

**Provincial Seminar
on**

***Gender Disparities in Education: Abbottabad
(November 13-14, 2009)***

**Organized by
Academy of Educational Planning and Management
Ministry of Education
In Collaboration with Pakistan National Commission for
UNESCO Through participation Program 2008-2009**

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**Academy of Educational Planning and Management
Ministry of Education
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Preface

This is the report of second seminar of its series on “Gender disparities in education”. The purpose of this provincial seminar was to explore the gender disparities from district perspective vs provincial, to investigate causes of these disparities. Furthermore efforts were made to explore ways and means to institutionalize dialogue between government and civil society. As integrated efforts are required to increase access to education and provision of quality of education.

The Provincial Seminar for NWFP was held in Provincial Institute of Teacher Education (PITE) from November 13-14, 2009 in collaboration with Pakistan National Commission for UNESCO, through UNESCO participation program 2008-09.

The middle level Education Managers, Planners and Policy makers were invited for this seminar across the province. However, due to security reasons representatives of all the districts could not participated. In spite of these problems, Officers of all categories and various departments of NWFP province have participated in the seminar. Various key policy-issues regarding disparities in education were explored. The participants were sensitized regarding gender issue. In this seminar, the outcomes of the previous seminar were also shared.

The proceedings of this seminar will be useful for Policy makers, Planners and Educational Managers because scanty information has been collected.

Prof. Dr. Haroona Jatoi
Director General
AEPAM

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Introduction

Government of Pakistan made efforts to provide universal primary education and quality of education to the citizens of the country. All National Education Policies and Development Plans emphasized on access to education, equity and quality of education. The thrust of Social Action Programs was to reduce gender disparities by emphasizing on girls education specifically in rural areas.

One of the goals of Millennium Development was 'to eliminate gender disparity in primary and secondary education, preferably by 2005 and in all levels by 2015'. Being signatory the Government of Pakistan made every possible effort to reduce gender disparities in education by introducing various reforms i.e. Education Sector Reforms (ESR), Education for All (EFA) Action Plan etc. but these interventions could not reduce gender disparities in education particularly in rural areas.

There are many reasons of gender disparities in education which vary from province to province and district to district. However, the most important factors are economic, social and cultural. Research Studies conducted by various organizations found that in Pakistan enrolment is low and dropouts is high at elementary as well as at secondary level. Furthermore, girls have less access to education because of distance, level of security, early marriage, poverty, non-availability of physical facilities, particularly toilets for girls, students and teachers.

Academy of Educational Planning and Management organized provincial seminar on "Gender disparities in education" at Abbottabad in collaboration with Pakistan National Commission for UNESCO in order to address this crucial policy issue. Pragmatic strategy needs to be designed to reducing these gender disparities from education system.

Objectives of the Seminar

The following were the objectives of the seminars.

- i. To investigate gender disparities from district perspective versus provincial.
- ii. To share good experiences of gender equity in various districts of NWFP.
- iii. To discuss ways and means to institutionalize dialogue between government and civil society.
- iv. To address gender issues at various districts of NWFP and at provincial level.

Themes of the Seminar

The following themes were identified and presented by the resource persons.

- i. Gender Mainstreaming in Education Policy Making and Planning.
- ii. Strategies for Reducing Gender Disparities.
- iii. Gender Issues in Educational Planning.
- iv. Gender Disparities, Equity and Related Issues.
- v. Group reports were also developed.

Methodology of the Seminar

The Academy of Educational Planning and Management requested the District Management of education, Department of districts Haripur, Abbottabad and Mansehra to nominate their officers for the seminar. Moreover, Director Directorate of Curriculum and Teachers Education was also requested to nominate officers for the seminar. Nomination of the participants were received, list of participants is attached at (Appendix-1).

Detailed schedule of the seminar was developed (Appendix-2) and eminent Resource Persons were invited to deliver on various topics. List of resource persons is attached at (Appendix-3).

All the resource persons provided photocopies of the papers, which were distributed among the participants. Each participant was supposed to fill registration form and pre-test evaluation of the seminar was also made. After each presentation, detailed

discussions were held. Resource persons answered to the queries of the participants. At the end of the seminar post-test was made. Prof. Dr. Muhammad Pervez Khan, Director, Directorate of Curriculum and Teachers Education (DCTE) awarded participation certificates to the participants of the seminar. The evaluation of the seminar was made (Appendix-8).

The authors are grateful to the National Science Foundation for the grant that supported this work. The authors are also grateful to the reviewers for their helpful comments.

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Proceedings of Seminar (November 13, 2009)

Inaugural Session

The inaugural session was held on November 13, 2009 in Directorate of Curriculum and Teachers Education (DCTE), Abbottabad. The session was started with the recitation of the Holy Quran by Mr. Abdul Qadus, DDEO, Haripur. Introduction of participants was made with Prof. Dr. Pervez Khan, Director DCTE being Chief Guest in the inaugural session.

Prof. Dr. Haroona Jatoy welcomed the Chief Guest and participants of the seminar. She also explained the objectives of the seminar such as:

- i. To investigate gender disparity from district perspective versus provincial.
- ii. To share good experiences of gender equity in various districts of NWFP.
- iii. To discuss ways and means to institutionalize dialogue between government and civil society.
- iv. To address gender issues at various districts of NWFP and at provincial level.

She hoped that participants would take active part in various sessions of the seminar. In the opening remarks, she thanked the management of Directorate of Curriculum and Teacher Education (DCTE) for providing venue of the seminar.

Prof. Dr. Pervez Khan, Director of Curriculum and Teacher Education was invited for his comments. He thanked Prof. Dr. Haroona Jatoy, Director General, Academy of Educational Planning and Management (AEPAM) for conducting the seminar in (DCTE). He highlighted the drawbacks of gender disparities on the economy. He was of the view that there were many causes of gender disparities in education in North West Frontier Province (NWFP). He gave various examples of the districts such as Kohistan, Shangla, Mansehra and Abbottabad where gender disparities are dominant. He further explained that every

district has its own problems and causes of disparities in education which cannot be generalized. He emphasized on the participants that they should take the benefit from resource persons of the seminar by asking various questions regarding gender disparities in NWFP.

He also gave various examples of corporal punishment by the teachers to the students. He told the participants that he had a long experience of teaching in various institutions of NWFP. In his experience, he had seen 110 kinds of corporal punishment which are usually given by teachers to the students. This is also one of the causes of high dropout rate and ultimately gender disparities in the education system. He advised the participants that they should guide their teachers for teaching in the classrooms. He also emphasized that the participants should discuss practical and ground realities regarding gender disparities in education in the seminar and tried to find out implementable solutions of the problems. He was of the opinion that it is so difficult to remove gender disparities from education but efforts should be made to reduce these gender disparities from education. It is a fact that female population is around 52% and by depriving half of the population, education system cannot be productive and socio-economic development of the country could not be made.

At the end, he once again thanked the participants and management of Academy of Educational Planning and Management for organizing seminar on this critical policy issue in District Abbottabad.

Gender Issues in Educational Planning



Prof. Dr. Haroona Jatoi
Director General,
AEPAM

The first session of the seminar was taken by Prof. Dr. Haroona Jatoi, Director General, AEPAM. She explained the brief history and nature of gender issues in educational planning.

Gender

She explained the concept of gender. “Gender” refers to the social roles, responsibilities and behavior created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behavior of both women and men (femininity and masculinity). For example: “Men as income earners”, and “Women as caregivers.”

She asked question from the participants regarding gender analysis. She defined that “Gender Analysis is the collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences. Policies, programs and projects can identify and deal with the different needs of men and women”.

She elaborated the following concepts and generated discussion.

Gender Equality means that women and men have equal conditions for realizing their full human potentials and for contributing to, and benefiting from economic, social, cultural

and political development; as an outcome. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in homes communities and societies.

Gender Equity is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality and equitable outcome are the results.

Gender-blind Policies ignore the different socially determined roles, responsibilities and capabilities of men and women. It is based on information derived from men's activities and/or assumes those affected by the policy have the same (male) needs and interests.

Gender-Neutral policies are not specifically aimed at either men or women and are assumed to affect both sexes equally. They are appropriate to the realization of predetermined goals, which leave the existing division of resources and gender responsibilities intact.

Gender-Specific policies recognize gender differences and targets either men or women, within existing roles and responsibilities.

Gender-Redistributive policies seek to change the distribution of power and resources in the interests of gender equality.

Policy Analysis

The National Education Policy (1998-2010)

The National Education Policy (1998-2010) emphasized to achieve universal primary education and increase in participation

rate enhancement of retention and completion of primary education cycle. To achieve these, it includes the following policy provisions, relevant to improving female education:

Focus Area	Relevance to Gender Disparity
Disparities and imbalances of all types shall be eliminated so as to promote equity.	This focuses mainly on gender, location (urban-rural) and regional disparities.
Access to elementary education shall be increased through effective and optimum utilization of existing facilities and services as well as provision of new facilities and services.	Improvement in access to education would help to reduce gender disparities at elementary level.
Quality of elementary education shall be improved with improvements in teachers' training and competence.	Provision training of female teachers can help to promote the quality of girls' education.
Non-formal system shall be adopted as complementary to formal system.	Non-formal system in Pakistan is based on the notion of providing education (and literacy) mostly to out-of-school girls and women living in far and remote areas where there are no formal education facilities for girls.

The National Education Policy (1998-2010) addressed the major issues:

- It seeks to correct the imbalances (between genders, locations and provinces) in education

- Promote equity among various segments of society.
- Lack of access, especially of girls, through formal and non-formal systems
- Non-government and private schooling systems.
- Aims at enhancing access and quality of education through improvement in teachers' training and competence.

Education Sector Reforms (2001-05)

A comprehensive package of educational reforms with medium term targets introduced by the government was the Education Sector Reforms (ESR) Action Plan for 2001-2005. The ESR was developed by the Ministry of Education to be a long-term framework of reforms linked to 'Education for All' goals through 2015, with three year Action Plan for 2001-04, so as to reduce the gap in imbalances of service delivery. The main features of ESR's reform agenda were to have a strategy for improving education, including all areas of EFA and entailing legislative, administrative and financial actions at all levels.

The ESR Action Plan targets were aligned to national reforms and priorities. The ESR targets focused on sub-sectors:

- National literacy campaign – Integrated approach to poverty reduction
- Universal primary/elementary education
- Improving the quality of education: curriculum reform, text book, teacher education and training, examination reforms and assessment
- Technical stream at secondary level and polytechnics/mono-technics at district level
- Higher education sector
- Public private partnership

The above mentioned thrust areas emphasized for providing educational opportunity to boys and girls across the country. The further specific areas related to gender disparities are given below:

Focus Area	Relevance to Gender Disparity
Universalization of primary education and adult literacy.	This implies complete elimination of gender disparity in education.
Improvement in the quality of education through better teachers, upgraded training options, curriculum and textbook reforms, and competency based examination system.	This focused to increase in enrollment; reducing drop-out and improve learning achievements for both girls and boys.
Introducing a third stream of gender and area specific technical and vocational education at secondary level with innovative approaches for students' counseling.	The focused was on female employment and empowerment.
Setting up mono-technique/polytechnics at district and tehsil levels.	The focused to improve technical skills among girls/women.

National Education Policy 2009

The Government of Pakistan, the Ministry of Education has recently announced National Education Policy 2009. This policy has provision to provide educational facilities to all citizens of the country. The specific areas addressed are given below:

Focus Area/vision	Relevance to Gender Disparity
Ministry of Education adopted vision	
Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense	Gender neutral vision has been adopted so that equal opportunities can be provided to the citizens.

<p>of Pakistani nationhood, the concepts of tolerance social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.</p>	
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Aim and Objectives	
To widen access to education for all and to improve the quality of education, particularly in its dimension of being relevant to the needs of the economy.	This objective also emphasized on access to Education For All.
To equalize access to education through provision of special facilities for girls and boys alike, under-privileged/marginalized groups and handicapped children and adults.	This focuses on equal access to boys and girls and other disparities.
To eradicate illiteracy within the shortest possible time through universalizing of quality elementary economy and enables them to make informed choices in life.	This focuses on universal elementary education. The ultimate goal is to provide equal opportunities to the citizens.

After presentation the resource person asked various questions from the participants and answered. The session was ended with thanks.

Gender Disparities, Equity and Related Issues & Gender Issues in Educational Planning



Prof. Dr. Haroona Jatoi
Director General,
AEPAM

The second session of the seminar was also taken by Prof. Dr. Haroona Jatoi, Director General, AEPAM. She explained the nature of gender disparities, equity and related issues. Main points of her lecture were as under:

- Uniform curriculum must be taught at Madrasas, Government school and private schools.
- Number of girls schools must be increased
- Teachers must be trained to teach new syllabus.
- Pash Imam must be persuade for girls education and he must be included in Parents Teachers Council (PTC)
- Physical environment of school may be improved
- Educational facility may be provided nearest to home
- Awareness about benefits of education may be created among parents because it is a social problem
- Conducive atmosphere may be provided
- Provision of teachers to every school must be ensured
- Expansion of primary schools (boys and girls) in far away areas of country
- Teacher's must be sensitized so that they must take interest in teaching and they must devoted for their profession
- Awareness of community about the female education through different activities, for instance, speeches, seminars etc.
- Community must be involved in the management of school

- Environment of the school should be change, so that students feel attraction.
- Teachers' appointments must be in pair, means wife and husband in the schools of remote areas and incentive must be given to both the teachers and students.
- Transparency in appointment of the teachers and financial matter
- Easy access to schools
- Teachers absenteeism may be controlled particularly in rural areas.

The resource person had detailed discussion with the participants and presentation ended with thanks.

Group Formulation to Investigate Gender Disparities in Education District versus Provincial (in Various Districts of NWFP)

Khawaja Sabir Hussain

Deputy Director/ Project Coordinator
AEPAM

The third session was taken by Khawaja Sabir Hussain. Deputy Director/Project Coordinator, AEPAM. He formulated the four working groups of the participants as follows:

Group – A. Mansehra District

Topic: Investigate Gender Disparities from District Perspective versus Provincial & How to Address Gender Issues at Various Districts of NWFP

Participants:

- Muhammad Mustajab
- Abdul Rehman,
- Imtaiz Ahmed
- Altaf ur Rehman
- Shahida Nasreen
- Ishrat Nigha ,
- Bibi Amina,
- Shabana Kousar
- Abdul Jalil Khan
- Khudija Bano

Group – B. Abbottabad District

Topic: To Share Good Experiences of Gender Disparities in Various Districts of NWFP

Participants:

- Farhat Abbasi
- Bibi Nasreen
- Sultana Naseem
- Sadia Aziz
- Kishwar Sultana
- Naheed Fazal
- Uzma Sikandar
- Neelam Sutan
- Nayyar Hafeez
- Azhar Iqbal Malik



Group – C. Haripur District

Topic: Discuss Ways and Means to Institutionalize Dialogue between Government and Civil Society

Participants:

- Tariq Khan
- Abdul Quddoos Azad
- Riasat Khan
- Abdul Jalil Khan
- Rukhsana Zia
- Rukhsana Naheed
- Farida Perveen
- Samina Mushataq
- Khaulija Bano
- Nayyar Hafeez
- Azhar Iqbal Malik



Group – D. Directorate of Curriculum and Teacher Education

Topic: Disparities in Curriculum and Teacher Education in NWPF

Participants:

- Khan Muhammad
- Tahira Jabeen
- Muhammad Shafique

After Group formulation, the Project Coordinator explained the following common issues regarding Gender Disparities in Education.

- Curriculum is not appropriate/ Needs of the Girls Students
- Lack of Well-trained Female Teachers
- Poverty
- Helping Hands at Home/Opportunity Cost is High
- Lack of Proper Infrastructure
- Girl Child's Safety
- Poor Administration/Management
- Quality of Elementary Education
- Geographical Condition
- Lack of Coordination between School and Home
- Early Marriages
- Social Taboos

The resource person asked the participants to start group work. He guided and helped the participants in preparation of their group assignments.

II. Development of Curriculum and Textbook



1. The curriculum is developed by the National Curriculum Framework for School Education.

2. The curriculum is developed by the National Curriculum Framework for School Education.

- The curriculum is developed by the National Curriculum Framework for School Education.
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- The curriculum is developed by the National Curriculum Framework for School Education.

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10. The curriculum is developed by the National Curriculum Framework for School Education.

11. The curriculum is developed by the National Curriculum Framework for School Education.

12. The curriculum is developed by the National Curriculum Framework for School Education.

**Proceedings of the Seminar
(November 14, 2009)**

Strategies for Reducing Gender Disparities

Muhammad Shafique Awan
DCTE
Abbottabad

The first session on November 14, 2009 was taken by Muhammad Shafique Awan, Deputy Director (DCTE). He started his lecture by explaining various concepts such as:

- a) **Sex:** Refers to the biological characteristics that categorize someone as either male or female.
- b) **Gender:** Refers to socially constructed differences between men and women.

He was of the view that strategies may be designed by involving local community for reducing gender disparities.

Community Participation

- If community participation is effectively organized it can contribute a lot too.
- Improvement in the enrolment
- Retention of pupils
- Maintenance of school facilities
- Improving learning environment and enhancing overall quality of education.

He highlighted importance of national commitment and explained the following references.

National commitment for gender equality

- Constitution of Pakistan
- N.E.P (1998-2010)

- National policy for development and empowerment of



- National plan of action and Poverty reduction strategies paper (PRSP)

The honourable resource person tried to explain the gender disparities by describing following data.

Gender Discrimination in Education

i. Gender gap in literacy rate:	Male: 65%, Female: 40%
ii. Primary level enrolment:	Male: 57%, Female: 43%
iii. Middle level enrolment:	Male: 59%, Female: 41%
iv. Higher secondary level enrolment:	Male: 50%, Female: 50%
v. Degree College level:	Male: 39%, Female: 61%
vi. Technical/ vocational level:	Male: 62%, Female: 38%
vii. Teacher training:	Male: 66%, Female: 34%

Gender Issues in Education

1. Policy:

- Lack of gender awareness among policy makers.
- Lack of gender analysis of the education sector
- Lack of gender disaggregated data
- Lack of gender mainstreaming at policy level.

2. Budget:

- Lack of gender sensitive budgeting
- Lack of impact analysis of budget on gender.

3. Institutions:

- Lack of gender balance in decision making positions.
- Lack of gender sensitive rules and regulations

- Lack of gender sensitive approaches in teaching and training
- Lack of accountability on gender performance

4. Program:

- Gender bias in text books
- Shortage of female teachers
- Lack of facilities (building, toilet, classrooms etc.)
- Distance from schools
- Lack of gender monitoring and evaluation
- Lack of impact assessment.

5. Outcome:

- Gender gap in enrolment
- Gender gap in dropout.
- Gender segregation (science and social science subjects)

Recommendations to Achieve Gender Equality in Education

Demand Side:

- Transforming social attitude
- Removing restriction on women's mobility
- Greater involvement of citizens, community and parents in school management.
- Poverty reduction

Supply Side:

- Gender mainstreaming
- Reduce opportunity cost (address access issues)
- Improve quality of education (curriculum, teachers training, salary etc.)
- Improve governance through effective fiscal decentralization to ensure transparency, accountability and to address the issue of absenteeism

- Improve gender capacities of educational functionaries
- Increase financial allocation to the education sector
- Gender responsive budgeting
- Improve utilization of education fund

Gender Mainstreaming in Education Policy Making and Planning

Professor Muhammad Pervez

Director (DCTE)

Abbottabad

The second session was taken by Prof. Muhammad Pervez. He explained Gender discrimination in these words; “to any situation where a person is denied an opportunity or misjudged solely on the basis of his/her sex”. He also highlighted the importance of gender mainstreaming. He explained:

- The concept of bringing gender issues into the mainstream of society was clearly established as a global strategy for promoting gender equality in the platform for action adopted at the United Nations fourth world conference on women, held in Beijing (China) in 1995. It highlighted the necessity to ensure that gender equality is a primary goal in all area (s) of social and economic development. In July 1997, the United Nations Economic and Social Council (ECOSOC) defined the concept of gender mainstreaming as follow:
- “Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.”
- Mainstreaming includes gender-specific activities and affirmative action, whenever women or men are in a particularly disadvantageous position. Gender-specific interventions can target women exclusively, men and women together, or only men, to enable them to participate in and benefit equally from development efforts. These are necessary temporary measures designed to combat the direct and indirect consequences of past discrimination.

Basic Principles of Mainstreaming

While explaining the principles of gender mainstreaming. He elaborated the following points:

- Adequate accountability mechanisms for monitoring progress need to be established
- The initial identification of issues and problems across all area (s) of activity should be such that gender differences and disparities can be diagnosed
- Assumptions that issues of problems are neutral from a gender-equality perspective should never be made
- Gender analysis should always be carried out.
- Clear political will and allocation of adequate resources for mainstreaming, including additional financial and human resources if necessary, are important for translation of the concept into practice.
- Gender mainstreaming requires that efforts be made to broaden women's equitable participation at all levels of decision-making.
- Mainstreaming does not replace the need for targeted, women-specific policies and programs, and positive legislation, nor does it do away with the need for gender units or focal points.

Transformation by Mainstreaming

Mainstreaming is not about adding a "woman's component" or even a "gender equality component" into an existing activity. It goes beyond increasing women's participation; it means bringing the experience, knowledge of women and men to bear on the development agenda. It may entail identifying the need for changes in that agenda. It may require changes in goals, strategies, and actions so that both women and men can influence, participate in, and benefit from development processes. The goal of mainstreaming gender equality is thus the transformation of unequal social and institutional structures into equal and just structures for both men and women.

Promote Gender Equality and Women Empowerment

He also described the initiatives of the provincial government regarding equal educational facilities.

Initiatives of Government

- All primary schools are being converted to co-educational institutions.
- All new primary schools are required to have ratio of 60 to 40 boys and girls, proportion of 70% female teachers to 30% male teachers at primary level.
- Special monetary incentives are being offered to attract and retain female teachers and students in the rural and urban areas.
- Gender stereotyping in the textbooks and curriculum has been under review and efforts are under way to ensure a rights-based gender sensitive portrayal of girls/women, with respect to diversity of roles

At the end, the honorable resource person invited the questions by the participants and answered them. The lecture was ended with thanks.

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Presentations by the Participants/Evaluation of the Seminar

Khawaja Sabir Hussain
Deputy Director/Project Coordinator
AEPAM

The final session of the seminar was taken by Khawaja Sabir Hussain, Deputy Director/Project Coordinator, AEPAM. The group leaders of the participants presented group work.

Group – A

Assignment: Investigate Gender Disparities from District Perspective versus Provincial & How to Address Gender Issues at Various Districts of NWFP (Appendix-4)

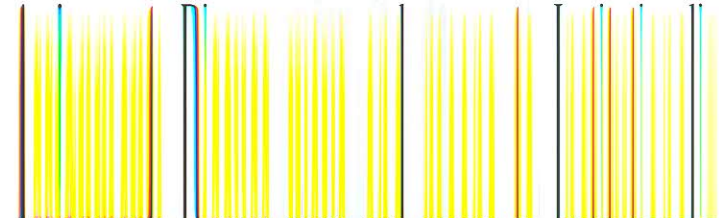
After the presentation participants were invited for raising questions regarding the presentation. A number of participants raised various questions which were answered by the group leader. This participation was ended with clapping of the participants.

Group – B

Assignment: To share good experiences of gender disparities in various districts of NWFP (Appendix-5)

The presentation of Group-B was made by group leader. The presentation participants were invited for questions regarding the presentation. A number of participants raised various questions which were answered by the group leader. This session was also ended with clapping of the participants.

Group – C



Assignment: Discuss ways and means to Institutionalize Dialogue between Government and Civil Society (Appendix-6)

After the presentation participants were invited for questions regarding the presentation. A number of participants raised various questions which were answered by the group leader.

Group – D

Assignment: Disparities in Curriculum and Teacher Education in NWP (Appendix-7)

After the presentation participants were invited for questions regarding the presentation. A number of participants raised various questions which were answered by the group leader.

After presentation the following factors were highlighted and comprehensive debate was made on these factors.

Rural/Urban Disparities

- Local staff must be appointed in remote and far-flung areas and all facilities must be provided
- Involvement of parents and other stakeholders
- Same facilities may be provided in rural and urban areas.
- Basic facilities in schools --- water, electricity, residential quarter, transport
- More facilities must be provided in rural areas and schools' building must be constructed nearest to village
- Schools situated in rural areas must be given more facilities as compared with the urban areas
- All physical facilities must be provided in the schools of rural areas
- Incentives for teachers and students of rural areas may be provided
- Rural area allowance for local teachers may be introduced
- Rural areas should be made attractive for teachers
- Quality education may be ensured in rural areas

- Awareness about the education of girls must be created in the community and parents must be convinced to send their girls for education.
- Female school must be provided at the distance of one Kilometer.
- Incentives must be given to the teachers of rural areas.

Socio Economic Factors/ Poverty

- Students must be given monthly scholarship along with free textbooks
- Cash incentive for both students and teachers in selected schools
- Financial support for students especially in rural localities
- Maximum investment on education, particularly at primary, middle and high schools of the country
- Incentives should be introduced at large scale
- By giving more facilities in rural areas
- Free compulsory education
- Small industries must be established in rural areas so that the factor of poverty can be addressed.
- Opportunity cost may be reduced
- Equal employment opportunities may be ensured
- Technical and vocational education may be emphasized
- Easy access to school

Access to Education

- To increase in the number of schools and teachers but appointment must be done on merit
- Feasibility study may be conducted at the time of establishment of school on the basis of merit instead of political pressure
- Schools in locality
- Parents must be forced by law to send their children to schools
- To increase the number of government educational institutions along with staff

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 311

LECTURE 1

1.1. Introduction

1.2. The Hamiltonian

1.3. The Schrödinger Equation

1.4. The Harmonic Oscillator

1.5. The Hydrogen Atom

LIST OF PARTICIPANTS

1. Mr. Khan Muhammad, Deputy Director, DCTE, Abbottabad
2. Mst. Tahira Jabeen Additional Director (Trg), DCTE, Abbottabad
3. Mr. Muhammad Shafique, SS, DCTE, Abbottabad
4. Mrs. Farhat Abbasi, Principal GGHS # 2, EDO Office, Abbottabad
5. Ms. Bibi Nasreen, Principal GGHS, Malikpura, EDO Office, Abbottabad
6. Mrs. Sultana Naseem, Deputy District Officer, EDO Office, Abbottabad
7. Mst. Sadia Aziz, AEDO (Circle), EDO Office, Abbottabad
8. Mrs. Kishwar Sultana, ADO (Circle), EDO Office, Abbottabad
9. Mst. Naheed Fazal, ADO, Dhamtour, EDO Office, Abbottabad
10. Mst. Uzma Skindar, ADO, Establishment, EDO Office, Abbottabad
11. Mst. Neelam Sutan, ADO, Birote, EDO Office, Abbottabad
12. Ms. Nayyar Hafeez , Principal, EDO Office, Abbottabad
13. Mr. Azhar Iqbal Malik, TGT, (Nominated by Director (DCTE), Abbottabad
14. Mr. Muhammad Mustajab, I/C Headmaster, Mansehra
15. Mr. Abdur Rehman, I/C Headmaster, Mansehra
16. Mr. Imtaiz Ahmed, Headmaster, Mansehra
17. Mr. Altaf-ur- Rehman, Headmaster, Mansehra
18. Ms. Shahida Nasreen, Headmaster, Mansehra
19. Ms. Ishrat Nigah, Headmaster, Mansehra
20. Ms. Bibi Amina, Headmaster, Mansehra
21. Ms. Shabana Kousar, Headmaster, Mansehra
22. Mr. Abdul Quddoos Azad, Principal, Haripur
23. Mr. Riasat Khan, Principal, Haripur
24. Mr. Abdul Jalil Khan, Project Coordinator, Mansehra
25. Mrs. Rukhsana Zia, District Officer, Haripur

26. Mrs Rukhsana Nahid, Vice Principal, Haripur

27. Mrs. Farida Parveen, Headmistress, Haripur

28. Mrs. Samina Mushtaq, Principal, Haripur

29. Mrs. Khadija Bano, Supervisor, Mansehra

30. Mr. Muhammad Siddique, Principal, Haripur

31. Mr. Tariq Mehmood, Principal, Haripur

(Appendix-2)

**TWO DAYS SEMINAR
ON
“GENDER DISPARITY IN EDUCATION”
NOVEMBER 13-14, 2009
ABBOTTABAD**

Day/Date	9:00 a.m. – 10:30 a.m.		11:00 a.m. – 12:15 p.m.	12:15 p.m – 01:30 p.m.		02:30 p.m. – 03:45 p.m.
November 13, 2009 Friday	Inauguration: Registration, Pre test, Introduction and Course Objectives	Tea Break: 10:30 – 11:00 a.m.	Gender Issues in Educational Planning	Gender Disparities, Equity and Related Issues	Prayer and Lunch: 01:30 – 02:30 p.m.	Group Work Distt. Vs Provincial (in various districts of NWFP)
November 14, 2009 Saturday	Gender Mainstreaming in Education Policy making and Planning		Strategies for Reducing Gender Disparities	Presentations by the Participants		Concluding Ceremony

100-1000

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5301 SOUTH CAMPUS DRIVE
CHICAGO, ILLINOIS 60637

Sample	Concentration	Temperature	Time	Yield	Notes
1	100	100	100	100	
2	200	200	200	200	
3	300	300	300	300	
4	400	400	400	400	
5	500	500	500	500	
6	600	600	600	600	
7	700	700	700	700	
8	800	800	800	800	
9	900	900	900	900	
10	1000	1000	1000	1000	

LIST OF RESOURCE PERSONS

1. Prof. Dr. Haroona Jatoi, Director General, AEPAM, Islamabad
2. Khawaja Sabir Hussain, Deputy Director/Project Coordinator, Islamabad
3. Prof. Dr. Muhammad Pervez, Director (DCTE), Abbottabad
4. Mr. Muhammad Shafique Awan, Deputy Director (DCTE), Abbottabad

LIST OF RESOURCE PERSONS

Dr. [Name] - [Institution]

Dr. [Name] - [Institution]

Dr. [Name] - [Institution]

Dr. [Name] - [Institution]

Dr. [Name] - [Institution]

Dr. [Name] - [Institution]

Dr. [Name] - [Institution]

Dr. [Name] - [Institution]

Dr. [Name] - [Institution]

Dr. [Name] - [Institution]

(Appendix-4)

**Investigate Gender Disparities from District
Perspective versus Provincial
&
How to Address Gender Issues at Various
Districts of NWFP**

Group- A

Muhammad Mustajab
Abdul Rehman,
Imtaiz Ahmed
Altaf ur Rehman
Shahida Nasreen
Ishrat Nigha ,
Bibi Amina,
Shabana Kousar
Abdul Jalil Khan
Khudija Bano

**Provincial Seminar on
“Gender Disparities in Education”
Directorate of Curriculum and Teacher Education
Abbottabad**

Investigation	Suggestion
Accessibility	School must be built within the community
Need Assessment	School allotment is not according to population
Exposure visits	At the different stages and different level visit should be conducted to get more and more
Psychological issues due to earthquake	Earthquake arise such issues which make a big drop out
Poor environment	Should provided good environment
Sensitization of community	Through print and electronic media seminar and meetings
Inadequate staff	Subject specialist should be hire at every level
After earthquake non availability of building	Schools are tent schools
Lack of capacity building (refresher courses)	Teacher must be introduce cognitive issue and topic
Unemployment	In every field of life job opportunities must be created
Recruitment Policy	It must be at merit
Inflation (low salary, standers of salary)	Packages are very low
Medium of Education	Should introduce one medium of education
Uncertainty	Due to these uncertain situation in the country
Poor monitoring system	Monitoring system should be strong enough and transparent
Absenteeism	At the both ends teacher and student
Cultural constraints	Tradition and customs are not favorable
Corporal Punishment	Need to provide alternatives to educate and to discipline, like emphasis on activity base learning

Political Involvement	It must be avoided
Poor curriculum	It must be design according to modern era and would be change accordingly
Poor teaching methodology	Should be adopted modern teaching methodology
Lack of facilities (toilets, water, electricity)	
Mobility	To increase their mobility we need to provide roads and transportation
Poverty	Education must be free of cost
Early marriages	Need to sensitize about importance of education

(Appendix-5)

**Share Good Experiences of
Gender Disparities in Various Districts of
NWFP**

Group- B

Farhat Abbasi
Bibi Nasreen
Sultana Naseem
Sadia Aziz
Kishwar Sultana
Naheed Fazal
Uzma Sikandar
Neelam Sutan
Nayyar Hafeez
Azhar Iqbal Malik

**Provincial Seminar on
“Gender Disparities in Education”
Directorate of Curriculum and Teacher Education
Abbottabad**

To share good experiences of gender disparities in various districts of NWFP

- Cultural values of NWFP/ Respect of women
- Female representation in PTC's
- Female administration staff
- Nowadays not only male but female were also working far-flang areas in both departments i.e. health and education
- Local teachers/ equal opportunities for boys and girls in both boys and girls schools.
- Boundary walls and latrines are constructed in female schools on priority bases in NWFP
- In all regions of NWFP new universities have been established.
- More than 60% of districts of NWFP are those where gender disparity is less than other districts.
- In many districts transportation is provided for female staff.
- Presentation of females in assemblies.
- In many villages of NWFP small shops are run by the females
- Equal benefits for government employees.
- Transfers/ promotions/allowances/curriculum
- Female avail more leaves than males (on need bases)

Recommendations

- Combine hostels for female employees of health and education in remote areas.
- Transport facility for female in all districts of NWFP
- To separate the administration.

(Appendix-6)

**Ways and Means to Institutionalize Dialogue
between Government and Civil Society**

Group- C

Tariq Khan
Abdul Quddoos Azad
Riasat Khan
Abdul Jalil Khan
Rukhsana Zia
Rukhsana Naheed
Farida Perveen
Samina Mushataq
Khaudija Bano
Nayyar Hafeez
Azhar Iqbal Malik

**Provincial Seminar on
“Gender Disparities in Education”
Directorate of Curriculum and Teacher Education
Abbottabad**

Gender issues in education

1. Policy

- Lack of gender awareness among policy makers.
- Lack of gender analysis of the education sector
- Lack of gender disaggregated data
- Lack of gender mainstreaming at policy level.

2. Budget

- Lack of gender sensitive budgeting
- Lack of impact analysis of budget on gender.

3. Institutions

- Lack of gender balance in decision making positions.
- Lack of gender sensitive rules and regulations
- Lack of gender sensitive approaches in teaching and training
- Lack of accountability on gender performance

4. Program

- Gender bias in text books
- Shortage of female teachers
- Lack of facilities (building, toilet, classrooms etc.)
- Distance from schools
- Lack of gender monitoring and evaluation
- Lack of impact assessment.

5. Outcome

- Gender gap in enrolment
- Gender gap in dropout.
- Gender segregation (science and social science subjects)

Recommendations to achieve gender equality in education

Demand Side

- Transforming social attitude
- Removing restriction on women's mobility
- Greater involvement of citizens, community and parents in school management.
- Poverty reduction

Supply Side

- Gender mainstreaming
- Reduce opportunity cost (address access issues)
- Improve quality of education (curriculum, teachers training, salary etc.)
- Improve governance through effective fiscal decentralization to ensure transparency, accountability and to address the issue of absenteeism
- Improve gender capacities of educational functionaries
- Increase financial allocation to the education sector
- Gender responsive budgeting
- Improve utilization of education fund

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(Appendix-7)

**Disparities in Curriculum and Teacher
Education in NWPF**

Group- D

Khan Muhammad
Tahira Jabeen
Muhammad Shafique

**Provincial Seminar on
“Gender Disparities in Education”
Directorate of Curriculum and Teacher Education
Abbottabad**

Participants:

- Disparity at decision making level
- Curriculum Committee
- Text Book writer/developer
- Text Book
- Personalities
- Pictures—Title page
- Characters
- Professions
- Stories
- Characters of drama and poetry

Disparities in Teacher Education

- Teacher training institutes
- Institutes: Male: 11, Female: 11
- Female enrolment is more than male
- Shortage of female teachers
- Lack of physical facilities (building, class rooms, toilets, electricity, water etc.)
- Lack of gender sensitivity approaches in teacher education
- Lack of Monitoring – female sector

Recommendations

- Equal opportunities
- Equal Access
- Investment
- Change in attitude
- Awareness

(Appendix-8)

Evaluation of Seminar

**Provincial Seminar on
“Gender Disparities in Education”
IED, The Agha Khan University
Abbottabad**

Evaluation of Seminar

The evaluation of the seminar was conducted at the end of seminar. Pretest was administered before starting session of the seminar and post test was administered before the concluding session. The results are presented in table 1.

Table 1: Pre and Post test Comparative Analysis

Topics	How much knowledge do you have About Gender Disparity				How much knowledge do you have after attending this Seminar			
	No	Low	Moderate	High	No	Low	Moderate	High
Gender Issues in Educational Planning	13%	23%	58%	6%	Nil	6%	42%	52%
Gender Disparities, Equity and Related issues	13%	19%	49%	19%	-Nil	3%	29%	68%
Strategies for Reducing Gender Disparities	3%	55%	42%	-	-	23%	38%	62%
Gender Mainstreaming in Education Policy making and Planning	4%	48%	48%	-	-	16%	14%	70%

Table 1 indicates that 6% participants had knowledge about gender in education, whereas after attending the seminar 52% participants had high knowledge and 42% had moderate knowledge. 19% had high and 29% had moderate knowledge on these issues. As far as strategies for reducing gender disparities are concerned 42% participants had moderate knowledge whereas after attending seminar 62% had high and 35% had moderate knowledge in this regard. 48% participants had moderate knowledge about gender mainstreaming which increased up to 70% high and 14% moderate knowledge in this regard.

Table 2: Evaluation of Resource Person

Topics & Resource Persons	Relevance of Topic (Please Tick)			Presentation (Please Tick)			Material Presented (Please Tick)		
	Most %	Relevant %	Irrelevant %	Very Good %	Good %	Satisfactory %	Very Good %	Good %	Satisfactory %
Gender Issues in Educational Planning (Prof. Dr. Haroona Jatoi)									
Gender Disparities, Equity and Related Issues (Prof. Dr. Haroona Jatoi)	58				32			39	29
Strategies for Reducing Gender Disparities (Mr. Gul Rehan)	45							13	
Gender Mainstreaming in Education Policy Making and Planning (Prof. M. Pervez Khan)	13				38			32	55

Table 2 illustrates that 52% participants were of the opinion that Prof. Dr. Haroona Jatoi presented most relevant topics, 68% said her presentation was very good and 32% were of the view that she presented very good material. As far as gender disparities related issues are concerned 58% participants were of the opinion that she presented most relevant topic, 52% said her presentation was very good and 32% held opinion that her material was very good.

As far as strategies for reducing disparities are concerned 45% participants were of the view that Mr. Gul Rehan presented most relevant topics 45% and 48% participants were of the opinion that his presentation and material was very good respectively. Prof. M. Pervez Khan delivered lecture on gender mainstreaming 74% participants were of the view that his topic was relevant and 52% said his presentation was satisfactory whereas 55% had view that his material was also satisfactory.

General Seminar Evaluation

Table 3: Descriptions of Seminar

Description	Very relevant	Relevant	Partially relevant
Considering the seminar description was relevant to your professional needs	68%	29%	3%

The table 3 indicates that 68% participants were of the view that description of the seminar was very relevant to their professional needs. Whereas 29% participants were of the opinion that the seminar was relevant to their professional needs.

Table 4: Expectation about seminar

Description	Your expectations	Better than expectations	Short of expectations
Was the Seminar up to?	45%	55%	-

The table 4 shows that 45% participants had opinion that the seminar was up to their expectations, while 55% participants were of the view that the seminar was better than their expectations.

Table 5: Design and Sequence

Description	Full consistent	Partially consistent	Not consistent
Was the seminar well designed and in logical sequence	42%	52%	6%

Table 5 illustrates that 42% participants were of the opinion that seminar was well designed and in logical sequence. Whereas

52% participants were of the view that the seminar was partially consistent.

Table 6: Contents of Seminar

Description	Fully relevant	Partially relevant	Not relevant
Were the contents of the seminar properly justified your professional needs?	58%	42%	-

Table 6 indicates that 58% participants had opinion that the seminar was fully relevant and the contents of the seminar were properly justified according to their professional needs. 42% participants were of the view that it was partially relevant to their profession.

Table 7: Objectives of seminar

Description	Fully achieved	Partially achieved	Not achieved
After attending this seminar, do you think that the objectives are?	32%	68%	-

Table 7 shows that 32% participants were of the opinion that after attending the seminar, the objectives were fully achieved. Whereas 68% participants were of the view that the objectives were partially achieved.

Teaching methods

Do you think that the teaching methods used were based on scientific lines in respect of teaching methods.

Table 8: Practical method

Description	Yes	No
Approach was practical oriented	94%	6%

Table 8 deposits that 94% participants were of the opinion that approach of the seminar was practical oriented, whereas 6% participants opposed this view.

Table 9: Concept and methodology

Description	Yes	No
Concepts and methodology based on illustrations	94%	6%

Table 9 indicates that 94% participants were of the view that concepts and methodology of the seminar was based on illustration, whereas 6% participants were of the opinion that the concepts and methodology of the seminar was not based on illustrations.

Table 10: Themes of seminar

Description	Very relevant	Relevant	Partially relevant
Were the themes presented in the seminar relevant to problems you are experiencing in your practical situation?	58%	32%	10%

Table 10 shows that 58% participants had opinion that themes presented in the seminar were very relevant to the problems. While 32% participants were of the view that themes presented in the seminar were relevant

Table 11: Motivational Level

Description	Very highly interactive	Highly interactive	Average
The motivational level to participate in discussion was:	32%	63%	16%

Table 11 indicates that 32% participants were of the opinion that motivational level to participate was very highly interactive. 52% participants had opinion that it was highly interactive.

Table 12: Administration of Seminar

Description	Excellent	Good	Average
How would you rank the general administrative arrangements of the seminar in respect of session, conference room facilities and refreshments, etc?	48%	52%	-

Table 12 indicates that 48% participants were of the opinion that general administrative arrangements of the seminar in respect of session, conference room facilities and refreshments, was excellent. Whereas 52% participants had opinion that it was good.

