

**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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**Academy of Educational Planning and Management**

**Ministry of Education**

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**2009**

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## Preface

Education is pre-requisite 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  
AEPAM

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## Program

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Prof. Dr. H. H. H. H.  
Director General  
1999



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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

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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. Ikhtlaq 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

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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.

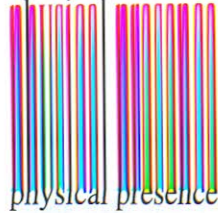
## **Information Revolution (IR)**

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



- 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.

Journal of Applied Psychology

Journal of Applied Psychology

Journal of Applied Psychology

Journal of Applied Psychology

Journal of Applied Psychology

Journal of Applied Psychology

Journal of Applied Psychology

Journal of Applied Psychology

Journal of Applied Psychology



## 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.

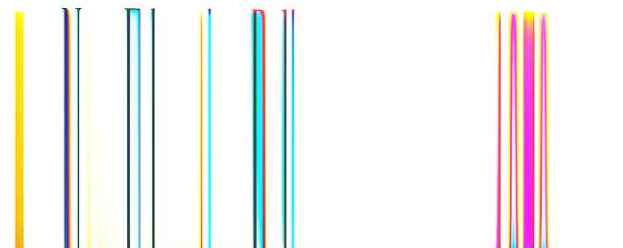
### Policy, Plans and Projects

- 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 MTDF		

### 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**

<b>Description</b>	<b>Very relevant</b>	<b>Relevant</b>	<b>Partially relevant</b>
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**

<b>Description</b>	<b>Your expectation</b>	<b>Better than expectations</b>	<b>Short of expectation</b>
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 before attending the seminar 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 reducing 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

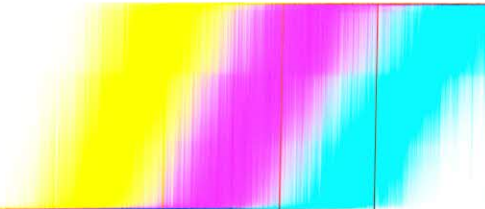
MEASURES	INDIA	PAK	BANGLA	NEPAL	SRI/L
Population (1998-million)	1024.6	150.0	128.1	24.8	19.4
Pop. Dens. (sq mile)	892.5	468.8	2667.7	468.8	775.8
Annual Pop. Gr. Rate	1.8	2.8	1.9	2.2	1.3
Life Expect. (years)	59	59	59	55	72
% Urban Pop.	26	28	16	10	22
GNP per capita	\$ 380	\$ 480	\$ 260	\$ 210	\$ 740
Infant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



### High School Teachers Total

Gender	Male	%age	Female	%age	Total
PTC	12148	11	11230	19	23378
CT	15815	14	9675	17	25490
B.Ed	39238	36	22182	38	61420
M.Ed	20945	19	8188	14	29133
Other Trained	19511	18	6370	11	25881
Un-Trained	948	1	472	1	1420
BS.Ed	28	0	28	0	56
Not Mentioned	1122	1	356	1	1478
M.Phil Edu.	41	0	14	0	55
Total	109796		58515		168311

### Higher Sec School Teachers Urban

Gender	Male	%age	Female	%age	Total
PTC	152	3	378	6	530
CT	466	8	808	13	1274
B.Ed	2019	35	2667	44	4686
M.Ed	2330	41	1793	29	4123
Other Trained	759	13	462	8	1221
Total	5726		6108		11834

### Higher Sec School Teachers Rural

Gender	Male	%age	Female	%age	Total
PTC	337	3	567	12	904
CT	1384	12	643	14	2027
B.Ed	4109	37	1742	38	5851
M.Ed	3549	32	915	20	4464
Other Trained	1847	16	672	15	2519
Total	11226		4539		15765

### High School Teachers (Rural)

Gender	Male	%age	Female	%age	Total
PTC	9344	12	5850	22	15194
CT	11538	15	4635	17	16173
B.Ed	26481	35	9174	34	35655
M.Ed	12482	17	3172	12	15654
Other Trained	14321	19	3779	14	18100
Un-Trained	641	1	245	1	886
BS.Ed	21	0	15	0	36
Not Mentioned	702	1	187	1	889
M.Phil Edu.	22	0	9	0	31
Total	75552		27066		102618

### High School Teachers Total

Gender	Male	%age	Female	%age	Total
PTC	12148	11	11230	19	23378
CT	15815	14	9675	17	25490
B.Ed	39238	36	22182	38	61420
M.Ed	20945	19	8188	14	29133
Other Trained	19511	18	6370	11	25881
Un-Trained	948	1	472	1	1420
BS.Ed	28	0	28	0	56
Not Mentioned	1122	1	356	1	1478
M.Phil Edu.	41	0	14	0	55
Total	109796		58515		168311

### 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)

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

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.

### **Female Teacher**

#### **Some good experiences of gender equity are as following:**

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

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.

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.

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

### **Definition of Gender Equity**

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 Darakshshan  
Rashida Bibi  
Zarghuna Naseem  
Syed Abir Hassan Naqvi, (No. Receipt)  
Khalid Mahmood  
Farida Tariq  
Israt Bano  
Misbah Hameed  
Zubina Tasneem  
Rabia Akbar  
Iffat Tahira  
Saman Jamil  
Nabila Iqbal  
Muhammad Amer Habib  
Ikhtaq Ahmed

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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.

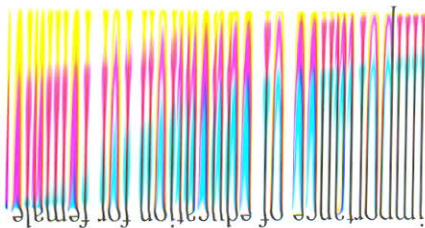
At government level the fathers, brothers and husbands can be motivated to send their daughters and sisters to school and lift the ban on their socio cultural development as a citizen of Pakistan.

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 chaudhary 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:

## Ways and means to institutionalize dialogue between government and civil society

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

- 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

### 1. Physical facilities for female staff

- 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)

### 2. Professional Development

Men and women have equal rights in education, it is called gender equality. 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.

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.

**Investigate gender Disparities from District  
Perspective versus Provincial**

**&**

**Address Gender Issues at Various Districts of  
Punjab**

**Group- A**

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

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

**Lahore**



(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, AFPAM, Islamabad.
4. Mr. M. Aslam Bhatti, Deputy Director, AFPAM, Islamabad.



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

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.
December 3, 2009 Thursday	Inauguration: Registration, Pre test, Introduction and Course Objectives	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	Gender Disparities in Educational Issues & Gender Equity and Related Situations of Educational Institutions of Pakistan (Mr. M. Aslam Bhatti) Deputy Director AEAPM	Group Work Distt. Vs Provincial (in various districts of Punjab) Deputy Director P.C. AEAPM (Khawaja Sabir Hussain)
December 4, 2009 Friday	Gender Mainstreaming in Education Policy making and Planning (Prof. Dr. Munawar S. Mirza) Vice Chancellor University of Education	Strategies for Reducing Gender Disparities (Prof. Dr. Munawar S. Mirza) Vice Chancellor University of Education	Presentations by the Participants (Khawaja Sabir Hussain) Deputy Director P.C. AEAPM	Concluding Ceremony
<b>Tea Break: 10:30 - 11:00 a.m.</b>				
<b>Prayer and Lunch: 01:30 - 02:30 p.m.</b>				

- 
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 Naheed, 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. Naheed 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 Tahir, 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 AFPAM 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 AFPAM 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



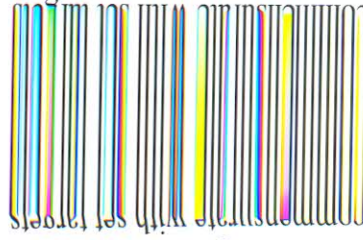
The second session was also taken by Prof. Dr. Munawar S. Mirza, Vice Chancellor, University of Education, Lahore. She started her lecture by explaining the concept of Gender Mainstreaming as follows:

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

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

**Analysis of School Curriculum % female Characters in textbooks**

She 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**

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

**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	65	40	0.61
Pakistan		65	44	0.68
Punjab		68	41	0.60
NWFP		64	26	0.40
Balochistan		52	19	0.36
GP Index	F			

**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

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

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

#### iv. UN Millennium Development Goals Target 2015

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.

#### iii. The Asia and Pacific Regional Framework for Action

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.

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;

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

#### ii. Dakar Framework for Action 2002:

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

**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



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.



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

**Participants:**



**Group – A.**

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

**Participants:**



- Asghar Ali Gill
- Shafiqat Iftikhar
- 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: