iJRASET
International Journal For Research in Applied Science and Engineering Technology



# INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

**Volume:** 13 **Issue:** X **Month of publication:** October 2025

**DOI:** https://doi.org/10.22214/ijraset.2025.74714

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
*ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538*
*Volume 13 Issue X Oct 2025- Available at www.ijraset.com*

# Classrooms of Change: Why Education is Essential to Achieve Gender Justice

Md Nasiur Rahaman Khan
*4 BALLB – Law Student, St. Joseph's College of Law – SJCL, Bangalore*

***Abstract:*** ***Education has historically been viewed as a revolutionary factor in the formation of social institutions, still its role in achieving gender justice remains complicated. Education empowers humans by encouraging critical thinking and challenging gender stereotypes, but structural problems often make inequality worse. By examining how the education system, policies, social and economic structures either promote or hinder gender equality, this paper looks at the double effects of education on gender justice. The paper shows how educational systems that were created to produce a workforce for industrial economies do not promote gender inclusion, equal opportunities, or financial independence. Gender inequality in professional and economic aspects is also exaggerated by establishing stereotypes in textbooks and education.***

***Despite these problems, education has the capacity to destroy established hierarchies, through inclusive curriculum, gender-sensitive policies, and financial awareness campaigns. This paper examines educational models around the world and presents evidence that, in order to close the gender gap in education and employment, changes should prioritize promoting equity, innovation, and adaptability. Policies, social and cultural influences, and their effects on educational systems and accessibility of education are analysed using a qualitative method. The research show that while education is important in achieving equality between men and women, its effectiveness depends on systemic improvements that eliminate rooted historical biases and provide individuals with the resources they need for social and economic growth. This paper emphasizes the importance of reforming education so that it can be a tool for genuine empowerment rather than a means of continuing historical inconsistencies.***

***Keywords: Gender Justice, Education Reform, Economic Empowerment, Institutional Bias, Social Mobility***

## I. INTRODUCTION

There is still plenty of disagreement over education's role in achieving gender justice, despite the fact that it is commonly praised as the foundation of social development. Institutional biases in educational systems typically make gender differences worse. Traditional learning methods, which were designed to generate a workforce that adheres with laws, have not promoted independent thought or equitable access to opportunities. Because gender inequalities exist in educational institutions, institutional practices, and opportunities for employment, education's transforming power is restricted, especially for marginalized groups.

Throughout history, education has been used as a weapon for independence as well as to maintain social order. Gender narratives in textbooks and lesson plans maintain stereotypes, preventing students from achieving success and opportunities for careers. The systemic barriers that women and marginalized genders often face in higher education and the workplace increase the gender gap. Additionally, students are discouraged from researching career alternatives outside the norm since they are trained to choose jobs by traditional social structures and cultural expectations. Further limiting schools' ability to question long-standing gender inequalities is their likeliness for memorisation and methodical approach to problem-solving or decision-making.

However, when redesigned with flexibility and inclusivity in mind, education continues to be one of the most powerful instruments for promoting gender justice. This study supports for structural change that establish fully inclusive learning environments by examining the role that education plays in promoting and hindering gender justice.

## II. STATEMENT OF PROBLEM

Education, unexpectedly it has played a significant role in maintaining structural gender inequality. The Problem is with the way traditional educational systems have been structured out, which often perpetuates economic inequality, strict social roles, and patriarchal values rather than actively challenging them.

Gender biases in teaching methods, institutional practices, and school curriculum are among the main problems. In schools and colleges, the absence of gender-sensitive policies also leads in unequal access to resources. The lack of knowledge of finance and critical thinking skills in educational settings is another critical problem. Traditional schooling frequently promotes the gender gap by placing more emphasis on memorization than on developing students' ability to navigate systems.

©IJRASET: All Rights are Reserved 

These educational systems often discourage nontraditional job paths, which keeps women and other marginalized groups under-represented in high-paying and leadership positions.

This study looks at how gender justice is both promoted and hindered by education. Through an examination of its structural flaws and reform potential.

## III. METHODOLOGY

### *A. Objectives*

This study looks at how educational systems and institutions impact and determine the role of education in attaining gender justice. Its objectives are to:

*1)* Examine the development of educational systems across history and how the creation a narrative of gender roles.
*2)* Determine the current institutional barriers that support gender inequality.
*3)* To analyse the national and international legal policies in shaping Gender equality.
*4)* Recognize how overlapping components impact access to education.
*5)* To establish learning environments that are inclusive of all genders, suggest reforms.

### *B. Scope, Relevance, and Significance of Study*

This study focusses on how education impacts gender justice. In a variety of historical and sociocultural contexts, it explores gender differences in educational systems, and institutional regulations. The study is in line with Quality Education, Gender Equity, and it is extremely important role in achieving gender justice. It seeks to educate readers, students, educators, and lawmakers on how education might promote social change rather than continuing inequality.

### *C. Research Questions*

*1)* How the History of education shaped gender roles and contributed to gender exclusion?
*2)* How do current education systems address gender differences?
*3)* How do Legal frameworks and polices shape gender justice?
*4)* How different countries have addressed gender differences?
*5)* What changes can improve the effectiveness of education as a gender justice tool?

### *D. Hypothesis*

The paper works on the hypothesis, that education can be a transformational tool for gender justice when it is created with inclusivity and gender sensitivity in mind. However, institutional regulations, social and cultural attitudes, forced narratives and structural curriculum biases within the educational systems, still prevents education from reaching its full potential in terms of gender Justice.

### *E. Source of Data*

This study uses a qualitative methodology that combines case studies and secondary data analysis. Such as:

*1)* Academic Literature & Reports: Research papers, UNESCO's Global Education Monitoring Reports, Gray Group, World Bank, LSE (London School of Economics), EIGE (European Institute for Gender Equality), UN, Plan International, Brookings, OECD (Organization for Economic Co-operation and Development), etc. And gender-focused studies on education.
*2)* Government and Policy Documents: National education policies, SDG reports, and gender equity frameworks.
*3)* Educational Curriculum Analysis: Exploring textbooks, syllabus, and teaching methodologies to assess gender representation.
*4)* Analysis: Studies from India, Africa, and Western education systems to provide a comparative perspective.

## IV. LITERATURE REVIEW

Sharif-Nia, H., Karamian, M., Hosseini, L., Sadeghi, R., & Chan, Y.H. *'Validation of the Persian Gender Equity Scale in Nursing Education: A cross-sectional study'*, BMC Nursing, 24(1), 1-10 (2025).

The study by Sharif-Nia et al. (2025) is directly relevant to the broader discussion on *The Role of Education in Promoting and Hindering Gender Equality*, as it examines gender equity in nursing education and provides insights into how educational structures can either reinforce or challenge gender biases. Education plays a fundamental role in shaping societal norms, and its impact on gender equality is evident in the way it affects attitudes, opportunities, and professional participation.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

Nursing has traditionally been a female-dominated profession, which has led to systemic gender biases that discourage male participation. The study validates the Persian Gender Equity Scale in Nursing Education (P-GES-NE), offering a standardized tool to measure gender perceptions in nursing education. This research highlights how stereotypes persist in educational settings, creating barriers to gender equality. Without effective assessment and involvement, institutions may overlook structural inequalities that impact students' learning experiences and career opportunities.

Despite developments, gender stereotypes in nursing education restrict male involvement and maintain traditional roles, preventing gender equality. However, by recognizing inequalities and putting inclusive policies into place, education may also be a tool for equality. The study supports gender-responsive education by verifying the P-GES-NE and providing a methodical way to promote inclusion. These results highlight how crucial it is to modify educational programs and policies in order to advance equity and equal opportunity. The study shows that although education might reinforce prejudices, it can also lead to significant change when gender biases are explicitly addressed.

Keywords: Inclusivity, educational policy, gender stereotypes, nursing education, and gender equity.

## V. DISCUSSIONS AND FINDINGS

### A. *The Origins Of Education Systems And Gender Roles From History*

#### 1) *The War That Transformed Education*

In 1763, Prussia, under the leadership of Frederick the Great, secured victory against Austria in the Seven Years' War. However, the victory came at a heavy cost - Prussia had lost a significant number of soldiers, exposing the weaknesses of its undisciplined population. In response, Frederick the Great introduced a groundbreaking educational reform: the foundation of the modern schooling system[1]. Designed to create disciplined workers and obedient soldiers, the Prussian model prioritized authority and conformity rather than independent thinkers. This system soon spread globally, in Europe, the British colonies, the United States, and across Asia and Africa. However, it carried a significant flaw - it reinforced rigid social and gender hierarchies, ensuring that access to full educational opportunities remained largely accessible to elite men.[2]

#### 2) *Ancient Education: The Systematic Exclusion of Women*

Even before the Prussian education system, learning was deeply gendered. In ancient Greece, education was reserved for male citizens, while women were limited to domestic training. Some philosophers, including Aristotle, even argued that women lacked the capacity for formal education and learning[3].

In China, Confucian ideals emphasized obedience and hierarchy, restricting education to noble men[4]. Ancient India's Gurukul system[5] was similarly exclusive, allowing only upper-caste boys to receive an education, reinforcing both caste and gender divisions. In medieval Europe, religious institutions-controlled education, restricting women's access to knowledge[6]. Education historically functioned as a tool of social control - where gender played a critical role in determining who could access knowledge.

#### 3) *Medieval Education: Religious Institutions and Gender Disparities*

During the medieval era, religious institutions had a monopoly over education, with gender-based restrictions firmly in place[7]. However, exceptions existed, - such as Savitribai Phule, who established India's first girls' school in the 19th century.

- In Europe, the Catholic Church controlled learning, allowing men to study philosophy and theology while restricting women to scripture lessons within convents.
- In the Islamic world, there were exceptions - Fatima al-Fihri, for instance, founded the world's first university in Fez, Morocco, in 859 AD, but opportunities for women remained rare[8].
- In India, the Manu smriti, an ancient Hindu text, imposed strict social roles that discouraged women's education.

[1] Frederick the Great, *Compulsory Education Decree* (1763)
[2] Chisamya, G., DeJaeghere, J., Kendall, N. & Khan, M. A. *Gender and Education for All: Progress and Problems in Achieving Gender Equity*, International Journal of Educational Development, 32(6),743-755 (2012).
[3] Pomeroy, Sarah B, *Families in Classical and Hellenistic Greece: Representations and Realities* (Oxford, 1997; online edn, Oxford Academic, 31 Oct. 2023),
[4] Bray, Francesca. *Technology and Gender: Fabrics of Power in Late Imperial China*. 1st ed., University of California Press, 1997. *JSTOR*,
[5] Altekar, A. S. *The position of women in Hindu civilization: from prehistoric times to the present day*. Motilal Banarsidass. (1956).
[6] Power, E. *Medieval women*. Cambridge University Press (1975).
[7] Schlotthauer, E. *'Rethinking role of women in medieval education', ACTi Lit Project*, European Commission. (2023)
[8] Ahmed, S.K. *'Fatima Al-Fihri and Al-Qarawiyyin University', World History Encyclopaedia*. (2025)

©IJRASET: All Rights are Reserved 

*4) Colonialism and the Gendered Expansion of Education*

Over time, education changed from direct exclusion of women to restricted inclusion - where they were allowed to learn, but only within male-defined boundaries. Colonial powers, including the British and French, expanded formal education systems during their rule, but these systems remained deeply gendered. In Africa and India, British policies prioritized training indigenous men for administrative roles while discouraging female education[9]. Missionary schools admitted girls, but their curriculum focused more on religious values and domestic duties rather than intellectual advancement. The Industrial Era (18th–19th centuries) further shaped gender roles, steering women toward caregiving work while preparing men for leadership and technical professions[10].

*5) The 20th-21st Century: Women's Fight for Equal Education*

After the 2nd world war, the women's rights for education and workplace gained consideration, like the feminist movement of the 1960s[11], led by the activists like Betty Friedan, challenges traditional roles and her book The Feminine Mystique, highlighted the dissatisfaction of women in domestic roles.

For centuries, educational institutions were primarily designed for men, based on that idea women's roles were confined to the household. By 1960 women started earning up to 40% of degrees, even as more women pursued education, they faced limited access to prestigious universities and societal pressure to prioritize marriage over careers.

Malala Yousafzai's fight for girls' education reflects the long-standing struggle, in 2012, Malala was shot by the Taliban for supporting girls' education in Pakistan. Malala's advocacy reinforces that education it not just a right but a force that can dismantle patriarchal structures because currently 122 million girls are out of school all around the world[12].

*6) Education history's contribution to gender exclusion*

Historically, formal education has been structured to maintain existing social and gender hierarchies - from the militarized Prussian system to colonial-era gendered schooling and the struggle in the 20th and 21st century.

- Women and marginalized groups were either excluded from education entirely or allowed into predetermined paths within male defined boundaries.
- The legacy of these exclusions continues to shape modern education policies, institutions, and systems.

Which created a narrative of who deserves education and at what level with defined boundaries, even now girls between the age 15-19 are three times more likely than boys to not be in schools' employment and training.

*B. Current institutional barriers in education systems:*

*1) The Persistence of Gender Gaps*

The difference in the distribution of education between both genders is evident in global data. Even though several regions have achieved near-equivalence enrolment in basic education, Differences increase significantly at the secondary and higher education levels, especially in STEM Field[13].

| *Level of Education* | Male Enrollment (%) | Female Enrollment (%) |
|---|---|---|
| *Primary School* | 91% | 90% |
| *Secondary School* | 85% | 78% |
| *Higher Education* | 60% | 52% |
| *STEM Field* | 75% | 25% |

Key Observations:

- In low-income areas, dropout rates are higher for girls because of early marriage, gender-based violence, limited access to menstrual hygiene products and other necessities[14].
- Women continue to be underrepresented in higher education and STEM fields, which subsequently hold high-paying careers[15].

[9] Mahata, B. *'Gender Inequality in Education: A Case Study of West Bengal, India'*, International Journal of Research in Humanities & Social Sciences, 12(3) (2024)
[10] Grant, C. A. & Sleeter, C. E. *'Race, Class, and Gender in Education Research: An Argument for Integrative Analysis'*, Review of Educational Research, 56(2), pp. 195-211. (1986)
[11] McDonough, Michael. "*Second wave of feminism*". *Encyclopaedia Britannica*, 28 Jan. 2025,
[12] Sharon Cheng, *Breaking Gender Barriers: An Interview with Nobel Peace Prize Laureate Malala Yousafzai*, Harvard international review. (2024)
[13] (Science, Technology, Engineering, and Mathematics) Field.
[14] UNESCO, *Gender and Education for All - The Leap to Equality*, Global Education Monitoring Report. (2020)

- Boys have problems too - schools struggle to challenge toxic masculinity, actively discouraging males from becoming teachers and nurses[16].

*2) Gender Bias in Curriculum and Teaching Practices*

Modern education systems still follow gender biases within their textbooks, teaching methodologies, and classroom environment. Many textbooks underrepresent female role models. Women accounted for just 20% of figures in school textbooks across multiple countries[17]. Teachers apparently help male students while holding female students in humanities[18]. Gendered language within school materials, as well as schools' historical narratives and literature selections, reinforce stereotypes and shape understandings of gender roles among students.

A survey of classroom interactions illustrates this:

| *Gender* | Encouraged in STEM (%) | Encouraged in Arts (%) | Received Training | Leadership |
|---|---|---|---|---|
| *Boys* | 70% | 30% | 65% | |
| *Girls* | 35% | 65% | 30% | |

*3) Institutional Policies and Systemic Barriers*

As of 2015, fewer than half of the world's countries had achieved gender equity in basic and secondary education. Particularly, no country in Sub-Saharan Africa achieved this aim. Approximately 15 million primary-aged females will never attend school, compared to 10 million boys[19].

In OECD nations[20], 73% of girls finish upper secondary education, whereas just 63% of boys do.

In Indian states like Tamil Nadu, while over 90% of girls enrol in elementary school, this figure drops to 57% at the secondary level and 50% at higher secondary levels. The National Family Health Survey-5 (2019-21) reveals that over 13% of girls dropped out due to household responsibilities, nearly 7% due to early marriages, and approximately 2% due to safety concerns[21].

Many students, especially girls, are discouraged from pursuing education by instances of sexual harassment, bullying, and prejudice[22]. High dropout rates are a result of many schools' absence of separate restrooms for girls. The practice of child marriage across the globe where every five out of one girl is married in childhood, in south Asia there are 290 million child brides, which is nearly 45% of the total global data[23], further increases the dropout rates of girls from schools[24]. Because male children are expected to provide for their families in the future, families in many areas place a higher priority on their education than that of girls[25].

4) *Challenging Gender Disparities: Where Progress is Being Made*

Despite these obstacles, efforts are being made to bridge the gap through awareness campaigns, gender-sensitive educational programs, and progressive regulations.

- To ensure a balanced representation of men and women in educational curriculum, gender-responsive methods is being used in schools.
- Girls' STEM scholarship programs and mentorships are encouraging more women to enter traditionally male-dominated sectors[26].
- To combat discrimination and sexual harassment in educational institutions, laws are being reinforced to create a learning environment which is safe.

---

[15] UNESCO, *Girls' and women's education in science, technology, engineering and mathematics* (STEM) (2024)
[16] Hucks, Darrell Cleveland. "*Masculinities and Teacher Education*." Oxford Research Encyclopaedia of Education. (2021)
[17] UNESCO, *Global Education Report: Gender Bias in Textbooks*, Paris: UNESCO Publishing (2019)
[18] Karl Thompson, *why do Males and Females Choose Different Subjects?* Revise Sociology (2023)
[19] UNESCO, *263 million Children and Youth Are Out of School*, (2016)
[20] The Organisation for Economic Co-operation and Development (OECD; French: Organisation de coopération et de développement économiques, OCDE) is an intergovernmental organization
[21] Government of India, *National Family Health Survey-5 (2019-21)*, New Delhi: Ministry of Health and Family Welfare. (2021)
[22] Global Focus, *Gender-Based Violence in Schools: The Global Crisis*, UNHCR Report. (2022)
[23] UNICEF, *A Profile of Child Marriage in South Asia*, UNICEF Data monitoring the situation of children and women. (2023)
[24] UNICEF, *Child marriage threatens the lives, well-being and futures of girls around the world*. (2023)
[25] Dr, Jaideep Das, *The Paradox of Gender Preference in India: Sons, Daughters, and Societal Shifts*, Illumination, The Medium (2024)
[26] Asian Development Bank, *Encouraging Women in STEM: Scholarship Programs and Mentorship*, Manila. (2023)

©IJRASET: All Rights are Reserved 

*5) Education System in Transition*

Contemporary educational institutions are at a turning point in history; although they still perpetuate gender biases, they also present chances to confront and eliminate these disparities. The solution is to put in place systemic changes that remove institutional biases, encourage diversity, and enable students of both genders to follow their goals without hindrance or prejudice.

### *C. Legal Frameworks And Policies On Gender Justice In Education*

Despite the fact that education is a fundamental right, laws and regulations have not always provided equal access and opportunities for men and women. Attempts to address gender gaps in education have been made through national and international legal instruments over the years. However, systemic loopholes still exist and enforcement is still difficult in spite of these attempts.

*1) International Legal Policies which sets the global agenda*

| *Legal Policies* | Important Provisions | Impact on Gender Equality |
|---|---|---|
| *Universal Declaration of Human Rights (UDHR) 1948* | Education is a fundamental human right, according to Article 26. | Establish the global standard for education rights[27]. |
| *The Convention to Eliminate All Forms of Discrimination Against Women, or CEDAW, was established in 1979* | Girls and women deserve to have equal access to education. | Increased policy focus on. Eliminating gender discrimination in schools[28]. |
| *The 1995 Beijing Declaration and Action Platform* | founded in order to eradicate gender gaps in education. creates a worldwide commitment. | Led to national policy reforms in multiple countries[29]. |
| *Sustainable Development Goals (SDGs)* | SDG 5: Gender equality and SDG 4: Quality education. | Countries committed to gender sensitive curriculum and policies[30]. |

*2) National Legal Policies*

India

In the Indian Constitution Article 21A[31] of the right to education act of 2009, ensures free and compulsory education for children of age 6 – 14.

Similarly, Article 15(3) and Article 39(d) allows the state to make provisions that support special benefits and equal pay and opportunities[32].

In 2015 the scheme Beti Bachao Beti Padhao[33] also focuses on protecting females and aims to their enrollment in schools and higher education.

United Sates & Europe

In the United States Title IX of 1972[34] prohibits gender discrimination in the central funded programs of education, which ensures expansion of opportunities for women in education and sports.

In Europe the European gender equality strategy from 2020 to 2025[35] has focused on equal pay, leadership roles and career advancements for women, in attempt to reduce gender gaps in education and employment .

[27] Article 26, *Universal Declaration of Human Rights*, UN General Assembly. (1948)
[28] United Nations *Convention on the Elimination of All Forms of Discrimination Against Women*, UN General Assembly (1979)
[29] United Nations (1995) *Beijing Declaration and Platform for Action*, Fourth World Conference on Women.
[30] Global Education Monitoring Report, *Gender and Education for All - The Leap to Equality*. UNESCO (2020)
[31] *Article 21A, The Right to Education Act*, Ministry of Education. Government of India (2009)
[32] *Article 15(3), Article 39(d), Constitution of India*, Ministry of Law and Justice. Government of India (1950)
[33] *Beti Bachao, Beti Padhao: Caring for the Girl Child*, Ministry of Women & Child Development. Government of India (2015)
[34] *Title IX: Gender Equity in Education*, U.S. Department of Education, U.S. Government (2022)
[35] *European Gender Equality Strategy 2020-2025*, Brussels: European Commission. (2020)

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

*3) Enforcement Gaps: Where Policies Fail*

Lack of enforcement: Despite the existence of laws, there are insufficient oversight systems, which contributes to the high dropout rates among girls.

Legal flaws: Policies that support gender equality are implemented differently when they conflict with cultural and religious customs[36].

Gender-based violence in schools: Women's involvement in education is discouraged by the ineffective enforcement of numerous legislative prohibitions against harassment.

*D. Comparative Analysis: Gender Justice In Education Across Countries*

Due to historical, cultural, political, and economic factors, developed and developing countries have very different educational policies and approaches to gender justice. While some nations have nearly eliminated gender inequality, others still have structural disparities in employment participation, curricular representation, and educational access.

*1) Global Gender Disparities in Education: Key Statistics*

A comparative analysis of gender justice in education across high-income, middle-income, and low-income countries reveals major gaps in literacy rates and school enrolment[37].

| *Region* | Primary Enrollment (Girls %) | Secondary Enrollment (Girls %) | Higher Education (Girls %) | Women in STEM (%) |
|---|---|---|---|---|
| *Nordic Countries (Sweden, Finland, Norway)* | 98% | 97% | 60% | 40% |
| *United States & Canada* | 96% | 93% | 57% | 34% |
| *India* | 91% | 78% | 52% | 25% |
| *Sub-Saharan Africa* | 80% | 63% | 30% | 15% |
| *Middle East & North Africa* | 85% | 70% | 40% | 22% |

*2) Countries Leading in Gender-Inclusive Education*

Nordic Nations: The Paramount Model for Educational Gender Justice

Education systems in countries like Sweden, Finland, and Norway have completely included gender-sensitive courses. Equal educational and professional possibilities for men and women are promoted by free education initiatives and parental leave regulations. Because of the active promotion of gender representation in leadership training and textbooks, there are more women in STEM fields and in positions of political leaderships and board members[38].

Rwanda:

Early educational gender changes produced one of the greatest proportions of female parliamentary representation in Rwanda (61%). STEM education for girls is emphasised by government policies, which are backed by mentorship and funding programs. Female enrolment in secondary and higher education has expanded significantly due to gender-sensitive policies, despite the persistence of economic challenges[39].

*3) Countries struggling to attain Gender justice*

India:

The STEM fields are still dominated by men, and cultural biases discourage women from seeking leadership roles or further education. States like Uttar Pradesh, Rajasthan, Gujarat, Assam, Meghalaya, and Bihar have greater dropout rates for girls[40] than for boys, demonstrating regional differences in educational achievement at different educational levels, 86.8 % of 14–18-year-olds are

[36] Gender-Responsive Policies and Institutions, UN Women Strategic Plan 2022-2025
[37] Education Data Release 2023, UNESCO Institute of statistics.
[38] *Nordic gender equality indicators*, Copenhagen: Nordic Council of Ministers (2021)
[39] Rose Baguma, *Breaking Barriers: Rwanda's Gender Progressive Education Policies* (2023)
[40] *Educational Attainment Disparities in India*, UNICEF Research Brief. UNICEF India (2023)

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

enrolled in school, however only 28.1% of girls chose the STEM stream, compared to 36.3% of boys[41]. The schemes like the BBBP (2015)[42], aimed to improve child sex ratio and promote girls' education, its effectiveness is being questioned, as 80% of the funds were spent in publicity rather than educational support[43].

Sub-Saharan Africa:

High dropout rates among female students are caused by early marriage, gender-based abuse, and a lack of facilities at schools (such as separate restrooms for girls). Families are compelled by economic inequalities to give boys' schooling a higher priority than girls', which keeps the gender gap alive[44].

Afghanistan:

Afghan refugees, especially girls, face numerous struggles in accessing education. In Pakistan, about 80% of Afghan refugee children are out of school, with literacy rates among refugees as low as 33%. Socio-cultural restrictions, poverty, and the lack of qualified teachers, especially female teachers, further hinder educational access[45]. For girls, traditional values and security concerns often limit their opportunities to attend school. Despite efforts by local communities and organizations, the public education systems in host countries like Pakistan are already overwhelmed, making it even more difficult for refugee children to get a quality education. These struggles are compounded by the ongoing instability and conflict in Afghanistan, which continues to disrupt educational opportunities for refugee children.

Performance gaps in UK and Australia:

In 2023, the average mathematical score for Year 5 males was 538, 26 points higher than the average for girls, who scored 512. With Year 9 males' scores of 538 compared to girls' 524, there was a 14-point difference. This study demonstrates the biggest gender disparity ever observed in England[46]. In 2022, women made up just 37% of STEM university enrolments in Australia, with considerably lower participation in engineering and IT[47].

*4) Conclusion: Lessons from Global Education Models*

Countries that have succeeded in achieving gender justice in education have prioritised cultural changes, economic assistance programs, gender-sensitive syllabuses, and policy enforcement. However, institutionalized gender discrimination still haunts many countries, preventing women from obtaining high-quality education and well-paying jobs. In order to close these inequalities and establish a truly gender-equitable educational system globally, education policy must be intersectional, tackling institutional, cultural, and economic limitations.

## VI. SUGGESTIONS AND CONCLUSION

### *A. Transforming Education For Gender Justice: The Way Forward*

The fight for gender equality in education has been an exhausting one, with both little wins and losses. Despite the creation of new laws, rules, and institutions, the same disparities still exist; they are just hidden in different forms and pass off as modern advancement.

In reality, we have not changed education; we have only made it accessible. While we have allowed girls to attend classes, we have not changed the teachings that still glorify the same hierarchies of power that once kept them out. Education still has evidence of its patriarchal past even in its current form.

If a girl is taught to read, what good is it if she doesn't ask why she is still rarely seen in a executive levels? If we have granted a kid the right to pursue her education but have not been able to shield her from the gender-based violence that forces her to leave school, what progress have we made? If a little boy who wants to be a dancer is told he is weak because his passion does not fit with what society expects of him, what change have we really experienced?

[41] *STEM Participation Among Indian Students*, New Delhi: Pratham Education Foundation. Annual Status of Education Report (ASER) (2023)
[42] *Beti Bachao Beti Padhao scheme (2015)*
[43] Wamika Kapur, *'Why the Beti Bachao Beti Padhao Scheme Has Failed on Several Count.*The Wire. (2017)
[44] *No country in sub-Saharan Africa has achieved gender parity in both primary and secondary education*, Global Education Monitoring Report. UNESCO (2023)
[45] Charlotte Jenner, *Education and the future for Afghan refugees.* The Un Refugee agency. UNHCR (2015)
[46] Richard Adams, *Boys widen gap over girls in maths and science in England.* The Guardian (2025)
[47] Sian Powell, *Stemming the tide of gender bias*, The Australian (2025)

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

*1) The Challenges That Refuse to Fade*

*a) Increased Access but Unequal Outcomes*

The fact that there are more girls in school now than ever before is something that many people celebrate. But this figure conceals an unsettling reality: empowerment is not the same as enrolment.

A girl in South Asia is more likely to leave school early due to child marriage than she is to enter a university[48]. Despite efforts to reduce the gender gap, women still make up fewer than 30% of students globally in STEM professions. Education has not yet eliminated economic gender barriers, which is why girls continue to perform better in school yet earn less in the workforce in many regions of the world[49].

*b) The Silent Curriculum: When Bias is Taught Without Words*

In textbooks, women are frequently portrayed as providing care, while men are still portrayed as leaders, scientists, and decision-makers[50]. While girls are supposed to be industrious, well-behaved, and cooperative, male pupils are urged to take chances, speak up, and take the lead. Gender-based violence and sexual harassment in schools are still underreported, frequently forcing females to drop out before finishing their education.

*2) The Way Forward: Towards Transformation*

*a)* Reducing Rote Learning & Memorization
- Problem: Most Education focuses on memorization rather than understanding concepts.
- Solution: Schools should adopt practical learning methods, including case studies, discussions, and problem-solving activities.

*b)* Updating & Modernizing the Curriculum
- Problem: Outdated syllabus fails to prepare students for real-world skills.
- Solution: Introduce modern subjects like financial literacy, coding, environmental studies, and logical reasoning[51].

*c)* Teacher Training & Accountability
- Problem: Many teachers are underqualified or use outdated teaching methods.
- Solution: Invest in teacher training programs, encourage interactive teaching, and implement performance-based evaluations[52].

*d)* Less Exam Pressure & More Skill-Based Learning
- Problem: The education system places extreme stress on board exams and marks, rather than overall development.
- Solution: Reduce high-stakes exams and focus on practical skills, and real-world applications of knowledge.

*e)* Promoting Gender Equality in Education
- Problem: Girls often face discrimination in education, especially in rural areas.
- Solution: Ensure equal access to education by providing scholarships for girls, awareness programs, and safe school environments.

*f)* Reducing Political Interference in Education[53]
- Problem: Frequent syllabus changes based on political agendas affect education quality.
- Solution: Make education policy independent and research-driven.

*g)* Addressing Unemployment through Skill-Based Education
- Problem: Degrees alone don't guarantee jobs; students lack practical skills. And students end up making career in one or two jobs which already is burdened with unemployment
- Solution: Promote vocational education, entrepreneurship training, and industry-based learning programs along with programs providing knowledge about various career options and encourage students to pursue them.

[48] UNICEF, A Profile of Child Marriage in South Asia, UNICEF Data monitoring the situation of children and women. (2023)
[49] UNESCO, *Girls' and women's education in science, technology, engineering and mathematics (STEM)* (2024)

[50] Shreyoshi Dhar, Masculinity and its depiction in 21st-century literature: A critical study. Vol. 6, Issue 2, Part C (2024)
[51] Education Nature and Purposes, *Navigating Curriculum Change: Strategies for Modern Education*. Teachers. Institute. (2024)
[52] *IBID*
[53] Zoya Hasan, *Political Intolerance and Declining Academic Freedom in India*. The Wire. (2025)

©IJRASET: All Rights are Reserved 

*h)* Stronger Legislation & Stricter Enforcement
- Problem: existence of child marriage and gender violation in schools
- Solution: schools must enforce strict policies against bullying, harassment, and discrimination, ensuring that students can report incidents without fear of retaliation and zero tolerance for child marriage.

*i)* Investing More in Public Schools
- Problem: Government schools lack funding, leading to poor infrastructure and quality.
- Solution: Increase education budget, improve infrastructure, and provide better salaries for teachers to attract talent.

*j)* Move beyond textbooks and rote learning
- Problem: Textbooks traditionally consist of patriarchal narrative
- Solution: Textbooks should also consist of equal recognition to females as role models and Schools should encourage hands-on learning experiences, internships, and industry-based training

In conclusion, Education stands as the most powerful tool in dismantling gender inequality and fostering an inclusive society. Because the way forward should be the way of progress and it starts with education.

As Malala Yousafzai stated, "One child, one teacher, one book, one pen can change the world." The future of gender equity in education depends not only on institutional changes but also on a collective global effort to challenge norms, eliminate discrimination, and create a world where every individual, regardless of gender, has an equal opportunity to Succeed.

## REFERENCES

Books

[1] 1st ed. BRAY, FRANCESCA. TECHNOLOGY AND GENDER: FABRICS OF POWER IN LATE IMPIRIAL CHINA., (University of California Press, 1997). JSTOR,
[2] ALTEKAR, A. S. THE POSITION OF WOMEN IN HINDU CIVILIZATION: FROM PRE-HISTORIC TIMES TO THE PRESENT DAY. (Motilal Banarsidass. 1956).
[3] POMEROY, S.B. FAMILIES IN CLASSICAL AND HELLENISTIC GREECE: Representations and REALITIES. Oxford: (Oxford University Press. 1997)
[4] POWER, E. MEDIEVAL WOMEN. Cambridge: (Cambridge University Press. 1975)
[5] Prof. Gouri Srivastava, Gender Concerns in Education. Head Department of Gender Studies, NCERT RMSA (Rashtriya Madhyamik Shiksha Abhiyan)**,** (2019). RMSA Module.

Journal Articles

[1] Chisamya, G., DeJaeghere, J., Kendall, N. and Khan, M.A. 'Gender and Education for All: Progress and Problems in Achieving Gender Equity', International Journal of Educational Development, 32(6), 743-755. (2012)
[2] Grant, C.A. and Sleeter, C.E. 'Race, Class, and Gender in Education Research: An Argument for Integrative Analysis', Review of Educational Research, 56(2), 195-211. (1986)
[3] Mahata, B. 'Gender Inequality in Education: A Case Study of West Bengal, India', International Journal of Research in Humanities & Social Sciences, 12(3). (2024)
[4] Sharif-Nia, H., Karamian, M., Hosseini, L., Sadeghi, R. and Chan, Y.H. 'Validation of the Persian Gender Equity Scale in Nursing Education: A cross-sectional study', BMC Nursing, 24(1), 1-10. (2025)
[5] Subramanee, S.D. et al. 'Child Marriage in South Asia: A Systematic Review', International Journal of Environmental Research and Public Health, 19(22), p. 15138. (2022)
[6] IJRHS (International Journal of Research in Humanities and Social Sciences). Volume 12, Issue 03, Article 01. (2024)
[7] Kuteesa, Kevin & Akpuokwe, Chidiogo & Udeh, Chioma. GENDER EQUITY IN EDUCATION: ADDRESSING CHALLENGES AND PROMOTING OPPORTUNITIES FOR SOCIAL EMPOWERMENT. International Journal of Applied Research in Social Sciences. 6. 631-641. (2024)
[8] P. Verdonk, Y. W. M. Benschop, J. C. J. M. De Haes & A. L. M. Lagro-Janssen. Making a gender difference: Case studies of gender mainstreaming in medical education, Medical Teacher, 30:7. (2008)
[9] Heikkinen, Anja & lammela, johanna & Leena, Lietzén & Lätti, Johanna & virtanen, Emma. Gender Mainstreaming: Inclusion or Exclusion. 10.3726/978-3-0351-0337-3. (2012)

Newspaper Articles

[1] Adams, R. 'Boys widen gap over girls in maths and science in England', **The Guardian.** (2025)
[2] Dr, Jaideep Das, The Paradox of Gender Preference in India: Sons, Daughters, and Societal Shifts, Illumination, **The Medium.** (2024)
[3] Powell, S. 'Stemming the tide of gender bias', **The Australian.** (2025)
[4] Hasan, Z. 'Political Intolerance and Declining Academic Freedom in India', **The Wire.** (2025)
[5] Wamika Kapur, 'Why the Beti Bachao Beti Padhao Scheme Has Failed on Several Counts.**The Wire.** (2017)

Legal References

[1] Article 26, Universal Declaration of Human Rights, UN General Assembly (1948).
[2] Article 21A, The Right to Education Act, Ministry of Education, Government of India (2009).

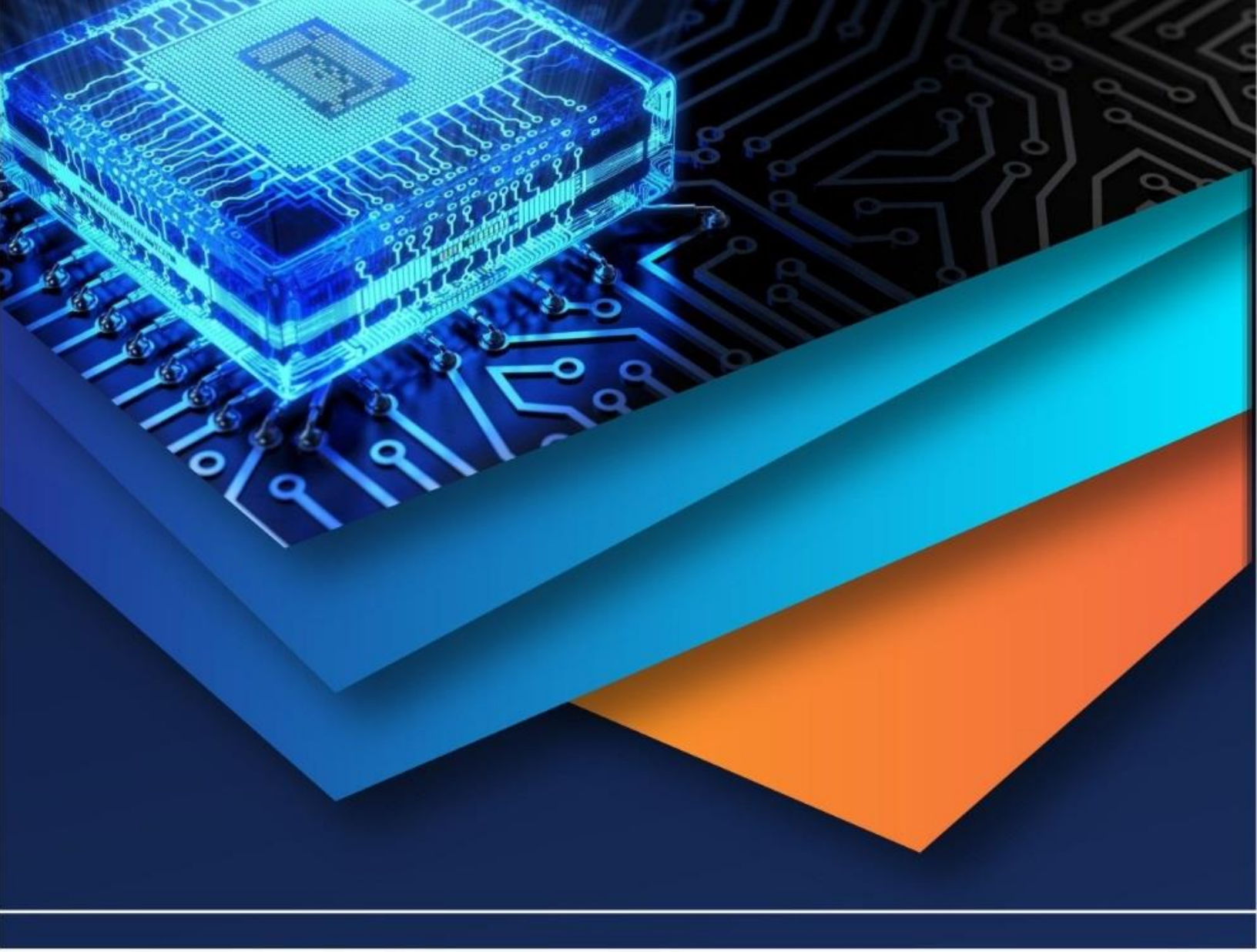
©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

[3] Article 15(3), Article 39(d), Constitution of India, Ministry of Law and Justice, Government of India (1950).
[4] United Nations (1979) Convention on the Elimination of All Forms of Discrimination Against Women.
[5] United Nations (1995) Beijing Declaration and Platform for Action, Fourth World Conference on Women.
[6] Title IX: Gender Equity in Education, U.S. Department of Education, U.S. Government (2022).

Reports & International Documents
[1] European Gender Equality Strategy 2020-2025. Brussels: European Commission. (2020)
[2] National Family Health Survey-5 (2019-21). New Delhi: Ministry of Health and Family Welfare. Government of India (2021)
[3] Beti Bachao, Beti Padhao: Caring for the Girl Child, Ministry of Women & Child Development. Government of India (2015)
[4] Gender-Based Violence in Schools: The Global Crisis. UNHCR Report. Global Focus (2022)
[5] Nordic gender equality indicators. Copenhagen: Nordic Council of Ministers. OECD (2021)
[6] Gender-Responsive Policies and Institutions: UN Women Strategic Plan 2022-2025.
[7] UNESCO (2016) 263 million Children and Youth Are Out of School.
[8] UNESCO, Girls' and women's education in science, technology, engineering and mathematics (STEM) (2024)
[9] UNESCO (2019) Global Education Report: Gender Bias in Textbooks. Paris: UNESCO Publishing.
[10] UNESCO (2020) Gender and Education for All - The Leap to Equality. Global Education Monitoring Report.
[11] UNESCO (2023) No country in sub-Saharan Africa has achieved gender parity in both primary and secondary education. Global Education Monitoring Report.
[12] Education Data Release 2023, UNESCO Institute of statistics.
[13] UNICEF (2023) A Profile of Child Marriage in South Asia. UNICEF Data.
[14] UNICEF, Child marriage threatens the lives, well-being and futures of girls around the world. (2023)
[15] UNICEF (2023) Educational Attainment Disparities in India. UNICEF Research Brief.
[16] UNHCR Report. (2022) Global Focus, Gender-Based Violence in Schools: The Global Crisis,
[17] Pratham Education Foundation, STEM Participation Among Indian Students. New Delhi: Annual Status of Education Report (ASER). (2023)

Websites & Online Articles
[1] Ahmed, S.K. 'Fatima Al-Fihri and Al-Qarawiyyin University', World History Encyclopaedia. (2025)
**[2]** Charlotte Jenner, Education and the future for Afghan refugees. The Un Refugee agency. UNHCR (2015)
[3] Karl, T. 'Why do Males and Females Choose Different Subjects?', Revise Sociology. (2023)
[4] McDonough, M. 'Second wave of feminism', Encyclopaedia Britannica. (2025)
[5] Rose, B. 'Breaking Barriers: Rwanda's Gender Progressive Education Policies', Global Education Monitoring Report. (2023)
[6] Schlotthauer, E. 'Rethinking role of women in medieval education', ACTi Lit Project, European Commission. (2023)
[7] Sharon Cheng, Breaking Gender Barriers: An Interview with Nobel Peace Prize Laureate Malala Yousafzai, Harvard international review. (2024)
[8] Hucks, Darrell Cleveland. "Masculinities and Teacher Education." Oxford Research Encyclopaedia of Education. (2021)
[9] Education Nature and Purposes, Navigating Curriculum Change: Strategies for Modern Education. Teachers. Institute. (2024)

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

# INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)