

WOMEN STRUGGLING TO ACHIEVE HIGHER EDUCATION AND CULTURAL COMPARISON OF PAKISTANI GIRLS STUDYING IN BRAZIL

MULHERES QUE ALCANÇAM A EDUCAÇÃO SUPERIOR E A COMPARAÇÃO CULTURAL COM MENINAS PAKISTANESAS ESTUDANDO NO BRASIL

Sabir Khan*

Sajjad Hussain**

Érica Rodrigues do Nascimento Augustini***

Maria del Pilar Taboada Sotomayor****

Celia Regina Rossi*****

ABSTRACT

The aim of this study is to bring awareness to the struggles of higher education of Pakistani women studying in different universities of Brazil. There were two predominant views about female education in Pakistan. One view was in the favor of female education, where parents were educating their children regardless of their gender. The other view was not in favor of female education, but those who held this view never opposed other people in their view to educate their child. The results indicated that parental expectations, experience with education system and culture, socioeconomic status and gender dynamics within family, and gender dynamics within education affected the participants of this study in a significant way. The quantitative data indicated to the researcher that Pakistani girls studying in Brazil holds a high regard and respect for parental expectations education system and culture. Specifically, Pakistani women reported positive attitudes about the Brazilian education system and culture. In comparison, more than 80 % of Pakistani women strongly supported the higher education system in Brazil. Inconsistencies with attitudes toward Pakistani education system are due to inequalities and access to education. Participants in this study strongly favored that their gender does not define their performance in education.

Keywords: Community. Female Students. Higher Education.

RESUMO

O objetivo deste estudo é trazer a consciência para as lutas de ensino superior de mulheres paquistanesas que estudam em diferentes universidades do Brasil. Havia dois predominantes pontos de vista sobre a educação feminina no Paquistão. Uma era a favor da educação feminina, onde os pais buscavam educar as crianças independentemente do

* Faculty of Material Department of Analytical Chemistry, Institute of Chemistry, State University of São Paulo (UNESP), Araraquara-SP, Brazil.

** Instituto de Química de São Carlos. Universidade de São Paulo – USP. sajjad@iqsc.us.br

*** Faculdade de Filosofia, Ciências e Letras de Ibitinga – FAIBI. ericaaugustini@yahoo.com.br

**** Universidade Estadual Paulista “Júlio de Mesquita Filho” (UNESP), Faculdade de Ciências e Letras, Programa de Pós-graduação em Educação Escolar - Araraquara (SP), Brasil. sabir_chemist@yahoo.com

***** Instituto de Biociências da Universidade Estadual Paulista – UNESP. Campus de Rio Claro. creggina@gmail.com

sexo. A outra visão não era a favor da educação feminina, mas aqueles que tinham essa opinião não se opunham à opinião diferente de outras pessoas. Os resultados indicaram que as expectativas dos pais, a experiência com o sistema de educação e cultura, situação socioeconômica e dinâmica de gênero dentro da família, e dinâmicas de gênero na educação afetaram os participantes deste estudo de forma significativa. Os dados quantitativos indicaram que as mulheres paquistanesas relataram atitudes positivas sobre o sistema de educação e cultura brasileiro, mais de 80% das mulheres paquistanesas apoiaram fortemente o sistema de ensino superior no Brasil. Inconsistências com atitudes em relação ao sistema educacional paquistanês são devido à desigualdades de acesso à educação, causando disparidades e desigualdades na educação das mulheres. Os participantes também afirmaram que o sexo não define o desempenho na educação.

Palavras-chave: Comunidade. Estudantes do Sexo Feminino. Ensino Superior.

Introduction

Education in Pakistan is overseen by the Ministry of Education of the Government of Pakistan as well as the provincial governments, whereas the federal government mostly assists in curriculum development, accreditation and in the financing of research and development (Ghazi, Ali, Khan, Hussain, & Fatima, 2010). (A. Parveen, K. Rashid, M.Z. Iqbal, 2011) (Lynd, 2007). It is obvious that education plays a key role in the development of a nation. It is a prerequisite for development and countries around the world have focused on education (Jacob Kola, 2013) (Shangodoyin & Lasisi, 2011). Pakistan has one of the lowest literacy rates in South Asia especially female literacy rate. In a patriarchal society like Pakistan, women's status is of a secondary nature in comparison to their male counterpart. In Human development Report, Pakistan is at 136th position because its 49.9% population comes under the definition of education. The dropout rate is high at the primary level. We may be conclusive about the ground reality that people in the 6th largest country of the world population have no access to the basic education even (K.Rshid, 2012) ("Government of Pakistan Ministry of Education Curriculum Wing," 2006).

Though the patriarchal structure is not uniform across the whole country, in general, society is male-dominated. In South Asia, Pakistan is the country with the widest gender gap in education and discrimination against women that continues to persist in all walks of life. Gender imbalance in Pakistani society shows the many ways in which women are at a disadvantage and ineffective laws fail to bring change in education (Malik & Courtney, 2011).

The Taliban have their roots in the Pashtun society and is a military force which ruled Afghanistan from 1996 to 2001, when the United States overthrew their government after the Twin Towers' attack. The Taliban started a military resistance against them within Afghanistan and later on they spread their military activities to Pakistan as well. While ruling in Afghanistan from 1996 to 2001 the Taliban have been forcing people to follow the Islamic rules and they even treated women more harshly as compared to men to follow the cultural laws of Islam. It was made obligatory for men to grow beards and women were not allowed to work outside the home. They were not even allowed to come out of their homes without a male member of the family. The Taliban religious police used to give severe punishment on disobeying the moral orders, including public executions, amputation and stoning (R. Ahmad, 2000)(D, Cortright, 2010)(E.R POVEY, 2007). In Pakistan the Taliban have been involved in military activities to enforce their ideology. In 2008 they took full military control in Swat district. Women's education was banned and they were not even allowed to come out of their homes without a veil and only when a male member of the household was present. According to a UNESCO publication, the Taliban are totally against girls' education. They ordered in mosques and on illegal radio stations the closure of all girls' schools and set a deadline of 15 January in 2009. They warned the people that if any school continued to provide classes for girls, the school would be blown up, and if any girl came out of home for school attendance, she would be attacked like in Afghanistan, where acid had been thrown in the girls' faces (M.Yousafzai, 2013) (P.Pirzado, 2006)(UNESCO, 2010)(S. Shah, 2012).

This study focuses on discovering the ideology of Pakistani women studying higher education in the different areas of education in Brazil especially in science subjects.

Methodology

The data were collected from female Pakistani students studying in various state of Brazil. The study is a blend of qualitative and quantitative investigation more relied upon the secondary data sources. The study was conducted in Sao Carlos, Campinas, Sao Paulo, Florianopolis regions of Brazil. Survey approach was considered appropriate for data collection and 11 female students,

were selected. The conversation has a tilt towards some questions about the Brazilians culture and education configuration. It is pointed out the quality of education, culture, communities and society ethically committed, for their development objectives.

Purpose of the Study

Empowerment of women is a vital aspect of gender equity. A woman is said to be empowered if she is provided free access to; material resources, decent employment, political decision making, free choices, enjoy her legal rights, health facilities, and quality education.

For a good research, it is always essential to gather information from both primary and secondary sources. For this research study secondary sources were used to collect data. The purpose of this study is to compare Pakistani women's struggles in achieving higher education in different universities of Brazil. Moreover, the study will measure the influence of social construction of gender, parental expectations, socioeconomic status, culture, and gender dynamics within family and education of Pakistani women in pursuit of their educational goals.

The data were Collected from the Pakistani girls studying in the different university of Brazil like State university of Campinas, University of Sao Paulo, Fedral university of Santa Catrina and then data were analyzed. The data were collected from the 11 Pakistani girls in whom most of them belong to the northern area of the Pakistan. The ages of the of Girls from whom data was collected in the range from a minimum of 24 years to a maximum of 32 years, so that the sample has an average age of 28.6 years and standard deviation is (SD = 2.14) as shown in the table 1.

Table 1. Descriptive statistics of the Female age

Age	Total number	Minimum	Maximum	Mean	SD
	11	24	35	28.6	2.14

Table 2 shows the organized age group in which 18.18% of them between 24-26 years of age, 27.27% are between 27-28 years of age, 36.36% is among the 29-30 years, 18.18% between 31-32 years old.

Table 2. Analysis of counting age and percentage of sample intervals

	24-26 year	27-28	29-30	31-32	Total
Number	02	03	04	02	11
%age	18.18	27.27	36.36	18.18	100

Table 3 shows the detail description of the Pakistani girls living in Brazil for obtaining their higher education in different science subject. The further detail are given the the table 3.

Table 3. Detail description of the Pakistani girls

S.No	Participant	Age	University	Marital status	Level of Education	Occupation	Living
1	Asma Rehman	24-30	USP Sao Carlos	Married	phD	Student	Husband
2	Marriam amin	25-30	UNICAMP Campinas	Married	phD	Student	Husband
3	Nahid Bibi	24-28	UNICAMP Campinas	Single	phD	student	alone
4	Rashida Parveen	25-30	USP Sao Carlos	Married	phD	Student	Husband
5	Saima Gul	25-30	USP Sao Carlos	Married	phD	Professor	Family
6	Fozia Rehman	25-30	UNICAMP Campinas	Unmarried	phD	Professor	Family
7	Suriyya Manzoor	25-32	UNICAMP Campinas	Singles	phD	Professor	Family
8	Najma Naz	25-30	UFSC Florinapolis	Married	phD	student	Husband
9	Sabiha Khanam	25-30	UFSC Florinapolis	Single	phD	Student	Family

10	Almas Taj Awan		UNICAMP Campinas	Single	PhD	PosDoc	Alone
11	Huma Asif		USP Sao Paulo	Married	PhD		Husband

For secondary data, the author used internet, interview, personal visits etc. Some Important questions were asked from the Pakistani girls as shown in the table 4.

Table 4. Questions asked from the Girls of Pakistan

Number	Questions
1	How you look the women in Brazil
2	The women here are very different from your country
3	Can you name some of the major differences
4	Do you mind something in women in Brazil.
5	You can name the major annoyances.
6	What do you think of the relationship between the female and the male in Brazil
7	How it relates with men in Brazil
8	could point out qualities of Brazilian women regarding their rights, struggles and searches
9	What you say about women in Brazil

Findings

The study revealed that female students have great motivation to attend Higher Education. Almost all students have desire for Higher Education but due to financial and culture problems they do not reach the desired goal. Brazil is a land widely associated with friendship culture and education development). The love of color, music and vitality are true of all Brazilians and especially with the women here.

1. Brazilian women are friendly, more liberal, funny, worker and outgoing in nature. They have a significant role in the work that takes in the development of a country's system. Women are more confident about their looks and bodies and if you like what you see, they will welcome your appreciation as well. The Female in Brazil live more independently as compared to the female of my country where most of the females are dependent upon their families for food, shelter and education etc.

2. Brazilian Women are very different in sociocultural factors. The women here have easier choices compared with Pakistani and Asian women. But it may cost some time for Brazilian women outside the country where the environment is not so much friendly for them as compared with the culture of Brazil. Approximately 70-80% Brazilian females are workers while women in my country are mostly housewives to take care of their children's, husband and other family members. The women of my Pakistan especially in the northern area are more reserved and have a little different vision of life and mostly caring of their husbands and families members. They are with their parents and marry only the permission of family. Here in Brazil there is also preference in arranged marriage by both side of family.
3. Many things are similar among women worldwide, like clothes and fashion style but there are some differences between them, depending on the culture and society standards and fashion style which are completely different. Some of the major differences are
 - a) Women in Brazil are more liberal as compared with Pakistan
 - b) Women in Brazil have a different family vision.
 - c) Religious
 - d) appearance
4. No, almost all the female in Brazil are very friendly, gorgeous, ambitious and close to their families.
5. But sometimes, they (not all) speak positive about my culture and country and mostly the Brazilian girls drink alcohol which are strictly prohibited in my religion as well as in the culture.
6. The relationship among male and female in Brazil are usually based on friendships and they hardly believe on proper marriage and their commitments for living relationship is not so long.
7. The plus point is that in Brazil men are not dominant over women. Both have given equal rights when compared to my country which has male dominance. Although, Brazilian men usually are not so committed in living relationship. They never believe in proper marriage, just concentrate on his own life and drinking too much alcohol.
8. No nation can rise to the height of glory unless their women are side by side with

you; Brazilian women work in every field to find their freedom and rights. They have equally contributed their contribution to the economy and welfare of the country. They are more independent and can take care better of your family and children

9. Brazilian women are very friendly and outgoing in nature, responsive and easy to give. They are independent and careful. They work to care for their children. If a girl happens to spot you in a bar or coffee and you meet her standards, she will not hesitate to come up and ask you for your phone number or invite you to buy a drink for her. Blessed with lustrous hair, dark eyes and skin the color of honey Brazilian women are without doubt, are some of the most gorgeous in the world. They are very ambitious, The survey conducted by the New York-based non-profit research group, Center for Work-Life Policy shows that at least 80 percent of college-educated Brazilian women aspire to top-level positions in the corporate sector, compared with 52 percent in the U.S., and 59 percent of Brazilian women consider themselves “very ambitious,” compared with 36 percent in the United States.

Conclusion

Education provides the bases for socio-economic development. An educational system of Poor quality may be one of the most important reasons for not growing the economy of poor countries. In Brazil, the quality of higher education especially in science subjects is growing well. The study revealed that female students from all over the world especially from Pakistan northern areas where the female education is very rare have great motivation to attend the higher level of education in Brazil. The Pakistani girls having positive response on the Brazil higher education system as well as the female of Brazilin, except some cultural and social issue.

References

- A. Parveen, K. Rashid, M.Z.Iqbal, S. K. (2011). System and Reforms of Higher Education in Pakistan. *International Journal of Business and Social Science*, 02(20), 260–267.
- D, Cortright, S. S. P. (2010). *Afghan Women Speak Enhancing Security and Human Rights in Afghanistan*.
- E.R POVEY. (2007). *Afghan Women IDENTITY AND INVASION*.

Ghazi, S. R., Ali, R., Khan, M. S., Hussain, S., & Fatima, Z. T. (2010). Causes Of The Decline Of Education In Pakistan And Its Remedies. *Journal of College Teaching & Learning (TLC)*, 7(8). <http://doi.org/10.19030/tlc.v7i8.139>

Government of Pakistan Ministry of Education Curriculum Wing. (2006). In *in pursuance of the decisions taken in the Inter-Provincial Education Ministers' conference held on 22nd January, 2006 in Islamabad* (pp. 1–13).

Jacob Kola, A. (2013). Importance of Science Education to National Development and Problems Militating Against Its Development. *American Journal of Educational Research*, 1(7), 225–229. <http://doi.org/10.12691/education-1-7-2>

K.Rshid, S. M. (2012). Education in Pakistan: Problems and their Solutions. *Nternational Journal of Academic Research in Business and Social Sciences*, 2(11), 332–343.

Lynd, D. (2007). *The Education System in Pakistan*.

M.Yousafzai. (2013). *I AM MALALA The Girl Who Stood Up for Education and was Shot by the Taliban*.

Malik, S., & Courtney, K. (2011). Higher education and women's empowerment in Pakistan. *Gender and Education*, 23(1), 29–45. <http://doi.org/10.1080/09540251003674071>

P.Pirzado. (2006). Exclusion of girls from education in rural Pakistan. *EENET Asia Newsletter*, 02, 24–25.

R. Ahmad. (2000). *Taliban : militant Islam, oil, and fundamentalism in Central Asia*.
S. Shah, U. S. (2012). No Title. *International Journal of Sociology of Education*, 1(2), 181–200. <http://doi.org/10.4471/rise.2012.10>

Shangodoyin, D. K., & Lasisi, T. A. (2011). The Role of Statistics in National Development with Reference to Botswana and Nigeria Statistical Systems. *Journal of Sustainable Development*, 4(3). <http://doi.org/10.5539/jsd.v4n3p131>

UNESCO. (2010). *Education under Attack. United Nations Educational, Scientific and Cultural Organization 7, place de Fontenoy, 75352 Paris 07 SP, France*.