

Preface

This report presents the proceedings of the third seminar which was organized at Quetta from November 23-24, 2009. The objectives of the seminar were: to investigate gender disparity from district perspective versus provincial, to share good experiences of gender equity in various districts of Balochistan, to discuss ways and means to institutionalize dialogue between government and civil society and to address gender issues at various districts of Balochistan and provincial levels.

This seminar was organized by Academy of Educational Planning and Management in collaboration with Pakistan National Commission for UNESCO (PNCU) financial through UNESCO Participation Program 2008-09. In this seminar thirty three middle level Education Managers, Planners and Policy makers participated. Efforts were made to sensitize the participants regarding this crucial policy issue. Major courses of these disparities were discussed. The proceedings of this seminar will be useful for all stakeholders, who are directly involved in policy formulation and its implementation.

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, composing and technical assistance for this report.

Prof. Dr. Haroona Jatoi
Director General
AEPAM

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Introduction

Since the inception of Pakistan every successive government made efforts to provide universal primary education and quality of education to the citizen of the country. All National Education Policies and Development Plans emphasized on access to education, equity and quality of education. National Education Policy 1998-2010 expressed the feature of making arrangement for reducing gender disparities at all levels. The thrust of Social Action Programs was to reduce the gender disparity 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 Disparity 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.

The reasons of disparities in education are complex and vary from province to province and district to district in Pakistan. However, the most important factors are economic, social and cultural. Research Studies conducted by various organizations found that on the one hand enrolment is low and high dropouts on the other hand at elementary. Furthermore girls have less access to education because of distance, security, early marriage, poverty, non-availability of physical facilities, particularly toilets for girls' students and teachers in public sector.

The modern era of information technology has turned the world into global village, the world is moving very fast due to technological advancement. Economic progress and prosperity cannot be brought in the country until and unless the gender disparities in education can be removed from all levels of education. As education is key for socio-economic development in the any society. Human Resource Development is pre-requisite for sustainable economic growth and establishment of

informed societies for taking benefit of technological
to boys and girls in rural and urban areas.

This provincial seminar on Gender Disparities in Education was organized at Quetta from December 23-24, 2009 for exploring the major causes of these disparities in education in Balochistan province. Moreover, efforts were made to sensitize the Educational Managers, planners and policy makers at provincial level so that strategy can be developed for reducing these disparities in education in the Balochistan province.

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 Balochistan.
- iii. To discuss ways and means to institutionalize dialogue between government and civil society.
- iv. To address gender issues at various districts of Balochistan and provincial levels.

Themes of the Seminar

The following themes were identified and presented by eminent scholars:

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

Methodology of the Seminar

The Provincial Education Secretary, Government of Balochistan was invited to nominate their officers for the seminar. Furthermore, heads of the following departments were also requested for providing nominations of their officers. Detail is as under:

- The Vice Chancellor of Women University, Quetta.
- The Director PITE, Quetta.
- The Chairman, Board of Intermediate and Secondary Education, Quetta
- The Chairman, Textbook Board, Quetta.
- The Managing Director, Balochistan Education Foundation, Quetta.
- The Director, Bureau and Extension Centre, Quetta.
- The Executive District Officer (EDO) Education, Quetta.
- The Director, Institute of Educational Research, The University of Balochistan.

The nominations from the above mentioned department were received for the provincial seminar, Quetta. List of participants is attached at (Appendix-1).

Schedule of the seminar is attached (Appendix-2) and list of resource persons is attached at (Appendix-3).

Registration of the participants was made. The pre-test was administered to see the enhancement in the knowledge of participants after conducting the seminar. The eminent scholars were invited to deliver lectures on the themes of the seminar. Resource person provided papers on their themes. Multicopies of these papers were provided to the participants. After each presentation, detailed discussion was held and resource persons answered to the queries of the participants. Group presentation was made by the group leaders of the 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 benefits of the seminar. Before concluding ceremony,

post-test was also administered for comparing the previous and post knowledge of the participants regarding themes of the seminar. Furthermore overall seminar evaluation was also made. The results of post-test indicated that knowledge of the participants were increased about 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 (November 23, 2009)

Inaugural Session

The inauguration session was held on November 23, 2009 in Provincial Institute of Teacher Education (PITE), Quetta. The session was started with the recitation of Holy Quran by Mr. Abrar Shah, DDEO, Quetta. The introduction of the participants was made with Mr. Anwar Shah, Director, PITE 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 disparity from district perspective versus provincial.
- ii. To share good experiences of gender equity in various districts of Balochistan.
- iii. To discuss ways and means to institutionalize dialogue between government and civil society.
- iv. To address gender issues at various districts of Balochistan.

He hoped that participants would take active participation during the seminar. He thanked the management of Provincial Institute of Teacher Education (PITE) for providing venue of the seminar.

Chief Guest was invited for his inaugural comments. The honorable chief guest highlighted the drawbacks of gender disparities in education and their adverse effects on the economy. He was of the view that there were many causes of gender disparities in education in Balochistan Province. However, these causes are vary from district to district. He further explained that every district of Balochistan Province has its own problems and causes of disparities in education which cannot be generalized. Hence, some are common problems which need to be address immediately in order to reduce the gender disparities in

education. He emphasized on the participants that they should

take an active part from those persons of the seminar by taking

active participation.

He was of the opinion that it is so difficult to remove gender disparities from education system but efforts should be made to reduce these gender disparities so that equal opportunities can be provided to boys and girls. He further explained that by reducing the gender disparities from education system we would be able to provide universal education and literacy rate could be enhanced.

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

Gender Issues in Educational Planning

Mr. Anwar Shah
Director
PITE, Quetta

The first session was taken by Mr. Anwar Shah, Director PITE. He started his lecture by explaining the gender. He stated that "Gender refers to the responsibilities given to both male and female by society or the role of person in society". He further highlighted that "gender refers to the economic, social and cultural attributes and opportunities associated with being a man or a woman in a given society". He also was of the opinion that "gender refers to the responsibilities given to both male and female by society. It is also given to individuals by society or role and responsibilities given to individuals by society is called gender. Responsibilities given by the specific society under specific conditions".

The honorable resource person also enquired by the participants about their perception of the gender. One of the participants elaborated that 'the word gender is used for the both male and female'. Hence, another participant explained that 'gender means responsibilities given by society'. However, another participant was of the view that 'gender includes both male and female sexes and two types of human being, male and female'. The resource person explained sex in the following words.

- Determines or differentiates male or female
- Differentiation between male and female
- Biological division of male and female groups

Distinction between Sex and Gender

The resource person also explained the difference between sex and gender in the following words.

Sex

Gender

Biologically determined	Social Construct
Given	Learnt
Unchanging	Dynamic
Universal	Differs

After explaining this difference between these two words he tried to further elaborate the roles and responsibilities of male and female.

Roles and Responsibilities played by Men and Women

He was of the view that “child bearing/rearing responsibilities and tasks required to guarantee maintenance and reproduction of labour force; also care and maintenance of the current work force (men and women), and future work force (infants/school kids)”. He further explained that “work done by both women and men for pay in cash or kind, includes both market production and subsistence/home production with actual use value and also potential exchange value. For women in agriculture, production includes work as independent farmers; peasant wives, wage-workers, women often as ‘secondary’ income earners”. He was also were of the opinion that “activities undertaken primarily by women at community level (both urban and rural) as an extension of their reproductive role to ensure provision and maintenance of scarce resources of collective consumption, i.e. water, fuel, health care of elderly and sick, disabled, provision of education, voluntary/unpaid work undertaken in free time”.

One of the participants asked question and he further elaborated that “activities undertaken primarily by men at community level, often within the framework of national or local politics, generally paid work directly or indirectly (financially rewarding) through Status or Power”.

The women participants took part in the discussion, resource person highlighted that “women and men’s multiple roles have

to be recognized. If not, one of the gender will tend to become invisible or undervalued, e.g. the roles that women play in the reproductive domain; or women's contribution to the productive domain in terms of farming, management of livestock, mushroom farming, sericulture, etc. is not factored into interventions. Similarly, men's absence from the reproductive domain means that they lose out on care and close bonding, women's absence from the political domain (before devolution) did not allow women's representation in decision making".

Unequal Burdens of Work for Either Gender

While explaining different roles of both sexes the resource person said that "men and women often have different needs and priorities due to their different status and roles in society. Therefore development interventions affect men and women differently. Men and women are interested in those interventions that make their lives easier to manage.

Unequal Access To, and Control Over, Resources

He was of the view that this issues raised due to unequal accuses. He said that "gender issues also arise when one gender has a greater access to, or control over, resources, including education, training, land, credit, health, labor, income, technology, information, political power, transport, etc. Only if the relationship between men and women is equitable can men and women fully participate in and benefit from development. And development results must consciously define the benefits of any intervention for both men and women".

He narrated the story: "In November 2008 the media in Pakistan gave prominent coverage to the eight at once abandoned children at the Edhi Charity home. Their individual story shocked many Pakistanis and stirred emotions around the country. Bilquis Edhi, wife of the center's founder, Abdul Sattar Edhi, said that it was unprecedented that eight children with living parents were brought to them. Three women come together to the center in Karachi and asked her to please take

their children, as they could no longer feed them. The mothers were sobbing and the children were crying clinging to their mothers. Hardly a day had passed when five more children were brought to the center due to object poverty. According to Faisal Edhi previously people would bring children who had run away from homes but now people are abandoning their own children due to poverty”.

In fact there is real question for planners which needs immediate attention of the people who rule the country. The Federal Ministry may submit to the government for solving their problems.

At the end of the lecture he invited questions by the participants, which were answered and lecture was ended with vote of thanks. While explaining gender issues in the field of educational planning. He defined school system as “The Pakistani school system is composed of four types of institutions providing education:

- Government/public schools, the most widespread form of educational institutions. Around 67 percent of the educational institutions are run publicly.
- Private, for profit schools with English being the language of instruction, that have better facilities and higher educational standards and are particularly accessible for children from upscale families and for girls as most are co-educational in urban areas. Around 33 percent of the educational institutions are run privately.
- NGO-schools which make schooling possible in remote areas and independently of family income.
- Religious school (madaris), a vast growing section of the educational system, provide mainly Islamic education for the poorest sections of the population.

Gender Issues in Pakistan

- Lack of access to education
- Insufficient budget for education
- Distance from home to school
- Non-availability of female teachers in rural areas.

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Gender Disparities, Equity and Related Issues

Mr. Arif Shah

Deputy Director
Bureau of Curriculum and
Extension Centre , Quetta

The second session was taken by Mr. Arif Shah, Deputy Director. He started his lecture by explaining the concept of equity. He said that "equity is a comparison between two things or persons, equity means having equal rights in social, cultural and economic aspects of life, equal and fair treatment with both sex". He further explained that "it refers to the provision of social economical and other situations to all male and female, who are not given or lagging behind. It also refers to fair opportunity and treatment with both sex and provision of equal opportunities to both sex". He also was of the view that "treat both the sexes in the same way, provision of equal opportunities to both sexes". He also said that "equity means similarity between male and female, social justice, no discrimination and same conditions for both gender, male and female".

Concept of Gender Equality

He defined "gender equality does not simply mean equal numbers of men and women or boys and girls participating in all activities. It means that men and women enjoy equal recognition and status within a society". He said that "it does not mean that men and women are the same, but their similarities and differences are recognized and equally valued. It means that women and men experience equal conditions for realizing their full human potential, have the opportunity to participate, contribute to, and benefit equally from national, political, economic, social and cultural development". He was of the view that "most importantly, gender equality means equal outcomes for men and women. Gender equality is both a critical human rights issue and an essential requirement for equitable, efficient, effective and sustainable development".

What are Gender Issues?

- Invisibility of either gender
- Unequal burdens of work for either gender
- Unequal access to and control over resources

Invisibility of Either Gender

Women and men multiple roles have to be recognized. If not, one of the gender will tend to become invisible or undervalued, e.g. the roles that women play in the reproductive domain; or women's contribution to the productive domain in terms of farming, management of livestock, mushroom farming, sericulture, etc, is not factored into interventions. Similarly, men's absence from the reproductive domain means that they lose out on care and close bonding; women's absence from the political domain (before devolution) did not allow women's representation in decision making.

Unequal Burdens of Work for Either Gender

Men and women often have different needs and priorities due to their different status and roles in society. Therefore, development interventions affect men and women differently. Men and women are interested in those interventions that make their lives easier to manage. Unless the needs and priorities of both women and men are addresses, humane, just and sustainable development is not possible.

Unequal Access to, and Control over Resources

Gender issues also arise when one gender has a greater access to, or control over, resources, including education, training land, credit, health, labor, income, technology, information, political power, transparent, etc. Only if the relationship between men and women is equitable can men and women fully participate in and benefit from development. And development results must consciously define the benefits of any interventions for both men and women.

Aims of Gender Inequality

Gender equality does not simply mean equal numbers of men and women or boys and girls participating in all activities. It means that men and women enjoy equal recognition and status within a society. It does not mean that men and women are the same, but their similarities and differences are recognized and equally valued. It means that women and men experience and equal conditions for realizing their full human potential have the opportunity to participate, contribute and benefit equally from national, political, economic social and cultural development. Most important gender equality means equal outcomes for men and women. Gender equality is both a critical human rights issue and an essential requirement for equitable efficient effective and sustainable development.

Gender Analysis should begin with Analyzing a Household

He described that 'the household as an "undifferentiated black box". However, evidence indicates that this is not an accurate reflection of the situation. Providing project/program resources to the household without knowing what is going on inside the household may reduce program's effectiveness and lead to adverse impact on some household members'. He further said that "engendering development means recognizing that women and men often have different needs and priorities due to their different status and roles in society, development interventions have to be based on an understanding of gender roles or women and their needs and priorities have to be given as much importance as those of men".

Group Formulation to Investigate Gender Disparities in Education District versus Provincial

Khawaja Sabir Hussain

Deputy Director/ Project Coordinator
AEPAM

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

Gender Disparities in Education

Before group formation he explained the common factors that are creating hurdles in reducing the gender disparities in education in Pakistan.

- 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 Condition
- Lack of Coordination between School and Home
- Early Marriages
- Social Taboos

After explaining these factors the participants were divided into four groups. The detail of these groups is as follows:

Group - A. Assignment

Investigate Gender Disparities from District Perspective versus Provincial & Address Gender Issues at Various Districts of Balochistan

Participants:

- Haji Muhammad Hanif
- Mr. Muhammad Asif
- Ms. Samina Shakoor
- Ms. Simab Rafique
- Ms. Nurgis Jabeen Kurd
- Ms. Razia Furqan
- Mr. Talat Abbas
- Miss Shaheen Malik
- Miss Farida Kakar
- Mrs. Zullejha Bazai
- Mrs. Aosaif Latif

Group - B. Assignment:

To Share Good Experiences of Gender Disparities in Various Districts of Balochistan & Causes of Gender Disparities in Teachers Education in Balochistan Province

Participants:

- Mr. Asmatullah Kakar
- Mr. Abdul Bari
- Mr. Ajmal Khan
- Mr. Younas Khan
- Ms. Jamila Kakar
- Mr. Muhammad Akram
- Mrs. Razia Shabbir
- Ms. Salma Rashid
- Ms. Farzana Aziz
- Ms. Alliya Batool
- Ms. Uzma Gilani

Group – C. Assignment

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

Participants:

- Ms. Aqila Nadir Ali
- Ms. Bushra Tahseen
- Ms. Kaneez Fatima
- Ms. Munazza Nawab
- Mr. Khalid Mahmood
- Mr. Ratan Chand
- Ms. Zubaida Afghan
- Mr. Khalida Haseeb
- Mr. Khurshid Iqbal
- Mr. Shabbir Ahmed Khan
- Mr. Shahina Qazi

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

**Proceedings of the Seminar
(November 24, 2009)**

**Gender Mainstreaming in Education Policy
Making and Planning**

Mr. Anwar Shah
Director General,
PITE, Quetta

The first session of the second day was taken by Mr. Anwar Shah, Director PITE. He started Gender mainstreaming by explaining situation assessment and analysis. He explained that sex-disaggregated data is important for telling us if differences exist in relations to a particular development issue or problem, the data cannot tell us why the difference exists, and in some cases the conventional analysis might in fact be misleading. Generally, a combination of biological and social factors is responsible for the difference in sex-disaggregated data. Sound gender statistics and gender analysis can help policy makers understand the story behind the numbers, thus making a critical contribution in terms of appropriate policies, strategies and actions”.

He was of the view that “Policy makers and planners must recognize the hidden gender-based impediments in development. If these are not effectively identified and addressed, the national poverty reduction goals cannot be achieved. When information is collected for any policy, program or project, the following must be ensured”. He explained the following concepts.

A) Obtain Sex-Disaggregated Data

- Reveals if there are differences between women and men, boys and girls on a specific issue.
- In a community, the literacy rates for boys are twice as high as that for girls

B) Obtain Gender Statistics

- Information/data on specific issues where a gender disparity is known to exist.
- Area wise difference, income wise variations, age differentials, and cultural and sub-cultural variances

C) Probe for Gender Analytical Information

- The results of gender analysis, provides information about what the cause of the difference is, and how to address it.
- Girls from low income households are expected to stay home and help in domestic responsibilities (cleaning, caring for siblings) resulting a low enrolment rate of girl child.

D) Engendering Design

- i. What is that one wants to achieve? Design will depend upon clear understanding of the objective. Remember, that development projects are an opportunity to address previously existing gender discrimination.
- ii. Understand that men and women can be both beneficiaries and contributors to their own development. There are practical gender needs and strategic gender interests. A project design will determine how well one can address these needs.
- iii. When designing, the implementation of a project remember to factor the following:
 - Staff as support, and support for staff
 - Timing (day, week, month, year)
 - Venue
 - Difference in needs and priorities.
- iv. Resources that men and women bring to a project may be different, there may be a need to build the 'resource base' for women, resources may include: saving and

account, mobility, literacy, education, information, expertise, platform, ID card, etc.

Gender Mainstreaming in Situation Assessment and Analysis

- Birth registration ... for boys and girls
- Death or disability due to disasters or accidents ... boys/girls and men/women
- National Identity Cards (NIC) ... among men and women
- Drop-out rate from primary or secondary schools ... for both boys and girls
- Number of men and women, boys and girls using public transport
- Damaged boundary walls and lack of toilets facilities ... for boys and girls schools
- Incidence of domestic violence ... among men and women

Mainstreaming gender in one adopted course

- Discuss how you have undertaken the following steps in the past and how you can make each step more gender sensitive in the future:
- Problem identification and need assessment
- Assess who is facing the problem and from whom? Make sure that the problem is analyzed from the various perspective and different viewpoints.
- When undertaking a need assessment, ensure the following:
- Research on key gender issues in subject area prior to curriculum design process (e.g. research into problems challenges and technologies of women farmers; challenges faced by male reproductive health workers or lady doctors).
- Include and obtain contact information for female potential trainees, senior-level female staff and female stakeholders/beneficiaries for interviews and focus groups. Remember also that people differ in terms of

age groups, socio-economic backgrounds, abilities and



- Identify, list and prioritize major areas of professional interests and needs, with particular attention to gender issues.
- Identify, list and prioritize, gaps in knowledge skills and attitudes.
- Collect information data about gender related issues in the learning and working environment of your learners (via internet search, primary and secondary sources etc) which can be used in a later stage as examples case studies or topics for discussion. Ensure your data is first disaggregated by sex and then by gender.
- Carry out a gender awareness survey amongst your learners and a gender-based analysis of their major work related duties and tasks, if possible.
- Produce overviews of major learning needs.
- Discuss the overview of major learning needs with key stakeholders.
- Do background research on gender issues in the cultural and institutional environment in which the training will be held.

Development of Learning Objectives (Knowledge, Skills and Attitudes) From a Gender Perspective

What is it that one wants to achieve? Design will depend upon clear understanding of the objective. Remember, that development projects are an opportunity to address previously existing gender discrimination. When setting up objectives for either a newly developed or a revised curriculum, the curriculum designers should raise the following questions.

1. What do learners need to know by the end of the course?
2. What do learners need to be able to do at the end of the course?
3. What attitudes learners are expected to have at the end of the course?

Developing Course Outline or Flow Chart and Developing or Strengthen Material from A Gender Perspective

- Integrate relevant data examples such as case studies to highlight gender issues and potential solutions in the professional area.
- Identify gender-sensitive language and examples as often as possible.
- Identify opportunities to help learners see the issue/problem through a gender lens. Provide further analysis explanations and conclusion if appropriate and within the timeframe of the topic.
- Identify and pay more attention to related gender issues in the specific area, and raise the awareness of learners about the existence of possible solutions to these issues.
- Assist learners to find out the underlying causes of gender based inequalities. At the end of the course learners are expected to change their attitude and working style to become more gender responsive.

Identifying and Integrating Methodologies

The choice of the methodology would depend on many factors, e.g. objectives, time, material availability, space, expertise, etc. Some methodologies that are used includes Brainstorming, story selling, quiz presentations, lecture, case study, group work, role play, field visit, pair discussions, games and simulations, individual activity, assignments, experience Movie/documentary, Drawings, Energizers, Demonstrations Plenary discussions.

It must be ensured that all methodology are carefully reviewed to ensure that they are gender appropriate and are able to effectively involve both men and women. When case studies role plays, or group work is designed they should be reviewed to ensure that both male and female are not consistently presented in a based way.

Pilot Implementation (Stakeholders Feedback) Of New or

Revised Gender Sensitive Curriculum and Finalization of Course

- Obtain feedback from both gender
- Arrange workshops at suitable times and locations where both men and women can easily attend.
- Select appropriate groups of learners Ensure Representations, contribution and active participation of both men and women.
- Stakeholder feedback helps access to extent to which gender sensitive learning objectives have been achieved as well as make necessary adjustments to further improve the course.
- Ensure participation of gender consultants in the evaluation process along with other relevant organizations/departments/individuals.
- Consult with organizations that represent men and women who may be impacted by the training i.e. beneficiaries.

The processes of change are an essential, non-stop learning process that requires adequate time, resources, and commitment from different leadership levels and key stakeholders.

Monitoring, Documentation, Reporting and Evaluation

The processes of change is an essential, non-stop learning processes by requires adequate time, resources, and commitment from different leadership levels and key stakeholders. It is important to ensure that gender sensitive results are monitored, reported and evaluated.

Strategies for Reducing Gender Disparities

Mrs. Hasan Jan
Deputy Director
PITE

The second session of the day was taken by Ms. Hasan Jan, Deputy Director, PITE. She started her lecture by explaining the following concepts.

A) Practical Gender Needs (PGNs)

- These are immediate, concrete and often essential for human survival
- These do not require a change in gender roles
- These also tend to be easily identified due to the direct demand of society to fulfill gender roles
- Attention to practical can improve condition and address immediate disadvantages and inequality, but can also reinforce the gender division of labor

B) Actions that Address PGNs

- Reducing women's workload (hand-pumps, grinding mills, fuel-efficient stoves).
- Improving women's health, through primary health centers, education in child spacing/ family planning, clean water supply.
- Providing women skills in food processing/ preservation, literacy.
- Setting up community health centers/ drugstores, pre and post natal care for mothers, day care centers, credit facilities, community kitchens and laundries.

C) Strategic Gender Needs (SGNs)

- These needs, when met, will actually challenge the traditional gender division of labor that has relegated women to subordination and vulnerable roles in society.

- Programs addressing the strategic needs contribute to

improved gender equality through a change in position.

- These needs place people in greater control of themselves and their own context, instead of limiting them to the restrictions imposed by socially defined roles.
- They are more long term and less visible (than practical needs) and require action over time since they demand changes in attitudes, behavior and power structures. Addressing or drawing attention to SGNs might create resistance.

D) Actions that Address (SGNs):

- Ensuring rights to productive assets such as legal status on land ownership, right to use common property, inheritance, financial services.
- Enabling women to take part in decision-making
- Enhancing women's representation in political structures and decision-making bodies
- Training women and men in non-traditional areas e.g. carpentry for women, cooking for men, etc.
- Creating acceptance for men to contribute more equally to domestic work.

Not equal numbers, but equal recognition and status:

Gender equality does not simply mean equal numbers of men and women or boys and girls participating in all activities. It means that men and women enjoy equal 'recognition' and 'status' within a society.

Not to make them the same, but to highlight and value similarities and differences:

It does not mean that men and women are the same, but that their similarities and differences are recognized and equally valued. It means that women and men experience equal conditions for realizing their full human potential, have the opportunity to participate, contribute to, and benefit equally from national, political, economic, social and cultural development.

Not to provide equal inputs, but to ensure equal outcomes

Most importantly, gender equality means 'equal outcomes for men and women'. Gender equality is both a critical human rights issue and an essential requirement for equitable, efficient, effective and sustainable development.

The following are the recommendations which need to be addressed.

- Improving school facilities
- Providing resources and incentives
- Recruiting and training local female teachers
- Developing new instruction materials
- Strengthening the management cadre for females
- Establishing partnerships for provision and management of schools

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 leaders for the presentation of their group reports. The following were the group assignments.

Group – A

Assignment: Investigate Gender Disparity from District Perspective Versus Provincial & Address Gender Issues At Various Districts Of Balochistan

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

Group – B

Assignment: To share good experiences of gender disparity in various districts of Balochistan & Causes of gender disparity in teachers education in Balochistan 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)

Group - C



Assignment: Discuss ways and means to Institutionalize Dialogue between Government and Civil Society.

After the presentation participants were invited for questions regarding the presentation. A number of participants raised various questions which were answered by the group leader. (Group report Appendix-6).

Concluding Ceremony

The concluding session of the seminar was held on November 24, 2009. The session was started with the recitation of the Holy Quran. Introduction of the participants was made with Prof. Dr. Shagafta Iqbal, Principal of Degree College, Quetta being Chief Guest of the concluding ceremony.

One of the participants was invited to give comments about the seminar on behalf of the participants. Ms. Jamila Kakar, DEO, Quetta gave her remarks as under:

She was of the view that title of the seminar "*Gender Disparities in Education*" is crucial policy issue which needs to be addressed by designing pragmatic strategies in the country. She appreciated the efforts made by the AEPAM team for organizing provincial seminar at Quetta. She also appreciated the themes and objectives of the seminar. The selection of the topics was excellent and based on the ground realities of education system in Balochistan Province. She also appreciated the resource person efforts and papers which were distributed among the participants. She was of the view that pre-test and post-test would indicate the achievement of the seminar. However, in fact majority of the participants were sensitized and their knowledge had been enhanced through this seminar. As far as the objectives of the seminar were concerned she explained that "*Organizer has achieved 100% objectives of the seminar. In fact it was excellent and well organized seminar*". While giving overall views about the seminar she applauded the organization of the seminar. She was of the opinion that most relevant material was distributed among the participants. She once again thanked the management of the AEPAM.

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

After distribution of certificates among the participants the

honorable Chief Guest Prof. Dr. Shagufta Iqbal, Principal of Degree College, Quetta was invited for her concluding remarks.

She started her comments with appreciation of management of the AEPAM and Pakistan National Commission for UNESCO, Ministry of Education for organizing most important seminar in Quetta. She was of the view that in fact it is need of the time that we should remove Gender Disparities from Education System. She further elaborated that human capital is pre-requisite for socio-economic development of the country that is way all National Education Policies were designed to provide educational facility to the citizens.

Now it is the responsibility of all stakeholders to remove the gender disparities in order to provide equal opportunities to boys and girls for receiving education across the country. She was of the view that Is made in Balochistan province due to these disparities. She said that people wanted to shift their residence in the urban area because they wanted education for their children. If we provide these facilities to nearest to their home, they will not shift their residence.(if we removed that gender disparities from education system then not only the efficiency of the country is increased but rural-urban migration could also be addressed the consequently both the sexes could be able to get progress according to their potential and capabilities which is the ultimate goal of providing education facility to the citizen of the county.)

At the end she thanked the management of AEPAM for organizing seminar at Quetta and provided opportunity to her being Chief Guest for the concluding session.

List of Participants

1. Haji Muhammad Hanif, Assistant Controller, Quetta
2. Mr. Muhammad Asif, Assistant Controller, Quetta
3. Ms. Samina Shakoor, Acting Subject Specialist, Quetta
4. Ms. Simab Rafique, Senior Research Officer, Quetta
5. Ms. Nargis Jabeen Kurd, Senior Subject Specialist, Quetta
6. Ms. Razia Furqan, Principal, Quetta
7. Mr. Talat Abbas, Senior Subject Specialist, Quetta
8. Miss Shaheen Malik, Senior Subject Teacher, Quetta
9. Miss Farida Kakar, Senior Subject Teacher, Quetta
10. Mrs. Zullejha Bazai, Senior Subject Specialist, Quetta
11. Mrs. Aosaif Latif, Subject Specialist, Quetta
12. Mr. Asmatullah Kakar, Subject Specialist, Quetta
13. Mr. Abdul Bari, Subject Specialist, Quetta
14. Mr. Ajmal Khan, Research Officer, Quetta
15. Mr. Younas Khan, Program Officer
16. Ms. Jamila Kakar, District Education Officer (F), Quetta
17. Mr. Muhammad Akram, Subject Specialist, Quetta
18. Mrs. Razia Shabbir, Subject Specialist, PITE, Quetta
19. Ms. Salma Rashid, Subject Specialist, Quetta
20. Ms. Farzana Aziz, Assistant Director (Training), Quetta
21. Ms. Alliya Batool, Acting Computer Programmer, Quetta
22. Ms. Uzma Gilani, Additional Director/Assistant Director, Quetta
23. Ms. Aqila Nadir Ali, Subject Specialist, Quetta
24. Ms. Bushra Tahseen, Subject Specialist, Quetta
25. Ms. Kaneez Fatima, Senior Subject Specialist, Quetta
26. Ms. Munazza Nawab, Subject Specialist, Quetta
27. Mr. Khalid Mahmood, Senior Subject Specialist, Quetta
28. Mr. Ratan Chand, Deputy Director (Training), Quetta
29. Ms. Zubaida Afghan, Senior Research Officer, Quetta
30. Mr. Khalida Haseeb, Senior Headmistress, Quetta
31. Mr. Khurshid Iqbal, Subject Specialist, Quetta
32. Mr. Shabbir Ahmed Khan, Program Officer
33. Mr. Shahina Qazi, JET, Quetta
34. Mr. Hussan Jan, Deputy Director (Education), Quetta

(Appendix-2)

**Two Days Seminar on
“Gender Disparity in Education”
November 23-24, 2009
Quetta

Day/Date	9:00 a.m. – 10:30 a.m.		11:00 a.m. – 12:15 p.m.	12:15 p.m. – 01:30 p.m.		02:30 p.m. – 03:45 p.m.
November 23, 2009 Monday	Inauguration: Registration, Pre test, Introduction and Course Objectives	Tea Break: 10:30 – 11:00 a.m.	Gender Issues in Educational Planning	Gender Disparities, Equity and Related Issues	Prayer and Lunch: 01:30 – 02:30 p.m.	Group Work Dist. Vs Provincial (in various districts of Balochistan)
November 24, 2009 Tuesday	Gender Mainstreaming in Education Policy making and Planning		Strategies for Reducing Gender Disparities	Presentations by the Participants		Concluding Ceremony

List of Resource Persons

1. Khawaja Sabir Hussain, Deputy Director/Project Coordinator
2. Mr. Anwar Shah, Director (PITE), Quetta
3. Mr. Arif Shah, Deputy Director (PITE), Quetta
4. Mr. Hasan Jan, Deputy Director (PITE), Quetta

(Appendix-4)

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

Group- A

Haji Muhammad Hanif
Muhammad Asif
Samina Shakoor
Simab Rafique
Nargis Jabeen Kurd
Razia Furqan
Talat Abbas
Shaheen Malik
Farida Kakar
Zullejah Bazai
Aosaf Latif

**Provincial Seminar on
“Gender Disparities in Education”
Provincial Institute of Teacher Education (PITE)
Quetta**

Low Gender Disparity in Districts of Balochistan

Gender Disparity Defined

Differences between the sexes that are not anatomical or biological but are due to the influences of culture and society.

Top 3 Districts with Low Gender Disparity in Education Sector.

District	Population density	Girls Schools	Boys Schools	Male Population Per School	Female Population Per School
Ziarat	23	187	154	114	187
Sibi	29	151	252	478	681
Loralai	33	164	480	358	924

Districts with high disparity in education sector.

District	Population density	Girls Schools	Boys Schools	Male Population Per School	Female Population Per School
Killa Abdullah	146	63	382	692	3443
Zhob	15	65	410	400	2210
Quetta	365	205	310	1592	2163
Bolan	41	76	323	516	1868
Dera Bughti	22	55	274	432	1859

Gender Disparity in Glimpse

- Male Literacy ratio 22.3% & females 9%
- 3249 girls schools & 8474 boys schools.

- 67% schools have no proper building.
- NER 20% girls and 28% boys.
- 4% of the villages have girls schools within one kilometer distance from village centres.

1. Various Social & Economic Reasons for the Gender Disparity in Education.

- Parents consider girls have to play typical housewives role n future.
- Boys earning head & future investment.
- Education Expensive
- Non Availability of Girls schools nearby.
- Physical infrastructure i.e boundary wall, toilet etc.

2. Various Social & Economic Reasons for the Gender Disparity in Education.

- Non- availability of female teaching staff.
- Social awareness. (parents illiterate).
- Tribal/traditional primitive living style.
- Medium barriers.

Remedies

- Expenditure on Education minimum 4% of GNP as recommended for developing countries by UNESCO.
- Incentives based programs for families who send their all children to schools.
- Social mobilization & mass awareness.
- Effective and efficient monitoring by Education Department
- Above all Personal Commitment.

(Appendix-5)

**Share Good Experiences of Gender Equity in
Various Districts of Balochistan**

&

**Causes of Gender Disparities in Teachers
Education in Balochistan Province**

Group- B

Asmatullah Kakar
Abdul Bari
Ajmal Khan
Younas Khan
Jamila Kakar
Muhammad Akram
Razia Shabbir
Salma Rashid
Farzana Aziz
Alliya Batool
Uzma Gilani

**Provincial Seminar on
“Gender Disparities in Education”
Provincial Institute of Teacher Education (PITE)
Quetta**

Group members

Name	Organization
Muhammad Younas	Balochistan Education Foundation
Jamila Kakar	Education Department
Mrs. Ausaf Latif	Balochistan Text Book Board
Nargis Kurd	Bureau of Curriculum
Bushra Tehseen	PITE

Gender disparity in education

To investigate gender disparity from district perspective versus provincial

Gender disparity from district perspective

The districts have been divided into 3 categories

Highest top	Medium	Lowest
Quetta	Panjugur	Kohlu
Pishin	Naseerabad	Dera Bugti
Sibe	Loralai	Awaran

Gender-wise best and worst districts

Status	Districts	% (Girls' ratio)
Best	Gwadar, Sibi	53
Medium	Most of the districts	36
Worst	Dera Bugti, Zhob	16

Reasons for difference (Urban VS Rural)

Urban

Physical infrastructure

- Roads
- Transportation
- School Building
- Availability of teachers
- Facility of trainings etc
- Population density

Social aspects

- Social norms (parents are proud if their daughters are educated)
- Awareness
- Competition (among families)
- Financial / economic set up of families
- Least existence of tribal system
- Least political influence

Rural

- Mountainous area
- No transportation facility
- Scattered population
- Lesser schools

- As per developed trend ladies do not work in offices; their education is thought to be useless
- Women help their families in agriculture, poultry and livestock etc. ; education is not necessary
- Inflexible tribal system
- Political influence

Reasons for difference in Rural (Boys VS Girls)

Rural (Boys)	Rural (Girls)
<p>Family and social set up</p> <ul style="list-style-type: none"> ➤ Positive messages from society ➤ You (boy) are going to become an army officer ➤ I am proud of you my son. You will be good engineer etc. 	<p>Negative messages from society</p> <ul style="list-style-type: none"> ➤ Girls don't play in streets ➤ Girls don't ride bicycle etc ➤ Girls help their moms at home and thus many a time they remain absent and finally are dropped out of schools
Influence of Muhalla, street etc	
Boys get together and discuss different jobs and financial matters	Girls sit and discuss fashion and people
Parents are more conscious about their sons education	Parents are more conscious about their daughters' marriages

The negative impact of refugees

Prior to refugee-flow in Balochistan:

- Easy movement of male and female due to peace in the province
- Both the sexes were visible in the towns/roads as well as in the fields

Immediately after their arrival

- No free movement due to security reasons especially of female
- Majority of refugees' women stayed at camps while their males would come to cities and thus local ladies stopped coming out of their homes

Main reasons for low education of girls in rural areas

Boys versus girls (Social aspects)	
Boys	Girls
Boys can go as far as they can see	Girls can go as far as their parents can see them
Boys are free	Girls have many home-chores to do
Their jobs demand more education for promotion	Most of the girls do not work

Boys versus girls

Psychological reasons	
Boys	Girls
So that their families get stronger	Most of the times illiterate girls get good husbands
People get impressed of them	Sometimes they remain unmarried or they get married in older age
Mental satisfaction	

Why girls need little education?

Most of the women prefer to marry their daughters to educated boys while choose illiterate girls as their daughters-in-law due to the following reasons:

Their daughters-in-law should not be more dominant at home than their daughters

- Educated girls are sharp; they make their husbands henpecked (Zan-Mureed)
- Educated girls are difficult to be controlled while illiterate can be tamed/ disciplined accordingly (False)

A lot many educated boys prefer to marry illiterate girls for the

following reasons:

- Educated girls are busy with their job requirements and show a little interest towards their home-chores, husband and children
- Males, by nature, wish to be dominant at home and prefer their wives to be submissive and thus mistakenly assumes that it is only possible in presence of illiterate wife.
- A good amount of parents do not want their daughters get education for their bright future as they believe that most of the times educated girls get married either late or do not marry at all.

Status of education on provincial level

- As a whole the province deals with all the districts equally; unbiased.
- The average percentage amongst the districts is 36 in female

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

Group- C

Aqila Nadir Ali
Bushra Tahseen
Kaneez Fatima
Munazza Nawab
Khalid Mahmood
Ratan Chand
Zubaida Afghan
Khalida Haseeb
Khurshid Iqbal
Shabbir Ahmed Khan
Shahina Qazi

**Provincial Seminar on
“Gender Disparities in Education”
Provincial Institute of Teacher Education (PITE)
Quetta**

Causes of Gender Disparity in Balochistan province

- Sardars and Molvies are against imparting education to female children
- People protested against the Punjabi people and demanded to exclude them from the province, which resultantly prove brain drain of competent teachers from the Balochistan province.
- Tribal sardars and khans are against female education
- Lack of facilities
- Poverty
- Lack of awareness

Causes of Gender Disparity in Balochistan Province

- Causes of gender disparity in curriculum
- The number of teachers training centers for males is higher than female teachers training centers.
- Teachers training centers are out of access
- Social problems
- Lack of educational facilities in rural areas of Balochistan
- Social taboos and norms
- Sardari system
- Underage marriages

Suggestions:

- Awareness must be created among masses
- Suggestions of all stake holders must be included in the process of policy making
- Incentives for teachers

Social & Economic Reasons for the Gender Disparity in Education.

- Parents consider girls have to play typical housewives role in future.

- Boys earning head & future investment.
- Education Expensive
- Non Availability of Girls schools nearby.
- Physical infrastructure i.e boundary wall, toilet etc.

Various Social & Economic Reasons for the Gender Disparity in Education.

- Non- availability of female teaching staff.
- Social awareness. (parents illiterate).
- Tribal/traditional primitive living style.
- Medium barriers.

Remedies

- Expenditure on Education minimum 4% of GNP as recommended for developing countries by UNESCO.
- Incentives based programs for families who send their all children to schools.
- Social mobilization & mass awareness.
- Effective and efficient monitoring by Education Department
Above all Personal Commitment.

(Appendix-7)

Evaluation of Seminar

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



The evaluation of the seminar was conducted at the end of the seminar. Pretest was administered before starting the sessions and post-tests were administered at the end of the seminar. The result are presented in the following 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.	46%	32%	18%	4%	Nil	3%	43%	54%
Gender Disparities, Equity and Related issues	42%	38%	15%	5%	Nil	3%	55%	42%
Strategies for Reducing Gender Disparities	37%	42%	17%	4%	2%	11%	45%	42%
Gender Mainstreaming in Education Policy making and Planning	36%	48%	12%	4%	2%	12%	46%	40%

Table 1 illustrates that only 4% participants had high knowledge before attending the seminar regarding gender issues in education which increased up to 54% after attending the seminar. 5% of the participants had knowledge regarding gender disparities and related issue whereas after attending the seminar it increased upto 42% in this regard. Before attending seminar 4% participants had knowledge about strategies for reducing gender disparities and gender mainstreaming in education. Whereas 42% and 40% participants had increased their knowledge regarding these concepts respectively after attending the seminar.

Evaluation of Resource Persons

The participants were requested for providing information regarding resource persons about relevance of their topics, presentation and material. The responses of the participants are presented in the following table 2.

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. Anwar Shah)	40	54	6	42	48	10	41	35	24
Gender Disparities, Equity and Related Issues (Mr. Arif Shah)	40	52	-	49	42	9	32	29	39
Strategies for Reducing Gender Disparities (Mr. Anwar Shah)	42	51	7	46	52	2	31	42	27
Gender Mainstreaming in Education Policy Making and Planning (Mr. Hasan Jai)	49	43	8	53	45	2	36	46	18

Table 2 shows that 40% of the participants were of the opinion that resource person Mr. Anwar Shah presented topic "gender issues in educational planning" was most relevant to their job. 42% of the participants had opinion that presentation was very good and 41% had opinion that presented material was also very good. Similarly 48% participants were of the view that Mr. Arif Shah presented most relevant topic whereas 49% participants had opinion its presentation was very good and 32% said material was also very good. Strategies for reducing gender disparities was most relevant in view of 42% participants, 46% participants had opinion that Mr. Anwar Shah presented this

topic is very good manner. Similarly the presented material in
 view of 31% of the participants.

Table 3: Description of the Seminar

Description	Very relevant	Relevant	Partially relevant
Considering the seminar description was the seminar relevant to your professional needs	40%	43%	17%

The table 3 indicates that 40% participants were of the view that description of seminar was very relevant to their professional needs. Whereas 43% participants were of the opinion that the seminar was relevant to their professional needs.

Table 4: Expectation about Seminar

Description	Your expectation	Better than expectation	Short of expectation
Was the Seminar up to your expectation?	34%	40%	26%

Table 4 shows that 34% participants had opinion that the seminar was up to their expectations. While 40% participants were of the view that the seminar was better than their expectations.

Table 5: Design and Sequence of seminar

Description	Fully consistent	Partially consistent	Not consistent
Was the seminar well designed and in logical sequence?	29%	63%	8%

The table 5 shows that 29% participants were of the opinion that seminar was well designed in logical sequence. Whereas

63% participants were of the view that the seminar was partially consistent.

Table 6: Contents of the Seminar

Description	Fully relevant	Partially relevant	Not relevant
The contents of the seminar properly justified.	51%	40%	9%

The table 6 indicates that 51% participants had opinion that the seminar was fully relevant and the contents of the seminar were properly justified according to their professional needs. However, 40% participants were of the view that it was partially relevant to their job requirements.

Table 7: Objectives of the Seminar

Description	Fully achieved	Partially achieved	Not achieved
After attending this seminar, do you think that the objectives were achieved?	90%	10%	-

The table 7 shows that 90% participants were of the opinion that objectives were fully achieved. Whereas 10% participants were of the view that the objectives were partially achieved.

Teaching methods

The participants of the seminar were requested for providing information regarding teaching method of the resource persons. Their responses are presented in the table 8.

Table 8: Teaching Method

Description	Yes	No
Approach was practical oriented	65%	34%

The table 8 shows that 65% participants were of the opinion that approach of the seminar was practical oriented, whereas 34% participants opposed this view.

Table 9: Concepts and Methodology

Description	Yes	No
Concepts and methodology based on illustrations	74%	26%

Table 9 indicates that 74% participants were of the view that concepts and methodology of the seminar was based on illustration, whereas 26% participants were of the opinion that the concepts and methodology of the seminar was not based on illustrations.

Table 10: Themes of the Seminar

Description	Very relevant	Relevant	Partially relevant
Were the themes presented in the seminar relevant to problems you are experiencing in your practical situation?	26%	54%	20%

The table 10 shows that 26% participants had opinion that themes presented in the seminar were very relevant to the problems. While 54 % participants were of the view that themes presented in the seminar were relevant to their problems.

Table 11: Motivational level in seminar

Description	Very highly interactive	Highly interactive	Average
The motivational level to participate in discussion was?	26%	48%	26%

The Table 11 shows that 26% participants were of the opinion that during the seminar the motivational level to participate was very highly interactive. While 48% participants had opinion that it was highly interactive.

Table 12: Administration of seminar

Description	Excellent	Good	Average
How would you rank the general administrative arrangements of the seminar in respect of session, conference room facilities and refreshments, etc?	95%	5%	-

Table 12 indicates that 95% participants were of the opinion that the general administrative arrangements of the seminar in respect of session, conference room facilities and refreshments was excellent, whereas 5% participants had opinion that it was good.
