



EdQual

A Research Programme Consortium on
Implementing Education Quality in Low Income Countries



THE AGA KHAN UNIVERSITY

Exploring gender equitable quality Education



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- EdQual had gender equity as a cross-cutting theme
- ICT Project in Rwanda focused on teachers using ICT to improve T&L in maths & science
- ICC Project in Pakistan on implementing problem solving curriculum and create gender awareness in maths classrooms

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- Action research projects, in rural disadvantaged schools
- Promoting gender equality in education is a key concern for the Rwandan govt
- Pakistan is highly gender segregated, a PD intervention on gender awareness was integrated

Theoretical Framework

Functioning is the various things a person may value doing or being

Capability is the alternative combinations of functioning, feasible for a person to achieve

Well being freedom are conditions suitable for “well being achievement”, the extent to which well being is achieved

Agency freedom pertains to the opportunities that allow one to choose the goals one values.

Agency achievement concerns the extent to which the valued goals have been achieved.

Ref: (Sen, 1999, p. 75).

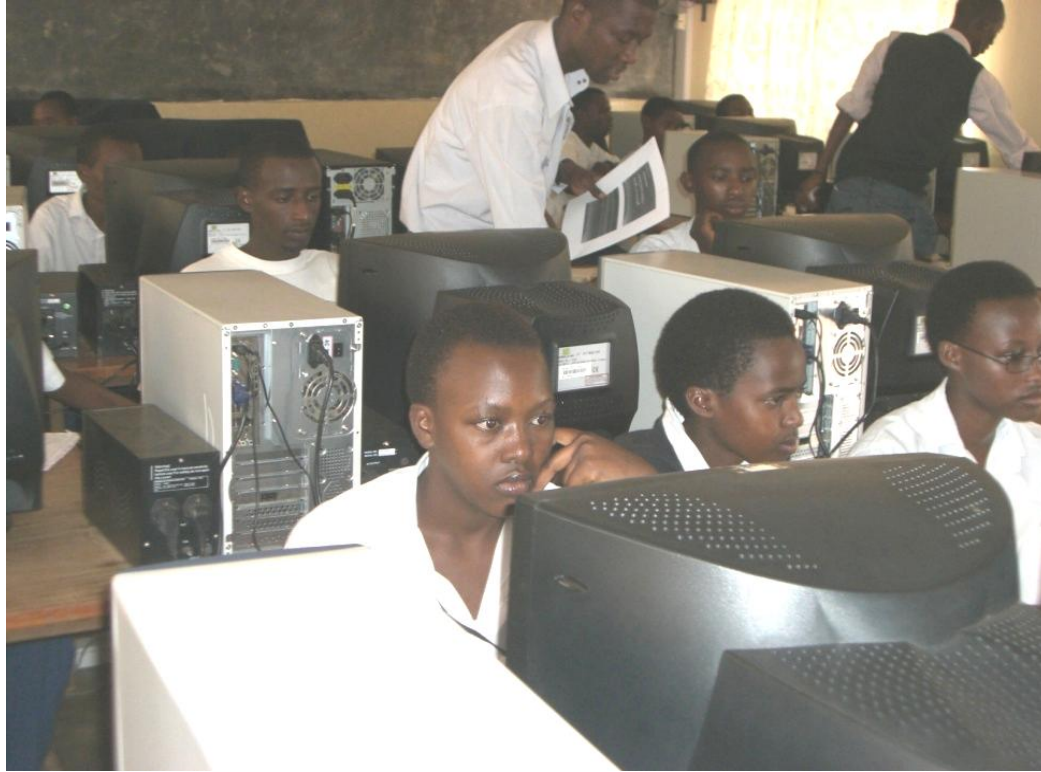
Key findings ICC Project

- Unequal access to secondary school
- Low self-perception of teachers in girls' school
- Gender stereo-typical views about boys and girls as mathematicians
- Teachers' primary concern scholastic achievement
- Paradoxical situation for girls' education

Key findings ICT Project

- Girls & boys are constructed differently with regard to ICT abilities
- The school and classroom environment enhance existing gender differences
- Access to ICT out-of-school is mainly through internet cafes where young people gain hands-on experience
- Gendered patterns in the out-of-school use of ICTs disadvantage girls, students from rural disadvantaged backgrounds





Conclusion

Education as a capability with freedom for all to learn and maximize their potential was constrained

Teachers' gendered awareness needs to be situated within the broader social and cultural contexts of their lives

Girls' and boys' constraints and opportunities in other areas of their lives relate to their school experiences

