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STUDY ON PROBLEMS FACED BY WOMEN IN HIGHER EDUCATIONAL INSTITUTIONS IN SINDH, PAKISTAN

Abstract

The main aim of the study was to highlight and discuss the problems and challenges which women face in higher education institutions in the province of Sindh Pakistan whose almost half of the population consisted of women. Study further discussed current status of women in higher educational institutions All public sector general universities of Sindh Province, their female teachers and students were the population of the study. For the sample, 03 universities were randomly selected. 10% female students and 60% female teachers were selected for the study. Data was collected through five point Likert scale questionnaire and Chi square statistics was applied to analyze the data. The main findings of the study were that in higher educational institutions, women faced discrimination, harassment and discouragement by their male counterparts. The major hindrance in the access of higher education to women was the domination of male in the society. Study recommended that job and enrollment quota for women in higher educational institutions should be increased. More colleges and universities should be opened in rural areas for women for females and all forms of discrimination against women should be stopped.

Keywords Higher education, women rights, women empowerment, constitutional rights, leadership, gender discrimination

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Introduction

Background

In the Muslim world, Pakistan is among the heavily populated countries. According to Economic Survey of Pakistan, (2013-14). "Total population of the country is 188.02 million with 97.16% were men and 90.86% were women". Women despite limited opportunities and all sorts of discrimination are playing important role in national development in Pakistan. But unfortunately in the male dominated society of the Pakistan, they are not properly encouraged. In formal and informal job market, they are paid very less wages consequently they have to suffer a lot and they remain financially weak and deprived. In education sector, women employment ratio is sizable in Pakistan as compared to other sectors and it is continuously improving, but as per their population, women employment ratio and their empowerment in education sector is regarded poor. "Women Literacy rate in Pakistan is 36% as compares with Srilanka 78% and in India 38%. Women enrollment rate in universities in Pakistan is 2.5%. Government of Pakistan gives importance to professional, vocational and technical education of women". (UNESCO, 2014)

For rapid socio-economic and cultural development, higher educational institutions are regarded as key and powerful source in the developed world. "Good and advanced higher educational institutions become models and sources of pressure for creating a modern civil society". (Kramarae *et al*, 2000). In higher educational institutions, women representation is also far from satisfactory level both in employment and enrollment. In rural areas situation is more alarming because there are very few colleges and universities therefore access of women to higher educational institutions is still a big problem. "Women access to higher education in Pakistan is very limited. Mostly the women in higher educational institutions adopt the field of teaching. Their ratio in the management related fields is low. Social and cultural barriers prevent women to take part in managerial positions". (Batool. Sajid.& Shaheen. 2013).

Problem Statement

As discussed above that about 50 percent population of Pakistan consists of women so they need equal opportunities in employment and enrollment in higher educational institutions of the country. No doubt in recent times, enrollment of girls is increasing in higher educational institutions of urban areas but still equal chances are not available and they are deprived of their due share and empowerment in the higher education sector. In higher educational institutions, women are treated poorly; often they are victims of sexual and verbal harassment during working and studies. Thus the problem under investigation was "Study on Problems Faced by Women in Higher Educational Institutions in Sindh, Pakistan"

Objectives

The major objectives of the study were:

- (1) To explore the problems and difficulties women teachers and students face in Higher Educational Institutions
- (2) To examine the level of discrimination against women in higher educational institutions and their empowerment.
- (3) To recommend solid and practical solutions to solve the problems of women in higher educational institutions and empower the women in higher education sector in Pakistan.

Methodology

The study was survey type in which quantitative approach major purpose of the study was to analyze the problems which women face in higher education in Pakistan. All the women working in public universities in the Province of Sindh Pakistan and the female students at post graduate level in these universities constituted the population of the study. Three (03) public universities randomly selected from the Province of Sindh, one of the Province of Pakistan were included in the sample of the study.

10% of the female students and 60% of the female teaching staff was taken as sample of the study. Two questionnaires, for female teachers and for female Students were designed on five point Likert's scale for data collection. Data was analyzed and interpreted using Chi-Square as a statistical tool.

Table 1 shows the population and sample of the study

Sample Universities	Female Students		Female Teachers	
	Total	10 %	Total	60 %
University of Karachi, Karachi	7400	640	300	180
University of Sindh, Jamshoro.	4300	230	201	121
Shah Abdul Latif University Khairpur	1200	130	70	42
Total		1000		343

Results and Discussions

Table 1 Women do not enjoy equal status in Higher Educational Institutions as their male counterparts.

Responses	SA	A	UD	D	SD	Total	X ²
Teachers	88 26%	180 52%	5 1%	50 15%	20 6%	343	284.33
Students	240 24%	600 60%	20 2%	90 9%	50 5%	1000	1143.00

Table 1 Indicates that the calculated value of χ^2 is found to be (284.33) and (1143.00) for teachers and students responses respectively which is larger than the critical value (9.488) at a significant level =0.05 for both cases and it falls in the rejection region Hence, the null hypothesis is rejected and it is concluded that proportion of the respondents expressing their opinion "Women do not enjoy equal status in Higher Education as their male counterparts". The higher percentage of respondents 52.48% female teachers and 60% female students expressed their opinion

in one or more shades. In Higher Education women have very low participation in management as well as teaching, although low rate of participation was found in teaching, but in management side they are heavily under-represented. Hammoud (2009) "found in his study on Arab universities that females' ratio in academic staff was only 15% and on management side they were about negligible".

Table 2 Women are not allowed to play positive and constructive role in all fields of higher education.

Responses	SA	A	UD	D	SD	Total	χ^2
Teachers	65 19%	185 54%	3 1%	60 17%	30 9%	343	283.22
Students	238 24%	600 60%	12 1%	90 9%	60 6%	1000	1142.44

Table 2 Indicates that the calculated value of χ^2 is found to be (283.22) and (1142.44) for teachers and students responses respectively which is larger than the critical value (9.488) at a significant level =0.05 for both cases and it falls in the rejection region. Hence, the null hypothesis is rejected and it is concluded that proportion of the respondents expressing their opinion that "Women are not allowed doing positive and constructive contribution in all fields of higher education" is not same for all shades of opinion. The higher percentage of respondents 53.94% female teachers and 60%female students expressed their opinion in one or more shades. A higher percentage of respondents express their opinion in one or more shades. According to Karikari (2008) "in Ghanaian university, participation of women in senior academic and management designations is meager, so due to this ignorance in higher educational institutions their voice and opinion has not given any worth".

Table 3 Women are given very limited opportunities for employment in higher educational institutions in Pakistan.

Responses	SA	A	UD	D	SD	Total	χ^2
Teachers	90 26%	175 51%	5 1%	50 15%	23 7%	343	266.02
Students	190 19%	660 66%	15 2%	85 9%	50 5%	1000	1408.25

Table 3 Indicates that the calculated value of χ^2 is found to be (266.02) and (1408.25) for teachers and students responses respectively which is larger than the critical value (9.488) at a significant level 0.05 for both cases and it falls in the rejection region. Hence, the null hypothesis is rejected and it is concluded that proportion of the respondents expressing their opinion that "Women have very limited opportunities for employment in Higher education" is not same for all shades of opinion. The higher percentage of respondents 51% female teachers and 66%female students expressed their opinion in one or more shades. A higher percentage of respondents express their opinion in one or more shades. Maryam (1999) analyzed that "improvement in women's economic status is vital to their overall empowerment. While women remain financially powerless and economically dependent, they are unable to exercise their rights in letter and spirit".

Table 4 In the higher educational institutions of Pakistan, women are not empowered to have freedom of choice and expression for their recognition in all fields.

Responses	SA	A	UD	D	SD	Total	X ²
Teachers	85	183	5	47	23	343	290.78
	25%	53%	1%	14%	7%		
Students	190	670	15	70	55	1000	1465.75
	19%	67%	2%	7%	6%		

Table 4 Indicates that the calculated value of χ^2 is found to be (290.78) and (1465.75) for teachers and students responses respectively which is larger than the critical value (9.488) at a significant level =0.05 for both cases. Hence, the null hypothesis is rejected and it is concluded that proportion of the respondents expressing their opinion that "women are not empowered to have freedom of choice and expression for her recognition in all fields of higher education "is not same for all shades of opinion. The higher percentage of respondents 53.35% female teachers and 67% female students expressed their opinion in one or more shades.

Table 5 women are not given leadership responsibilities in higher educational institutions of Pakistan.

Responses	SA	A	UD	D	SD	Total	X ²
Teachers	90	185	10	38	20	343	302.32
	26%	54%	3%	11%	6%		
Students	200	730	10	40	20	1000	1875.00
	20%	73%	1%	4%	2%		

Table 5 Indicated that the calculated value of χ^2 is found to be (302.32) and (1875.00) for teachers and students responses respectively which is larger than the critical value (9.488) at a significant level =0.05 for both cases. Hence, the null hypothesis is rejected and it is concluded that proportion of the respondents expressing their opinion that "in Higher education institutions the

women are not given leadership responsibilities" is not same for all shades of opinion, the higher percentage of respondents 53.94% female teachers and 73% female students expressed their opinion in one or more shades. The same result was also found by Mansoor, (2012) "Women representation in leadership positions is low due to male dominance".

Table 6 women are not allowed to play independent role in higher educational institutions.

Responses	SA	A	UD	D	SD	Total	χ^2
Teachers	110	180	10	28	15	343	321.85
	32%	52%	3%	8%	4%		
Students	319	600	6	50	25	1000	1324.61
	32%	60%	1%	5%	3%		

Table 6 Indicated that the calculated value of χ^2 is found to be (321.85) and (1324.61) for teachers and students responses, respectively which is larger than the table value (9.488) at a significant level =0.05 for both cases. Hence, the null hypothesis is rejected and it is concluded proportion of the respondents expressing their opinion that "In Higher education institutions the women are not allowed to play independent role" is not same for all shades of opinion The higher percentage of respondents 52.48% female teachers and 60%female students expressed their opinion in one or more shades. A study conducted by National Institute of Educational Planning and Administration (NIEPA) and Women's University SNDT, Bombay,(2009) founded that "women work side by side with men in management, but they are less socialized because they have to fulfill family responsibilities as well".

Table 7 women are not given good social status in the In Higher educational institutions of the country.

Responses	SA	A	UD	D	SD	Total	X ²
Teachers	88	190	7	38	20	343	323.72
	26%	55%	2%	11%	6%		
Students	400	500	10	55	35	1000	1071.75
	40%	50%	1%	6%	4%		

Table 7 Indicated that the calculated value of χ^2 is found to be (323.72) and (1071.75) for teachers and students responses, respectively, that is greater than the table value (9.488) at a significant level =0.05 for both cases. Hence, the null hypothesis is rejected and it is concluded that "In Higher education institutions women are not given good social status" is not same for all shades of opinion. The higher percentage of respondents 55.39% female teachers and 50%female students expressed their opinion in one or more shades. According to Bond (1997) "basically men and women are equally competent to perform leadership responsibilities in an organization. But in most of the organization women are in minority, and they have inadequate access to resources with little power".

Table 8 women that acquire higher education enjoy fundamental rights that are ensured under the constitution in our country.

Responses	SA	A	UD	D	SD	Total	X ²
Teachers	84	183	2	55	19	343	297.45
	24%	53%	1%	16%	6%		
Students	280	580	6	92	42	1000	1125.32
	28%	58%	1%	9%	4%		

Table 8 Indicated that the calculated value of χ^2 is found to be (297.45) and (1125.32) for teachers and students responses respectively which is larger than the table value (9.488) at a

significant level =0.05 for both cases. Hence, the null hypothesis is rejected and it is concluded that "women that acquire higher education enjoy fundamental rights that are ensured under the constitution in our country " is not same for all shades of opinion The higher percentage of respondents 53.35% female teachers and 58%female students expressed their opinion in one or more shades.

Table 9 women consider themselves being unsafe and cannot survive in higher educational institutions

Responses	SA	A	UD	D	SD	Total	X ²
Teachers	90 26%	140 41%	10 3%	70 20%	33 10%	343	149.55
Students	239 24%	600 60%	11 1%	95 10%	55 6%	1000	1146.46

Table 9 Indicated that the calculated value of χ^2 is found to be (149.55) and (1146.46) for teachers and students responses respectively which is larger than the table value (9.488) at a significant level =0.05 for both cases. Hence, the null hypothesis is rejected and it is concluded that "women consider themselves being unsafe and cannot survive in higher education institution" is not same for all shades of opinion. The higher percentage of respondents 40.82% female teachers and 60%female students expressed their opinion in one or more shades.

Table 10 Discrimination against women is practiced in all fields of Higher Education.

Responses	SA	A	UD	D	SD	Total	X ²
Teachers	112	133	3	70	25	343	178.38
	33%	39%	1%	20%	7%		
Students	210	600	12	108	70	1000	1104.04
	21%	60%	1%	11%	7%		

Table 10 Indicated that the calculated value of χ^2 is found to be (178.38) and (1104.04) for teachers and students responses respectively, which is larger than the table value (9.488) at a significant level =0.05 for both cases. Hence, the null hypothesis is rejected and it is concluded that "Discrimination against women is practiced in all fields of Higher Education" is not same for all shades of opinion. The higher percentage of respondents 38.78% female teachers and 60%female students expressed their opinion in one or more shades. Sutherland (1997) in his study found that "in the United States the clustering of women in the lower ranks, the wage gap, and the riskiness of a feminist academic vocation are the result of conservative, traditional cultures and systems."

Table 11 In Higher Educational institutions women are not free to hold any office including the highest office, on merit and without discrimination.

Responses	SA	A	UD	D	SD	Total	X ²
Teachers	85	183	5	45	25	343	289.49
	25%	53%	1%	13%	7%		
Students	225	680	10	50	35	1000	1584.25
	23%	68%	1%	5%	4%		

Table 11 Indicated that the calculated value of χ^2 is found to be (289.49) and (1584.25) for teachers and students responses, respectively which is larger than the table value (9.488) at a significant level =0.05 for both cases. Hence, the null hypothesis is

rejected and it is concluded that "In Higher Education institutions women are not free to hold any office including the highest office, on merit and without discrimination is not same for all shades of opinion. The higher percentage of respondents 53.35% female teachers and 68%female students expressed their opinion in one or more shades. Therefore, the respondents perceived that after getting Higher Education, women are able to occupy highest office positions without favoritism and on merit. "Researches in Malaysian universities show that many women were appointed as assistant registrar or financial assistant, but their promotion is not commonly found as registrars or any big post". (Omar, 1993)

Table 12 There is common thinking in the society that Higher education keeps women away from Islamic values.

Responses	SA	A	UD	D	SD	Total	χ^2
Teachers	20	30	3	200	90	343	377.25
	6%	9%	1%	58%	26%		
Students	25	60	11	675	229	1000	1562.06
	3%	6%	1%	68%	23%		

Table 12 Indicated that the calculated value of χ^2 is found to be (377.25) and (1562.06) in both cases is larger than the table value (9.488). Hence, the null hypothesis is rejected. And it is concluded that "There is common thinking in the society that Higher education keeps women away from Islamic values" is not same for all shades of opinion. The higher percentage of respondents 58.31% female teachers and 67.50%female students expressed their opinion in one or more shades. Therefore, it is concluded from this that Islam teach the lesson of equity, teaching of Islam cannot keep women away from Islam. there is no difference between men and women, Hazarat Aisha was renowned scholar and our Holy prophet always encourage her for this act, In this scenario we can't accept that Higher Education keeps women away from Islam. (Adida et al., 2011)

Table 13 prevailing negative attitudes, customary practices and harmful traditions are the major constraints for women's development in higher education

Responses	SA	A	UD	D	SD	Total	χ^2
Teachers	90	190	6	30	27	343	325.59
	26%	55%	2%	9%	8%		
Students	288	616	11	50	35	1000	1331.23
	29%	62%	1%	5%	4%		

Table 13 Indicated that the calculated value of χ^2 is found to be (325.59) and (1331.23) for teachers and students responses respectively which is larger than the table value (9.488) at a significant level =0.05 for both cases. Hence, the null hypothesis is rejected and it is concluded that "prevailing negative attitude, customary practices and harmful traditions are the major constraints for women's development in higher education" is not same for all shades of opinion The higher percentage of respondents 55.39% female teachers and 61.60%female students expressed their opinion in one or more shades. These are the factors that hinder women's career paths. "These include: male managerial styles, discourse and language that shut women out; informal organizational cultures; women's reluctance to self-promote their achievements and capabilities making them institutionally invisible; the persistence of cultural values and attitudes that strongly support women's childcare, family and domestic responsibilities as priority over career aspirations" (Luke, 1999).

Table 14 Higher education awakens the women and they become able to understand the pros and corns of their empowerment.

Responses	SA	A	UD	D	SD	Total	X ²
Teachers	75	190	6	42	30	343	304.59
	22%	55%	2%	12%	9%		
Students	180	730	15	40	35	1000	1841.75
	18%	73%	2%	4%	4%		

Table 14 Indicated that the calculated value of χ^2 is found to be (304.59) and (1841.75) for teachers and students responses respectively which is larger than the table value (9.488) at a significant level =0.05 for both cases. Hence, the null hypothesis is rejected and it is concluded that "Higher education awakens the women and they become able to understand the pros and corns of their empowerment" is not same for all shades of opinion. The higher percentage of respondents 55.39% female teachers and 73%female students expressed their opinion in one or more shades. According to Maslak and Singhal (2008) "higher education gives confidence to women"

Table 15 Women's access and status is improving with the passage of time in higher education.

Responses	SA	A	UD	D	SD	Total	X ²
Teachers	70	135	6	70	62	343	122.09
	20%	39%	2%	20%	18%		
Students	205	523	12	180	80	1000	772.49
	21%	52%	1%	18%	8%		

Table 15 Indicated that the calculated value of χ^2 is found to be (122.09) and (772.49) for teachers and students responses respectively which is larger than the table value (9.488) at a significant level =0.05 for both cases. Hence, the null hypothesis is rejected and it is concluded that "Women's access and status in

higher education is improving with the passage of time" "is not same for all shades of opinion. The higher percentage of respondents 39.36% female teachers and 52.30%female students expressed their opinion in one or more shades. Because, now many of us recognize the importance of women education. Haq (2000), states that "no society has ever liberated itself economically, politically, or socially without a sound base of educated woman".

Recommendations

Women should be given maximum opportunities in employment and enrollment in higher education institutions and they should be allowed to play positive and constructive role in all fields in higher educational institutions freely.

Women should be given equal status in Higher Educational institutions as their male counterparts enjoy, and they should be appointed and top managerial positions as well. The heads of the institutions should ensure conducive environment for the women where they may consider themselves being safe and can survive in higher education institutions.

Government should pass laws and provide legislative support to women working or studying in higher education institutions so that all sorts of discriminatory practices like as negative attitude, customary practices and harmful traditions against women should come to an end.

State should also provide maximum opportunities of scholarships for higher studies and incentives to women to overcome the shortage of women in postgraduate and graduate programs and increase their employment ration on top positions.

Big universities in all urban areas should offer graduate and post graduate programs through distance & continuing education mode for the women of rural areas. Separate women universities should be established in the areas where cultural barricades are not allowing women to have access to higher education.

The higher education commission HEC should organize training programs in the management and leadership fields for the women faculty members to increase their managerial and leadership skills. Universities in the country should also offer degree programs or short courses according to the interest of women. So that women should have opportunities to have education of their interest and they may be able to take part in socio-economic development of country. Civil Society and government should launch special campaigns to promote and strengthen the role of women in higher educational institutions, so that people may aware about importance of higher education for women. Media is a very impressive source, and can play persuasive role in spreading the message.

Islam is very liberal religion; examples should be taken from the Muslims history, which highlight the women role in higher education institutions of the past should be enlightened. These examples should be included in our curriculum right from the beginning or primary classes.

Conclusion

The study concluded that in higher education institutions of Pakistan, no doubt ration of women is increasing. Now in the higher educational institutions especially in urban areas in Pakistan, sizable women are there in teaching field even in male dominated disciplines, women are giving excellent results. They are also appointed as chairpersons; Deans and Pro-Vice Chancellors in the public and private sector universities. In some cases they are also enjoying slots of Vice Chancellors as well. Women enrollment as students is also increasing day by day and special separate seats have also been announced for female candidates to encourage them further. But side by side severe societal problems like discrimination, harassment and discouragement against women is also there. In rural areas situation is very grim and disappointing for the women to get higher education. The major hindrance in the access of higher education to women in rural areas is apathy on part of all stakeholders including government in Pakistan. Therefore, it is the

need of the time that half of the population of the country should be given due rights and they should be given equal opportunities in the higher educational institutions for the social and economic development of Pakistan.

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