

Gender Inequality in Education at Primary School Level



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Table of Contents

ABSTRACT.....	2
INTRODUCTION.....	3
Relevance of the topic:	3.
Statement of the problem:	3
Research Question:	4
Research objectives:	5
LITERATURE REVIEW	6
Gender Disparity in Pakistan.....	7
Rural vs. Urban community:	9
METHODOLOGY	10
Results and Findings:	13
Table 1: Characteristics of Participants.....	13.
Step 2:	13
Poverty:	15
Girls Can Also Support Their Parents:	16.
Importance of Female Education:.....	17.
DISCUSSION.....	18
ROLE OF STAKEHOLDERS TO ELIMINATE INEQUALITY.....	19.
Roll of United Nation:	19.
Roll of Pakistan Government:	20.
Roll of Private NGOS:	20
CONCLUSION:.....	25
Recommendations	25
References:	25

ABSTRACT

Many factors attach with gender discrimination but some variables play a crucial role in this. This study identified some factors and explored the level of gender inequality in society. In Pakistan the gender inequality is not a new phenomenon; the past cultural practices and traditional norms still exist in the community. The nation has developed stereotyping against the females of the community. This approach has become the hurdle and reason of gender discrimination in many parts of social life. The present literature explains that gender discrimination also finds in the educational sector as well, the educational system and structure do not protect the fundamental rights of females in Pakistan. Unsystematic educational system becomes the reason of lower level of social status of the individual. The females in Pakistan are the victimized of this tragedy. The socio-economic level of females did not uplift in society because they always faced discrimination in families on educational matters. This study highlights the verdicts and approaches of society and also highlights the obstacles in the way of female's education.

INTRODUCTION

Fundamental rights and equality are essential aspects of any society. The gender inequality can be seen in the historical perspective as well as in contemporary time. Gender equity is also the concerning subject of United Nations human rights charter. Gender inequality introduces the discrimination between two opposite genders. Gender egalitarianism is an assortment of beliefs that promotes equal opportunities and equal status to both men and women in society. The egalitarian theory promotes equality in society without considering the gender and status of an individual. Gender discrimination always circulates in the limelight of scholarly debate. In Pakistan, the gender inequality has become the starting point of many movements for example the modern feminist movement started against gender discrimination in society.

This factor mostly exists in traditional societies, and the same is the case with Pakistani society. In many assortments of culture, gender discrimination exists in society. Even in lower sectors, the administrative posts generally fill up by male candidates. In contrast, female candidates get fewer opportunities at different levels of society. Yet through all this, Pakistan is also added to one of the dangerous places for the women in the world. (Thomas Reuters Foundation Poll, 2018) conducted poll in some Asian countries, and based on data, Pakistan ranked sixth. Some military rulers' regimes also did not work on this especially the Zia Islamization also did not increase the women's status in Pakistan, but his policy increased the traditional power in society, and it led to more discrimination in society (Weiss, 1985: 866). Gender inequality is a significant obstacle and issue in the advancement of female. This discrimination also exists in the education sector, as well. In Pakistan, international and national NGOs are doing work to wipe out gender vulnerability from education. The situation of females in Pakistan are more

vulnerable as compared to developed countries. Less legislative work done for the protection of women in Pakistan, and their livelihood did not improve because of the discrimination at many stages in society (Rotter, 2019).

The Punjab government program 'parha likha Punjab' is an unusual activity to elevated education, as per this program the education was free, books and other educational needs were the obligations of government and understudy likewise get an allowance as per participation. 'Benazir taleem program' is another example of government work. There were numerous approaches and projects made by the government of Pakistan to create a gender balance between men and women's education. The National Educational Policy 1998-2010 has featured evacuating the country's urban awkwardness, increment enlistment, and improving the nature of the practice. Training Sector Reform Action Plan 2001-2004 has accentuated to build girls enlistment in schools to improve the gender discrimination and right the gender-integrated information. Gender discrimination is not only existed in the public sector, although the private sector is also going on same ideology.

Statement of the problem:

Gender discrimination is an essential challenge for the rest of the world, and it also exists in Pakistan. The derived pieces of evidence of this challenge from the available literature and international organization reports highlight its intensity in every part of life as well as in education. The traditional norms of societies are the reason for this tragedy, the male-dominant practices in the community declined the importance of female education in society at the micro-level. The religion and many other norms do not hurdle in the way of female education. The educational reforms also did not improve the ratio of female students in society. The policies did

not eliminate the factors that are constraints in the way of girl's education at primary level. Some other factors are also firmly attached as constraints with gender inequality in education because the other factors increase the threats to females in society. The harassment at public places, in transportation, acid attacks on girls, and harassment incidents by the teachers have also become the reason for the gap between females and educational activities in society. The society verdicts and families traditional approaches and mind-set have created long distances between females and society. Females consider lowest ingredient of society and it is not only the case of Pakistan, mostly traditional societies follow the same culture practices in society (Cheema, & Mohmand, 2007; Mumtaz, & Salway, 2009; Gazdar, 2009; Akram et al., 2013; Shah, & Baporikar, 2013; Rahman et al., 2018). This study will focus on the different aspects of the topic and highlight the significant hurdles in female education. The society response will also study in this study.

Research Question:

- Why does gender inequality exist in the education sector of Pakistan in 21st century?
- How does parents understand the significance of the female study?
- What are the determinants controlling female learning with appropriate evidence to easement and limitations?

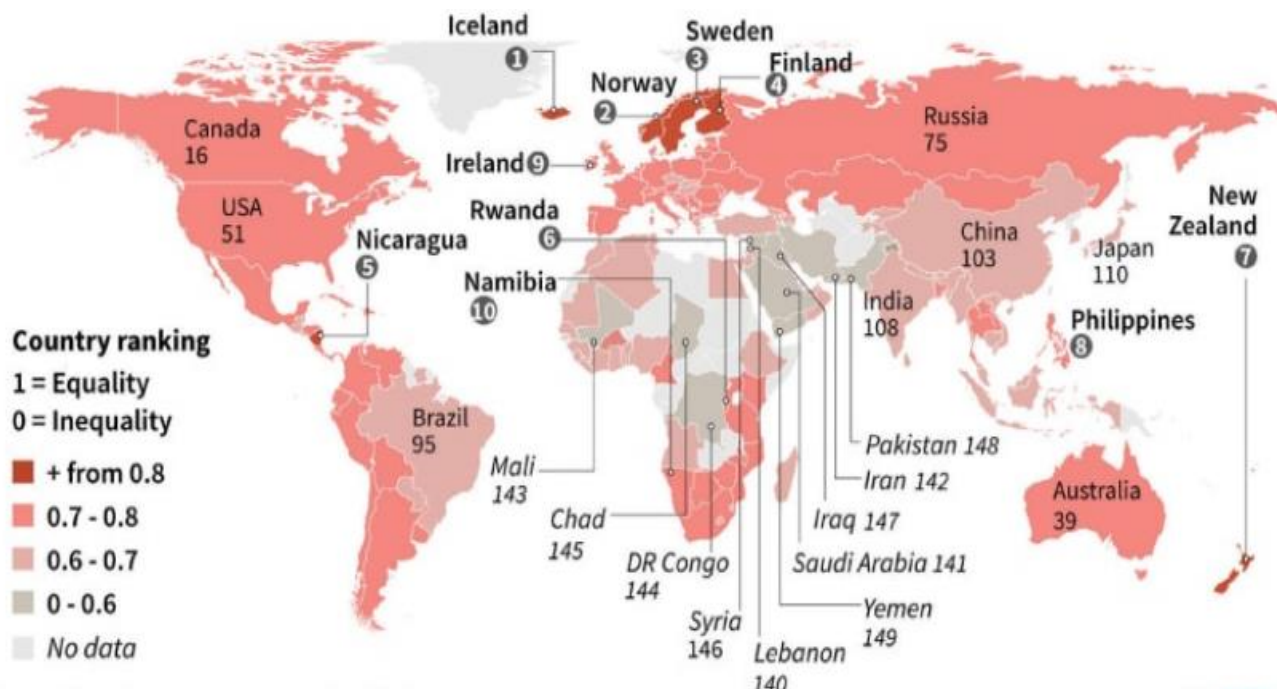
Research objectives:

- To understand the factors related to gender equality.
- To understand the work/ measures which have been done for equality of women in education.
- To understand the needs to be done for policy formulation regarding the issue.

LITERATURE REVIEW

The idea of Education can characterize as "the procedure of giving or gaining information just like the creating forces of thinking and judgment, and as a rule of getting ready oneself or others, mentally for quality and well-experienced life" (Encarta, 2012). Education provides the foundation for economic development and reducing poverty in the society. The weak education system leads to the statement of why developing countries do not grow? In Pakistan, the quality of education is not good, and the literacy rate is still shallow. It was 62.3 percent in 2017-18 with male literacy rate 72.5%, and the female literacy rate was 51.8%, it shows that how females were less participating in educational activities. Several constraints exist in the society and these constraints are hurdles in the uplift of the socio-economic status of women in society (Chaudhry, & Rahman, 2009). It narrowly shows the gap between gender participation in the daily phases of life, especially in the health and education. (Kabeer, 1996) explained briefly the concept of gender inequality "Not all women are poor, and not all poor people are women, but all women suffer from gender discrimination." Gender discrimination exists in all sectors of society but the education is more critical for the analysis of this issue in Pakistan because the inequality finds at its worst level (Chaudhry, & Rahman, 2009, p.186.). According to the (WEF, 2018-2019) in the gender gap indexed Pakistan had stood on 148th number out of 149 and in 2019 Pakistan ranked was 151 out of 153 countries and it shows that Pakistan was passing through from the worst shape of gender inequality in education, economy, politics, and health on the base of criteria of the survey.

Fig: 1: Gender Inequality.



Source: Ricardo Hausmann, Laura D. Tyson, Saadia Zahidi, Editors (2019). The Global Gender Gap Report 2019.

World Economic Forum, Geneva, Switzerland.

The expression "Correspondence of educational opportunity" alludes to the idea that instructive administrators should be open for every student instead of gender discrimination, paying more attention to their capacities and interests. As indicated by (Bozoglan et al., 2013) resulting to the critical clash in the types of 'imbalance between the genders' and 'conflict for women' privileges' the expanded proportion of gender difference in education setting has decreased its frequency; all things considered, it despite everything exists in different nations. Characterizing the expression "Gender orientation equity," (Bozoglan et al. 2013) contends that sexual orientation value is "Men and females have equivalent opportunities in the society and the doors are opened for them regarding monetary, social, and political turns of events. If gender orientation value is proficient, this will add to the fate of young ladies and young men more than the approaches men-focused.

Women will get profits by open and household life in contrast to men" (Dube, 2015) opposes that the presence of men and women orientation distinction inside the instructive arrangements, emerges different addressed on both current social orders and governments, as there might be various elements adding to the men and women discrimination in the education.

Male and Female Difference:

The executive and legislative branches did not concentrate on the existence of gender differences inside the education of Pakistan (Afzal et al., 2013) found that "Gender divergence in Pakistan has characterized as the hole showed by dispositions of men over opposite gender in any field of life." Moreover, one of the recognized variables causing masculinity uniqueness in Pakistan is the male-ruled culture. This family structure increased the men's dominance and demand in society as compared to women. It proofs that females accepted as a second degree as compared to men. A portion of the conventional guardians would prefer not to send their girls to school, especially when they arrive at the age of 11 since they do not need them to communicate with men in society. Thus, such guardians do not think about daughters to get qualified. As indicated by (Moheyuddin, 2005), the vast majority guardians in country are needed to address the importance of girls education, but since because of monetary emergencies. They want to send their sons instead of the girls, paying a focal point of the potential to son thinking that the boy will spend in their old ages, it is likely unusual exploiting, referring young girls towards the education. The discoveries and examination uncover that guardians in Pakistan see no benefit from the girls schooling (Moheyuddin, 2005). (Rahman et al., 2011) stated that the situation of females in KPK is more threatening to their socio-economic as compared to other provinces of Pakistan, and the females do not get a proper share of education. Gender discrimination in

education also declines the status of women in Pakistan. The investigation highlights that the proficiency rate in the area is around fifty two percent for men and twenty one percent for females in earlier level. The discernment is expected in socio-social limitation in the zone. In other cases, in urban territories, the proficiency rate has been massively improved. The financial status of women has significantly limitations on their proceeding with education. The social setting of the general public in Pakistan is transcendently patriarchal in which men and females are partitioned into two separate spaces, known as male and female (Arab et al., 2012). Some researchers have also been conducted in the small districts of Pakistan, these researches open the dimensions and explain the more important factors and also highlights that how did different occasions leave their impacts on society, (Khan, &, Ali 2003) covering the openings of urban communities Jhang, and Faisalabad, which discovers that one out of 10 of the families believe that girls education is not valuable for the civilization and for the household. Then again, 44.5% of guardians were keen on the girl's school, and 20% head of the families supported girls' education but with the limitation till primary education. Fifty-eight percent of the guardians were supportive of instructing their children, and twenty-one percent of the girls have left school. The overall outcome indicated that if the female enlistment occurred at a later age, it might build the odds of drop out of the female as a result of arriving at the age very soon, so the parent's advantage at last increments for their relationships. This will influence female essential level instruction achievement. One research conducted by (Naimatullah et al, 2009) in the cities of Pakpattan, and Faisalabad, found that the dissimilarity between men and women are found in the families for the certain level of education. For instance, in the cities, the proportion of enlistment from male to female is around sixty nine percent and in a country the proportion is fifty four

percent. The purpose behind this distinctiveness among genders are the training of guardians. It greatly affects the kid's tutoring, which is favored over the girls tutoring.

While leading an investigation of gender measurements left out the education understudies in essential instruction in country (Khan et al, 2011) explored the victimization of females begin from the age of minor. At first, the separation begins from the nourishment and food, later for essential training when contrasted with male, a socio-economical and financial condition likewise assume a significant leave in the beginning period of essential schooling. The quit proportion in Punjab province is considerably more than KPK and GB (Muhammad, & Askar, 2009) found in Charsadda region, in regards to gender difference, more than eighty percent males are selected and above thirty percent girls teen-agers are able to go out to the school. This is an incredible distinction between the enrolments of students.

Rural vs. Urban community:

Gender inequality in education is not a new phenomenon in Pakistan; the last decade of education rate of gender highlights the intensity of this issue in Pakistan. (Provasnik et al., 2007) highlighted the figures based on data that the education rate in urban districts was around 58.3%, and in rural domains, it was 28.3%. Only 12% girls were the students. A captivating variable concerning this setting is that female selection was recorded generally raised at the fundamental level; although, it persistently decreases at the school levels. It was observed that less than 3% of younger students from the age bracket of 17–23 were taking education in combined systems. The amount of women who go to classes in urban areas versus rural areas differentiates certainly, but the main reasons were the start-up of private schools in the community (Andrabi, 2002). In urban regions, women's preparation is extending every day. Households in urban regions have altogether continuously modernized or westernized, and the urban custodians started to perceive

the immensity of education (Mangi et al., 2020). Women who live in urban areas are often gotten together with educational cost based schools giving indications of progress preparing there as they have a lot of progressively enlightening accessibility. Women in urban areas are in a like manner surrounded by people who are told and are not put down or beaten for going to school. Not in any way, like in urban areas, women in provincial regions are discouraged from going to class. Most of them are brought up in preservationist families with close to zero education. They have to do work more actively as compared to men in urban areas. If their people are continuously preparing, notwithstanding, everything cannot go since most of them are poor and cannot hold up under the cost of the expenditures. The women, moreover, do not go to educational institutes in the provincial areas of Pakistan since it is not socially recognized. These moderate families will all in all be continuously ordinary foreseeing that women ought to stay at home and do the household work while men go out to work (Sadaqat, & Sheikh, 2011). This trend increased because women always remained at a distance from educational activities, and this distance has created by the community, and culture always supported this trend.

METHODOLOGY

A subjective examination procedure utilizing inside and outside information, the investigation was utilized to direct this examination to distinguish the parent's observation with respect to gender divergence at essential level training among the low financial populace living in the regions of Chan shah Basti, Khanewal. The individuals of the living populace around there were diversification in communities. They had a low economic status in society, and a large portion of them was chipping away at everyday compensation. The members were guardians living in ichan shah Basti, having at least two participants from each gender kids matured 5 to 10 years age. A

concise clarifications were assumed to the guardians for the examination before directing the meetings. The meeting guide was converted into the local language of the members.

Tenacious examining procedure was utilized to distinguish the exploration members that empowered the scientist to choose the members (n=10) ready to satisfy the examination's necessities. It was ensured that the members who were guardians have at least two male and female kids mature, and be somewhere in the range of 05 and 10 years with a month to month pay between 15,000 rupees and 20,000 rupees. Be that as it may, the welcomed guardians who would not sign the assent structures were not made the members of this investigation. So as to collect information from the members, semi-organized meetings were directed by means of a self-created survey, containing open-ended queries. A short clarification was given to the members to make it straightforward to the queries. The assembled information was dissected by means of substance investigation technique which includes summing up and grouping information inside a topical structure. First Phase, the analyst recite the texts of every gathering mostly so acclimated with focal matters that empowered the scientist to distinguish the important themes and sub-topics rising up out of the information.

Results and Findings:

No.	Name	Sex	Schooling	Linguistic	Occupation	Income
1	Ameer	M	Middle	Punjabi	On Wager	16000
2	Nasir	M	Primary	Pathan	On wage	13000
3	Qadeer	M	Middle	Punjabi	Show Owner	19000
4	Salim	M	Middle	Pashtun	Salaried	16000
5	Razaq Khan	M	Middle	Pashtun	Wager	17000
6	Ali	M	Matric	Punjabi	Clerck	20000
7	Hamza Ali	M	Primary	Punjabi	Salary	18000
8	Yousaf	M	Master	Punjabi	Teacher	19000
9	Anwar	M	Middle	Pashtun	Business	16000
10	Asim	M	Nil	Pashtun	Business	17000

Table 2 explores the contextual information of participants. All participators were men and had at least one son/daughter is at school going status. Fifty percent of the participators were primary level literate and one participant was graduated.

Step 2:

This field sorts out the various topics and sub-subjects developed in the aftereffect of examining during the meetings. From this prospect, the above figure shows the classified subjects including poverty, institution nearness, protection variable, societal factors, deficiency of services, will to educate, benefits of boy's education, girls supportive roles to their families, and the status of

females.



Figure 1: Themes

Poverty:

It is observed that financially stable family's girls get admissions in schools and colleges because the financial constraint does not occur in their educational matters and families remain less concerned with the payback from the girl's education. One of the respondents stated, "We cannot afford the educational expenses of girl's education because of low income. However." The females have the right to get an education, but their education will never repay to our family" It shows that the families also focus on the refund of education; that is why they prefer the male gender for schooling instead of females.

School Proximity:

Unavailability of the transportation and inaccessibility to high school locations because long of distances have generated extra critical obstacle for the education of girls. The number of contestants said that public schools are positioned at long distance from their locations and there is no proper public transport system in area. Public transports find usually overfull and on the other hand, personal transport costs are relatively higher. Second, this is supposed that males may hassle for the females on roads as well as in public transport. One participant narrated was, "It is challenging for girls to go to schools and colleges that is extremely far away from households. Several difficulties do exist, sometimes the males start to harass the girls. In this situation and especially in villages, this kind of incident leads to the start-up of fights between villages and families."

Safety Factors:

Other major cause indicated by contestants were security. The current attacks on academic institutions and parents are not in favored to send their girls to high schools because rising cases of kidnapping. In addition, few sharers also stated in the locality, the atmosphere was not

comfortable for women because they have frightened because few males are threatening girls on roads. One member, “In our region, there are several safekeeping concerns to girls. Sometimes the girls face harassment issues. These issues are creating barriers to girls in properly getting an education.

Societal Factors:

This chapter is exploring the different cultural norms, traditions, customs and religious factors that are constraints and have made barriers for the female education in Pakistan. The sub themes are showing in the below fig 2.

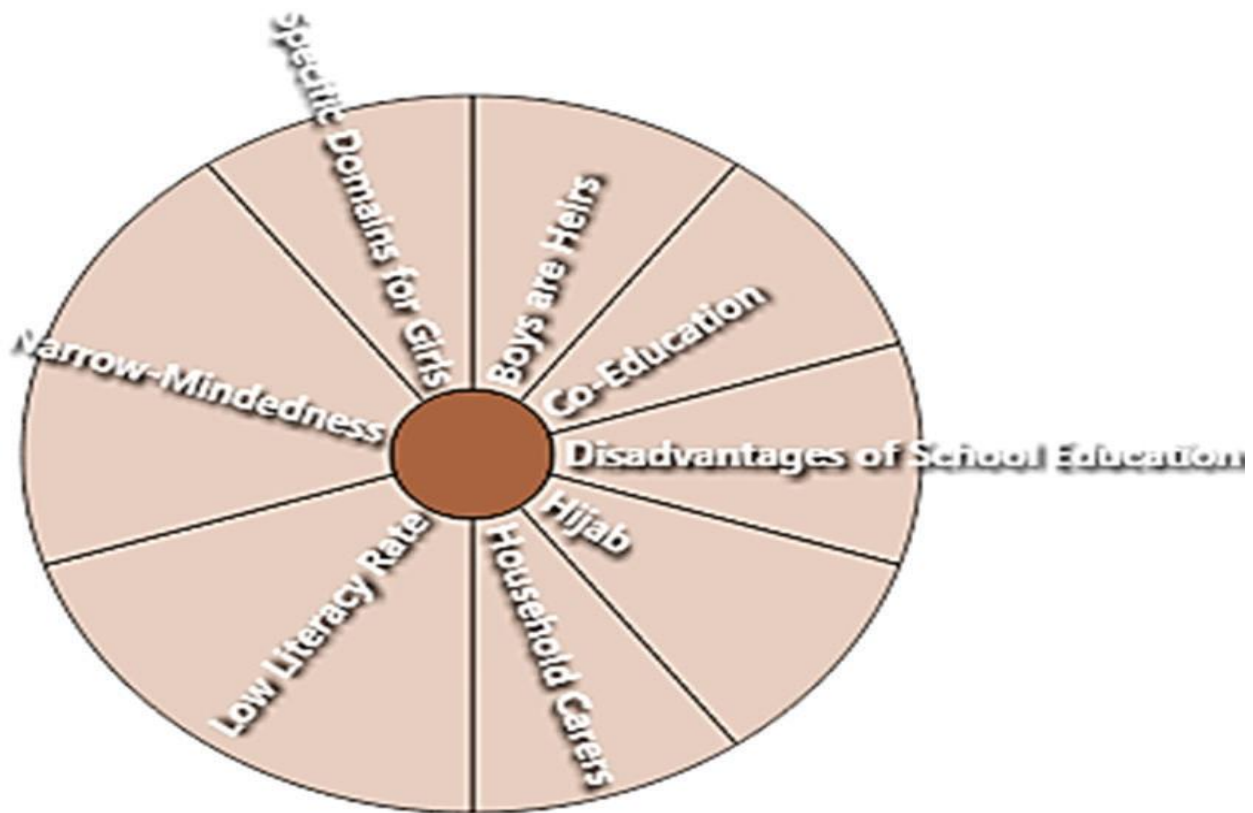


Figure 2

Members detailed an assortment of things hindering admittance to instruction, especially to females. An outsized number of socio-social variables end in the sex dissimilarity while picking between instructing genders. Moreover, combine schooling is an obstruction to girls instruction since it abuses the social standards of "Parda" (cloak). In similarity with strict convictions and stylish guidelines, the blending of females with guys is appeared to be 'not permitted' in light of the fact that it brings about close association of the two sexual orientations and advancement of physical talk. Hardly any members communicated their dread of young ladies' elopement with young men. One of the members expressed, "Because of the co-instruction, it's exceptionally dangerous for people to send their little girls in training. It isn't permitted in Islam that guys and females get training together" Similarly, hardly any members were of the view that young ladies are at risk for family tasks while winning is that the obligation of man. Young ladies begin adding to routine family unit errands since the beginning while young men can achieve either instruction or begin acquiring by playing out some work.

Absence of Facilities:

Lack of quality in curriculum of public schools is an important concerned of family heads regarding to their girls education. The government educational institutes are not fully equipped well and local schools are out of range in terms of expenses. One respondent explained that "The government schools do not exist in our area. One boy school is working in the territory and we cannot send our girls in this school. Few private schools are available for girls but our financial capacity cannot bear the expenses of private schools. It is major challenge for us as well as for the girl's education in my locality.

Willingness to Educate:

A large number of participants criticized government policies and blamed to available resources. Their point of view explored that in the available resources, they are not satisfied with female education. They want to send them to household jobs for the money. They accept the importance of boys and girls education. The following responses could identify their willingness:

- We provided the education to our girls if we could easily bear the expenditure of education.
- We want to provide education and other facilities to our children specially to girls but our financial conditions are major constraint in this.

Male gender education is preferable because they spend whole life in parents' house and take care of house and parents in old age and they become the source of earning but daughters left their parental house after marriages and it seems loss for the families. One participant raised one crucial point, "The girls forever do not stay in the father's house, and we will never get benefits from their educations because they will leave our houses after marriage and as well as we are not in favor of females job. In contrast, the son will protect us in old age."

Girls as a Supporter of their families:

Remarkable respondents had with the observation that not boys as well as can support their families in the future. Still, boys are more favorable in this perspective because they can go abroad as well in other cities to get the job. Still, the opportunities for girls are very fewer in society because they cannot go to other cities for the job. Even they explained their perspective in these words, "We are in favor of female education as well as we encourage females in some

specific professions like doctor and teacher. In these professions, they can serve the community and can become the backbone of families."

Significance of Woman Education:

The profit return aspect is attached with the boy's education instead of female education. In some societies, it has been seen that the female education played vital role in reshaping the society culture. Few people also believe and support the female education norm. One respondent mentioned, "The education should be necessary for the girls because the educated girl can become a good mother in the future. The children's training at the age of minor basis on the mother capacity. The illiterate women cannot make good capacity building in the family and children." Some participants in favored of female education because in thier point of view the society cannot be changed without the education of female because new generation uprising basis on the women ability and education provides solid base for this purpose. One of the respondents stated, "Like other progressive countries we should remove the barriers from the girls. Men and women can bring more social change in society. The male education tradition has made this society male dominant society. People want boys instead of girls, but I think single gender cannot change society solely. The government should separate the education system for men and women from primary to higher education level".

Additionally, rare contestants supposed that if girls get a higher level of education, society can take more benefits from this. Yet, outstanding to ethnic boundaries in specific areas, female can gain different amenities only from females, but it is also observed that there are no females available for this. One respondent had a point of view and explained that "Only well-educated girls can better serve to community and state.

DISCUSSION

The evidence related to the societal stereotype approach that females consider inferior to males. (Afzal et al., 2013) explained in their finding of the study, authors also highlighted the aspect of safety factor as a number average parents did not show interest in girls education. This point has also been discussed in the previous discussion, and the authors' empirical results are based on the systematic study. One study conducted by (Khan et al., 2011) this study found that the discrimination against girls starts from the age of the minor. Firstly, the perception starts within the variety of nourishment and food later the parents support their male children's for education because the socio-culture of society are based on the male dominant culture and financial condition also play a crucial role in school drop call at the first period of primary school.

ROLE OF STAKEHOLDERS TO ELIMINATE INEQUALITY

Roll of United Nation:

The emerged theme 'poverty' is often found within the outcome of the study conducted by (Toor, & Parveen, 2004) highlights numerous reasons that are caused for the low ratio of female students in Pakistan. Poverty has become an authoritative reason for the declined proportion of female students at primary level. Furthermore, the theme 'Importance of Female Education' has found, (Mohey, 2005) highlighted that many traditional families in country do not believe in return benefit from the girl's education. That is why they show hesitation in girls education. The bulk of the head of families are not giving significance to girls' education because they believe that girls do not exist in society with their important roles in contrast to boys. They seem an advantage in the boy's schooling. This stereotype approach is expressing the theme that is

considerably related to the dominated culture within the family construction. Education and curriculum activities should be compulsory for both boys and girls. On the 7th Nov 1967, the overall Assembly of the United Nations passed the resolution 2263 titled "Declaration on the Elimination of Discrimination against Women" Article 9 of this declaration is said to women education. The year 1975 as selected as the International Women's year. In 2000, the United Nations introduced Millennium Development Goals, and 189 countries United Nations member states adopted these goals. There were total 18 MDGs, from which two goals were associated with the topic education, MDG 3 associated with "Promote gender equality and empower women" and MDG 8 related to creating a more just and equal world where equal access for ladies alongside men is essential to the achievement of all MDGs.

In 1975 the United Nations introduced two approaches to deal with the gender issues that were Women in Development (WID), which aims to market women in development projects to form them more efficient. Afterward, there found some limitations during this approach, and within the mid-1980s WID approach converted into the Gender and Development Approach (GDA). GDA was established to deal with the concept of disparities in women's and men's social roles in development. GAD emphasizes the full participation of girls for the achievement of MDGs.

Government Policies Regarding to Gender Equality

(Weiss, 2012) stated on the political parties' work role in women's legal rights and women empowerment. After the establishment of Pakistan, there was a more considerable distinction between men and women rights, but in Ayub regime (1958-69), he made some rules and regulations that were related to the human life, like he declared the minimum age for marriage 18 years and he also made "Muslim family based ordinance." This law is based on economic and

legal protection to women by regulating marriage and divorce and other safeguards for women in the time of divorce, but this regime did not formulize any effective strategy in competing the female issues related to Education. This regime did not uplift women's social status in society, and the Ayub regime is famous because of family laws (Khan, 2013). Some articles of 1973 constitution are linked with women's legal rights like; section 25(1) stated that "All citizens are equal in the eye of law and provide equal protection, article 25(2) stated that "There shall be no discrimination between man and woman." Some other articles of the constitution also promote women's Education and eliminate gender discrimination. Article 37-B, the constitution of Pakistan states that "Remove illiteracy and provide free and compulsory secondary education within the minimum possible period". Provincial governments also made some programs for the improvement of literacy levels in society. The 18th amendment also transferred the education power from federal to provincial governments. The Punjab government program 'Parha likha Punjab' was a great initiative to promote Education in the province. According to this program; Education is free, books and uniforms are the responsibility for state and students also get stipend according to attendance. Benazir Taleem Support program is another example of government work. There were many policies and programs made by the Pakistani government to promote gender equality and Education but these programs failed because the policymakers did not focus on the core issues of societies those are constraints in female Education. The programs did not clearly explain the reward and punishment for the society, so constraints in the way of female Education still remained hurdles (Islam, 2015). The National Educational Policy 1998-2010 has highlighted removing the rural-urban imbalance, increase enrollment, and improving the quality of Education. Education Sector Reform Action Plan 2001-2004 has emphasized increasing women enrollment in schools to improve gender balance and correct the gender-

desegregated data. The Education for all 2000- 2015 emphasized achieving the gender-specific targets for the poor especially primary education targets for boys in 2010 and for girls in 2015. But still yes this target did not achieve. The verdicts of society always remained constraints, the single constructive policy improve the female ratio in the educational activities.

Roll of Private NGOS:

NGOs are basically non- profitable organization and they work independently in community and the main purpose of these organizations is to help needy people and empower women and children to survive better in the society. There are many NGOs working in Pakistan like loan based NGOs, violence against women based NGOs, environmental protection based NGOs and education based NGOs. The main goal of these organizations is creating, disseminating and managing ideas, information and solutions for social development and rehabilitation.

(Rehman, & Ismail, 2012) stated in the article that non- profit organization also failed in Pakistan in uplifting the social status of women in society as well as the human rights organization sometimes mislead the truth at international level regarding to women situation in Pakistan. CARE Foundation is a non- profit organization. It was established in 1988. The mission of this organization is to provide a quality and marketable education to all. CARE foundation believes that education boost economic growth, reduce poverty, foster peace and encourage gender equality. 'Aurat Foundation' established in 1986. It is also a non- profit organization. The mission of this organization is to raise awareness among society where women and men are considered equal with the rights to lead their life, with dignity and self-respect. There is a need to provide educational facilities to women especially who lived in rural areas of Pakistan. International Organizations and national Non- Governmental Organizations are playing

a vital role for the promotion of women's education and empowerment like UNICEF and UNESCO. World Bank can be a part and involved for this purpose. The government may make such policies and programs with better incentives to increase the enrollment of girls in schools and higher institutions. Give scholarships to the talented students and send them abroad for higher education. The NGO's failed in removing the constraints in the way of women empowerment and especially in female education. The traditional norms are the challenges for the national policy makers and international organizations as well. The biggest constraint is family backwardness and societal response to female education (Hira, 2013). This challenge is not only existed in Pakistan, other countries of this region also face this issue. India and Pakistan both countries are passing through from this tragedy the culture of society does not protect the integrity of females in society and it is the main cause of women miserable situation in both countries (Srivastava, & Austin, 2012).

CONCLUSION:

In Pakistan, gender inequality finds in every aspect of life from micro to macro level all spheres of life have been filled with this challenge. The imbalance trend in education based on gender is more severe as compared to gender inequality in other areas of social activities. It is not only a matter of depriving the opportunity to get an education, but it also extends to get benefits afterward. Unfortunately, it almost finds in all classes and regions. It has been discussed in the previous discussion that International organizations indexes show the vulnerable situation of Pakistan regarding to female status. The societal response is negative, and norms and traditions are the constraints in the female's way. The previous government policies were not focusing on the origins of restrictions. They were only promoting education instead of eliminating the challenges that restrict females to home. The boundaries of societies imply that females are the biggest challenges for policymakers in removing this issue from society. The work should be done at the micro-level. The macro-level policies only impact on some social classes of the country instead of all levels. The separate structure of schooling exists in Pakistan, but this structure did not increase the ratio of female students in Pakistan. The family backgrounds and society response do not promote the females in the education, and especially rural areas, family and lower-middle-class families are following these traditions at the micro-level.

Recommendations

- There is a need that the government should make collaborate with private organizations to organize training, seminars, and workshops in schools and colleges to empower women and girls and also promote co-education and gender equality through group base activities.

- There is a need to create awareness among parents, especially those who lived in rural areas and create awareness about the importance of female education. For this purpose, the government makes free and compulsory education for girls' especially primary school, to make capable women read and write. Mass media like Facebook, Twitter, YouTube, and electronic media create awareness among women through their social programs and highlight women's issues and create awareness in society.
- There are two essential causes of gender disparity that are deeply rooted in underdeveloped areas of Pakistan, that are dowry and early age marriages. The government should make laws to stop these kinds of practices.
- There is a need to provide equal opportunities to both men and women, in education and an inclusive school system should be adapted like Finland, which makes enrolment of every student mandatory.
- There is a need to build separate buildings of schools for girls with proper facilities and equipment like laboratories, tables, chairs, toilets, clean drinking water, and transports. The government should maintain those schools which are already existing and hire knowledgeable, experienced teachers with proper compensations and benefits.

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