Commission on Gender Equality.

Matekere, T. 2015. The Role of Men in Achieving Women's Economic Empowerment in Butiama District, Mara Region Tanzania. Sokoine University of Agriculture. Morogoro, Tanzania.

Matotoka, D. and Odeku, KO. 2018. *Transformative Interventions Fostering Mainstreaming of Black South African Women into Managerial Positions in the Private Sector*. SCIENDO. Volume 11. Issue 16.

Matoane, T. 2015. Women in local government decision making and leadership positions: An analysis of the gender dynamics in the Nkangala District Municipality, Mpumalanga Province, South Africa. University of Limpopo

Maxwell, M. 2018. Three organizations for female empowerment in South Africa. Borgen Project. <https://borgenproject.org/category/empowerment/page/2/>

Mayer, C.H. and Barnard, A., 2015. Balancing the scales of gender and culture in contemporary South Africa. In *Psychology of gender through the lens of culture* (pp. 327-349). Springer, Cham.

McArthur, J.W. The Origins of the Millennium Development Goals. SAIS Review of International Affairs Johns Hopkins University Press Volume 34, Number 2, Summer-Fall 2014.

McCombes, S., 2019. An introduction to sampling methods.

https://www.scribbr.com/methodology/sampling-methods/?fbclid=IwAR0LH46ms6K-kdlyaHbagx2jCRbE-mmZ1Z_V6xXKDVoQYfCY90YsL7tKGnY Accessed on 16 May 2022.

Mehta, S., Kumar, V. and Kumar, A., 2018. Lessons in Sustainable Development from Bangladesh and India. Springerlink. <https://doi.org/10.1007/978-3-319-95483-7>

Meintjies, S. 2005. Gender Equality by Design: The case of South Africa's Commission on Gender Equality. *Politikon* 32(2):259-275

Mkhonto, TV. 2018. Women and Promotability in Rural South African Schools Listening to the Voices of Female Teachers in Ehlanzeni District Municipality. Pretoria: UNISA.

Meng, Q. and Sun, F., 2019. The impact of psychological empowerment on work engagement among university faculty members in China. *Psychology research and behavior management*, 12, p.983.

Ministry of Business Innovation and Employment. 2022. Elected Representatives. Australia: New Zealand.

Molebati, K. 2009. Gender Equality and Equity: Towards a 10-year review of the population policy implementation in South Africa (1998-2008). Pretoria: Department of Social Development.

Momsen, J. 2020. Gender and development. Third Edition. Routledge Publishers. London

Morna, C.L. 2008. Making every voice count: A South African Case Study. *Gender and development*, 15(3): 369-385.

Morningstar. 2020.

<https://doc.morningstar.com/Document/c9afa1c2628582fb51a53de6b5fef4cc.msdoc/original?clientid=globaldocuments&key=52dbc583e1012395>

Morris, S. 2019. 8 Major Issues Facing Women Today. ThoughtCo.

<https://www.thoughtco.com/womens-issues-4140420>

Morton, M., Klugman, J., Hanmer, L. and Singer, D. 2014. *Gender at work: A companion to the world development report on jobs*. Washington, DC: World Bank.

Mosedale, S. 2005. Assessing women's empowerment: towards a conceptual framework. *Journal of International Development*, 17(2):243-257.

Moser, C.O.N. 1989. "Gender Planning in the Third World: Meeting Practical and Strategic Needs". *World Development*. 17 (1 I): 1799-1825.

Mowery, L. 2021. SDG 5 Gender Equality: How to ensure gender diversity, equity and inclusion in the Workplace. <https://greenbusinessbureau.com/topics/sdg/sdg-5>

Muyoyeta, L., 2007. *Women, gender and development*. Women for Change, Zambia and 80: 20 Educating and Acting for a Better World, with support from Development Cooperation Ireland and Concern.

News24: Trusted news first. 2017. <https://www.news24.com/News24/tired-of-people-like-dean-hutton-20170117>

Nguyen, M.H., 2021. *Data collection-Wikipedia* (No. 3gpy4). Center for Open Science.

Nhlapo, T.M.S. 2020. Human resource development strategy for gender equality within the Department of Correctional Services. University of Johannesburg (South Africa).

Nigerian Environmental Study/Action Team (NEST) 2011). Gender. <http://nigeriaclimatechange.org/docs/2011/BNRCC%20Gender%20Toolkit.pdf>

Nobelius, A.M. 2004. Gender in the Medicine Curricula at Monash, Australia: Monash University

Norway grants. 2021. <http://precwork.granturi.ubbcluj.ro/zbnuxz/finance-manager-duties>

Occupation Outlook. 2021. Social and Community Elected Representatives <https://occupationoutlook.mbie.govt.nz/social-and-community/elected-representatives/>

OECD. 2020. Aid Focussed on Gender Equality and Women's Empowerment: A snapshot of current funding and trends over time in support of the implementation of the Beijing Declaration and Platform for Action. Gendernet, OECD.

O'Neil, T., Domingo, P. and Valters, C., 2014. Progress on women's empowerment. *London: Overseas Development Institute*.

O'Leary, Z. 2004. *The Essential Guide to Doing Research*. London: SAGE Publications?

Oligati, E, Shapiro, G. 2002 Promoting gender equality in the workplace, European Foundation. For the improvement of living and working conditions. <http://www.eurofound.europa.eu/pubdocs/2001/61/en/1/ef0161en.pdf>Etta

Olsen, J., Orpin, S., Good, L. and Towns, D. 2015. Workplace Gender Equality Strategy Project-Final Report.

Organization for Economic Co-Operation and Development. 2011. "Findings from the gender equality module of the 2011 Paris Declaration Monitoring Survey". Paris, France: Organization for Economic Co-Operation and Development.

Orndorff, R. 2022. <https://www.coursehero.com/file/78829973/Narrated-Journalpptx/>

Østergaard, L., 1992. Gender and development; a practical guide. London (UK): Routledge.

Oyebola, F. 2017. Literature/Desk Review of Existing Data and Policies on Youth & Adolescent Sexual and Reproductive Health and Rights in Nigeria, with Special focus on Kaduna, Lagos and Oyo states. https://nurhi.org/en/wp-content/uploads/2020/06/report_on_lit_review_on_youth_adolescent.pdf

Oxfam. 2020. Gender Visible Learning about Gender Integration in the Right to Food Programme <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/621196/rr-gender-visible-food-programme-311220-en.pdf?sequence=1>

Parker, F. 2009. "Women still struggle for equality". Mail & Guardian. August 28 to September 3 2009.

Parliamentary Monitoring Group. 2013. Women Empowerment and Gender Equality Bill [B50-2013: Women, Youth and Persons with Disabilities <https://pmg.org.za/call-for-comment/153/> (PMG).

Penceliah, Y. 2011. "Gender Mainstreaming with special reference to senior management in local government". Journal of Public Administration. Volume 46 (1.1): 868- 880.

Permanyar, I. 2011. Are UNDP Indices Appropriate to Capture Gender Inequalities in Europe? Archived 2020-09-11 at the Wayback Machine, Social Indicators Research, pp. 1-24

Phala, S.P. 2011. Women leadership in Local Government: An assessment of support by key stakeholders. Master dissertation: University of South Africa: Graduate School of Business Leadership

Philippines Statistics Authority. 2022. How are SDGs different from MDGs. <https://psa.gov.ph> Accessed on 7 July 2022

Pillai, V. N. and Asalatha, B. P. and Ponnuswamy, B. Women in Development – Dissecting the Discourse: Centre for Development Studies, Prasanth Nagar, Ulloor, Trivandrum, Kerala, India.2000

Povey, E.R. 2012. “Women in Afghanistan, passive Victims of the Borgia or active social participants?” <http://en.farzanehjournal.co> Accessed on 8 August 2012.

Pujari, V. G. 2012. “Efficacy of women in politics”. Indian Streams Research Journal. Volume 2 (II): 1-4.

Puthenkalam, JJ. 2016. Sustainable Development Goals as New Framework for Development from MDGs to SDGs. <http://dept.sophia.ac.jp/econ/data/61-01.pdf>

Qoboshiyana, N. 2011. Translating Gender Policies into Practice in the Buffalo City and Amahlathi Local Municipalities.

<https://repository.up.ac.za/bitstream/handle/2263/30047/dissertation.pdf;sequence=1>

Rao, A., Sandler, J., Kelleher, D. and Miller, C., 2015. Gender at work: theory and practice for 21st century organizations. Routledge.

Razavi, S and Miller. C. Gender Mainstreaming: A Study of Efforts by the UNDP, the World Bank and the ILO to Institutionalise Gender Issues. 1995

Readkong: 2011. Commission for Gender Equality Report on compliance with CEDAW Committee. <https://www.readkong.com/page/the-bare-minimum-cedaw-committee-2011-concluding-4620694>

Reeves, H and Baden, S. Gender and Development: Concepts and Definitions. 2000

Reddy, P.S. 2006. A Strategic Framework for Gender Equality within the Public Service (2006-2015): a consultation document. Pretoria: Department of Public Service and Administration.

Reh, F.J. 2017. Understanding the role and scope of the senior manager. The Balance.

Reh, F.J. 2019. Understanding the Role and Scope of the Senior Manager An Expansion of the Typical Manager's Role. <https://www.thebalancecareers>.

Reja, U., Manfreda, K.L., Hlebec, V. and Vehovar, V., 2003. Open-ended vs. close-ended questions in web questionnaires. *Developments in applied statistics*, 19(1), pp.159-177.

Republic of South Africa.1996. The Commission for Gender Equality Act. Government Printers, Pretoria.

Republic of South Africa, Department of Treasury. 2009. Expenditure.

<http://www.treasury.gov.za/documents/Estimates%20of%20Public%20Expenditure/2009/Vote%2021.pdf>

Republic Of South Africa. 1998. Local Government White Paper 1998. Pretoria: Government Printer. <https://www.thebalancecareers.com/understanding-the-role-and-scope-of-the-senior-manager-2276097>

Republic Of South Africa. 1998. Local Government: Municipal Structures Act 1998. Pretoria: Government Printer.

Republic Of South Africa. 2000. Local Government: Municipal Systems Act 2000. Pretoria: Government Printer.

Rubin, G., 1975, "The Traffic in Women: Notes on the 'Political Economy' of Sex", in *Toward an Anthropology of Women*, R. Reiter (ed.), New York: Monthly Review Press

Sachs, D.S. 2012. From Millennium Development Goals to Sustainable Development Goals: Published: June 09, 2012 DOI:[https://doi.org/10.1016/S0140-6736\(12\)60685-0](https://doi.org/10.1016/S0140-6736(12)60685-0)

Sachs, J. 2015. Sustainable development goals matter for our world. Gulf Times. <https://www.gulf-times.com/story/432977/Sustainable-development-goals-matter-for-our-world>

Saith, A. From Universal Values to Millennium Development Goals: Lost in Translation First published: 29 November 2006 <https://doi.org/10.1111/j.1467-7660.2006.00518>

SALGA, 2012. Assets.

<http://www.salga.org.za/documents/download/app/webroot/assets/files/Councillor%20Introduction%20Training%20Material/Low%20Res%203pm.pdf>

Sarapura, S. 2009. *Innovating Agriculture through Gender Lenses*. University of Guelph.

South African Qualifications Authority (SAQA). 2018. Unit Standard. SAQA. <https://pcqs.saqa.org.za/showUnitStandard.php?id=117895>

SCRIBD. 2019. *Innovating Agriculture through Gender Lenses*. <https://pt.scribd.com/document/86491447/Innovating-Agriculture-Through-Gender-Lenses>

SDG Tracker. 2022. Sustainable Development Goals/Gender Equality. <https://sdg-tracker.org/gender-equality#targets>

SDM (Sedibeng District Municipality). 2022. Sedibeng District Municipality. www.sdm.gov.za

Seibert, S.E., Wang, G. and Courtright, S.H., 2011. Antecedents and consequences of psychological and team empowerment in organizations: a meta-analytic review. *Journal of applied psychology*, 96(5), p.981.

Sithole, P. Todes, A. and Williamson, A. 2012. "Gender and women's participation in municipality-driven development: IDP and project-level participation in Msinga, eThekweni and Hibiscus Coast". <http://www.cpp.org.za>, Accessed on 3 September 2012.

Slidelegend, 2016. The Millennium Development Goals Report 2015 – UNDP. https://slidelegend.com/the-millennium-development-goals-report-2015-undp_5a35769c1723dd86422791e7.html

South Africa, 2007. Millennium Development Goals Mid-Term Country Report. https://www.gov.za/sites/default/files/gcis_document/201409/mdgmidterm0.pdf

Spreitzer, G. M. 1995. Psychological empowerment in the workplace: dimensions, measurement, and validation. *Acad. Manag. J.* 38, 1442–1465.

Springerlink. 2021. Gender Equality. <https://link.springer.com/referencework/10.1007/978-3-319-95687-9>

Stanford Encyclopedia of Philosophy Archive. 2014. Feminist Perspectives on Sex and Gender <https://stanford.library.sydney.edu.au/archives/sum2014/entries/feminism-gender/>

Stanford Encyclopedia. 2009. Feminist Perspectives on Sex and Gender <http://stanford.library.sydney.edu.au/archives/win2009/entries/feminism-gender/>

Statistics South Africa. 2019. Sustainable Development Goals: Country report 2019. Salvakop, Pretoria: Statistics South Africa.

StudyMode Research. 2018. Barriers to Gender Equality in Project Management. <https://www.studymode.com>

Substantial Development Goals Fund (SDGF) 2020. Funding. <https://www.sdgfund.org/mdgs-sdgs>

Sustainable Development Solutions Network. 2015. Getting Started with the Sustainable Development Goals: A Guide for Stakeholders. Paris: Sustainable Development Solutions Network Secretariat.

Tanupriya. 2019. Mimesis of Sexuality: A Select Literary Study of Autobiographies by Transgender Individuals. Surathkal, Mangalore: National Institute of Technology Karnataka.

Tai Solarin University of Education. 2012. Gender. <https://tasued.edu.ng/?s=GENDER>

Tasli, K. 2007. A conceptual framework for gender and development studies: from welfare to empowerment. Vienna Austria: Österreichische Forschungstiftung für Entwicklungshilfe.

Todes, A., Sithole, P. And Williamson, A. 2007. Local Government, Gender, and Integrated Development Planning. Pretoria: HSRC Press.

Trochim, W.M. and Donnelly, J.P. 2001. Research methods knowledge base. Macmillan Publishing Company, New York: Atomic Dog Pub.

Tsauri, N.M. 2010. Implementation of Employment Equity for Gender Equality in the South African Police Service in Vereeniging. A mini-dissertation: unpublished manuscript. North-West University: Vaal Triangle Campus.

Turkmenoglu, M.A. 2019. Investigating benefits and drawbacks of employee empowerment in the sector of hospitality: A review. *International Research Journal of Business Studies*, 12(1):1-13.

Tyler, D., 2002. *The women-in-development efficiency approach: A case study of programming income generation in a Chinese village* (Doctoral dissertation, University of British Columbia).

Ujeyo. S.M., Abdu, K., Kulthum, N. and Neema-Abooki, P., 2017. Gender issues in project planning and management. *PM World J*, 6(4):1-13.

Ugwu, F. O., Onyishi, I. E., and Rodríguez-Sánchez, A. M. (2014). Linking organizational trust with employee engagement: the role of psychological empowerment. *Pers. Rev.* 43, 377–400

UN (United Nations). 2005. "Enhancing Participation of Women in Development through an Enabling Environment for Achieving Gender Equality and the Advancement of Women". Bangkok, Thailand: UN.

UN (United Nations). 2000. UN General Assembly, 55th Session: "United Nations Millennium Declaration." (A/55/L.2). www.un.org/millennium/declaration/ares552e.pdf (accessed 2 February 2022).

UN (United Nations). 2010. Millennium Development Goals Report. New York: United Nations.

UN (United Nations). 2012. Millennium Development Goals Report. Gender Chart. New York: United Nations.

UN (United Nations). 2015. The Millennium Development Goals Report 2015. New York: United Nations.

UN (United Nations). 2018. Strategy for gender equality and the empowerment of women (2018–2021). Vienna: United Nations.

UNCTAD. 2016. Development and Globalization Facts and Figures. <http://stats.unctad.org/Dgff2016/DGFF2016.pdf> Accessed on 19 August 2021.

UNFPA. 2020. The Ministry of Planning and Investment (MPI) strengthening leadership competencies of women leaders. <https://lao.unfpa.org> Accessed on 19 August 2021.

UNSDG. 2014. Millennium Development Goals 3. <http://www.undg.org> Accessed on 19 August 2021.

UN-Women. 2022. 6 Women's issues explained with emojis. <https://un-women.medium.com/six-womens-issues-explained-in-emojis-1c2da752029d> Accessed on 5 March 2022.

UNICEF, ILO, UN Women. 2020. Family-friendly policies and other good workplace practices in the context of COVID-19: Key steps employers can take. UNICEF

United Nations Centre for Human Settlements (Habitat). 2000. "Policy paper on women. <http://ww2.unhabitat.org> Accessed on 19 August 2021.

UNDP (United Nations Development Programme). 2010. Human Development Report 2010; The Real Wealth of Nations. UNDP.

UNDP (United Nations Development Programme). 2011. United Nations Development Programme. Gender Inequality Index FAQ's,

UNDP (United Nations Development Programme). 2020. The socio-economic implications of the COVID-19 Pandemic: Ideas for policy action. New York: UNDP. <https://www.latinamerica.undp.org> Accessed on 19 May 2022.

UNDP (United Nations Development Programme). 2022. Millennium Development Goals.

UNDP (United Nations Development Programme). 2015. Jobs. <https://jobs.undp.org/> Accessed on 19 August 2021.

UNDP: SDG Accelerator: 2022. Sustainable Development Goals. <https://www.undp.org/sdg-accelerator/background->

UN SDSN. 2015. Chapter 1: Getting to know the Sustainable Development Goals: An introduction to the SDGs <https://sdg.guide/chapter-1-getting-to-know-the-sustainable-development-goals-e05b9d17801?gi=94636ed9400f>

United Nations Economic and Social Council. 2020. Progress towards the Sustainable Development Goals Report of the Secretary-General Archived 30 December 2020 at the Wayback Machine, High-level political forum on sustainable development, convened under the auspices of the Economic and Social Council (E/2020/57), 28 April 2020.

UN General Assembly. 2000. "United Nations Millennium Declaration (Resolution 52/2 of 8 September 2000)". Vienna: United Nations.

United Nations Population Fund. 2014. UNFPA Annual Report 2013. <https://www.unfpa.org>

United Nations. Tradepreneur. 2022. UN Sustainable Development Goal 5- Gender Equality. https://wo.sggw.edu.pl/wp-content/uploads/sites/23/2022/02/UN_SDG-05.pdf

United Nations: Transforming our world. 2018. The 2030 Agenda for Sustainable Development. <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

United Nations Women. 2022. Women and the Sustainable Development Goals (SDGs). <https://www.unwomen.org/en/news/in-focus/women-and-the-sdgswww.un-women.org>.

USAID (United States Agency for International Development). 2021. Strengthening Women's Rights and Political Participation. <https://www.usaid.gov/what-we-do/gender-equality-and-womens-empowerment/addressing-gender-programming/strengtheningwomens> Accessed on 15 May 2022.

VELS. 2018. Human Rights and Gender Justice. *International Journal of Law, Education, Social and Sports Studies (IJLESS)*, 5:S1.

Vuong, Q.H., La, V.P., Vuong, T.T., Ho, M.T., Nguyen, H.K.T., Nguyen, V.H., Pham, H.H. and Ho, M.T., 2018. An open database of productivity in Vietnam's social sciences and humanities for public use. *Scientific Data*, 5(1):1-15.

Vyas-Doorgapersad, S. and Lukamba, TM. 2011. "Political participation and the status of women in the Democratic Republic of Congo (1960–2010): A critical historical reflection". *New Contree* (62).

Vyas-Doorgapersad, S. 2014. Mediterranean Journal of Social Sciences MC SER Publishing, Rome-Italy. *Gender, ICT and Millennium Development Goals for Sustainable Development in West Africa*. Vol 5 Number 21.

Vyas-Doorgapersad, S and Surujlal, J. 2014. *Mediterranean Journal of Social Sciences: Yoga for Gender-Based Empowerment: A New Approach in Employee Wellness MC SER Publishing, Rome-Italy*. Vol 5 No 13. Page 268.

Vyas-Doorgapersad, S. 2014. Gender Equality, Pro-Poor Growth and MDG Goal 1 in South African Municipal Governance: The Case of Sedibeng District Municipality. *Mediterranean Journal of Social Sciences*, 5(21).

Vyas-Doorgapersad, S. 2014. Assessing the role of gender in local governance [Political Context]: The Case of South African Municipalities. Vaal Triangle Campus (North-West University), South Africa

Vyas-Doorgapersad, S. 2016. Gender Mainstreaming In Policymaking Processes: A South African Perspective. *International Journal of Business and Management Studies*, 8:2.

Weldegiorgis, F., Lawson, L. and Verbrugge, H., 2018. IGF. Women in Artisanal and Small-Scale Mining: Challenges and opportunities for greater participation. Winnipeg: International Institute for Sustainable Development (ISSD)

Nyangiwe–Ndika, W. 2015. An analysis of barriers which affect women in leadership positions in Eastern Cape Municipalities. Case study of Amathole District Municipality (Doctoral dissertation). SEAL: University of Fort Hare.

Western Cape: City of Cape Town. 2004. Women's Empowerment and Gender Equality: A Draft Policy Discussion Document for the City Of Cape Town. Western Cape: City of Cape Town.

SDG Zone. 2015. What are Sustainable Development Goals (SDGs)? <https://sdgzone.com/learn/what-are-the-sdgs> Accessed on 15 May 2022.

Welzel, C., Inglehart, R. and Klingemann, H.D., 2001. Human development as a general theory of social change: A multi-level and cross-cultural perspective (No. FS III 01-201). WZB Discussion Paper. Berlin, Wissenschaftszentrum Berlin für Sozialforschung (WZB).

WFP (World Food Programme). 2022. Gender & Stakeholder Analysis. World Food Programme. Rome RM, Italy: World Food Programme.

WFP (World Food Programme). 2022. Evaluation Quality Assurance System. <https://docs.wfp.org/api/documents/WFP-0000105369/download/> Accessed on 15 May 2022.

Wieringa, S. 1994. Women's Interests and Empowerment: Gender Planning Reconsidered. *Development and Change*. Vol. 25: 829-848.

Wikipedia the Free Encyclopedia. <https://en.wikipedia.org/wiki/Empowerment>. Accessed on 6 July 2022

World Economic Forum Report.2013: <https://reportweforum.org>.

World Empowerment Principles. No date. <https://www.weeps.org/>

World Development Report 2012: Gender Equality and Development. World Bank Group

World Health Organisation. Gender and Health. Geneva: World Health Organisation.

World Health Organisation. 2018. Millennium Development Goals (MDGs)
[https://www.who.int/news-room/fact-sheets/detail/millennium-development-goals-\(mdgs\)](https://www.who.int/news-room/fact-sheets/detail/millennium-development-goals-(mdgs))
Accessed on 6 July 2022

World Savvy Monitor. 2009. Page 2. <http://worldsavvy.org> Accessed on 6 July 2022

Wong, K. 2020. Employee Empowerment: Definition, Benefits, and Factors.
<https://www.achievers.com/blog/employee-empowerment/> Accessed on 6 July 2022

Zinnes, T. 2018. Engendering gender equality in the workplace.
<https://www.elevatelimited.com/insights/engendering-gender-equality-in-the-workplace/>
Accessed on 6 July 2022

ANNEXURE A: EMPLOYEE QUESTIONNAIRE

Enquiries: Mrs. Sureshnee Devi Govender (Masters student)
govender.sureshnee@gmail.com

Supervisor: Prof. Loraine Boitumelo Mzini

Title: The implementation of Gender Equality policies in achieving Sustainable Development Goal Five in the Sedibeng District Municipality

The objective of this study is to conduct a comprehensive study on implementation of Gender Equality policies in a workplace. This study is conducted by Mrs. SD Govender within the field of Public Management and Governance under the guidance of Professor Mzini. This study assesses the implementation and the relationship between gender equality policies and the sustainable development goal five in a workplace. These questions have been designed to capture the required information. Thus, the information gathered will be utilized in the master's mini dissertation to ensure effective capacity building processes are implemented and benefit both the employee and organization.

Confidentiality

All the information you provide will be treated with **STRICT CONFIDENTIALITY**. While results will be made available by type of school within a district, you are guaranteed that neither you, this school nor any of its employees will be identified in any report of the results of the study. The results will only be used for academic purposes only. *Participation in this survey is voluntary and any individual may withdraw at any time.* The researcher will ensure that all results will be kept confidential, and no ethical guidelines will be breached. Only the researcher, the supervisor and statistician will have access to the data being captured. After the specified timeframe the data collection process will end and the statistical analysis will commence, which will take place scientifically and ethically.

Instructions and Information in completing the interview questions.

- Please answer the following questions with honesty and transparency.
- Participants can provide extra information if the need arises.
- This questionnaire should take approximately 20 minutes of your time.

I thank you in advance for your willingness to participate in this research project.

SECTION A: BACKGROUND INFORMATION/DEMOGRAPHIC DATA

Please tell us about yourself:

Note: This information will be used to describe our sample

Please mark (x) inside the box as appropriate

a) Are you:	a. Male b. Female c. Other (please specify): _____
b) How old are you?	a. 19–24 b. 25–34 c. 35–44 d. 45–54 e. 55+
c) What is your highest qualification attained?	a. Primary education b. Standard 8/ c. Matric/ Grade 10 d. Higher Certificate e. National Diploma f. Bachelor's Degree g. Honours Degree h. Master's Degree i. Doctoral Degree
d) What is your Job Title category?	_____
e) If you are a manager or you supervise other people in this organisation, which of the following best describes your position?	a. Executive manager b. Senior manager c. Middle manager d. Line manager e. Supervisor f. Team leader g. Not applicable
f) Are you employed?	a. Full-time b. Part-time c. Casual d. Other:
g) How long have you been employed by this organisation?	a. Less than 12 months b. More than one year, but less than 3 years

	c. 3–4 years d. 5–9 years e. 10–14 years f. 15–19 years g. 20 or more years
h) Are you the parent or guardian of any child of any age? <i>Include your own children, stepchildren, adopted children, foster children, grandchildren or others for whom you are responsible and act as a parent?</i>	a. Yes b. No
i) Do you have a disability?	a. Yes b. No

SECTION B: GOVERNANCE AND LEADERSHIP

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
1. My workplace promotes a culture of respect for women.	1	2	3	4	0
2. I am personally supportive of gender equality across all areas of the organisation.	1	2	3	4	0
3. Most senior managers are well informed about issues surrounding gender equality.	1	2	3	4	0
4. Most senior managers are well informed about issues surrounding the prevention of violence against women.	1	2	3	4	0
5. My organisation demonstrates commitment to gender equality in its interactions with stakeholders (i.e. customers/ clients/	1	2	3	4	0

consumers, suppliers, partner organisations, etc.)					
6. Our leaders publicly promote the organisation's support for gender equality.	1	2	3	4	0

SECTION C: HEALTH, SAFETY, AND FREEDOM FROM VIOLENCE

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
7. Our leaders publicly promote the organisation's support for the prevention of violence against women.	1	2	3	4	0
8. Most senior managers take action to support equality between men and women.	1*	2*	3	4	0
9. Most senior managers take action to support the prevention of violence against women.	1*	2*	3	4	0
* If you answered 'Strongly disagree' or 'Disagree' to Q.6 and Q.7, are men or women treated more favourably?	<input type="checkbox"/> Men (treated more favourably) Q.6. <input type="checkbox"/> Men (treated more favourably) Q.7. <input type="checkbox"/> Women (treated more favourably) Q.6. <input type="checkbox"/> Women (treated more favourably) Q.7.				
10. My workplace has policies, documents, or procedures that demonstrate commitment to gender equality.	<input type="checkbox"/> Yes. Please name at least one: <hr/> <input type="checkbox"/> Unsure <input type="checkbox"/> No				
11. My workplace has policies, documents, or procedures that demonstrate commitment to the prevention of violence against women.	<input type="checkbox"/> Yes. Please name at least one: <hr/> <input type="checkbox"/> Unsure <input type="checkbox"/> No				
12. In my judgement, my workplace actively applies the policies, documents, or procedures	<input type="checkbox"/> Yes <input type="checkbox"/> Unsure				

named in Qns. 10 and 11, above.	<input type="checkbox"/> No. Please explain why not:
Please feel free to comment on your responses to this section:	

SECTION D: WORK-LIFE BALANCE AND CAREER DEVELOPMENT

D.1 Structures and Processes

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
13. Men and women are equally likely to be recruited into any team or role, and provided promotion opportunities.	1	2	3	4	0
14. Deliberate efforts are made to promote women's leadership.	1	2	3	4	0
15. Deliberate strategies to support and retain women in leadership roles are implemented, e.g. support once appointed and/or providing skill and confidence building opportunities.	1	2	3	4	0
16. Men are actively encouraged and supported to take up flexible work arrangements.	1	2	3	4	0
17. Women are actively encouraged and supported to take up flexible work arrangements.	1	2	3	4	0
18. I see male senior managers engage in	1	2	3	4	0

flexible work in this organisation.)					
19. I see female senior managers engage in flexible work in this organisation.	1	2	3	4	0
20. The allocation of workload/tasks are not gender biased.	1	2	3	4	0
21. Staff are not marginalised into stereotyped 'female and male' roles.	1	2	3	4	0
22. Taking up flexible work arrangements would not exclude me from leadership opportunities.	1	2	3	4	0

	Yes	No	Don't know
23. In my workplace, women are treated less favourably because of being pregnant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. My workplace is a supportive environment for women who choose to breastfeed or express upon returning to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. My workplace is a supportive environment for women who choose to take parental leave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. My workplace is a supportive environment for men who choose to take parental leave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you answered No to questions 23 – 26, please explain why?			

D.2 Culture and practices

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
27. Staff in this organisation feel confident to raise issues about gender inequality without fear of adverse consequences.	1*	2*	3	4	0
* If you answered Disagree or Strongly disagree to question 27, please explain why?					
28. The language and images used in communications within our workplace are respectful to women and don't depict men and women in gender stereotyped roles.	1	2	3	4	0
29. The language and images my organisation uses in external and/or public communications are respectful to women and don't depict men and women in gender stereotyped roles.	1	2	3	4	0
30. Male staff in this workplace often meet or socialise with other male staff, and female staff are not welcome.	1	2	3	4	0
31. Female staff in this workplace often meet or socialise with other female staff, and male staff are not welcome.	1	2	3	4	0
32. Staff agree the workplace is a safe environment for women.	1	2	3	4	0
Please feel free to comment on your responses to this					

section, including any suggestions for improvement:	
---	--

Section E: Responding to violence and supporting staff (Health, Safety, and Freedom from Violence)

33. Have you experienced any of the following in this workplace in the past 12 months?			
Please tick all that apply	Yes, from people within this organisation	Yes, from stakeholders/ customers/ clients outside the organisation	No
A. Received or seen (via email, text, Facebook or Twitter) pictures or jokes of an inappropriate sexual/sexist nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Been subject to unwelcome remarks, suggestions or jokes of a sexual/sexist nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Been subject to inappropriate physical contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Anyone you work with inappropriately staring or leering at you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Been discriminated against e.g., treated you less favourably) on the basis of your sex or gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. If you experienced any of these incidents (a - e) in your workplace, did you report this to anyone?	<input type="checkbox"/> Yes Were you satisfied with the outcome? Yes / No <input type="checkbox"/> No What was the reason for not reporting the incident?		
	Yes	No	Don't know
34. My workplace has policies that protect and support staff who report incidents of gender-based violence, bullying, discrimination, or sexual harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>35.I am aware of the appropriate channels where I can make a complaint and/or claim about violence and sexual harassment in my workplace.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>36.If I needed to make a complaint and/or claim about violence and sexual harassment in the workplace, I have confidence that my complaint/claim would be responded to promptly and appropriately.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>37.My workplace has policies and procedures to support staff who experience family violence e.g., family violence leave.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>38.In my judgement, my workplace actively applies the policies, documents, or procedures that relate to staff who experience family violence.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Unsure <input type="checkbox"/> No. Please explain why not:		
<p>39.If I needed to use family violence leave, I have confidence that my request would be responded to sensitively and I would be appropriately supported.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Please feel free to comment on your responses to this section, including any suggestions for improvement:</p>			

THANK YOU

ANNEXURE B: INSTITUTIONAL QUESTIONNAIRE

Enquiries: Mrs. Sureshnee Devi Govender (Masters student)
govender.sureshnee@gmail.com

Supervisor: Prof. Loraine Boitumelo Mzini

Title: The implementation of Gender Equality policies in achieving Sustainable Development Goal Five in the Sedibeng District Municipality

The objective of this study is to conduct a comprehensive study on implementation of Gender Equality policies in a workplace. This study is conducted by Mrs. SD Govender within the field of Public Management and Governance under the guidance of Professor Loraine Boitumelo Mzini. This study assesses the implementation and the relationship between gender equality policies and the sustainable development goal five in a workplace. These questions have been designed to capture the required information. Thus, the information gathered will be utilized in the Masters mini-dissertation to ensure effective capacity building processes are implemented and benefit both the employee and organization.

Confidentiality

All the information you provide will be treated with **STRICT CONFIDENTIALITY**. While results will be made available by type of school within a district, you are guaranteed that neither you, this school nor any of its employees will be identified in any report of the results of the study. The results will only be used for academic purposes only. *Participation in this survey is voluntary and any individual may withdraw at any time.*

The researcher will ensure that all results will be kept confidential and no ethical guidelines will be breached. Only the researcher, the supervisor and statistician will have access to the data being captured. After the specified timeframe the data collection process will end and the statistical analysis will commence, which will take place scientifically and ethically.

Instructions and Information in completing the interview questions.

- Please answer the following questions with honesty and transparency.
- Participants can provide extra information if the need arises.
- This questionnaire should take approximately 20 minutes of your time.

I thank you in advance for your willingness to participate in this research project.

PART ONE: GENDER BALANCE IN LEADERSHIP AND WORKFORCE

Q1: Mayoral Committee

How many people compose the Mayoral Committee? -----

How many of these people are women? -----

What is the percentage of women on the Mayoral Committee? -----

Q2: Municipal Committees

Committee types	How many people compose the committees	How many of these people are women?	What is the percentage of women on the committee?
Audit committees			
Executive Committees			
Ward committees			
Section 79 Committees			
Section 80 Committees			
Part-time councillors			

Q3: Senior Management or Managers (not including Executives)

How many people compose Senior Management group? -----

How many of these people are women? -----

What percentage of the Municipality Senior Management is composed of women?

Q4: Workforce

Note: Workforce refers to all the employees in the Municipality.

How many people compose the Municipality workforce? -----

How many of these people are women? -----

What percentage of the Municipality workforce is composed of women?-----

PART TWO/ EQUAL COMPENSATION & WORK-LIFE BALANCE

Q5: Fair Remuneration

Does the Municipality have a fair remuneration policy or equivalent?

*Note: A fair remuneration policy refers to a policy **guaranteeing a living wage** to all employees.*

Yes No

Q6: Equal pay / Gender pay gap

Note: The overall gender pay gap refers to the difference/ ratio between the average (mean) salary of all women in the Municipality and the average (mean) salary of all men in the Municipality. Gender-segregated pay information across all bands refers to the difference/ ratio between the remuneration for women and for men in every pay band of the Municipality.

Has the Municipality published gender segregated pay information or an overall gender pay gap (mean/ average)?

Yes No

Has the Municipality published gender segregated pay information in all pay bands (at least 3 bands, including the highest)?

Yes No

Does the Municipality have a strategy, or has it acted, to close any gender pay gap identified?

Yes No

Has the Municipality published figures showing a mean overall gender pay gap in the Municipality of less than or equal to 3%?

Yes No

Has the Municipality published figures showing the Municipality provides equal pay for equal work in all pay bands (at least 3 bands, including the highest) of less than or equal to 3%?

Yes No

Q7: Parental Leave

*Note: Primary and secondary carer leave refer to parental leave taken directly before and after a child is born. This is leave that can be taken in one or multiple of the following cases: 1) an employee gives birth, 2) an employee’s partner gives birth, 3) an employee adopts a child under the age of 16. The **primary carer** is whichever parent has the main responsibility for the child, irrespective of their gender.*

*The **secondary carer** is whichever parent has secondary responsibility for the child, irrespective of their gender. Some companies refer to these policies as maternity and paternity leave policies, respectively.*

Does the Municipality offer employees paid primary carer leave in the country of incorporation?

- Yes
- No

If yes, please explain: the number of weeks leave; note if this leave is fully paid or partially paid; is the primary care leave is available to women only or to both men and women; is this leave also available to all your employees at the Municipality?

Does the Municipality offer employees paid secondary carer leave in the country of incorporation?

If yes, please explain:

the number of weeks leave;-----

Note if this leave is fully paid -----or partially paid leave; -----

Is primary care leave available to men only -----or to both men and women-----

--

Is this leave also available to all your employees at Sedibeng District Municipality? -----

Q8: Flexible Work Options

Does the Municipality offer flexible working hours and/or flexible work location?

Note: Also known as flextime, a flexible hours schedule that allows workers to alter workday start and finish times. For example, an employee works from 10 a.m. to 6 p.m. rather than from 8 a.m. to 4 p.m. The total working time required of employees on flextime schedules is the same as that required under traditional work schedules. Flexible locations includes working from home/telecommuting.

- Yes, flexible workings hours
- Yes, flexible working locations
- Yes, flexible working hours and flexible working locations
- No

PART THREE / POLICIES PROMOTING GENDER EQUALITY

Q9: Training & Career Development

Does the Municipality have a training policy that covers all employees- including both men and women?

Note: Training and career development opportunities are available to employees at all levels, not just in management/ leadership positions. Please make a note of any programmes specifically targeting women.

Yes No

Q10: Recruitment Strategy

Does the Municipality have an Equal Opportunity Policy or equivalent, to ensure non-discrimination against any type of demographic group including women?

Yes No

Q11: Freedom from Violence, Abuse & Sexual Harassment

Does the Municipality have an anti-sexual harassment, anti-gender violence policy or equivalent?

Note: The policy should explicitly prohibit sexual harassment, define the complaint procedure and explain the processes to discuss incidents confidentially and seek assistance and advice.

Yes No

Q12: Safety at Work

Does the Municipality have an employee health and safety policy?

Yes No

Q13: Human Rights

Does the Municipality have a human rights policy?

Yes No

Q14: Social Supply Chain

Does the Municipality actively engage in social supply chain management?

Note: Social supply chain management includes actions and policies that show the Municipality manages any risks in the supply chain. We look for specific policies ensuring that company suppliers do not use forced labour or child labour, exploit or harass workers, engage in human trafficking, or abuse human or labour rights in any way.

Yes No

Q15: Supplier Diversity

Does the Municipality have a supplier diversity programme/policy? If yes, does it support women-owned companies?

Note: Women-owned businesses are at least 51% owned and controlled by women.

Yes No

Q16: Employee Protection

Does the Municipality have an employee protection policy (e.g. whistleblowing or antiretaliation policy)?

Yes No

PART FOUR: COMMITMENT, TRANSPARENCY & ACCOUNTABILITY

Q17: Commitment to Women's Empowerment

Is the Municipality a signatory of the Women's Empowerment Principles?

Yes No

Please send your questionnaire to

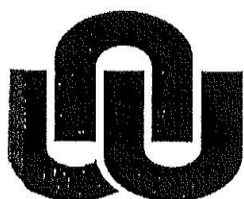
Q18: Audit

Has the Municipality undertaken an independent assessment and certification for gender equality? If Yes, please share the name of the auditing party, the certificate awarded and the year the certificate was awarded.

Yes No

THANK YOU

ANNEXURE C: PERMISSION TO CONDUCT RESEARCH



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

TO WHOM IT MAY CONCERN

This certifies that Ms Sureshnee Govender (student number 21684286) is a Master candidate in Development and Management at the North-West University. Ms Govender is conducting research to complete her mini-dissertation entitled "Implementation of gender inequality in achieving Millennium Development Goal 3 in Sedibeng District Municipality".

It would be appreciated if permission would be granted to Ms Govender in order to conduct research on the matter. The purpose of the research is mainly academic.

Yours sincerely

Prof. Shikha Vyas-Doorgapersad

Promoter

Tel: 016 910 3455

Fax: 016 910 3449

Email: Shikha.VyasDoorgapersad@nwu.ac.za

Sedibeng District Council
PO.BOX 471
VEREENIGING
1930



School of Government Studies

Tel: +27 10 3462/3660

Fax: +27 16 910 3449

E-mail: Tumi.Mzini@nwu.ac.za

Date: 21 February 2022

The Office of the Mayor/ Municipal Manager/ Human Resource

RE: Permission to conduct research at the Sedibeng District Municipality

Mrs Sureshnee D. Govender, is a master's student under the guidance of Professor Loraine Boitumelo Mzini, at the North-West University in the Faculty of Humanities, School of Government Studies. She requests permission to conduct a study to assess the implementation and the relationship between gender equality policies and the sustainable development goal five in a workplace. The title of the study (mini dissertation) is: *The implementation of Gender Equality policies in achieving Sustainable Development Goal Five in the Sedibeng District Municipality*

Mrs Govender request access to the following information:

Assistance from respondents (staff and Human Resource Unit); within the respective directorate/ unit to co-operate in completing the questionnaire and for interviews. The research conducted is mainly academic and she intends to publish the findings of the study in a professional journal and/ or at professional meeting like symposia, congresses, or other meetings of such a nature. She intends to protect the personal identity of the participants by assigning each respondent a random code number.

Yours sincerely

Prof LB "Tumi" Mzini
Study leader

Access to the Institution towns approved

Access to the Institution towns not approved

(Kindly provide reasons if the request is not approved)

ANNEXURE D: REPORT FROM LANGUAGE EDITOR



ABC SOLUTIONS

ACADEMIC AND BUSINESS COACHING SOLUTIONS

ADDRESS

WEST END BUILDING
3RD FLOOR, OFFICE 30310
51 LEASK STREET
KLERKSDORP, 2570

CONTACTS

C: 073 700 0192
D: 083 536 6821
E: MAKETSHEMUC@YAHOO.CO.UK
W: WWW.CALLINKINVESTMENTS.CO.ZA

CalSc/224

Wednesday, 16 June 2022

CERTIFICATE OF ENGLISH EDITING

To whom it may concern

This is to certify that the mini-dissertation with the title THE IMPLEMENTATION OF GENDER EQUALITY POLICIES IN ACHIEVING SUSTAINABLE DEVELOPMENT GOAL FIVE IN THE SEDIBENG DISTRICT MUNICIPALITY to be submitted by **SURESHNEE DEVI GOVENDER** (21684286), to the NORTH-WEST UNIVERISTY, has been edited for language by ABC Solutions, a division of Cal Link Investments.. Neither the research content nor the author's intentions were altered in any way during the editing process.

ABC Solutions guarantees the quality of English language in this paper, provided our editor's changes are accepted and further changes made to the paper are checked by our editor. The referencing and sources were checked, as far as was possible, as per the university's referencing guidelines. The final corrections and adjustments remain the responsibility of the author.

Callen W Maketshemu (MBA, DME, MACP)

Lead Academic and Business Coach, ABC Solutions

Cell: +27 73 700 0192/ +27 66 237 0561

Mail: maketshemuc@yahoo.co.uk