

Provincial Seminar

on

Gender Disparities in Education Lahore

(December 3-4, 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

Compiled by

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Ministry of Education

Islamabad-Pakistan

2009

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Cataloging in Publication Data

Main entry under title:

Provincial Seminar on Gender Disparities in Education
(2009: Lahore)

Gender disparities in education: Proceedings of the Provincial Seminar, held at Lahore, December 3-4, 2009, in Collaboration with PNCU/ compiled by Prof. Dr. Haroona Jatoi and Khawaja Sabir Hussain-(AEPAM Seminar/Training Course No. 230)

1. Gender Disparities–Education -Congresses 2. Gender Equality i. Prof. Dr. Haroona Jatoi ii. Khawaja Sabir Hussain

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ISBN 978-969-444-167-2

Preface

Education is pre-requisit for socio-economic development of the country. National Education Policies and Development plans emphasized to reduce the gender disparities from education system. Moreover, one of the goals of Millennium Development is *“to eliminate gender disparity in primary and secondary education preferably by 2005 and in all level by 2015.”* Government of Pakistan has introduced various reforms to reduce the gender disparities in education.

The management of Academy of Educational Planning and Management in collaboration with Pakistan National Commission for UNESCO through UNESCO participation program 2008-09 conducted provincial seminar at Lahore from December 3-4, 2009. In this seminar thirty four middle level Education Managers, Planners and Policy makers have participated. The purpose of this seminar was to investigate the gender disparities in education, causes of these disparities and strategies to be designed for reducing these disparities. Efforts were made to sensitize the participants regarding this crucial policy issue.

I appreciate the efforts made by Khawaja Sabir Hussain, Deputy Director/Project Coordinator and his team members for organizing this seminar. I also appreciate the services of Muhammad Sohail, Research Assistant for typing and composing.

Prof. Dr. Haroona Jatoi
Director General
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Director General
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Introduction

Education is a social process in which individual is socialized so as to live in the society with dignity and honor. Since the inception of Pakistan, government made efforts to provide universal primary education and quality of education to the citizens of the country. Several National Education Policies were formulated and subsequently five years Development Plans were made for quantitative expansion and qualitative improvement of education system to enhance access to education and provision of quality of education in the country. National Education Policy 1998-2010 emphasized for reducing gender disparities in education. The thrust of Social Action Programs was also to reduce the gender disparities by emphasizing on girls education specifically in rural areas.

One of the goals of Millennium Development is 'to eliminate gender disparity in primary and secondary education, preferably by 2005 and in all levels by 2015'. Being signatory, 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 remove gender disparities in education particularly in rural area.

There are many reasons of these disparities in education that vary from province to province and district to district in Pakistan. The findings of various Research Studies shows that enrolment in public sector is low and dropouts rate is high at elementary 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 in public sector.

Government of Pakistan has addressed through various reforms in education sector. Some progress has been made but still there is need for planning to remove these disparities from education system. Education is a key for socio-economic development in any society. Human Resource Development is

pre-requisite for sustainable economic growth and establishment of informed societies for taking benefits of technological

advancement. This can be made by providing equal opportunities to boys and girls in rural and urban areas.

Recognizing the importance of the benefits of equal opportunity to boys and girls, this provincial seminar on gender disparities in education was organized at Lahore from December 3-4, 2009 in Punjab province. The purpose of this seminar was to sensitize the government functionaries regarding this crucial policy issue in order to explore the major causes of the gender disparities in education.

Objectives of the Seminar

The following were main objectives of the seminar.

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

Themes of the Seminar

The following themes were identified and presented by eminent scholars.

- i. Gender disparities in Education with reference to ICT: An opportunity or a Challenge
- ii. Gender Issues in Educational Planning.
- iii. Gender Disparities, Equity and Related Issues.
- iv. Gender Mainstreaming in Education Policy Making and Planning.
- v. Strategies for Reducing Gender Disparities.

Methodology of the Seminar

The management of AEPAM requested to provincial Education Secretary, the government of Punjab for nominating their Officers. Moreover, the head of other educational institutions were also requested for nominating their officers. Detail is as under:

- The Director, Provincial Institute of Teacher Education, Lahore
- The Chairman Board of Intermediate and Secondary Education, Lahore.
- The Chairman Textbook Board, Lahore.
- The Managing Director, Punjab Education Foundation, Lahore.
- The Director, Bureau and Extension Centre, Lahore.
- The Directorate of Staff Development (DSD), Lahore.
- The Vice Chancellor, University of Education, Lahore.
- The Director, Institute of Education and Research (IER), Lahore
- The Executive District Officer (EDO) Education, Lahore.

The heads of above mentioned departments nominated their officers for the seminar. List of participants is attached at (Appendix-1).

Eminent scholars were invited to deliver lectures on the themes of the seminar. Schedule of the seminar is attached at (Appendix-2) and list of resource persons is attached at (Appendix-3).

All the resource persons provided comprehensive papers on the relevant themes. Photocopies of these papers were distributed among the participants. Each participant was supposed to fill registration form. The pre-test was administrated before starting session to explore the knowledge of the participants about themes of the seminar. After each presentation, detailed discussion was held and resource persons answered to the

queries of the participants. Group presentation was made by the group leader of each group on their assignments. Brainstorming

sessions were made after each presentation so as to clarify all the concepts and queries of each individual participant. In this way individual attention was given to all the participants in order to give them full opportunity for taking benefit of this seminar. Before concluding ceremony, post-test was also administered for comparing the previous and post knowledge of the participants. Furthermore, overall seminar evaluation was also made. The results of post-test indicated that knowledge of the participants was increased on various themes of the seminar. The evaluation shows that seminar was well organized. Further detail of pre-test, post-test and evaluation of the seminar can be seen at the end of this report. (Appendix-7)

Proceedings of Seminar (December 3, 2009)

Inaugural Session

The inauguration session was held on December 3, 2009 in the University of Education, Lahore. The session was started with the recitation of the Holy Quran by Mr. Ikhlaq Ahmed, Lecturer, University of Education, Lahore. The introduction of the participants was made with Prof. Dr. Anwar-ur-Rehman Pasha, Director/Head of Computer Department, University of Education, Lahore being Chief Guest in the inaugural session.

Khawaja Sabir Hussain, Deputy Director/Project Coordinator, welcomed the Chief Guest and participants of the seminar. He also explained the brief objectives of seminar such as:

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

He hoped that participants would take active participation during the seminar. He thanked the management of the University of Education, Lahore for providing venue of the seminar.

Chief Guest was invited for inaugural comments. The honorable Chief Guest highlighted the importance of education. He said that Gender disparities in education is a persistence crucial policy issue since the first National Education Policy in Pakistan. He was of the view that we had made several promises in almost all National Education Policies for providing universal primary education but policy implementation could not be made in letter and spirit. He hoped that the participants of this seminar would take full benefits of the opportunities provided by the

management of AEPAM. He also thanked for inviting him being a Chief Guest of the inaugural session and provided opportunity

to talk with highly qualified professional of Punjab Province. He concluded his remarks with the hope that management of AEPAM and ministry of education would further explore the opportunities for sharing the experiences of the officers of the Punjab province, so that the hurdles in the provision of the education to the general masses can be removed.

At the end, he once again thanked the participants and management of Academy of Educational Planning and Management (AEPAM) for organizing this seminar on the critical policy issue at the University of Education, Lahore.

All the participants and faculty members of the University of Education were invited for having a cup of tea.

Gender Issues in Educational Planning & Gender Disparities in Education with reference to ICT: An Opportunity or a Challenge



Prof. Dr. Anwar-ur-Rehman
Director (Division of Science
& Technology)
University of Education
Lahore

The first session was taken by Prof. Dr. Anwar-ur-Rehman Pasha, Director (Division of Science & Technology), University of Education, Lahore. He started his lecture by giving an overview of National Education Policies.

- All – Pakistan Education Conference, 1947
- Commission on National Education, 1959
- New Education Policy, 1970
- Education Policy, 1972-80.
- National Education Policy, 1979
- National Education Policy, 1992
- National Education Policy, 1998-2010
- National Education Policy, 2009

Education Opportunities for Female in Pakistan

He also reviewed the Development plans in which provision for female education have been provided.

- Second Five Year Plan (1960-65)
- Third Five Year Plan (1965-70)
- Fourth Five Year Plan (1970-75)
- Fifth Five Year Plan (1978-83)
- Sixth Five Year Plan (1988-93)
- Seventh Five Year Plan (1988-93)
- Eighth Five Year Plan (1993-98)
- Ninth Five Year Plan (1998-2003)

- Tenth Five Year Plan (2002-2007)

Female in Society

He highlighted the importance of female in society in the following words:

- The most important rather essential ingredient of human society.
- True progress could never be achieved unless mother (female) have easy access to education.
- For a common wisdom female has to be considered equally important in decision making.
- Activity limitations & Participation restrictions make female handicap.

He was of the view that “for this we need to change the mind set of our society, ICT could help us to do so”.

What is ICT?

He defined the ICT as follows:

- **ICT**, According to Information Technology Association of America, is the study, design, development, implementation, support or management of computer-based information systems, particularly software application and computer hardware. 1
- **ICT** is also a general term that describes any technology that helps to produce, manipulate, store, communicate, and/or disseminate information. 2
- In general, ICT is the integration of the processing of information, computing, and communication technologies, which has changed the way of learning, working, and living in society.

Positive/Negative Effect of ICT

Dr. Pasha was of the view that ICT has also some positive and negative effects on the society. The positive effects are “faster communication speed, greater processing and dissemination of data/information and a vibrant “online” world. Introduced a new phenomenon known as cyber-networking; brings forth a virtual community that is unbounded by physical dimensions, joined by people all over the earth. Opened up new dimensions for Trade, Education, Health, Governance, Entertainment”. Negative effects are: cyber crimes, social implications and cultural invasion”.

Information Technology + Communication Technology in Industrial Revolution

He explained the technological revolution in the industrial sector is as under:

- High streets were the centers of business activities.
- IT and CT were considered a competitive edge.
- Physical presence was essential.
- Both technologies were used for routine tasks like inventory management, account handling etc.

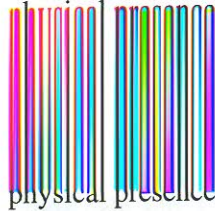
Information Revolution (IR)

IR refers not only to computer and telecommunication technologies, but to the role of information itself, and the accompanying transformations in the public, corporate, and personal worlds.

ICT in Information Revolution

- Internet and www become the center of social and economic activities
- ICT becomes an enabler for gaining the benefits of Information Revolution

- E-Technologies overcome the problems related to



physical presence

- Knowledge process outsourcing becomes a common trend in business world

WSIS (10-12 December 2003, Geneva)

Dr. Pasha also provided some information about the ICT and gender. He said that “communication is a fundamental social process, a basic human need and the foundation of all social organization. It is central to the information society. Everyone, everywhere should have the opportunity to participate and no one should be excluded from the benefits the information society offers”.

Challenges

UN Millennium Development Goals:

- Goal 2: Achieve universal primary education.
- Goal 3: Promote gender equality and empower women.

Unequal Access to:

- Employment Opportunities.
- Economic Opportunities.
- Education Opportunities.

Open Access Technology

- Economic Empowerment.
- Freedom of Expression.

ICT: An Opportunity

Barriers of time, distance and lack of human resource could be overcome through the use of latest ICT developments like the Internet, www, VoIP, Web 2.0, E-Technologies

Activity limitations and participation restrictions of female due to social, cultural and religious factors could be overcome through the use of ICT

ICT could help Pakistan to achieve UN Millennium Development Goals:

- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empower women

The use of ICT could provide equal access to:

- Employment Opportunities
- Economic Opportunities
- Education Opportunities

Open Access to ICT will ensure

- Female economic empowerment
- Freedom of Expression

The lecture was ended with thanks.

Section 1: Introduction and Background

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Gender Disparities, Equity and Related Issues & Gender Situation of Educational Institutional in Pakistan



Mr. M. Aslam Bhatti
Deputy Director (AEPAM)
Ministry of Education
Islamabad

The second session was taken by Mr. M. Aslam Bhatti, Deputy Director (AEPAM), Ministry of Education, Islamabad. He started his lecture by explaining the policy, plans and projects.

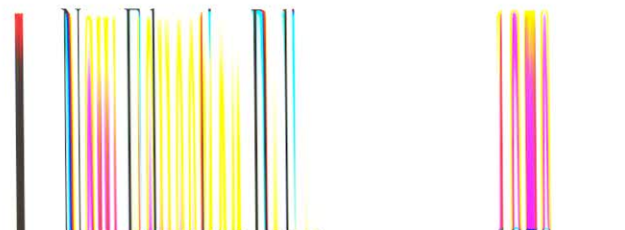
Policy, Plans and Projects

- Policy: A guide line that specifies broad parameters within which organization member are expected to pursuit of goals (Directive (DOP) - Party Manifesto, Statement, etc.).
- Plan: Strategies and means devised for attempting to reach goals, Blue Print.
- Project: A plan that coordinates a set of activities that do not needs to be divided into several major projects in order to reach major *goals*.
- Goal: A future targets and result required to achieve (SMART- CREAM).

Educational Policies

He listed the National Education Policies as fellows:

- All Pakistan Education Conference 1947
- Education Conference 1951
- Commission on National Education 1959
- Commission on Student Problems/Welfare 1966



| | |
|-----------------------------|-----------|
| ▪ New Education Policy | 1970 |
| ▪ Education Policy | 1972-1980 |
| ▪ National Education Policy | 1979 |
| ▪ National Education Policy | 1992 |
| ▪ National Education Policy | 1998-2010 |
| ▪ National Education Policy | 2009 |

Five Years Development Plans

He also listed the Development Plans as follows:

1. Six Year Plan--- ... 1951-1957
2. First Five Year Plan ... 1955-1960
3. Second Five Year Plan ... 1960-1965
4. Third Five Year Plan ... 1965-1970
5. Fourth 5 Year Plan (N.I)* ... 1970-1975
6. Non Plan Period ... 1972-1978
7. Fifth Five Year Plan ... 1978-1983
8. Sixth Five Year Plan ... 1983-1988
9. Seventh Five Year Plan ... 1988-1993
10. Eighth Five Year Plan ... 1993-1998
11. Ninth Five Year Plan ** ... 1998-2003

Universal Primary Education (UPE) Goals

He was of the view that following Education Policies had goals of Universal Primary Education.

- All Pakistan Education Conference (1947)...1967 20y
- National Education Commission (1959) ...1969 . 10y
- Education Policy (1972) ... 1979 .. 7y
- Education Policy (1979) ... 1986 .. 7y
- Education Policy (1992) 2002 . 10y
- Education Policy (1998-2010) 90% 2002-3-105% by 2010
- Education Sector Reforms ESR, (NPA)Gross Primary Enrolment 100% by 2004..? Education Policy (2009).....?

Plans Targets and Achievement Access To Primary Education (Smart/Cream

He explained the achievements of Development Plans in the following words:

| <u>5 Years Plans</u> | <u>Target P/Rate %</u> | <u>Ach P/Rate %</u> |
|------------------------------------|-------------------------------|----------------------------|
| ▪ First Five Year Plan | ... 58 | ... 30 |
| ▪ Second Five Year Plan | ... 56 | ... 45 |
| ▪ Third Five Year Plan | ... 70 | ... 46 |
| ▪ 4th Five Year Plan (N.I)* | ... 65 | ... 54 |
| ▪ (Non Plan Period/8y 1970-78) | | |
| ▪ Fifth Five Year Plan | ... 68 | ... 48 |
| ▪ Sixth Five Year Plan | ... 75 | ... 63 |
| ▪ Seventh Five Year Plan | ... 80 | ... 69 |
| ▪ Eighth Five Year Plan | ... 88 | ... 75 |
| ▪ Ninth Five Year Plan ***NPA MTFD | | |

Focus of Education Policies and Plans

He was of the view that all National Education Policies and Development plans focused on the following points:

- Islamic Ideology and character building
- Literacy and primary education (UPE)
- Science Education
- Quality of Education
- Equality in educational facilities
- Curriculum Development
- Medium of Instructions
- Exam Reforms etc

Reasons for Non-Achievement

Mr. Bhatti identified some hurdles/factors for not achieving the targets of development plans as follows:

-
- Resource constraints: Policy/Plan documents reflected good intentions for development of education. but not

followed by adequate financial resources

- Lack of Political Commitment towards development of education
- High population growth?
- Emphasizing development of urban areas while ignoring rural areas
- Introduction of Education Policies in a quick succession
- Centralized policy formulation and allocation of resources
- Uniformed strategies for all regions - ignoring the socio-economic and political factors of each province/region
- Lack of coordination between the policy makers and implementers (inter – intra sectoral, F-P-D) etc
- Lack of dissemination of policy's intentions to the implementers at the grass-root levels
- No in built mechanism of *Monitoring and Evaluation* of Policy/Plan implementations

He also presented data on education, the presented tables can be seen at (Appendix-6).

Table 3: Description of Seminar

| Description | Very relevant | Relevant | Partially relevant |
|--|----------------------|-----------------|---------------------------|
| Considering the seminar description, was the seminar relevant to your professional needs | 64% | 27% | 9% |

The table 3 indicates that 64% participants were of the view that description of seminar was very relevant to their professional needs. Whereas 27% participants were of the opinion that the seminar was relevant to their professional needs.

Table 4: Seminar about Expectation

| Description | Your expectation | Better than expectations | Short of expectation |
|--|-------------------------|---------------------------------|-----------------------------|
| Considering the seminar description, was the seminar relevant to your professional needs | 42% | 52% | - |

The table 4 shows that 42% participants had opinion that the seminar was up to their expectations, while 52% participants were of the view that the seminar was better than their expectations.

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 (Mr. Aslam Bhatti) | 55 | 45 | - | 55 | 45 | - | 38 | 31 | 31 |
| Gender Disparities, Equity and Related Issues (Prof. Dr. Anwar-ur-Rehman Pasha) | 45 | 55 | - | 52 | 48 | - | 21 | 31 | 48 |
| Strategies for Reducing Gender Disparities (Mr. Dr. Munawar Mirza) | 55 | 45 | - | 48 | 52 | - | 28 | 31 | 41 |
| Gender Mainstreaming in Education Policy Making and Planning (Prof. Dr. Munawar Mirza) | 48 | 52 | - | 59 | 41 | - | 38 | 34 | 28 |

Table 2 shows that 55% participants had opinion that Mr. Bhatti presented most relevant topic, 55% said his presentation was very good and 38% participants said his material was very good. 45%, 52% and 21% participants were of the opinion that topic of Prof. Dr. Anwar-ur-Rehman Pasha was most relevant, presentation was very good and he also presented very good material respectively.

Prof. Dr. Munawar Mirza delivered two lectures strategies for reducing disparities and gender mainstreaming 55% and 48% participants were of the opinion that she presented most relevant topic. On the contrary 48% and presented most relevant topic. On the contrary 48% and 59% said her presentations was very good, 38% and 34% said that she her material was very good.

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 | 48 | 31 | 19 | 2 | - | 12 | 40 | 48 |
| Gender Disparities, Equity and Related issues | 37 | 32 | 28 | 3 | 5 | 18 | 35 | 42 |
| Strategies for Reducing Gender Disparities | 35 | 40 | 18 | 7 | 4 | 26 | 42 | 28 |
| Gender Mainstreaming in Education Policy making and Planning | 38 | 42 | 13 | 7 | - | 8 | 41 | 51 |

Table 1 indicates that only 2% participants had high knowledge about gender issues whereas after attending the seminar 48% had high and 40% had moderate knowledge on these issues. Only 3% and 28% participants had high and moderate knowledge about gender disparities issues, which increased upto 42% and 35% in this regard. 7% and 18% participants had high and moderate knowledge about strategies for reading gender disparities which increased upto 28% and 42% respectively in this regard. Similarly 7% and 13% participants had high and moderate knowledge about gender mainstreaming before seminar attending this percentage increased upto 51% and 41% respectively on this topic.

(Appendix-7)

Evaluation of Seminar

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

Elementary Institutions (Rural)

| Gender | Mosque | %age | Primary | %age | Middle | %age | Total |
|--------|--------|------|---------|------|--------|------|--------|
| Boys | 8870 | 99 | 50930 | 44 | 6194 | 45 | 65994 |
| Girls | 43 | 0 | 40461 | 35 | 6330 | 46 | 46834 |
| Mix | 13 | 0 | 24221 | 21 | 1184 | 9 | 25418 |
| Total | 8926 | 100 | 115612 | 100 | 13708 | 100 | 138246 |

Elementary Institutions (Urban)

| Gender | Mosque | %age | Primary | %age | Middle | %age | Total |
|--------|--------|------|---------|------|--------|------|-------|
| Boys | 817 | 99 | 4241 | 36 | 859 | 43 | 5917 |
| Girls | 11 | 1 | 4540 | 38 | 974 | 49 | 5525 |
| Mix | 0 | 0 | 3075 | 26 | 161 | 8 | 3236 |
| Total | 828 | 100 | 11856 | 100 | 1994 | 100 | 14678 |

Secondary Institutions (Total)

| Gender | High | %age | Higher Sec | %age | Total |
|--------|------|------|------------|------|-------|
| Boys | 5940 | 62 | 512 | 51 | 6452 |
| Girls | 3166 | 33 | 402 | 40 | 3568 |
| Mix | 481 | 5 | 84 | 8 | 565 |
| Total | 9587 | 100 | 998 | 100 | 10585 |

Secondary Institutions (Rural)

| Gender | High | %age | Higher Sec | %age | Total |
|--------|------|------|------------|------|-------|
| Boys | 4609 | 65 | 378 | 56 | 4987 |
| Girls | 2034 | 29 | 235 | 35 | 2269 |
| Mix | 416 | 6 | 61 | 9 | 477 |
| Total | 7059 | 100 | 674 | 100 | 7733 |

Analysis and Comments

- Population of South Asia is approximately 1.55 Billions
- It is a Huge population
- It is overpopulated region
- It is almost 1/4th of the entire global population in this region
- Biggest problems for the region are:
 - Poverty,
 - Illiteracy,
 - Resources constraints and
 - Unemployment etc.....

Measures of Economic Development

| MEASURES | INDIA | PAK | BANGLA | NEPAL | SRI/L |
|---------------------------|--------|--------|--------|--------|--------|
| Population (1998-million) | 1024.6 | 150.0 | 128.1 | 24.8 | 19.4 |
| Pop. Dens. (sq mile) | 892.5 | 468.8 | 2667.7 | 468.8 | 775.8 |
| Annual Pop. Gr. Rate | 1.8 | 2.8 | 1.9 | 2.2 | 1.3 |
| Life Expect. (years) | 59 | 59 | 59 | 55 | 72 |
| % Urban Pop. | 26 | 28 | 16 | 10 | 22 |
| GNP per capita | \$ 380 | \$ 480 | \$ 260 | \$ 210 | \$ 740 |
| Infant Mort. (/1000) | 72.0 | 91.0 | 82.0 | 79.0 | 16.5 |

Gender Situation of Educational Institution in Pakistan

Elementary Institutions (Total)

| Gender | Mosque | %age | Primary | %age | Middle | %age | Total |
|--------|--------|------|---------|------|--------|------|--------|
| Boys | 9687 | 99 | 55171 | 43 | 7053 | 45 | 71911 |
| Girls | 54 | 1 | 45001 | 35 | 7304 | 47 | 52359 |
| Mix | 13 | 0 | 27299 | 21 | 1345 | 9 | 28657 |
| Total | 9754 | 100 | 127471 | 100 | 15702 | 100 | 152927 |

Higher Sec. Schools Enrolment (Rural)

| Gender | Boys | %age | Girls | %age | Total |
|----------|-------|------|-------|------|-------|
| Class 11 | 25483 | 57 | 14418 | 53 | 39901 |
| Class 12 | 19552 | 43 | 12833 | 47 | 32385 |
| Total | 45035 | | 27251 | | 72286 |

Higher Sec. Enrolment (Total)

| Gender | Boys | %age | Girls | %age | Total |
|----------|-------|------|-------|------|--------|
| Class 11 | 41119 | 57 | 34170 | 53 | 75289 |
| Class 12 | 31074 | 43 | 30129 | 47 | 61203 |
| Total | 72193 | | 64299 | | 136492 |

SAARC Countries (7+1)

1. Afghanistan*
2. Bangladesh
3. Bhutan
4. India
5. Maldives
6. Nepal
7. Pakistan
8. Sri Lanka

South Asian Association of Regional Cooperation

Population of SAARC Countries

- Afghanistan 33 million
- Bangladesh 150 million
- Bhutan 0.7 million
- India 1,147 million
- Maldives 0.3 million
- Nepal 30 million
- Pakistan 172 million
- Sri Lanka 21 million

High Schools Enrolment (Urban)

| Gender | Boys | %age | Girls | %age | Total |
|----------|--------|------|--------|------|--------|
| Class 9 | 240133 | 58 | 218572 | 56 | 458705 |
| Class 10 | 176276 | 42 | 174784 | 44 | 351060 |
| Total | 416409 | | 393356 | | 809765 |

High Schools Enrolment (Rural)

| Gender | Boys | %age | Girls | %age | Total |
|----------|--------|------|--------|------|--------|
| Class 9 | 354490 | 58 | 142946 | 57 | 497436 |
| Class 10 | 254322 | 42 | 107097 | 43 | 361419 |
| Total | 608812 | | 250043 | | 858855 |

High Schools Enrolment (Total)

| Gender | Boys | %age | Girls | %age | Total |
|----------|---------|------|--------|------|---------|
| Class 9 | 594623 | 58 | 361518 | 56 | 956141 |
| Class 10 | 430598 | 42 | 281881 | 44 | 712479 |
| Total | 1025221 | | 643399 | | 1668620 |

Higher Sec. Schools Enrolment (Urban)

| Gender | Boys | %age | Girls | %age | Total |
|----------|-------|------|-------|------|-------|
| Class 11 | 15636 | 58 | 19752 | 53 | 35388 |
| Class 12 | 11522 | 42 | 17296 | 47 | 28818 |
| Total | 27158 | | 37048 | | 64206 |

Primary Schools Enrolment (Total)

| Gender | Boys | %age | Girls | %age | Total |
|---------|---------|------|---------|------|----------|
| Class 1 | 1871968 | 28 | 1488363 | 29 | 3360331 |
| Class 2 | 1486846 | 22 | 1151136 | 22 | 2637982 |
| Class 3 | 1300505 | 19 | 995827 | 19 | 2296332 |
| Class 4 | 1144069 | 17 | 839146 | 16 | 1983215 |
| Class 5 | 940932 | 14 | 661881 | 13 | 1602813 |
| Total | 6744320 | | 5136353 | | 11880673 |

Middle Schools Enrolment (Urban)

| Gender | Boys | %age | Girls | %age | Total |
|---------|--------|------|--------|------|---------|
| Class 6 | 233335 | 35 | 219071 | 36 | 452406 |
| Class 7 | 219758 | 33 | 203918 | 33 | 423676 |
| Class 8 | 208618 | 32 | 193865 | 31 | 402483 |
| Total | 661711 | | 616854 | | 1278565 |

Middle Schools Enrolment (Rural)

| Gender | Boys | %age | Girls | %age | Total |
|---------|---------|------|--------|------|---------|
| Class 6 | 562470 | 38 | 315384 | 38 | 877854 |
| Class 7 | 497852 | 33 | 273108 | 33 | 770960 |
| Class 8 | 432176 | 29 | 233852 | 28 | 666028 |
| Total | 1492498 | | 822344 | | 2314842 |

Middle Schools Enrolment (Total)

| Gender | Boys | %age | Girls | %age | Total |
|---------|---------|------|---------|------|---------|
| Class 6 | 795805 | 37 | 534455 | 37 | 1330260 |
| Class 7 | 717610 | 33 | 477026 | 33 | 1194636 |
| Class 8 | 640794 | 30 | 427717 | 30 | 1068511 |
| Total | 2154209 | | 1439198 | | 3593407 |

Higher Sec School Teachers Total

| Gender | Male | %age | Female | %age | Total |
|---------------|-------|------|--------|------|-------|
| PTC | 489 | 3 | 945 | 9 | 1434 |
| CT | 1850 | 11 | 1451 | 14 | 3301 |
| B.Ed | 6128 | 36 | 4409 | 41 | 10537 |
| M.Ed | 5879 | 35 | 2708 | 25 | 8587 |
| Other Trained | 2606 | 15 | 1134 | 11 | 3740 |
| Total | 16952 | | 10647 | | 27599 |

Enrolment Situation of Educational Institutions in Pakistan

Primary Schools Enrolment (Urban)

| Gender | Boys | %age | Girls | %age | Total |
|---------|---------|------|---------|------|---------|
| Class 1 | 297894 | 26 | 284443 | 25 | 582337 |
| Class 2 | 247678 | 21 | 240194 | 21 | 487872 |
| Class 3 | 227184 | 20 | 222232 | 20 | 449416 |
| Class 4 | 209533 | 18 | 203461 | 18 | 412994 |
| Class 5 | 180513 | 16 | 174739 | 16 | 355252 |
| Total | 1162802 | | 1125069 | | 2287871 |

Primary Schools Enrolment (Rural)

| Gender | Boys | %age | Girls | %age | Total |
|---------|---------|------|---------|------|---------|
| Class 1 | 1574074 | 28 | 1203920 | 30 | 2777994 |
| Class 2 | 1239168 | 22 | 910942 | 23 | 2150110 |
| Class 3 | 1073321 | 19 | 773595 | 19 | 1846916 |
| Class 4 | 934536 | 17 | 635685 | 16 | 1570221 |
| Class 5 | 760419 | 14 | 487142 | 12 | 1247561 |
| Total | 5581518 | | 4011284 | | 9592802 |

Middle School Teachers (Total)

| Gender | Male | %age | Female | %age | Total |
|---------------|-------|------|--------|------|--------|
| PTC | 13865 | 22 | 16465 | 29 | 30330 |
| CT | 11098 | 18 | 10970 | 19 | 22068 |
| B.Ed | 18544 | 30 | 17614 | 31 | 36158 |
| M.Ed | 5504 | 9 | 4331 | 8 | 9835 |
| Other Trained | 11482 | 19 | 6679 | 12 | 18161 |
| Un-Trained | 778 | 1 | 736 | 1 | 1514 |
| BS.Ed | 7 | 0 | 9 | 0 | 16 |
| Not Mentioned | 458 | 1 | 308 | 1 | 766 |
| M.Phil Edu. | 9 | 0 | 1 | 0 | 10 |
| Total | 61745 | | 57113 | | 118858 |

High School Teachers (Urban)

| Gender | Male | %age | Female | %age | Total |
|---------------|-------|------|--------|------|-------|
| PTC | 2804 | 8 | 5380 | 17 | 8184 |
| CT | 4277 | 12 | 5040 | 16 | 9317 |
| B.Ed | 12757 | 37 | 13008 | 41 | 25765 |
| M.Ed | 8463 | 25 | 5016 | 16 | 13479 |
| Other Trained | 5190 | 15 | 2591 | 8 | 7781 |
| Un-Trained | 307 | 1 | 227 | 1 | 534 |
| BS.Ed | 7 | 0 | 13 | 0 | 20 |
| Not Mentioned | 420 | 1 | 169 | 1 | 589 |
| M.Phil Edu. | 19 | 0 | 5 | 0 | 24 |
| Total | 34244 | | 31449 | | 65693 |

| Gender | Male | %age | Female | %age | Total |
|---------------|-------|------|--------|------|-------|
| PTC | 11210 | 21 | 11675 | 26 | 22885 |
| CT | 9448 | 18 | 8711 | 20 | 18159 |
| B.Ed | 15952 | 30 | 14408 | 32 | 30360 |
| M.Ed | 4604 | 9 | 3355 | 8 | 7959 |
| Other Trained | 10187 | 19 | 5546 | 12 | 15733 |
| Un-Trained | 665 | 1 | 615 | 1 | 1280 |
| BS.Ed | 6 | 0 | 5 | 0 | 11 |
| Not Mentioned | 376 | 1 | 246 | 1 | 622 |
| M.Phil Edu. | 9 | 0 | 1 | 0 | 10 |

Middle School Teachers (Rural)

| Gender | Male | %age | Female | %age | Total |
|---------------|------|------|--------|------|-------|
| PTC | 2655 | 29 | 4790 | 38 | 7445 |
| CT | 1650 | 18 | 2259 | 18 | 3909 |
| B.Ed | 2592 | 28 | 3206 | 26 | 5798 |
| M.Ed | 900 | 10 | 976 | 8 | 1876 |
| Other Trained | 1295 | 14 | 1133 | 9 | 2428 |
| Un-Trained | 113 | 1 | 121 | 1 | 234 |
| BS.Ed | 1 | 0 | 4 | 0 | 5 |
| Not Mentioned | 82 | 1 | 62 | 0 | 144 |
| M.Phil Edu. | 0 | 0 | 0 | 0 | 0 |

Middle School Teachers (Urban)

| Gender | Male | %age | Female | %age | Total |
|---------------|--------|------|--------|------|--------|
| PTC | 121299 | 61 | 87858 | 68 | 209157 |
| CT | 24311 | 12 | 11690 | 9 | 36001 |
| B.Ed | 37265 | 19 | 20879 | 16 | 58144 |
| M.Ed | 6824 | 3 | 4170 | 3 | 10994 |
| Other Trained | 3389 | 2 | 1887 | 1 | 5276 |
| Un-Trained | 4607 | 2 | 2412 | 2 | 7019 |
| BS.Ed | 9 | 0 | 6 | 0 | 15 |
| Not Mentioned | 556 | 1 | 208 | 0 | 764 |
| Total | 198260 | 100 | 129110 | 100 | 327370 |

Primary School Teachers (Total)

(Appendix-6)

Lecture Delivered by Mr. M. Aslam Bhatti

Gender Situation of Teachers in Pakistan

Primary School Teachers Urban

| Gender | Male | %age | Female | %age | Total |
|---------------|-------|------|--------|------|-------|
| PTC | 18191 | 58 | 24032 | 68 | 42223 |
| CT | 3816 | 12 | 3482 | 10 | 7298 |
| B.Ed | 7226 | 23 | 5697 | 16 | 12923 |
| M.Ed | 1442 | 5 | 1629 | 5 | 3071 |
| Other Trained | 267 | 1 | 247 | 1 | 514 |
| Un-Trained | 322 | 1 | 293 | 1 | 615 |
| BSEd | 0 | 0 | 2 | 0 | 2 |
| Not Mentioned | 57 | 0 | 40 | 0 | 97 |
| Total | 31321 | 100 | 35422 | 100 | 66743 |

Primary School Teachers - Rural

| Gender | Male | %age | Female | %age | Total |
|---------------|--------|------|--------|------|--------|
| PTC | 103108 | 62 | 63826 | 68 | 166934 |
| CT | 20495 | 12 | 8208 | 9 | 28703 |
| B.Ed | 30039 | 18 | 15182 | 16 | 45221 |
| M.Ed | 5382 | 3 | 2541 | 3 | 7923 |
| Other Trained | 3122 | 2 | 1640 | 2 | 4762 |
| Un-Trained | 4285 | 3 | 2119 | 2 | 6404 |
| BS.Ed | 9 | 0 | 4 | 0 | 13 |
| Not Mentioned | 499 | 0 | 168 | 0 | 667 |
| Total | 166939 | 100 | 93688 | 100 | 260627 |

Definition of Gender Equity

Gender equity means fairness of treatment for women and men according to their respective needs. So, equity is a mean, equality is the goal.

Economic situation of families influence the gender discrimination in education. The poor parents prefer to educate their sons more than their daughters as they believe that their investment will pay them in their old age. In some districts like Vehari and Khanewal the female students are stipend on regular basis, which has help to increase the female students enrolment in these areas. This good example need to be practiced in other districts to increase the enrolment of female students.

There is less political interference in the educational institutions of the developed districts like Lahore and Faisalabad. Due to this there is less number of non functional female schools in these districts as compared to the under developed districts like D.G. Khan and Nankana Sahib.

Thus there is a need to make these districts free of political interference to enhance the cause of education.

Some good experiences of gender equity are as following:

Female Teacher

Most of the female do not want to work as teachers in the distinct area. These days the local females are granted extra marks in the merit. Consequently, they get in their locality. Due to appointment of local female teachers, the absenteeism of teachers has significantly reduced and enrolment of students increased.

(Appendix-5)

Share Good Experiences of Gender Equity in
Various Districts of Punjab

&

Causes of Gender Disparities in Teachers
Education in Punjab Province

Group- B

Zahida Arshad
Kaukab Darakhshan
Rashida Bibi
Zarghuna Naseem
Syed Abir Hassan Naqvi, (No. Receipt)
Khalid Mahmood
Farida Tariq
Ishrat Bano
Misbah Hameed
Zubina Tasneem
Rabia Akbar
Iffat Tahira
Saman Jamil
Nabila Iqbal
Muhammad Amer Habib
Ikhtlaq Ahmed

Provincial Seminar on
"Gender Disparities in Education"
University of Education
Lahore



resources, number of schools, teachers and students, funds and ways and means of promoting and motivating rural communities must be addressed with full consideration.

It will enable us to formulate a comprehensive, specified frame of work with in which to achieve the targets of reducing gender disparity and increasing literacy rate would become easy.

The policy could include allocation of finances, appointments and social awareness strategies along with internationally accepted acts as :

- i. Tomenshian declaration of Education For All (EFA) 1990.
- ii. Dakar framework for action 2002
- iii. Asia and regional framework
- iv. Millennium development goals targets 2015
- v. Beijing declaration
- vi. CEDAW convention of elimination of discrimination

So when line of action would be clear, we will be able to implement it and work on it.

- The basic data collected
- Analyze the need
- Prepare frame of work
- Allocate resources
- Enforce implementation
- Feed back
- Follow up

They suggested a fully separate policy for rural areas, education as part of the national education policy. In that the

The first confusion that comes forward in this perspective is about policy making. The education policies does emphasize the rural areas but there is no specified design, how to accomplish the task of reducing gender disparities according to the cultural, economical and regional needs of the area.

Reasons for disparity in education vary from place to place. The foremost task is to identify areas and then the nature of needed actions to be taken there in order to reduce gender disparity.

5. Need base policy for rural areas

This can be done by making them aware of importance of female education in the solution of socio-economic problems of rural community.

At government level the fathers, brothers and husbands can be motivated to send their daughters and sisters to school and lift the ban on their socio cultural development as a citizen of Pakistan.

We can involve them in selection committees for female teachers and teachers training programs. They should also be invited to seminars or workshops on gender disparity.

In rural areas, we can involve the dignitaries (vadaras, chaudharies, khans etc) to pave the way for female education in their area.

In order to reduce gender disparity in education, we can use the community itself as a source of balanced society.

4. Involvement of village community to reduce gender disparity

Similarly another female authority from religious perspective (wife of molvi sahib) can also convince females of her community about the importance of education in general and

Elder woman of a family can also help to create awareness about the education of female. We can tell these elder women how an educated girl can fulfill her duties efficiently and how an educated girl can perform her different roles i.e. as a mother, as a wife, as a daughter and even as a sister, more better than an uneducated female. She can convince mothers of her family about the importance of female education on their general family to get to gather or some events.

We can also use religious representatives of society like Molvi from whom girls get religious education like recitation of the Holy Quran. Molvi sahib will convince the parents of girls to let them to get education and also he will tell them about the importance of education from religious perspective.

In a village we can convince village numbardar or chauthary about the benefits of female education. He can convince the males of the village to send their females to get education.

By increasing social awareness in a community, we can reduce gender disparity (a gap between two sexes).

3. Social Awareness

- i. To arrange the meeting with parents and convince them about the importance of education. Educated women produce civilized generation and also support her family and solve financial problems.
- ii. To organize the special days; for example, parents day, Iqbal day and mother day. On these occasions teachers should address civil society about disparity in education.
- iii. Awareness campaigns.

There are some points for a female teacher as under:

Information technology has turned the world into global village. The world is moving very fast. So, we should remove the disparity of gender from all level of education.

Men and women have equal rights in education, it is called gender equalit.1400 years before our Holy Prophet Muhammad (PBUH) said, "get acquire knowledge even if you have to go to China at any cost". So it is necessary that every Muslim men and women get education.

2. Professional Development

- i. To provide hostel facilities for girls students and residence facilities for female teachers.
- ii. To provide transport facilities for girls (students and teachers)
- iii. To establish staff rooms for female teachers in every institution separately
- iv. To appoint at least one female peon in girls school for female teachers
- v. To provide security for females
- vi. To open girls schools at approachable place
- vii. To establish toilets for girls (students and teachers)

1. Physical facilities for female staff

- i. Physical facilities for female staff
- ii. Professional development
- iii. Social awareness
- iv. Need based policy for rural areas
- v. Involvement of community to reduce gender disparity

After taking discussion on the theme, the members of the group identified following ways and means to institutionalize dialogue between government and civil society:

Ways and means to institutionalize dialogue between government and civil society

Investigate gender Disparities from District
Perspective versus Provincial

&

Address Gender Issues at Various Districts of
Punjab

Group- A

Asghar Ali Gill

Shafqat Ittikhar

Mubashira Khalid

Aroona Hashmi

Ummara Saher

Farhat Amin

Asifa Jamil

Maliha Batool

Samina Naheed

Shumaila Mahmood

Humera Nawaz

Ismat Saleem

Shahida Rashid

Sayyeda Moghees Bukhari

Munazza Tariq

Naheed Gul Baloch

Lahore

Provincial Seminar on
"Gender Disparities in Education"
University of Education

(Appendix-3)

List of Resource Persons

1. Prof. Dr. Munawar Mirza, Vice Chancellor, University of Education Lahore
2. Prof. Dr. Anwar-ur-Rehman Pasha, University of Education, Lahore
3. Khawaja Sabir Hussain, Deputy Director/Project Coordinator, AEPAM, Islamabad.
4. Mr. M. Aslam Bhatti, Deputy Director, AEPAM, Islamabad.

**Two Days Seminar on
"Gender Disparity in Education"
December 3-4, 2009
Lahore

| Day/Date | December 3, 2009 Thursday | December 4, 2009 Friday |
|---|---|---|
| 9:00 a.m. - 10:30 a.m. | Inauguration: Registration, Pre test, Introduction and Course Objectives | Gender Mainstreaming in Education Policy making and Planning (Prof. Dr. Munawar S. Mirza) Vice Chancellor University of Education |
| 11:00 a.m. - 12:15 p.m. | Gender Issues in Educational Planning & Gender Disparities in Education with reference to ICT: An Opportunity or a Challenges (Prof. Dr. Anwar-ur-Rehman) Director (Div. of Science & Technology) University of Education, Lahore | Strategies for Reducing Gender Disparities (Prof. Dr. Munawar S. Mirza) Vice Chancellor University of Education |
| 12:15 p.m. - 01:30 p.m. | Gender Disparities, Equity and Related Issues & Gender Situation of Educational Institutions of Pakistan (Mr. M. Aslam Bhatti) Deputy Director AEAPM | Presentations by the Participants (Khawaja Sabir Hussain) Deputy Director/ P. C. AEAPM |
| 02:30 p.m. - 03:45 p.m. | Group Work Distt. Vs Provincial (in various districts of Punjab) (Khawaja Sabir Hussain) Deputy Director/ P. C. AEAPM | Concluding Ceremony |
| Prayer and Lunch: 01:30 - 02:30 p.m. | | |
| Ten Break: 10:30 - 11:00 a.m. | | |

-
29. Ms. Saman Jamil, Subject Specialist, Lahore
30. Mrs. Nabila Iqbal, Deputy Director, Lahore
31. Mr. Muhammad Amer Habib, Assistant Network
Administrator, Lahore
32. Mr. Ikhtlaq Ahmed, Lecturer, Lahore

(Appendix-1)

List of Participants

1. Mr. Asghar Ali Gill, Assistant Director, Textbook Board, Lahore
2. Ms. Shafiqat Iftikhar, Subject Specialist, Textbook Board, Lahore
3. Ms. Mubashira Khalid, Assistant Professor, The University of Punjab, Lahore
4. Ms. Aroona Hashmi, Lecturer, The University of Punjab, Lahore
5. Ms. Ummara Saher, Lecturer, The University of Education, Lahore
6. Mrs. Farhat Amin, Course Coordinator, Lahore
7. Ms. Asifa Jamil, Senior Subject Specialist, Lahore
8. Ms. Maliha Batool, Deputy Coordinator, Lahore
9. Ms. Samina Naeed, Assistant Professor, Lahore
10. Ms. Shumaila Mahmood, Lecturer, Lahore
11. Ms. Humera Nawaz, Lecturer, Lahore
12. Mrs. Ismat Saleem, District Education Officer, Kasor
13. Ms. Shahida Rashid, Senior Subject Specialist, Lahore
14. Ms. Sayyeda Moghees Bukhari, Principal, Lahore
15. Ms. Munazza Tariq, Assistant Professor, Lahore.
16. Ms. Naeed Gul Baloch, Deputy Secretary, Education Department, Lahore
17. Mrs. Zahida Arshad, Principal, Lahore
18. Miss. Kaukab Darakhshan, Senior Subject Specialist, Lahore
19. Mrs. Rashida Bibi, Headmistress/Deputy District Education Officer, Lahore
20. Ms. Zarghuna Naseem, Assistant Professor, Lahore
21. Syed Abir Hassan Naqvi, Lecturer, Lahore
22. Mr. Khalid Mahmood, Lecturer, Lahore
23. Ms. Farida Tariq, Senior Subject Specialist, Lahore
24. Ms. Ishrat Bano, Senior Subject Specialist, Lahore
25. Ms. Misbah Hameed, Lecturer/ Researcher, Lahore
26. Ms. Rubina Tasneem, Senior Headmistress, Lahore
27. Ms. Rabia Akbar, Senior Teacher, Lahore
28. Ms. Iffat Tahira, Senior Headmistress, Lahore

Chancellor, University of Education, Lahore shared her comments on the Gender Seminar.

She started her remarks with the appreciation of the management of the ABPAM Ministry of Education for organizing most important seminar at the University of Education, Lahore. She was of the view that in fact it is need of the time that we should remove Gender Disparities from Education System. She said that National Education Policies were designed to provide educational facility to the citizens of the country. But the implementation of National Education Policy could not be implemented with letter and spirit. Consequently we are facing disparities in education system.

Now it is the responsibility of all stakeholders to remove the gender disparities in order to produce human capital for economic growth of the country. She was of the view that if we remove these gender disparities from education system than the efficiency of education system would be increased.

At the end Chief Guest thanked the management of ABPAM for organizing seminar.

Concluding Ceremony

The concluding session of the seminar was held on December 4, 2009. The session was started with the recitation of the Holy Quran. Introduction of the participants was made with Prof. Dr. Manawar S. Mirza, Vice Chancellor, University of Education, Lahore being Chief Guest of the concluding ceremony.

One of the participants was invited to give the comments about the seminar on behalf of the participants. Ms. Rashida Baloch, Additional Secretary, Govt of the Punjab, Lahore gave her remarks on topics selection and presentation of resource persons. She was of the view that the seminar "*Gender Disparities in Education*" organized by the AEPAM team was excellent and up to the need of the hour. She also appreciated the themes and objectives of the seminar. She was of the opinion that the selection of the topics was excellent and based on the ground realities. She also appreciated the resource persons' efforts and their presentations. She was of the view that pre-test and post-test had been designed in proper professional manners. She appreciated the method of guidance of the Project Coordinator while preparing the group assignments. She acknowledged the overall organization of the seminar in professional manner. She was of the view that she had attended many training workshops at international level and found this seminar up to the international standards. She thanked the Vice Chancellor for providing opportunity to participate in the seminar in the university. Once again she thanked the team of AEPAM for organizing seminar on gender disparities in education in Lahore.

It is pertinent to mention here that some of the participants were reluctant for drawing their photographs. Therefore, photographs were taken only of those participants who willingly allowed to do so.

After distribution of the certificates among the participants the honorable Chief Guest Prof. Dr. Manawar S. Mirza, Vice

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. He invited the group leader for the presentation of their group report. The following were the group assignments.

Group – A

Assignment: Investigate Gender Disparities from District Perspective Versus Provincial & Address Gender Issues at Various Districts of Punjab province.

The group leader of Group-A was invited for presentation. A number of participants raised various questions which were answered by the group leader. (Group report Appendix-4)

Group – B

Assignment: To share good experiences of gender disparities in various districts of Punjab province & Causes of gender disparities in teachers education in Punjab province

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. This session was ended with clapping of the participants. (Group report Appendix-5). This session was ended with clapping of the participants.

The lecture was ended with thanks by the participants.

- Better physical environment
- Policy of appointing local qualified teachers
- Incentives for school participation
- More jobs should be created for women
- More female teacher training institutions
- Stipend should be given to rural women to join teacher training

She also elaborated the measures which are to be taken for equity in education. She was of the view that following measures may be taken as policy provision for the provision of equity in elementary education in Pakistan.

Some equity measures in education

- Prioritize on equality of access by using equity measures to meet MDGs.
- Educational system should serve as change agent and not to perpetuate gender stereotypes and inequalities.
- School and education curriculum should relate to the needs of male and female students
- More vocational and technical education for women

She also explained the focus areas where gender mainstreaming is required. She explained as follows:

Gender Mainstreaming Focus Areas

- Have long term goals with short term sub-targets with a monitoring mechanism
- Involve all stakeholders particularly men
- Conduct gender awareness activities
- Provide training in gender analysis, methodology etc.

Strategies for Reducing Gender Disparities in Education

Prof. Dr. Munawar S. Mirza
Vice Chancellor
University of Education
Lahore



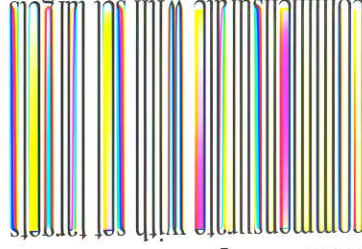
The second session was also taken by Prof. Dr. Munawar S. Mirza, Vice Chancellor, University of Education, Lahore. She started her lecture by explaining the concept of Gender Mainstreaming as follows:

Gender Mainstreaming

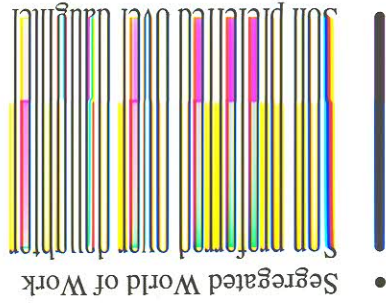
- Strategy to promote gender equality by putting it at the center of policy decision
- Strategy for making the concerns and experiences of both sexes an integral part of the design, implementation, monitoring and evolution of policies and programs in all spheres of life.

Gender Mainstreaming Strategy

- Ensure Gender Parity Strategies in number of educational decision makers engage more women through equitable measures
- Establish system to get and report gender segregated data on:
 - Enrolments
 - Institutions with mapping
 - Projections regarding number of children, required institutions, infrastructure and human resource.
- Make targets achievable by estimating funds



-
- Men work recognized as hard work after which they need relaxation
 - Resemblance of men with women in household as extreme embarrassment
 - Other gender disparities
 - School environment
 - Teachers
- The lecture was ended with the appreciation of the participants.



• Segregated World of Work

The pointed the following factors to the participants for developing some insight about the curriculum of school education. She defined as follows:

| | | |
|------------|---------|------|
| Grade I-V | Female% | 27.7 |
| Grade VI-X | Female% | 17.6 |
| Grade I-X | Female% | 23.1 |

Analysis of School Curriculum % female Characters in textbooks

The further elaborated the qualitative content analysis of school curriculum in order to inculcate the insight about gender in the mind of worthy participants. She presented following table in her lecture.

School Curriculum Qualitative Content Analysis

| | | | |
|--------------------------|-------|----|------|
| Secondary and Vocational | Inter | 50 | 40 |
| University Post Graduate | 13+14 | 60 | 39.6 |

Female % Enrollment at Various levels

| Level | NER in % | | GP Index |
|-----------|----------|----|----------|
| | M | F | |
| Primary | 56 | 48 | 0.86 |
| Middle | 20 | 16 | 0.80 |
| Secondary | 11 | 10 | 0.91 |

Net Enrollment Rate and Gender Parity Index At different levels

| | | | |
|-------------|----|----|-------------|
| Literacy | M | 52 | Balochistan |
| GP Index | F | 19 | |
| Pakistan | 65 | 40 | |
| Punjab | 65 | 44 | |
| Sindh | 68 | 41 | |
| NWFP | 64 | 26 | |
| Balochistan | 52 | 19 | 0.36 |

**Some Situation Analysis
Pakistan Literacy Rates of 10 Years and Olds**

She also tried to analyze the current situation of literacy and net enrolment rate in Pakistan. She presented the following tables in this regard.

- To provide and ensure equal education opportunities to all citizens of Pakistan.
- To enable Pakistan to fulfill its commitments to achieve Dakar Framework of Action, EFA Goals and MDGs relating to education.
- To equalize access to education through provision of special facilities for girls and boys alike.

She highlighted the relevant objectives of National Education Policy 2009 as follows:

iii. New National Education Policy, 2009

- Institutional mechanisms for the Advancement of women
- Human Rights of Women
- Women and Media
- Women and Environment
- The Girl Child

- Improve maternal health
- Reduce by 3/4th the maternal mortality
- Ensure environmental sustainability

National Policy Background

She referred the constitutional provision for providing equal opportunities to the boys and girls for getting education across the country. She explained the articles of the constitution are as under:

i. Constitution of Pakistan

- **Article 25(1):** All citizens are equal before law and are entitled to equal protection of law (equality)
- **Article 25(2):** There shall be no discrimination on the basis of sex alone (equality).
- **Article 25(3):** Nothing in this Article shall prevent the State from making any special provision for the protection of women and children. (equity)

ii. National Plan of Action

The honourable resource person also explained that the National Action Plan for the provision of education facility to the citizen of the country. Following the Beijing Declaration 12 areas were set out to facilitate women's participation.

- Women and Poverty
- Education and Training of Women
- Violence Against Women
- Women and Armed Conflict
- Women and Economy
- Women in Power and Decision making

remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated.”

ii. Dakar Framework for Action 2002:

Two of the six goals of the Framework directly relate to gender equality.

Goal (v) : Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

Goal (ii): Ensuring that by 2015 all children, particularly girls, children in difficult circumstances, have access to and complete free and compulsory primary education of good quality.

iii. The Asia and Pacific Regional Framework for Action

It is essential to eliminate systematic gender disparities, where they persist amongst girls and boys, throughout the education system in enrolment, achievement and completion in teacher training and career development; in curriculum, and learning practices and learning processes. This requires better appreciation of the role of education as an instrument of women's equality and empowerment.

iv. UN Millennium Development Goals Target 2015

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women

Target: Eliminate Gender disparity in primary and secondary education preferably by 2005, and in all levels of education no later than 2015.

**Proceedings of the Seminar
Gender Mainstreaming in Education Policy
(December 4, 2009)
Making and Planning**

Prof. Dr. Munawar S. Mirza
Vice Chancellor
University of Education
Lahore



The first session of the second day was taken by Prof. Dr. Munawar S. Mirza, Vice Chancellor, University of Education, Lahore. She started her lecture by explaining the concept of gender mainstreaming, gender equality and equity as follows:

Gender Equality and Equity

- Gender equality in education means men and women have equal rights and opportunities to prosper to their fullest as a human being in a holistic manner.

- Equity goes a little beyond to provide extra measure/support to bring the marginalized and left behind to move at a faster pace to stand equal to the forward group.

International Policy Background

She also explained some international policy provision as under:

i. World Declaration on Education for All 1990:

Article 3(3) relating to universalizing access and promoting equity states, that "the most urgent priority is to ensure access to,

and improve the quality of, education for girls and women and to



Participants:

- Mrs. Zahida Arshad
- Miss. Kaukab Darakhshan
- Mrs. Rashida Bibi
- Ms. Zarghuna Naseem
- Syed Abir Hassan Nagvi
- Mr. Khalid Mahmood
- Ms. Farida Tariq
- Ms. Ishrat Bano
- Ms. Misbah Hameed
- Ms. Zubina Taseem
- Ms. Rabia Akbar
- Ms. Iffat Tahira
- Ms. Saman Jamil
- Mrs. Nabila Iqbal
- Mr. Muhammad Amer Habib
- Mr. Ikhtlaq Ahmed

The resource person asked the participants to start group work. He guided and helped the participants in their group assignments. At the end, the session was ended with thanks.



Group – A.

Assignment: Investigate Gender Disparities from District Perspective versus Provincial & Address Gender Issues at Various Districts of Punjab

Participants:

- Asghar Ali Gill
- Shafqat Ittikhar
- Mubashira Khalid
- Aroona Hashmi
- Ummara Saher
- Farhat Amin
- Asifa Jamil
- Maliha Batool
- Samina Naheed
- Shumaila Mahmood
- Humera Nawaz
- Ismat Saleem
- Shahida Rashid
- Sayyeda Moghees Bukhari
- Munazza Tariq
- Naheed Gul Baloch



Group – B.

Assignment: To share good experiences of gender disparities in various districts of Punjab & Causes of gender disparities in teachers' education in Punjab Province

Group Formulation to Investigate Gender Disparities in Education in various districts of Punjab

Khawaja Sabir Hussain
Deputy Director/Project Coord.
AEPAM



The third session was taken by Khawaja Sabir Hussain, Deputy Director/Project Coordinator. He explained the common factors that are creating hurdles in reducing the gender disparities in education in Pakistan. Some of them are:

- A 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 Conditions
- Lack of Coordination between School and Home
- Early Marriages
- Social Taboos etc.

After explaining these factors the resource person formulated the two groups of the participants for group work. The detail of these groups is as follows: