

Saddaf Ayub*
Muhammad Saeed Khan**
Nida Mirza***

Discrimination against Female Education through PSDP of Pakistan

Abstract

To become agents for change, women must have equal access to equal opportunities. Literacy of women is a key to improved health, nutrition, and education, and to empowerment of women as full participants in decision making in society. The main objectives of the study are to find out public sector development programs in education sector for females in Pakistan and analyze as how female education was discriminated. Documentary analysis of federal PSDP was used for the methodology of the study. Programs of PSDP were taken as population of the study whereas education sector programs were taken as sample of the study. The study was delimited from 2003-04 to 2018-2019.

Key Words: Discrimination, female, education, PSDP, funds

Introduction

Discrimination is one of the main concerns of Pakistani society. In local traditions and cultures male centric qualities are embedded which give rise to social worth of gender. The status of ladies in Pakistan isn't homogenous due to the gender's interconnection with different types of omission in the general public. There is significant variety in the status of ladies over classes, locales, and the rustic/urban separation because of uneven financial improvement and the effect of inborn, medieval, and industrialist social developments on ladies' lives. Huge numbers of the hindrances in education of girls are inside the educational system itself. The Pakistan Government just has not set up framework sufficient to address the issues of the females. While giving off duty to administration of private schools may appear to be a solution, but nothing can acquit the condition of its commitment, under global and residential law, to guarantee that all girls are getting quality education. Besides, in spite of the considerable number of hindrances, still there are families that demand growth in girls' education.

* Dr. Saddaf Ayub, Assistant Professor, Department of Education, The University of Haripur.

** Dr. Muhammad Saeed Khan, Assistant Professor, Department of Education The University of Haripur.

*** Nida Mirza, Assistant Professor, Faculty of Education University of Sindh, Jamshoro, Sindh.

Review of Related Literature

Batliwala (1994), gender teaching starts with ice-breaking activities to make an atmosphere for open correspondence among ladies. This is trailed by sharing of encounters of male centric mastery and weakness just as quality and fearlessness. Such incites purge and aides in making trust and solidarity among the members of groups. At that point, gender and societal investigation help poor ladies comprehend the auxiliary powers of their persecution. The procedure of aggregate reflection is trailed by individual or aggregate activities to change their circumstance. In conclusion, they are acquainted with new learning and data to impact their condition through nearby associations.

Memon and Solangi (1998) directed a research on *Female Primary Education in Pakistan: Problems and Proposals*. The investigation distinguished reasons for dropouts as: inadequate financial allocation; rapid increase in population; and, conservative attitude of the parents. It was recommended that review ought to be directed after regular interval of every five years to give data on significant factors such as availability of schooling facilities for girls in rural as well as urban areas, number of girls in schools, condition of school buildings, and accessibility of water, library and laboratory facilities.

In the next year, Yasmeen completed out a study on *Pakistani Women and Education*. She recommended expelling the age restriction on hiring older women, many of whom would be available after the child bearing years. She felt that such ladies would think it is simple to make trip to rustic territories of the nation when contrasted with the more youthful ladies.

Abrar and Taj (2009) attempted an investigation on *Factors Responsible for Women Illiteracy: A Social Analysis in Slums of Urban Areas in Karachi*. They prescribed that NGOs need to create projects like seminars, conferences, workshops and so on to propagate the importance of women education. They recommended to mirror the more brilliant side of training for ladies.

Another study was directed by Qasim (2009) on *Female Education in Rural Sindh and Its Impact on Socio-Economic Environment*. He considered school instruction and professional preparing for young ladies as the key estimates that could improve women's social and economic status in the society. Aziz, Soomro and Abro (2010) have done on evaluative study of the trend of female education: A case study of female higher secondary schools of Hyderabad districts. The study was designed with a purpose to survey the opinion of educationalists, parents and students towards the trend of female education. It was found in the study that attitudes towards the variables of equality of educational opportunities for girls and boys, poverty factor, security factor, religious practitioners and Government steps for female education were negative.

Nanada and Arul (2006) has conducted his study on economic development and women. In his study he discussed the status of women in India, effects of women education on economic development such as direct effect and indirect effects. He developed five different factors responsible for women education such as demographic factor, social-cultural factor, economic factor, home related factors, school related factors. He indicated that education is considered to be one of the

most important determinants of income/earning of the individual. They also mentioned the factors determining earning of educated women.

Chhotry (2006) conducted his study on women education and development. In which he has study the human development and economic development, human capital formation, human capital formation, strategies for human capital formation, social sector development, women education: still a distant dream, reallocation of public sector resources and share of education in GNP. He focused his study on gender budgeting as education is basic human right, is critical for economic and social development.

Kazimi (2010) conducted an analytical study on *Involvement of Women in Social Crimes*. Results of the study showed that involvement of women in social crimes is increasing especially in beggary, prostitution, abortion and child labour. Women were inclined to gang formation, family related crime, harassment and killing of daughters. These crimes were very common among uneducated women. He further added that ignorance of law, lust for easy money, consequences of act, and lack of productive skills are reasons behind these crimes.

Methodology

Documentary analysis of federal PSDP was used for the methodology of the study. Social sector programmes of PSDP were taken as population of the study whereas education sector programmes were taken as sample of the study. The study was delimited from 2003-04 to 2018-2019.

Findings & Discussion

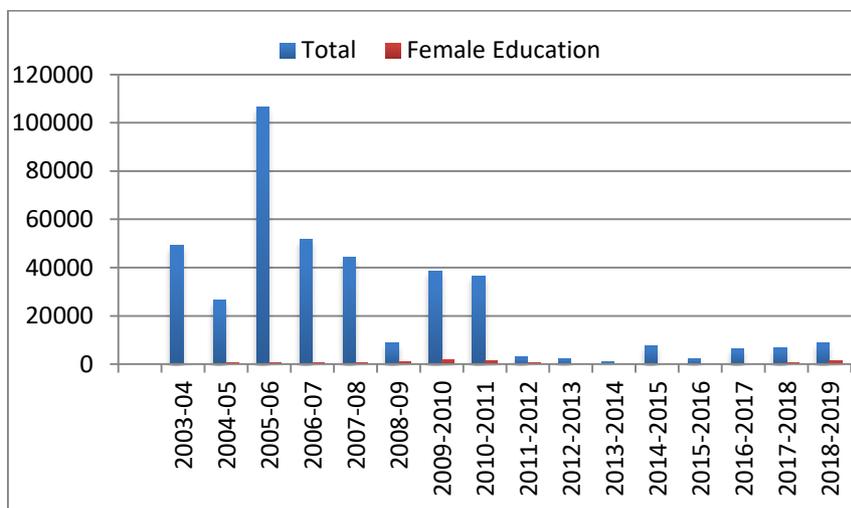
For the research, cost wise discrimination, cost wise foreign aid, allocation wise discrimination, allocation wise (foreign aid) discrimination, No of projects for female education, sub-sector wise discrimination were selected as variable of the study.

Table No 1(a)

Cost Wise Discrimination

Year	Total (Rs in Million)	Female Education	Percentage Share
2003-04	49212.900	325.400	0.66
2004-05	26375.400	449.200	1.70
2005-06	106661.900	618.400	0.58
2006-07	51668.271	527.912	1.02
2007-08	44179.103	575.480	1.30
2008-09	8672.870	895.043	10.32
2009-2010	38566.476	1695.519	4.40
2010-2011	36456.589	1509.427	4.14
2011-2012	2897.559	448.905	15.49
2012-2013	2221.213	103.317	4.65
2013-2014	896.706	11.250	2.17

2014-2015	7593.484	50.617	0.66
2015-2016	2333.584	75.000	3.21
2016-2017	6473.545	109.037	1.51
2017-2018	6710.083	414.774	6.18
2018-2019	8725.348	1175.704	13.4



From table no 1(a) it is indicated that total cost of the project associated with female education was fluctuating. It was least in years 2003-04 and 2014-15, but it increase in the year 2018-10 1175.704 million which becomes 13.4% share of total estimated cost for education sector. The percentage of 15.49 is due to the number of projects in the era because in the year the total amount is 2897.559 and for the female education it is 448.905 constituting 15.49% much less than the amount in 2018-19.

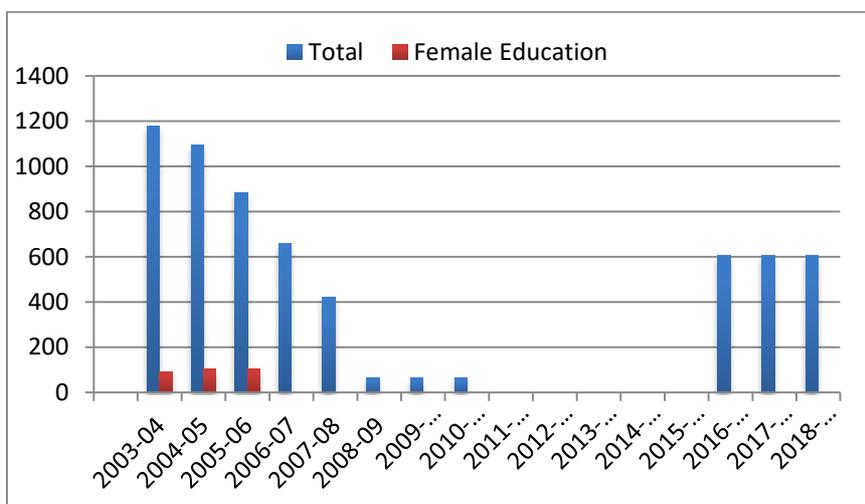
Table No 1(b)

Cost wise Foreign Aid

Year	Total (Rs in Million)	Female Education	Percentage Share
2003-04	1179.500	93.400	7.92
2004-05	1093.000	105.900	9.69
2005-06	884.8	105.900	11.97
2006-07	658.214	0.000	0.00
2007-08	422.110	0.000	0.00
2008-09	63.900	0.000	0.00
2009-2010	63.900	0.000	0.00

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2010-2011	63.900	0.000	0.00
2011-2012	0.000	0.000	0.000
2012-2013	0.00	0.00	0.00
2013-2014	0.00	0.00	0.00
2014-2015	0.00	0.00	0.00
2015-2016	0.00	0.00	0.00
2016-2017	607.000	0.00	0.00
2017-2018	607.000	0.00	0.00
2018-2019	607.500	0.00	0.00

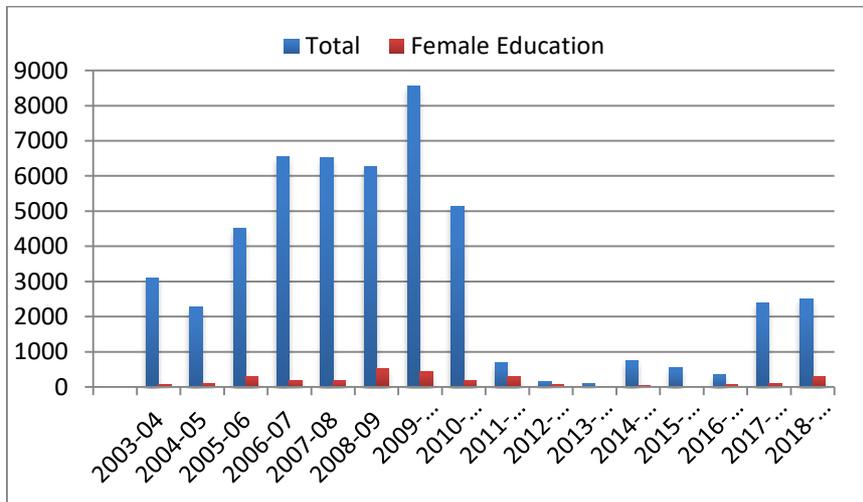


From the table no 1(b) it is indicated that female education was ignored as it was reflected that since 2006-07 there was no scheme or program launched for female education with foreign aid. In other words we can say that Government has not tried to invest on female education with foreign aid/assistance. In 2004-05, 9.69 % with the total 105.900 million estimated cost for foreign aid whereas in 2005-06, it becomes 11.97%.

Table No 2(a)

Allocation wise discrimination

Year	Total (Rs in Million)	Female Education	Percentage Share
2003-04	3107.102	79.456	2.56
2004-05	2259.040	106.887	4.73
2005-06	4520.522	291.966	6.46
2006-07	6560.258	171.138	2.61
2007-08	6508.783	173.541	2.67
2008-09	6269.520	503.548	8.03
2009-2010	8551.269	426.818	4.99
2010-2011	5140.870	180.525	3.51
2011-2012	677.351	290.265	42.85
2012-2013	157.425	58.738	37.31
2013-2014	105.298	11.250	10.68
2014-2015	749.344	23.992	3.20
2015-2016	555.124	9.200	1.65
2016-2017	353.000	49.444	
2017-2018	2402.169	99.271	4.13
2018-2019	2500.961	295.000	11.79



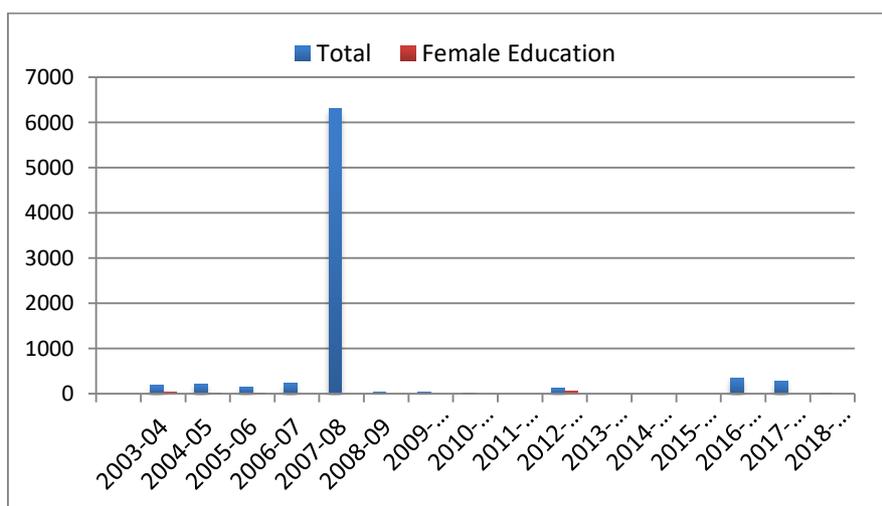
From the table 2(a) it is indicated that total allocation for female education was given less importance. But in the year 2018-19 it becomes highest with the

allocation of Rs 295.000 million which becomes 11.79% share of total allocation for female education in education sector. However, the percentage of female education in the year 2011-12 is on the top with the 42.85% because the projects are meagre in number with the large proportion for female education.

Table No 2(b)

Allocation wise: Foreign Aid Discrimination

Year	Total (Rs in Million)	Female Edu	Percentage Share
2003-04	181.425	38.900	21.44
2004-05	221.921	18.767	8.46
2005-06	159.956	17.000	10.63
2006-07	237.951	0.000	0.000
2007-08	6313.801	0.000	0.000
2008-09	43.900	0.000	0.000
2009-2010	44.000	0.000	0.000
2010-2011	1.646	0.000	0.000
2011-2012	0.000	0.000	0.000
2012-2013	123.738	53.738	43.3
2013-2014	0.00	0.00	0.00
2014-2015	0.00	0.00	0.00
2015-2016	0.00	0.00	0.00
2016-2017	353.000	0.00	0.00
2017-2018	281.300	0.00	0.00
2018-2019	15.000	0.00	0.00

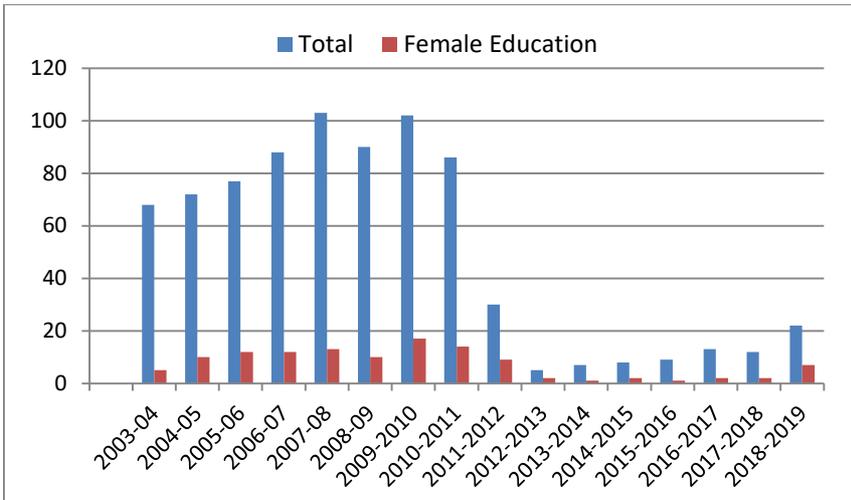


From the table no 2(b) it is indicated that there is a gap of foreign assistance from the year 2006-07 to the year 2012-13 between these two years there is no programs of financial aid for female education. Female education was ignored as it was reflected that since 2006-07 and after the year 2012-13 there was no scheme or program launched for female education with foreign aid. In other words we can say that Govt had not allocated a reasonable share for female education with foreign aid/assistance. In 2004-05, it is 8.46 % with the total 105.900 million allocations with foreign aid whereas in 2012-13, it becomes 43.3% of total allocation done for education sector.

Table No 3

No of Projects for Female Education

Year	Education			Female Education			% Share
	New	On-going	Total	New	On-going	Total	
2003-04	07	61	68	1	4	5	7.35
2004-05	25	47	72	8	2	10	13.89
2005-06	18	59	77	3	9	12	15.58
2006-07	40	48	88	5	7	12	13.64
2007-08	35	68	103	3	10	13	12.62
2008-09	26	74	90	1	9	10	11.11
2009-10	26	76	102	6	11	17	16.67
2010-11	12	74	86	2	12	14	16.28
2011-12	2	28	30	0	9	9	30
2012-13	5	0	5	2	0	2	40
2013-14	7	0	7	1	0	1	14.28
2014-15	3	5	8	2	0	2	25
2015-16	5	4	9	1	0	1	11.11
2016-17	6	7	13	1	1	2	15.38
2017-18	9	3	12	2	0	2	16.66
2018-19	8	15	22	2	5	7	31.81



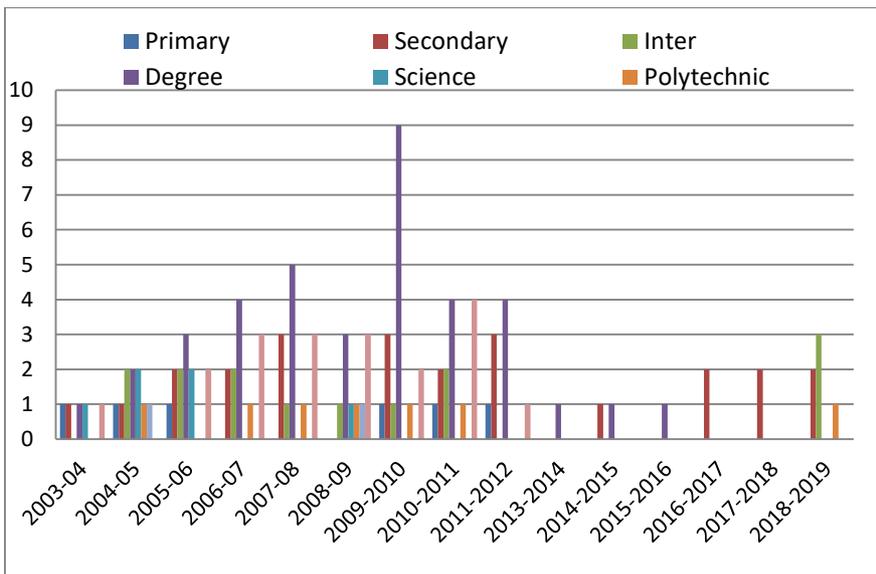
From the table no 3, it is portray that the minimum number of schemes for female education was 5 out of 68 in year 2003-04 which become 7.35 % of total schemes in education sector whereas highest number of schemes were 17 out of 102 in 2009-10 which becomes 16.67% of the total number of schemes. There were 8 out of 25 new project initiated for female education in year 2004-05, whereas the number of on-going projects for female education was highest in 2010-11 which becomes 12 out of 74 projects for education sector.

Table No 4

Sub- Sector Wise Discrimination

Sub Sector	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	Total
Primary Education	1	1	1	-	-	-	1	1	1	-	-	-	-	-	-	-	6
Secondary Education	1	1	2	2	3	-	3	2	3	-	1	-	2	2	2	2	24
Inter College	-	2	2	2	1	1	1	2	-	-	-	-	-	-	-	3	14
Degree College	1	2	3	4	5	3	9	4	4	1	1	1	-	-	-	-	38
Science Education	1	2	2	-	-	1	-	-	-	-	-	-	-	-	-	-	6
Polytechnic Institute	-	1	-	1	1	1	1	1	-	-	-	-	-	-	-	1	7
Girls Guide	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	2

Training																	
Miscellaneous	1	-	2	3	3	3	2	4	1	-	-	-	-	-	-	-	19
Total	0	1	0	-													
	5	1	2	2	3	0	7	4	9	1	2	1	2	2	6		



From the table no 4, it is indicated that there were more projects/schemes were launched for degree college education of females, as there were 31 projects for female education and these projects were such as: Extension of educational facilities at FG Margalla college for women ,F 7/4 by adding MA Block, Provision of additional accommodation in newly established IMCG,I-10/4, Islamabad, Provision of labs equipment and other faculties at FG College,F-7/2 ,Islamabad, Establishment of FG Degree College Sector I-14,Islamabad, Establishment of FG Degree College for women Kot Hathal (Barha Kau),Islamabad, Establishment of FG College for women,I-8/1,Islamabad.

Conclusion and Recommendation

From the analysis of above findings, it concluded that discrimination against female education was observed in allocation of funds and costing of the project. There was no foreign aid since 2006-07. It was concluded that discrimination against female education was done in number of projects in PSDP as it was least in 2003-04 with 5 but it increases in 2009-10 it becomes 17. Analysis of sub sector wise discrimination indicated that there were more schemes launched for female college education.

From the above findings and conclusion of the study, it is recommended that:

- More funds may be allocated for promotion of female education,

- An appropriate share of fund in PSDP may be reserved for female education
- Foreign aid may be included for female education, as it was done in previous PSDPs.
- Schemes for girls primary education and secondary school may be initiated.
- There is a need for establishing a cadet college for girls through PSDP.
- More funds may be allocated for polytechnic institute for females
- There may be more funding required for training of teachers institute.

Conclusion

Pakistanis are spiritually attached with the land of Arabs because it is a birth place of the Holy Prophet (PBUH). Islam spread in the subcontinent due to the invasions of Arabs. All the religiously sacred places of Muslims are in Kingdom of Saudi Arabia. Every year Muslims visit these places for the sake of purity and forgiveness. Since the birth of Pakistan ties between the two countries have remained amiable. Even before the inception of Pakistan, Saudi king maintained good relations with All India Muslims and Jinnah due to the religious bonding. Owing to the mystically attachment people on both sides are ready to help each other in their time of distress. Politically, different issues were generated between both the governments but spiritually and religiously relations have remained steady. Muslims are spiritually attached with each other that's why relations between both states remained amicable and cordial. Politically, economically and regional jealousies emerged between the two but religion is the only factor which create linkages between the two states. Religious aspects joined the Muslim's nation on one platform.

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