

If you observe, you will generally find that today males have better education than females. **Why?**

Similarly, if you can obtain access to home addresses, you will in all probability find that a bigger proportion of students from rural areas than from cities drop out, and never graduate. **Why?**

The **WHYs** will lead you to the factors?

The factors will lead you to steps that could be taken. E.g., special supports or other support for rural women students etc.

Topic

Gender and Location Disparity in Education

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Content List

Gender and location disparity in education

- **Concept of gender and location parity**
- **Factors affecting the parities**
- **Steps towards reducing disparities**



Origin and Etymology of **PARITY**

Latin *paritas*, from *par* equal

First Known Use: 1572

Parity

The state or condition of being equal, especially as regards status or pay.

The quality or state of being equal or equivalent.

(Merriam Webster, 1995)



Gender:

The social and constructed differences in women's and men's roles and responsibilities, which are learned, vary from culture to culture and change over time (UNESCO, 2009).

The term "**gender**" distinguishes the set of **learned expectations, behaviors, and attitudes** about being a man or woman from our biologically determined traits." Historically, there have been three schools of thought influencing the definition of "gender." These include evolutionary theory, social role theory, and social constructivist theory.

Gender Parity:

Gender parity is a numerical concept. Gender parity in education implies that the same number of boys and girls receive educational services at different levels and in diverse forms.

Gender parity concerns relative equality in terms of numbers and proportions of women and men, girls and boys, and is often calculated as the ratio of female-to-male values for a given indicator. When males-to-females ratios are calculated instead, the label 'sex ratio' is used instead of 'gender parity'.

Gender Equality:

Gender equality means that women and men have **equal** conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefiting from) economic, social, cultural and political development.



Gender Equity:

Gender equity is the process of being *fair* to men and women.

Gender Equity is the process of allocating resources, programs, and decision making *fairly* to both males and females without any discrimination on the basis of gender and addressing any imbalances in the benefits available to males and females



one year after independence, Pakistan became part of the **United Nation's Universal Declaration of Human Rights**. Thus Pakistan obliged to the **Article 26** which states.

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.” (United Nations Universal Declaration of Human Rights, 1948).

Constitution of Pakistan (1973) declared that

“The state of Pakistan shall remove illiteracy and provide free and compulsory secondary education within minimum possible period”.

EFA and MDGs: Gender Related Promises

Education for All (EFA) Goal 5 :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.

(Dakar Framework for Action, 2000)

Millennium Development Goals (MDG) Goal 3: Promote gender equality and empower women Target 4: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

(Millennium Summit)

Why Gender and Location Parity is Important?



- Education is a human right for women and men.
- Education is a cornerstone of economic development and has benefits for national health, social and political stability, democracy, etc.



Gender and Location Parity in education are also essential factors for:

- Promotion of quality education.
- Literacy rate.
- Contributing to growing economy.
- Producing job opportunities.
- Alleviating poverty.





What are the Components of Gender and Location Parity?

1. Access and Use of Resources:

- When there is a **gender equitable community**, men and women are aware of the resources available to them and have the knowledge they need to use them (Rolleri, 2012).

Examples of resources might be health care services, education, employment opportunities, social services, bank loans, etc.

http://www.actforyouth.net/resources/rf/rf_gender1_1213.cfm

2. Equitable Participation:

- When a community is gender equitable, men and women value and accept **shared decision making**, shared roles in personal relationships, household, community, and political arenas, and shared and free expression of ideas, opinions, and needs (Rolleri, 2012).
- They also have opportunities to develop decision-making and other relevant skills.

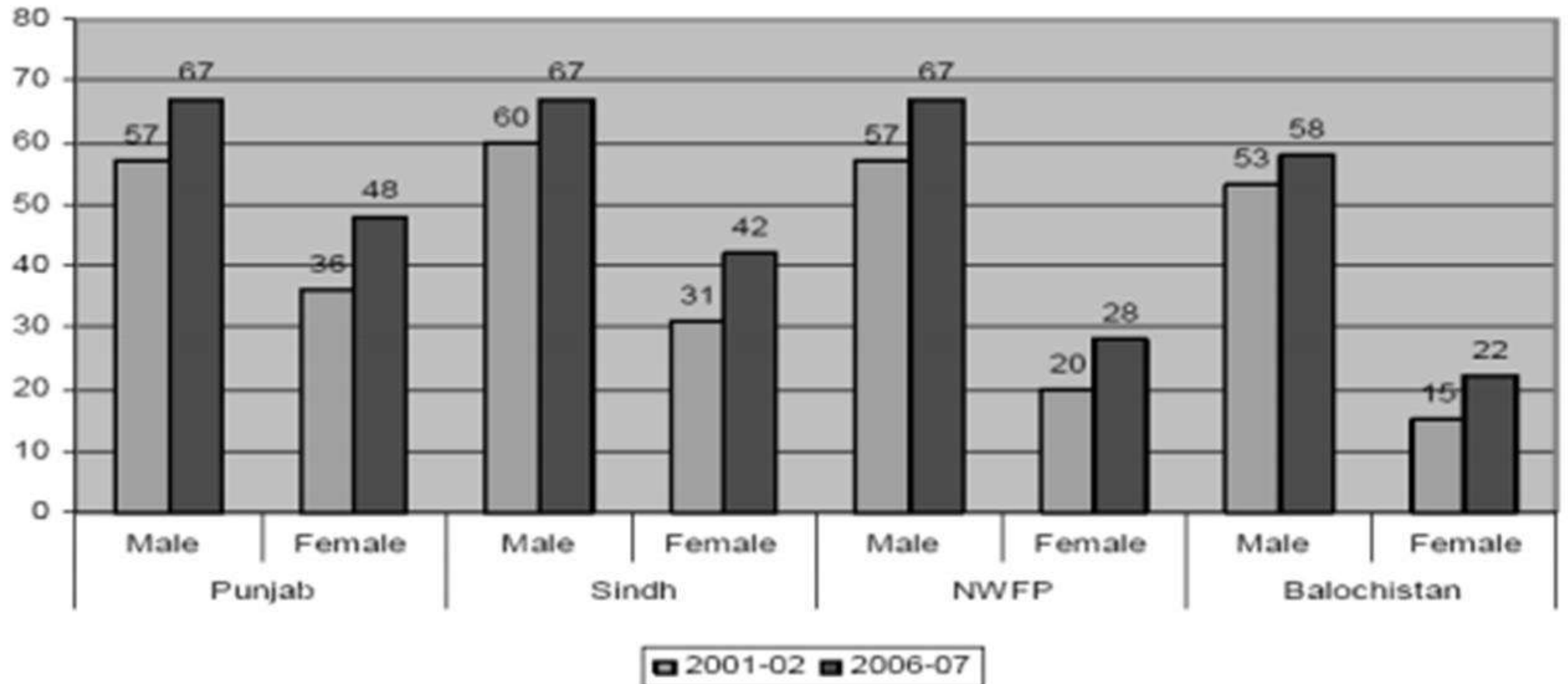
3. Safety or Freedom from Violence:

When a community is gender equitable, men and women are able to go about daily life without the presence or threat of physical, or emotional violence, discrimination, harassment or domination (Rolleri, 2012).

For example, women would not have to fear the possibility of physical violence, and men would not have to fear being mocked or assaulted for acting in ways traditionally deemed feminine.

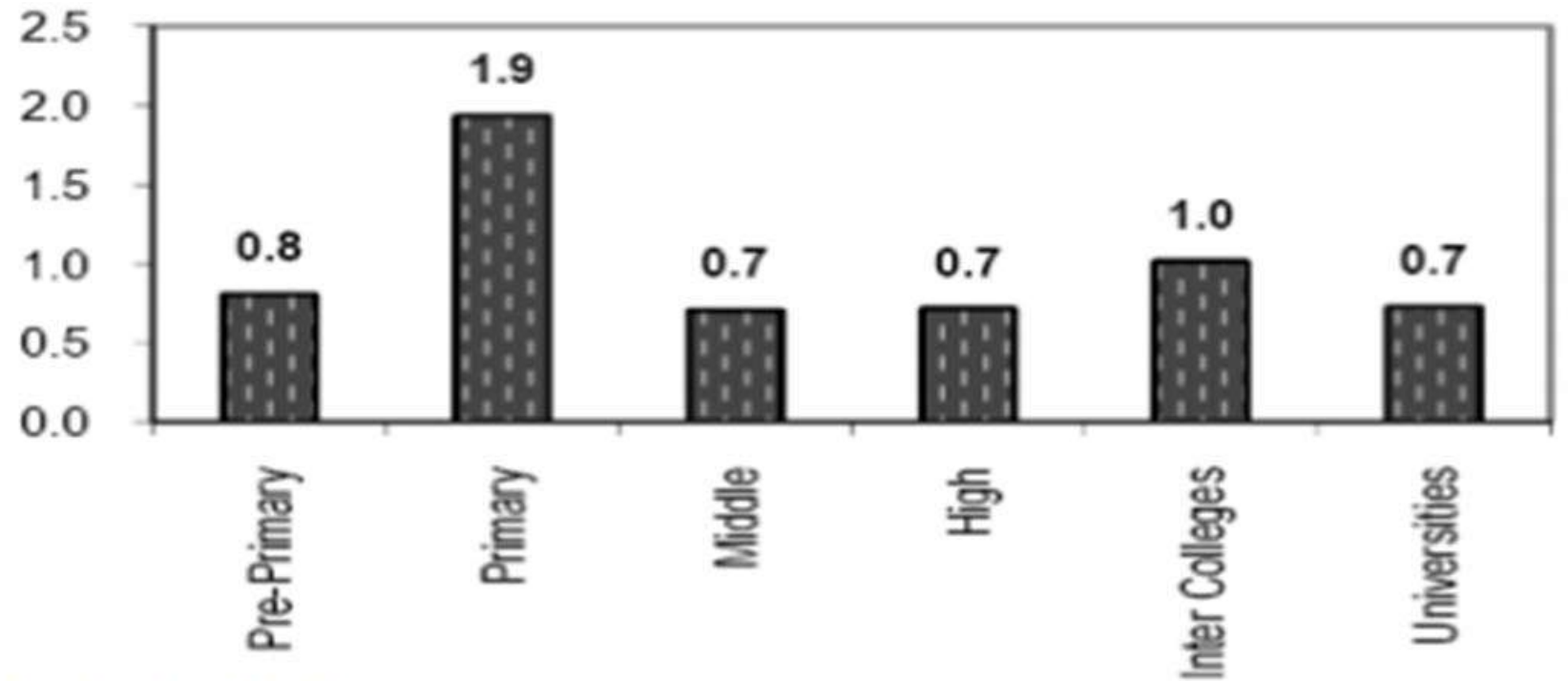
According to Academy of Educational Planning and Management (AEPAM), female enrollment was found higher in 2006-07 with **GPI index** of value 1.9 and 11.23 million females were enrolled at primary schools as compared to 5.8 million males. However, GPI for middle and high class fell to 0.70. At the national level GPI for youth literacy (15-24 years) is 0.72. There was a sharp increase in GPI for primary enrolment during 2002-03 to 2006-07 periods. (Pakistan Economic Survey, 2007-08).

Literacy Rates (10 Years and Older) of Rural by Provinces



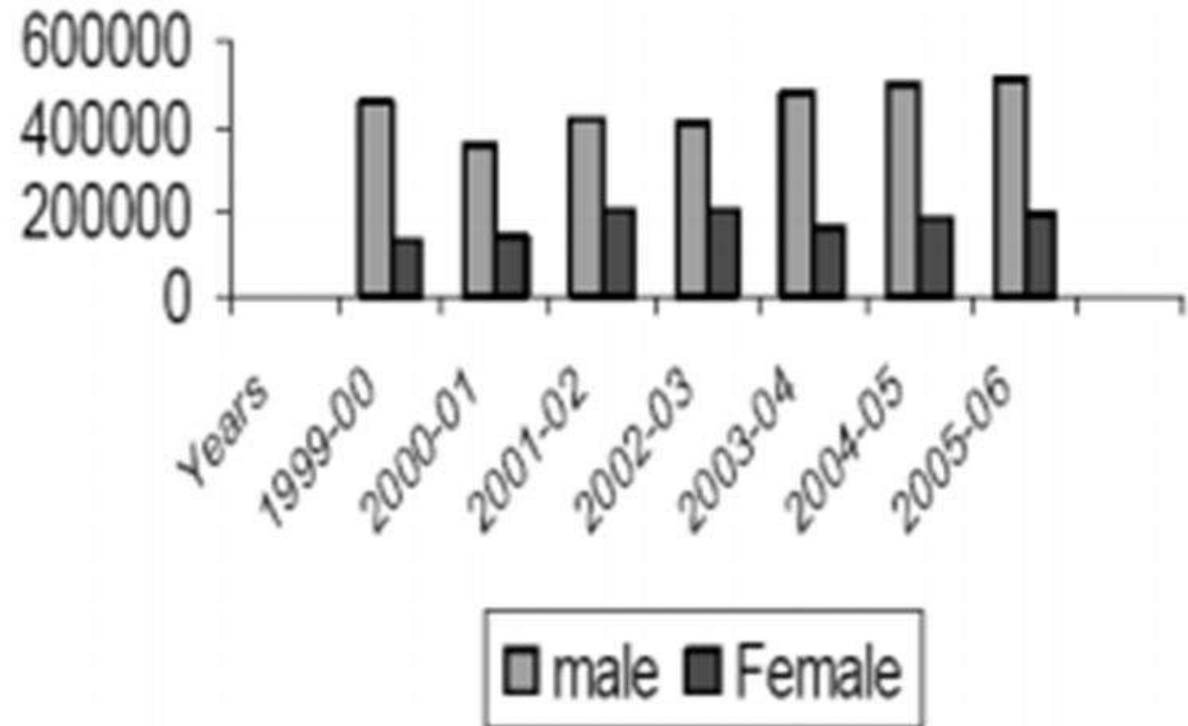
Source: *Pakistan Economic Survey (Various issues), SDPI (2008)*

Gender Parity Index (2006-07)



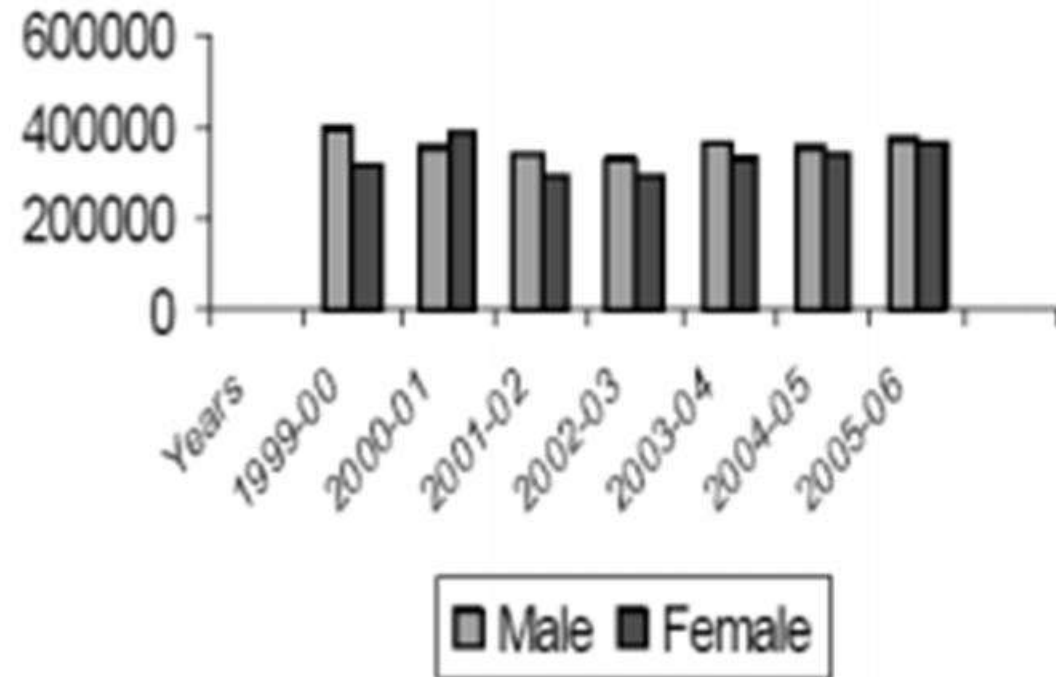
Source: Pakistan Education Statistics, 2007

Secondary enrolment in Rural by Gender



Source: *Pakistan Education Statistics (various issues), SDPI (2008)*

Secondary enrolment in Urban by Gender



Source: *Pakistan Education Statistics (various issues), SDPI (2008)*



Factors Affecting Parities

Attitudinal Factors Affecting Gender and Location Parities

- Men more deserving of jobs
- Son preferences
- Problem if wife earns more
- Men better political leaders
- University more important for boys

Other Factors Affecting Parities

- Gender Gap
- High drop out in schools
- Increased literacy in primary level
- Increased Competition between public and private sectors
- Widening of the socio-economic divide
- Lack of facilities and poor infrastructure in institutions

(Ashraf, 2012)

1. **Power**: Capacity to impose your will on others, regardless of any resistance.
2. **Material wellbeing**: Involves access to economic resources required to pay for necessities of life and other possessions and advantages.
3. **Prestige**: Average evaluation of occupational activities and positions arranged in a hierarchy.

(Curlena, 2007)

Number of Public and Private Schools

Table 1: The number of public and private schools

Stage	Sector	1999-00	2005	2007-08
Primary	Private	14,748	16,911	17,250
	Public	131,779	119,848	139,342
Middle	Private	12,550	24,115	24,847
	Public	12,085	14,334	15,982
High	Private	5,940	13,484	14,053
	Public	8,509	9,471	9,911

Enrolment By Classes in Government Schools

Table 1 enrollment by class in Government schools for the year 2011-12 of District Swat:

Class	kachi (kindergar ten)	Pakki (First)	2nd	3rd	4th	5th	6th	7th	8th	9 th	10 th	11 th	12 th
Boys	31882	30026	21991	16237	17816	17234	12863	10381	8065	5878	4039	909	875
Girls	30714	30978	22414	13497	13464	12002	7484	5374	3785	2475	2249	537	288
Total	62596	61004	44405	29734	31280	29236	20347	15755	11850	8353	6288	1446	1163

Enrolment Estimation

Enrollment

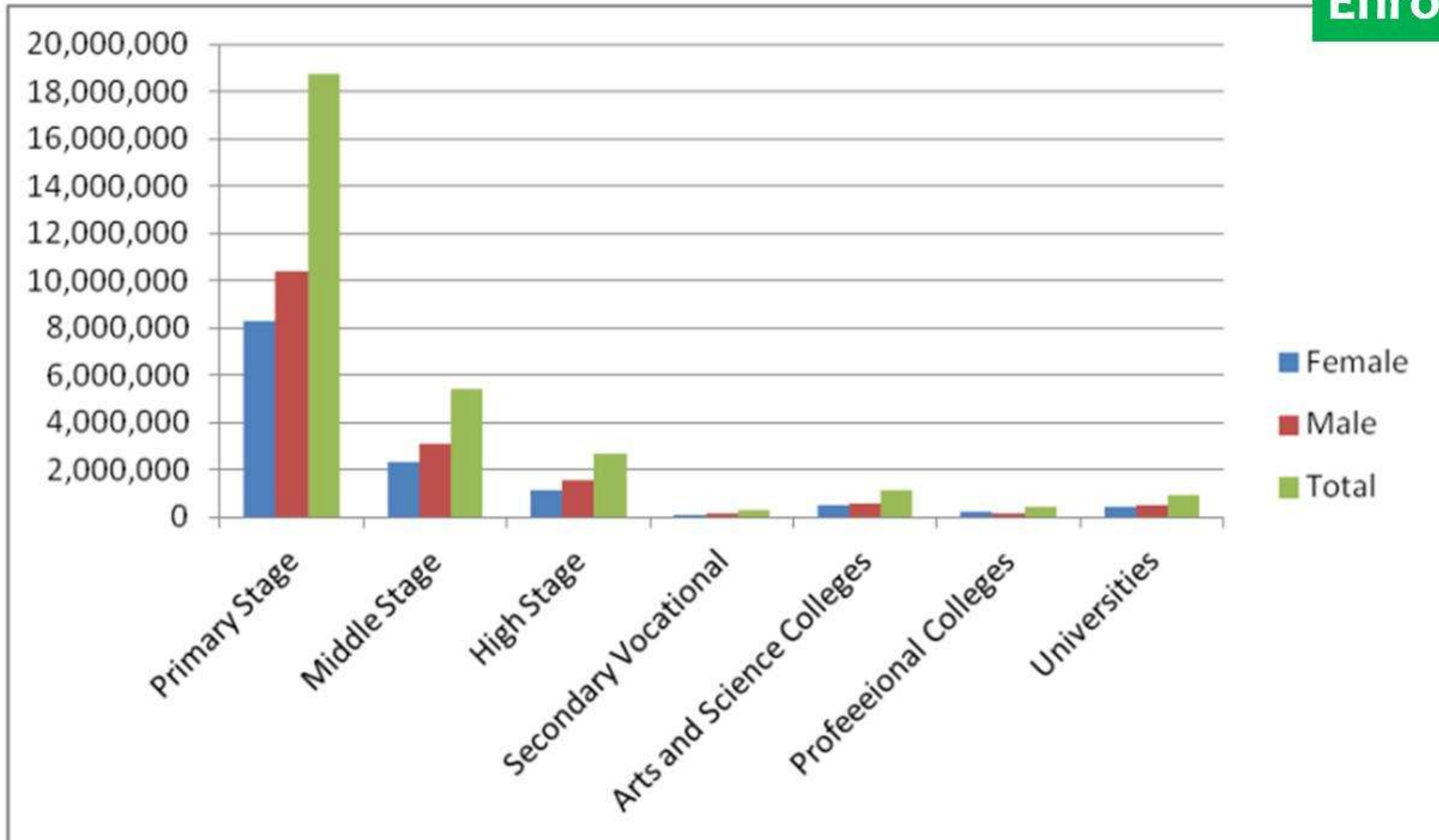


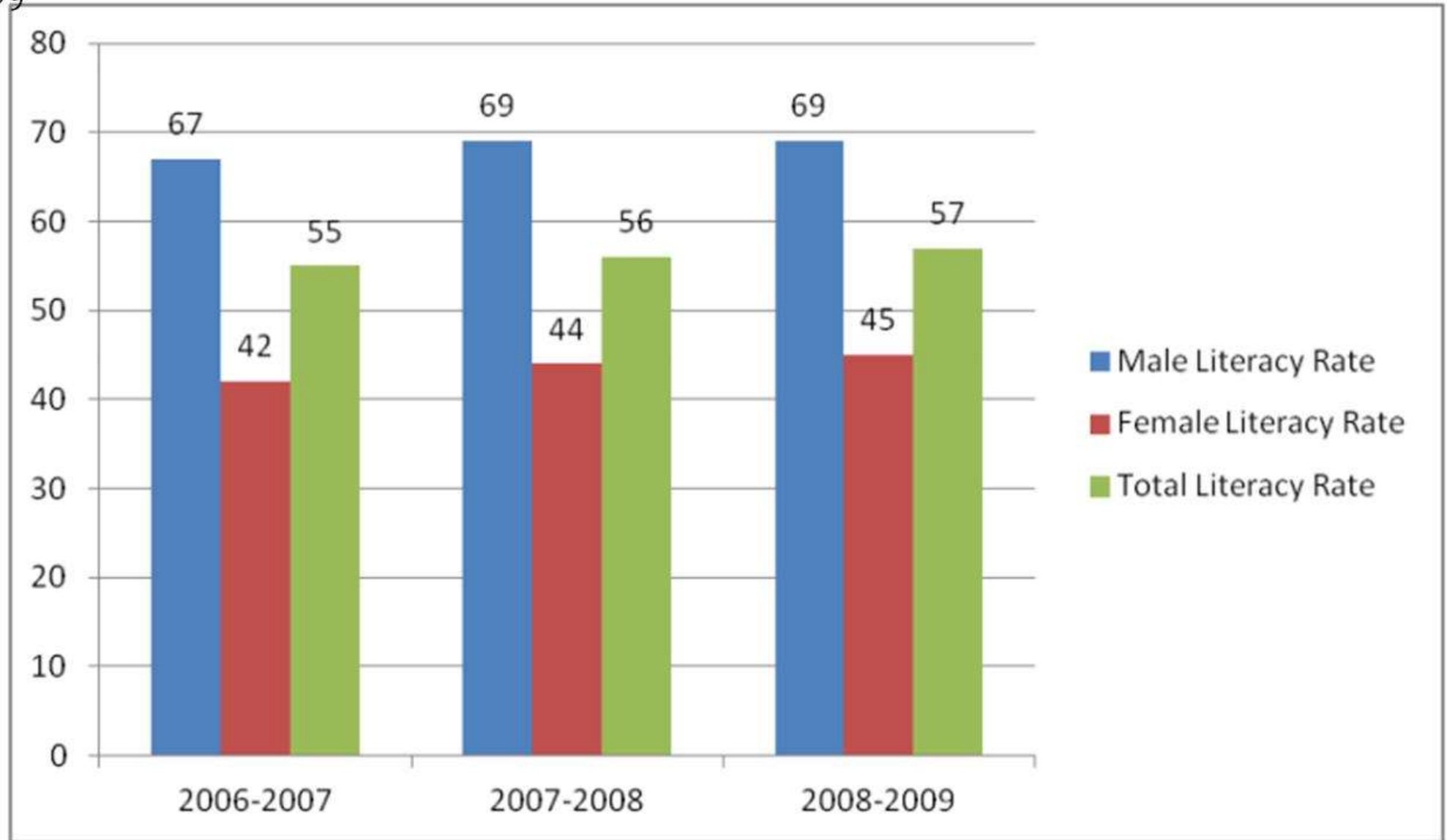
Figure 1: Enrolment (estimated) in Educational Institutions (public and private), (2009-10)

Sources: 1. Pakistan Education Statistic Report (2008-09), 2. Higher Education Commission, 2011, 3. National Education Census, 2005

Figure 2: Literacy Rate in Pakistan, 2006-2009
Source: Pakistan Social & Living Standard Measurement Survey (PSLSM) 2008-09

Literacy Rate

Literacy Rate



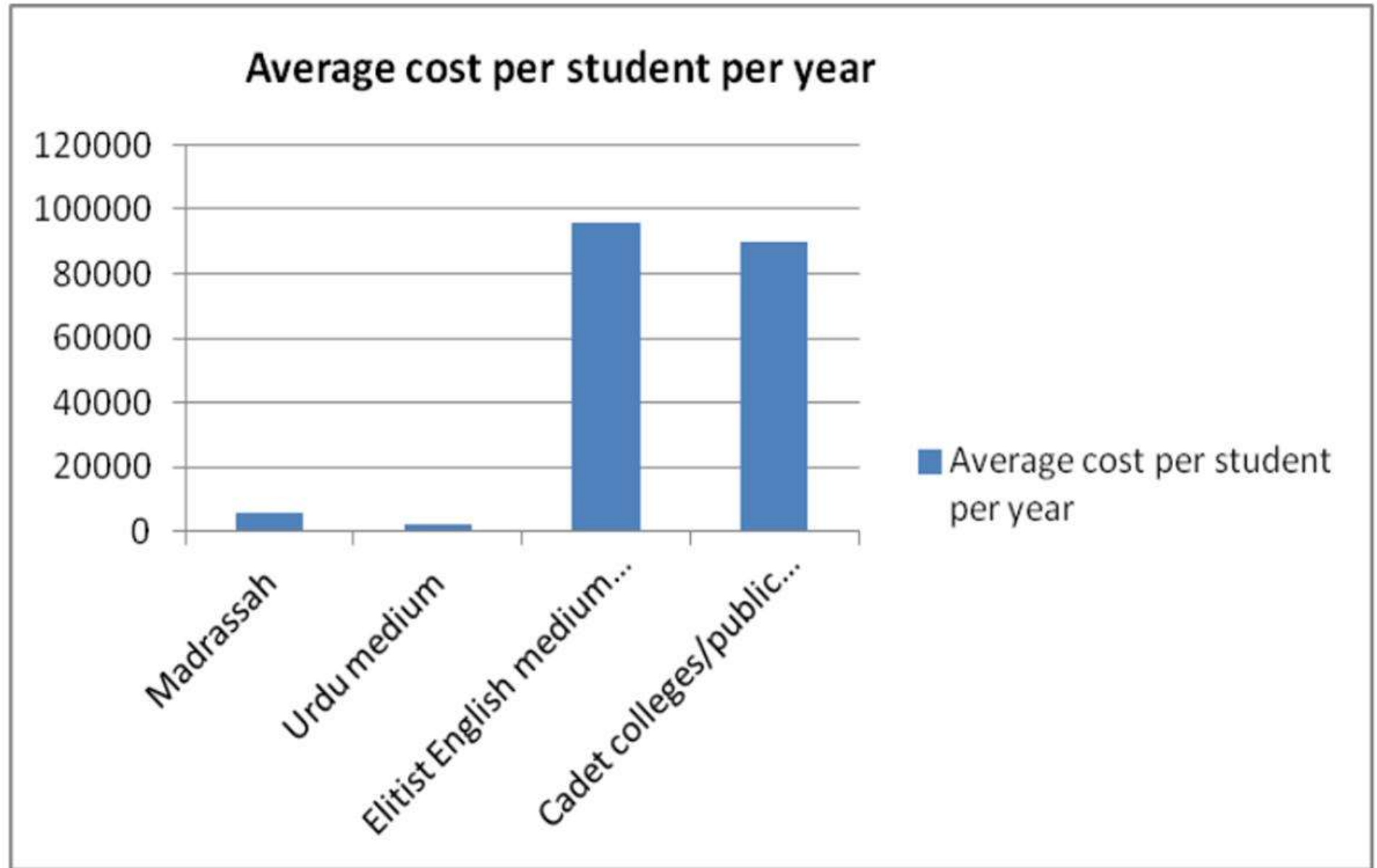


Figure3: the average per student cost in different type of schools

Public Schools Without Facilities

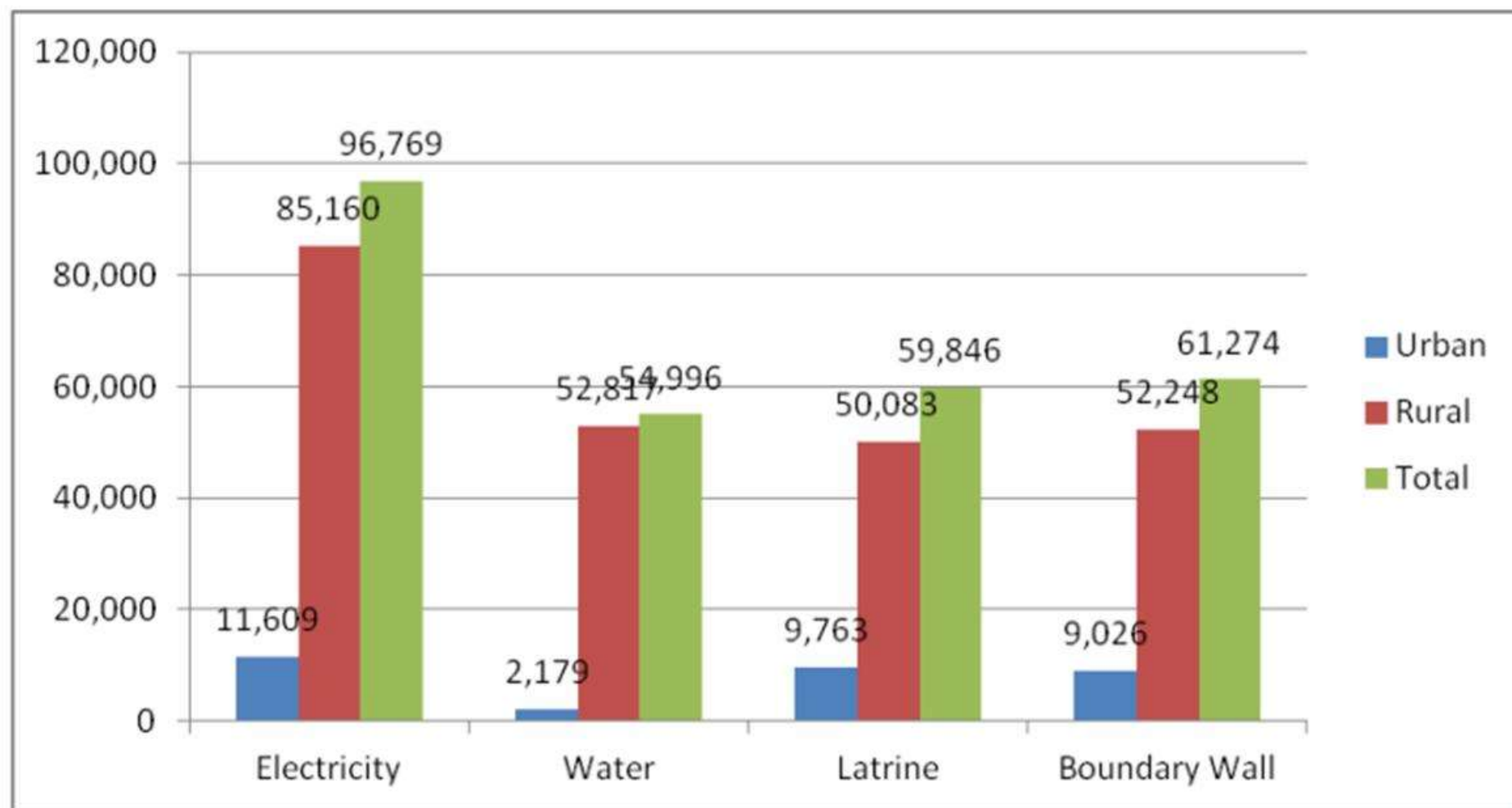


Figure 4: Regional public schools without facilities in Pakistan (2008-09)

Source: Pakistan Education Statistics 2008-09

Steps Towards Reducing Disparities



Curriculum / Text:

It is important that all text, reading material and books be free of notion of gender inequality as bias is embedded in textbooks, lessons and teachers' interactions with students. This type of gender bias is part of the hidden curriculum taught implicitly to students through the everyday functioning of their classroom. Thus gender roles, expectations reflected by written text and pictures should be gender sensitive to promote the concept of gender equality.

Educational System:

Educational system needs to be gender sensitive and gender friendly. This should be reflected in the sports, games and activities for girls and boys. Moreover the leadership also needs to be granted using a gender lens.

Guidelines by Gender Experts:

There needs to be development of criteria of meeting gender sensitive guidelines. These need to be set down by gender experts.

Role of Governmental and Non-Governmental Organizations

Governmental and Non- Governmental Organizations can play a pivotal role in promoting gender equality. They need to join hands and cooperate to meet the challenges of minimizing gender and location disparity and promoting gender equality at all levels.

Use of Gender Sensitive Vocabulary

Gender neutral language needs to be promoted at all levels and throughout the institutions for students, staff, and faculty and management levels. Special watch out required for usage of tagging occupations, using feminine endings on words, use of the generic “man”, inconsistency in names and titles, patronizing and demeaning expressions etc.

Educational Policies

All policies, programs, interventions need to be gender sensitive.

Teacher Training Programs

Gender sensitivity training needs to be mandatory for all teacher training programs, certificate and academic courses. All teachers should be gender sensitized especially male teachers must be exposed to gender sensitivity trainings.

Extra Fringe Benefits

Benefits must be offered in rural areas to promote girl education e.g. scholarships, food packs etc. Women's education to be considered a fundamental right of the individual.

School – Parent Partnerships

School -parent partnership needs to be strengthened to identify and address gender issues in homes and in educational institutions.

Gender Trainings / Sensitization Sessions

Gender trainings must be provided for parents, teachers, staff, administrators, and local officials.



Monitoring

Gender sensitivity progress must be constantly reviewed by gender experts and steps should be taken to sustain the same.

Allocation of Budget

Educational authorities and schools must be provided with a suitable budget to promote and sustain the gender sensitive agenda.

Commitment from Senior Leadership / Government

Gender fair practices are effective when top leadership supports gender equity and equality measures and also effectively communicates the organizations commitment to gender equality. This could include institutionalization of relevant policies and procedures and allocation of resources for gender equity process.

Creation of a Gender Responsive School

A gender responsive school is one where the academic, social and physical environment and its surrounding community take into account the specific needs of both girls and boys. The academic delivery, including teaching methodologies, teaching and learning materials, classroom interaction and management of academic processes, is also gender responsive.

Institutionalization of special Committees /Groups in Academic Settings

In order to promote gender friendly and safe environment for children it is important to institutionalize special committees:

- Committee for preparing and implementing Code of Ethics at workplace.
- Gender interest committee / group with gender focal person.
- Sexual harassment committee.
- Child Abuse committee.

Gender Mainstreaming

In order to address gender concerns holistically it is essential to mainstream gender in all institutions of society. **Mainstreaming** is the process of assessing the implications for women and men of any planned action, including legislation, policies, or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated.”

Role of Media

Media constantly reinforces the traditional stereotypes of women and men and thus needs to address and promote gender equality by using a gender lens sensitively.

**Questions
Please?**

