

Female gender in Professional Education, (Nigeria)

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Key word: **capacity building**

SUMMARY

This paper discusses the issue of female gender in professional education, surveying which entails the general studies and female gender that looks at the past from the perspective of gender, it is in many ways, an out growth of women's history in general and the impact within the profession such as the American historical association. (American Historical Review 91 no 5 "December 1986")

The professional education in surveying,

What does "education for all" mean and why does it matter?

- i The right of access to professional education in surveying.
- ii The right to quality of professional education in surveying.
- iii The right to respect within the learning environment of surveying. Discussing the challenges that is the statistical discrimination of female gender in professional education challenges female gender faces in our institutions knowing what the future holds for the female gender in surveying profession, also equality is it really a challenge to female gender in survey profession.

Feminist; who they are and who can be one? Inspiration as a key that open and liberates the mind thence a sudden intuition as part of solving a problems in survey professional education and promoting gender equality and empowering women as a goal to global agenda. Finally creating a way of evaluation in survey profession.

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1. BRIEF HISTORY OF FEMALE GENDER

Gender history is a sub-field of History and Gender studies, which looks at the past from the perspective of gender. It is in many ways, an outgrowth of women's history. Despite its relatively short life, Gender History (and its forerunner Women's History) has had a rather significant effect on the general study of history. Since the 1960s, when the initially small field first achieved a measure of acceptance, it has gone through a number of different phases, each with its own challenges and outcomes. Although some of the changes to the study of history have been quite obvious, such as increased numbers of books on famous women or simply the admission of greater numbers of women into the historical profession, other influences are more subtle, even though they may be more politically groundbreaking in the end.

2. IMPACT

2.1 Within the Profession

According to historian Joan Scott, conflict occurred between Women's History historians and other historians in a number of ways.^[1] In the American Historical Association, when feminists argued that female historians were treated unequally within the field and underrepresented in the association, they were essentially leveling charges of historical negligence by traditional historians. Notions of professionalism were not rejected outright, but they were accused of being biased.

2.2 Alimentary History

According to Scott, the construction of Women's History as "supplementary" to the rest of history had a similar effect. At first glance, a supplement simply adds information which has been missing from the greater story, but as Scott points out, it also questions why the information was left out in the first place. Whenever it is noticed that a woman found to be missing from written history, Women's History first describes her role, second, examines which mechanisms allowed her role to be omitted, and third, asks to what other information these mechanisms were blind.

2.3 Gender Theory

Finally, the advent of gender theory once again challenged commonly held ideas of the discipline, including those scholars studying Women's History. Post-modern criticism of essentialize socially constructed groups be they gender groups or otherwise, pointed out the weaknesses in various sorts of history. In the past, historians have attempted to describe the shared experience of large

numbers of people, as though these people and their experiences were homogeneous and uniform. Women have multiple identities, influenced by any number of factors including race and class, and any examination of history which conflates their experiences, fails to provide an accurate picture.

3. WHAT DOES "EDUCATION FOR ALL" MEAN AND WHY DOES IT MATTER?

Education is a basic human right and has been recognized as such since the 1948 adoption of the Universal Declaration on Human Rights. Since then, numerous human rights treaties have reaffirmed this right and have supported entitlement to free, compulsory primary education for all children. In 1990, the Education for All (EFA) commitment was launched to ensure that by 2015 all children, particularly girls, those in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality. There is much work to do, before the goal of Education for All is achieved. 75 million children are not in school according to UNESCO and by 2005-2006; as many as 90 million children were without access to education.

A 2007 UNESCO and UNICEF report addressed the issue of education from a rights-based approach. Three interrelated rights were specified and must be addressed in concert in order to provide education for all:

- **The right of access to education** - Education must be available for, accessible to and inclusive of all children whether male or female gender.
- **The right to quality education** - Education needs to be child-centered, relevant and embrace a broad curriculum, and be appropriately resourced and monitored.
- **The right to respect within the learning environment** - Education must be provided in a way that is consistent with human rights, equal respect for culture, religion and language and free from all forms of violence.

4. CHALLENGES OF GENDER DISCRIMINATION IN EDUCATION

Sad but true, even as we usher in the 21st century, there are instances of gender discrimination in homes, at work and even by the providers of education. The bias is baseless and inhumane, yet it continues...

Throughout history, all over the world, woman empowerment came only later. Girls and women were treated as secondary to men. Not a single nation can claim to have always been free of this social evil. Till some point in recorded time, societies offered women a lower rung on the ladder of success. This disparity showed up in the home, through employment discrimination at the work place and even in relationships. Where did this spring from? The route of human evolution propagated throughout history, in world religions, has 'man' first. Probably, the physical ability

for early man to be able to venture and dare and provide, simply rippled down the ages. Thought, anywhere and at anytime, delves in the known only. This is the best possible explanation for male chauvinism and the paradigms of society being redefined to accommodate the evil.

Beyond the basic need for education to support one's self and family in later years, many social ills occur in the vacuum of free and accessible education. UNICEF underscored the link between child labor and a lack of education in their 2008 Education for All Global Monitoring Report. According to UNICEF, over 100 million children who account for 70 percent of all child laborers, work in agriculture in rural areas where access to schools, availability of trained teachers and educational supplies is severely limited. Though, the education gap runs much deeper than a rural-urban divide. Even in urban areas, poor and marginalized children are unable to benefit from greater access to school facilities because of cost, caste and culture and most of these poor children are female gender.

[2] An inextricable link exists between education and well-being.

It is extremely important that girls have access to an education. For every additional year girls go to school, they receive 20 percent higher wages and suffer 10 percent fewer child deaths. Women with some formal education are more likely to seek medical care, ensure their children are immunized, be better informed about their children's nutritional requirements, and adopt improved sanitation practices. As a result, their infants and children have higher survival rates and tend to be healthier and better nourished. According to The International Center for Research on Women, the education that a girl receives is the strongest predictor of the age she will marry and is a critical factor in reducing the prevalence of child marriage. The World Bank estimates that an additional year of schooling for 1,000 women helps prevent two maternal deaths. Also, each additional year of formal education that a mother completes translates to her children staying in school an additional one-third to one-half of a year.

5. THE CURRENT SITUATION AND BARRIERS TO ACCESS

In 2000, the international community committed to achieving Millennium Development Goals (MDGs) by the year 2015, two specifically related to education: MDG 2 focuses on universal primary education and MDG 3 aims to reduce the gender gap in education. While notable progress has been made in the category of enrolment, much progress is still needed, especially in addressing gender parity and quality of education that addresses socio-economic needs.

Poverty remains the largest barrier to access. Paying school fees is impossibility for many families struggling to make ends meet.

6. EFFECTS OF GENDER DISCRIMINATION IN EDUCATION

In a society where a male child is treated as 'wealth', an uneducated girl who not only stand to inherit any ancestral property, but also incapable of becoming a working woman and securing a job if there are marital problems. From her birth, the shadow of female infanticide looms large and throughout her growing years, she is never more than an expense. This makes the girl always feel inferior and a victim of child abuse. Though such situations are rampant in the face of extreme poverty, it is not that the monetary brighter segment of society is devoid of it. However, the bias once sowed, ripples through the family, subsequent generations and society. The repercussions are severe, making women vulnerable to emotional abuse in marital problems.

Discrimination in the field of education results in individual tragedies and finally tells on the rate of progress a society or a nation makes. The status of women in a society has a direct effect on its health. In a number of countries and societies, girls are not educated since she is considered a strain on the family's resources. Without an education, she cannot even voice her opinion, stand up for herself monetarily as well as emotionally, or battle the discrimination from a social pulpit. Women have come a long way in many societies around the world. It is not that there has been no shift. However, the shift is slow in some societies and evident in others. The problem is not with the number of instances coming up each day, it lies with identifying an effective measure to eradicate the economic predicament. The attitude that results in widespread neglect needs to be 'treated' and drained off social support. It is only in a united stand that the focus will provide the right guidelines.

Citizens need to back the law and law enforcement agencies and most importantly, believe in the power of equality. The fight is not to determine the 'first among equals', but to enjoy a rostrum that is conducive to collaborative effort and a balance that is willed by nature.

[3] Additionally, girls are less likely to have access to education. UNESCO noted that this is due to sexual violence, insecure school environments and inadequate sanitation that adversely affect girls' self-esteem, participation and retention. Textbooks, curricula and teacher attitudes have sometimes enforced negative stereotypes and have kept girls from receiving the education they need and deserve. While improvement is needed in the qualitative sense, the important first step in providing education for all is the removal of the initial barrier to access: "school fees".

6.1 What is needed?

- **Increased Funding and Better Use of Funding** - UNESCO estimates that an estimated \$11 billion per year is necessary to reach the 2015 EFA goals. The disparity between need and aid is apparent: aid sent to low-income countries to provide basic education in 2004 and 2005 was at an average of \$3.1 billion per year. **The Fast Track Initiative (FTI)** provides one of the most promising paths to universal primary education by 2015. Set up as a partnership between donors and developing countries and non-governmental organizations, the FTI endorses developing countries that put primary education at the

forefront of their domestic efforts and develop sound national education plans. Donors then agree to provide coordinated and increased financial and technical support for these plans. Countries that lack donor support can receive assistance from the FTI Catalytic Fund, which was created to provide transitional financial support to low-income countries that have education plans endorsed by the FTI. Investment in the FTI Catalytic Fund would enable resources to go directly to country national education plans and could leverage increased commitments from other countries and a stronger global partnership on Education for All.

- **Abolition of school fees** - Many countries in Africa and in the developing world do not offer free primary education to all children. School fees must be paid in order to obtain even a basic education. School fees came into existence at the encouragement of the World Bank and International Monetary Fund in the 1980s and 90s as a way of addressing crushing debt payments. These, along with "budget ceilings", forced governments to skimp on budgets for social services, such as health care and education, in the name of debt repayment.

- [4] The World Bank reversed its policy on primary school fees in 2001, but an estimated 77 out of 94 poor countries continue to charge some type of fee for basic education. School fees have greatly damaged development in many countries around the world and continue to be an obstacle for access to education; they are the principal barrier blocking the schoolhouse door for children from poor families and are a major reason why more families do not take in AIDS orphans. Uganda's and Kenya's success stories of school fee abolishment serve as an example to other countries. When the \$8 annual school fee was abolished in Uganda in 1997, school enrolment figures doubled immediately. The fee was a major burden for families in a country where the average worker earned less than \$1 per day.

- [6]**Trained teachers** - An extreme shortage of teachers in many countries, due to many factors ranging from budget ceilings to the HIV/AIDS epidemic has become problematic in achieving EFA goals. Teachers must be properly trained and paid in order to provide quality education.

- Flexible programs** - School programs must take into account social, economic and cultural barriers. Flexible school schedules have allowed girls to attend school around household chores.

7. GENDER ROLES IN PARENTING AND MARRIAGE (AT HOME)

Gender roles develop through internalization and identification during childhood. Sigmund Freud suggested that biology determines gender identity through identification with either the mother or father but rather the interactions that one has with the primary caregiver(s). From birth, parents interact differently with children depending on their sex, and through this interaction parents can instill different values or traits in their children on the basis of what is normative for their sex. This internalization of gender norms can be seen through the example of which types of toys children are typically given ("feminine" toys often reinforce interaction, nurturing, and closeness,

“masculine” toys often reinforce independence and competitiveness) that parents give to their children. Education also plays an integral role in the creation of gender norms.

Gender roles that are created in childhood permeate throughout life and help to structure parenting and marriage, especially in relation to work in and outside the home. Despite the increase in women in the labor force since the mid-1900s, women are still responsible for the majority of the domestic chores and childcare. While women are splitting their time between work and care of the home, men are pressured into being the primary economic supporter of the home. Despite the fact that different households may divide chores more evenly, there is evidence that supports that women have retained the primary caregiver role within familial life despite contributions economically. This evidence suggest that women who work outside the home often put an extra 18 hours a week doing household or childcare related chores as opposed to men who average 12 minutes a day in childcare activities In addition to a lack of interest in the home on the part of some men, some women may bar men from equal participation in the home which may contribute to this disparity

However, men are assuming the role of "care giver" more and more in today's society. Education plays a major factor in this. The more education a female receives, the less likely they are to hold roles within the house distinctly based on one's sex.

8. EXPLANATIONS FOR GENDER INEQUALITY

Structural Marginalization

Gender inequalities often stem from social structures that have institutionalized conceptions of gender differences.

Discrimination takes place in this manner as men and women are subject to prejudicial treatment on the basis of gender alone. Sexism occurs when men and women are framed within two dimensions of social cognition.

Benevolent sexism takes place when women are viewed as possessing low degrees of competency and high degrees of warmth. Although this is the result of a more positive stereotype of women, this still contributes to gender inequality as this stereotype is only applied to women who conform to the caring or nurturing stereotypes, with the remaining women still being discriminated against as they are not viewed in this positive light. Also, this form of sexism has negative effects as well, as these notions of women include the idea that women are weak and in need of the protection of men.

Discrimination also plays out with networking and in preferential treatment within the economic market. Men typically occupy positions of power within the job economy. Due to taste or preference for other men because they share similar characteristics, men in these positions of

power are more likely to hire or promote other men, thus discriminating against women.

Discrimination against women in the workplace does occur, particularly in survey professions. Only an estimated 0.4% of surveyors in the in Nigeria are female.

9. WOMEN, EDUCATION AND EMPLOYMENT

As was stated earlier, male-oriented structures and beliefs profoundly affect women's access to education and educational achievements (Mukhopadhyay and Seymour, 1994). While the 19th century reform movements had established the case for educating girls, this also had to be done without jeopardizing the interests of the family. Over time arguments had been built up for imparting higher education to girls but couched in 'marriage ability- enhancing' terms; later this argument was augmented by the increasing value placed on their potential earning capability and contribution to the economic well-being of the family. If this posed a challenge to gender differentiated roles within the family, the resilience of the social division of labour is evident in most cases, in Nigeria universities and higher institutions (polytechnics) in the field of surveying suffers gender disparity, in a class of forty (40) students you find out that females in such class are just five (5) even at that three (3) are likely to drop out before the end of the session due to;

1. Lack of preparation of a personal profile: In survey profession preparation of a personal profile is one of the most difficult tasks, because one needs to gain insight into oneself; yet this is an essential first step in developing one's ability towards the survey profession, but female gender due to the low personal profile viewed by others, we keep asking ourselves, "am I an introvert or an extrovert in this profession? What are my altitudes towards achievement and working in this survey profession? The answers to these and similar questions and a clarification of values will help in determining the direction of the professional career.

2. Development of long-range personal and professional goals: by choosing one goal, a person gives up opportunities to pursue others. If an individual studies surveying , she or he can not become a doctor at the same time, female gender also resist goal setting because uncertainties in the environment cause about making commitments, furthermore, there is the fear of failing to achieve goals, because the non-achievement of objective is a blow to one's ego. But because most female genders do not understand the factors that inhibit goal setting, they cannot take steps to increase commitments, thus not knowing that one does not set career goals at once, rather, goal setting is a continuing process that allows flexibility, in doing this female genders trends to forget that, it is necessary to make a careful assessment of the external environment, including its threats and opportunities due to lack of awareness.

3. Analysis of the environment; threats and opportunities: In the analysis of the environment inside and outside the survey profession many diverse factors need to be taken into account which includes economic, social, political technological and demographic factors, they also includes the labour market competition and other factors relevant to a particular situation, e.g. a female gender in survey profession joining a company or an organization were more career

opportunities are or the company is expected to grow due to the ratio of male in the company they trends to get more promotion than the females, because of the level of education most female gender can attain in the profession, secondly our world today, sees it that men can handle matters in the profession better than women, which is not rightful. One has to be concerned not only about the present but also about the future environment. This requires forecasting the need for female to be encouraged, since there are great many factors that need to be analyzed, planning one's career being selective and concentrating on those factors critical to female success.

4. Analysis of personal strengths and weaknesses: for successful career planning, the environmental opportunities and threats must be matched with the strength and weakness of individuals and not by gender reasoning, capabilities should be based on technical, human, conceptual and not by the fact that the person is a female or male, but in environment today it is based on the fact of being a female or male not by human skills being important at all levels.

5. Development of strategic career alternatives: male conter part trends to see female as career alternatives not as equality match, this is not good for survey profession because it makes female in surveying not to be what they want or planned to be in the profession.

6. Development of contingency; career plan are developed in an environment of uncertainty, and the future cannot be predicted with accuracy towards what is hoped for female gender. Therefore, contingency plans base on alternative assumptions should be prepared.

7. Implementation of the career plan; career planning should start from the performance appraisal, that way female gender growth and development should be discussed, because this goals and personal ambitions can be considered in selecting and promoting female gender in surveying.

10. PATTERNS OF WORK

Any marked improvement in recent years. On the contrary, the in the formalization of formal sector activity and a tendency towards withdrawal from the workforce on the part of the educated women, indicate a worsening of their access to this 'self-acquired' income. This only weakens women's position within the family, since any attempt to have a greater 'voice in the family' could be misconstrued as an attempt to challenge the gender differentiated family authority and lends itself to domestic violence, particularly because of the wife's greater economic dependence on the husband. Increasing levels of domestic violence in the state of the male working subject and a domestic woman (Osella and Osella, 2000) suggests that education, even higher education, does not appear to have motivated large numbers of women to challenge gender role assumptions. In this context an observation by a well educated woman (a qualified lawyer) from our life histories, is instructive. 'Though there is not much open discrimination against women in survey profession but there is a sharp distinction in the roles of men.

11. INSPIRATIONS

"Never doubt that a small group of thoughtful people can change the world. Indeed, it's the only thing that ever has."

World Education has a long history of successfully working with local partners to design, execute, manage and evaluate participatory, community-based initiatives to advance the conditions of girls and women. World Education's programs help girls enroll and stay in school and help women gain access to or create new educational, financial, and social resources in their communities. World Education programs help girls and women improve their own lives, the lives of their families and the conditions in their communities. For parents - and especially mothers - this means creating conditions that ensure their daughters have equal access to basic education, are able to make informed decisions about their futures, and are able to protect themselves from trafficking, sexual exploitation, HIV and AIDS, for example.

By improving educational opportunities for girls and women, World Education helps women develop skills that allow them to make decisions and influence community change in key areas. In turn, **Margaret Mead**

12. PROFESSIONAL EDUCATION AND CAREERS

The gender gap also appeared to narrow considerably beginning in the mid-1960s. Where some 5% of first-year students in professional programs were female in 1965, by 1985 this number had jumped to 40% in law and medicine, and over 30% in dentistry and business school while 3% in surveying. Before the highly effective birth control pill was available, women planning professional careers, which required a long-term, expensive commitment, had to "pay the penalty of abstinence or cope with considerable uncertainty regarding pregnancy."^[11] This control over their reproductive decisions allowed women to more easily make long-term decisions about their education and professional opportunities.

Additionally, with reliable birth control, young men and women had more reason to delay marriage. This meant that the marriage market available to any one woman who "delay[ed] marriage to pursue a career...would not be as depleted. Thus the Pill could have influenced women's careers, college majors, professional degrees, and the age at marriage.

13. FEMINISTS: WHO THEY ARE AND WHO CAN BE ONE?

Let me take a man's view on feminism.

Are men and women the same? No. Men and women are gloriously different. That is what makes them, them. That is what attracts one to the other. And that is what they also appreciate about themselves if they have sufficient self esteem.

So should men and women be treated the same? No. Men and women have a different makeup and needs - physically, psychologically, emotionally, socially, economically and perhaps even spiritually. So they obviously cannot be treated the same by the different systems they are placed in or subject to. If they were to be treated the same, the end result both at an individual and collective level would be significantly distorted.

If they are treated differently according to their strengths and weaknesses and requirements, they will then perform individually, collectively and together (i.e. across men and women) at their optimal. That should be the true nature of equality that feminists must embrace. Equality should imply optimal performance by differential treatment and opportunities according to gender, to make the human species the very best there is.

Feminism in my opinion is not about more rights and protection for women. It is not about advocating the importance of gender equality. On the contrary, it is about celebrating the differences between men and women. It is about the capability to understand that these differences are absolutely needed in our world. It is about feeling great being a woman. And to be able to project the moral, ethical, social, legal, economic and political importance of women.

So equality is not something to enforce, but something to feel as a part of the lifeblood that flows through humanity as a whole.

Feminism is about:

- 1) A naturally non-hierarchical environment in which women can perform their best according to their general gender inclinations and requirements.
- 2) The capacity of women to be able to acquire the basics required for decent human life, where decent human life has the same definition for men and for women. The capacity to rightfully be able to do what a man can do if required, but not just hanker after what men seek (just because that is seen to be in some way superior).
- 3) Having this capacity, then to be able to hold one's head high in true knowledge of the feminine. To feel the absolute significance of what being female is, in its nature of a life bearer, nurturer and sustainer. To revel in the glory of this stature that nature has so graciously granted her.

That in my opinion is true feminism. And anyone, be it man or woman, who understands the role of the feminine, is a true feminist.

Possibly the most obvious start in evaluating the feminist beliefs would be to define feminist ideology as a whole. A rather misguided and commonly mistaken definition of feminism and feminists is an "image of a strident, unattractive women angrily demonstrating the abandonment of family, desecration of husbands, the killing of fetuses or perhaps just the burning of

bras.”(Feminist Philosophies, Kourany, p.1)

The reality however, it is much less dramatic and far more complex. Today’s feminism is far more complicated in its theory and ideas than a simple assumption that its ideology is concerned purely with gender relations – this might have been so in the first wave of feminism, however today – this is very different. Today’s feminism can be spoken about in terms of diversity and dynamism, and the very ‘acknowledgment of the differences’ has brought this change about. In order to understand the feminist views of today, it is necessary to briefly revisit the beginnings of feminist ideology.

The starting point of the feminist movements (or rather the first feminist movement) when ideas of gender equality have started to emerge, go back to 1960s and the rise of the feminist Sisterhood. With the emergence of the Sisterhood also came the name for the oppression - the Patriarchy. This first and very significant movement in feminist history had an underlying ideology that all females should be equal to males and that the voices of women are to be heard.

Julia Kristeva explains: "in the beginnings, the women’s movements, aspired to get a place in liner time as the time of project and history"(Kristeva, Feminist Theory) and it could be argued that the Sisterhood achieved just that. Alongside creating a new voice for women, Sisterhood achieved many legal policy changes in favor of women, whose benefits we enjoy even today. However, the major downfall of this first wave of feminism, and which ultimately brought on the transformation within the ideology is the idea of what type of women formed and made up the Sisterhood in its time.

14 EVALUATION

14.1. Gender equality in general

70 percent of the two billion poor are women; two thirds of illiterate adults are women; employment rates for women are declining after increasing (yes, of course, the world wars are now over). At the same time many women are forced into veils and burqas, burnt for merely looking at men, stoned to death or buried alive for adultery, forced into sex, pregnancy and delivering HIV-infected children because they were raped, but if they were to report it, they would either be raped again, executed, exiled from their village or town or family.

There are many different systems that rank countries according to the level of gender equality. There’s the Gender-Related Development Index (or G.D.I.), for example. It takes as its starting point the famous Human Development Index based on life expectancy at birth, enrollment in schools, adult literacy and per capita gross domestic product.

There’s also the Gender Empowerment Measure (G.E.M.), which focuses more narrowly on

relative levels of political participation and decision-making power, economic participation and earnings. The economic component, however, is influenced by absolute levels of income. As a result, low-income countries rank low.

And then there's the Gender Equity Index (G.E.I.) that combines elements similar to both the G.D.I. and the G.E.M. It measures education gaps between men and women (such as literacy gaps and gaps in enrollment rates), differences in participation in the economy (workforce participation, income gaps), and empowerment issues (number of women in government etc.).

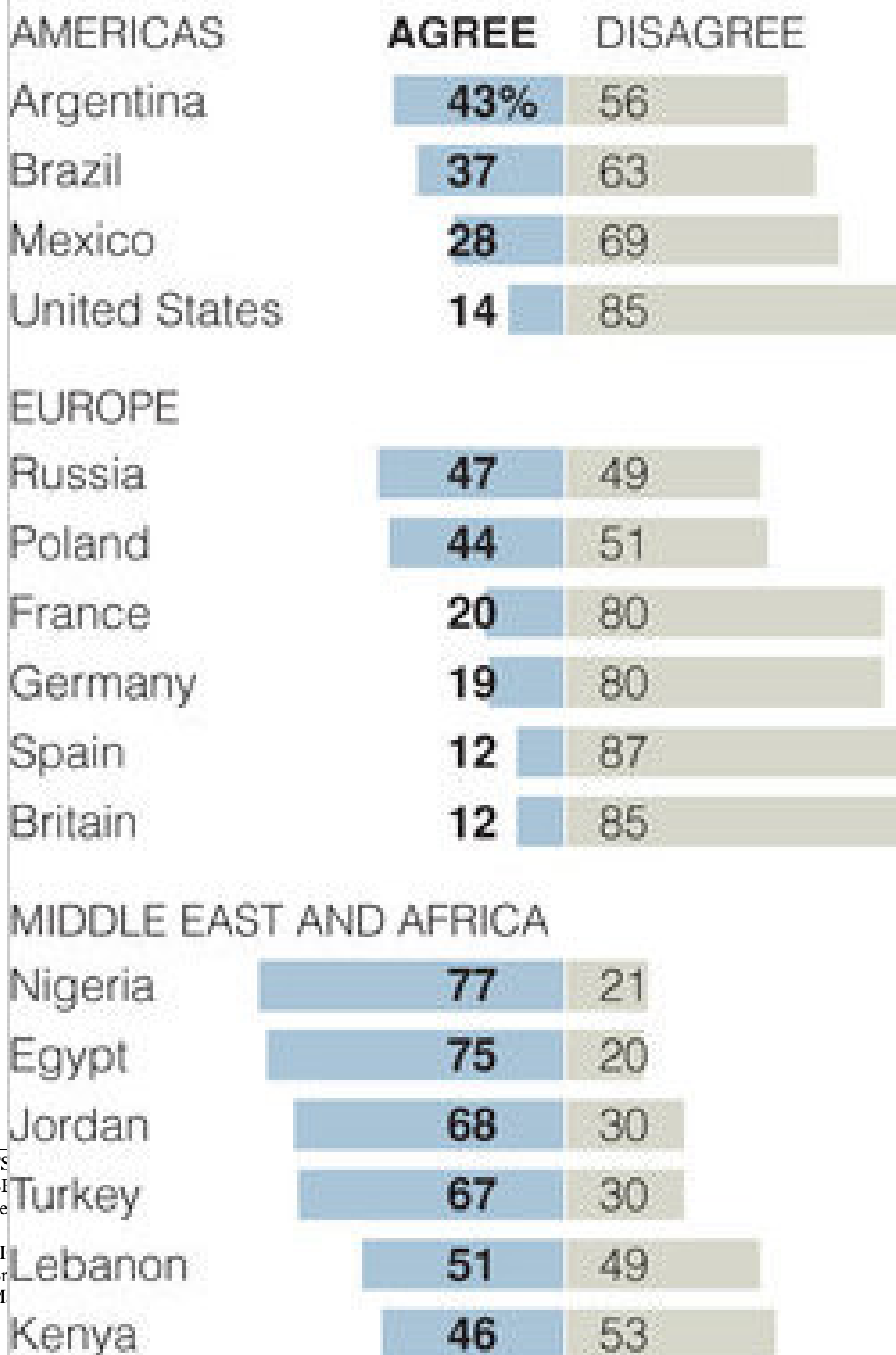
Finally, the World Economic Forum publishes a Gender Gap Index (G.G.I.) that combines quantitative measures with some qualitative measures based on a survey of 9,000 business leaders in 104 countries. This "Global Gender Gap Index" like the previous ones, ranks countries according to the **level of gender-inequality** existing in those countries. It is based on 14 indicators covering political representation, access to education, health and economic participation.

All of the world's countries are affected by gender-based inequality, but some more than others. The Global Gender Gap Index tries to measure the levels of inequality.

These are the categories that are measured and that make up the global index:

Economic Participation and Opportunity	Ratio: female labour force participation over male value
	Wage equality between women and men for similar work (converted to female-over-male ratio)
	Ratio: estimated female earned income over male value
	Ratio: female legislators, senior officials and managers over male value
	Ratio: female professional and technical workers over male value
Educational Attainment	Ratio: female literacy rate over male value
	Ratio: female net primary level enrolment over male value
	Ratio: female net secondary level enrolment over male value
	Ratio: female gross tertiary level enrolment over male value
Political Empowerment	Ratio: females with seats in parliament over male value
	Ratio: females at ministerial level over male value
	Ratio: number of years of a female head of state (last 50 years) over male value
Health and Survival	Ratio: female healthy life expectancy over male value
	Sex ratio at birth (converted to female-over-male ratio)

When jobs are scarce, should men have more right to a job?



However, it seems statistically unlikely that this would be their decision in each consecutive election in each democratic country. Imbalances in the demographics of parliament that persist over time and space are probably not the result of the choices of voters but of other factors, such as discrimination, unequal opportunities etc. If that's the case, we are dealing with an imperfect democracy because democracy means equal influence and an equal chance to get elected (art. 21 of the Universal Declaration and art. 25 of the International Covenant on Civil and Political Rights).

15. CONCLUSION

From the preceding analysis it appears that 'status' of women as conventionally defined is inadequate for capturing the relations of power between men and women, which systematically place women in an inferior position in the household and outside. Although measures of literacy have been improved, in terms of enrolment rates and retention rates, to highlight the structural constraints on women's education, its snowballing effect in terms of occupational rigidities and women's own perceptions and aspirations for adult life need to be addressed. Our study throws up the need to understand decision-making at the household level, in the context of norms and practices that influence behavior and shape choices. There are clear indications that families (whether natal or conjugal) mediate education and employment decisions of women, channeling them towards the 'marriage ability' of girls. Alongside are the indications of the decline of women's property rights in erstwhile matrilineal families as well as women's lack of control over property transferred at marriage among matrilineal and patrilineal families. Greater access and resort to consumer practices have left their stamp on the organization of marriage as well as gendered decisions on education and employment. More importantly they have added new dimensions to earlier images of masculinity and femininity in the direction of the male 'working' subject and 'domestic' women. It is perhaps in this context of the 'discontinuity' between education and employment of women and 'autonomy' that we need to place the emerging picture of declining property rights, violence and the mental ill health of women. Here we need to reiterate that Kerala leads other states in the number of reported suicides, the links between dowry, violence and suicides on the one hand and that women lead men (as elsewhere in the country) in 'common' mental conditions such as stress on the other hand. Also important are the male-female differences in reasons advanced for common mental conditions, a larger number of women attributing it to marital disharmony as against the larger number of men citing economic factors.

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