

Back in ancient Roman times, education looked very different for boys versus girls. Boys studied subjects like politics and warfare - preparing them for public life and military service. "At the age of seven, the boys were sent to school's underpaid teachers (preferably Greek), under whose supervision they acquired further knowledge that would enable them in the future and facilitate their important positions on the Roman political scene. The girls, on the other hand, stayed with their mothers at home, where they learned the role of a housewife and carer, including spinning, weaving, and sewing" (Jasiński, 2021). This reflected the strict gender roles in their society where men handled affairs outside the home while women focused on domestic duties.

"Pakistan's literacy rate is around 59%, with males at 71% and females at 48%" (Lindner, 2023). Pakistan's education system today shares some similarities with this antiquated model. Traditionally, the curriculum emphasized academic subjects more for boys while prioritizing training in domestic skills for girls. This approach aligned with perceived gender roles where men pursued careers while women managed the household.

However, Pakistan did make strides to boost overall literacy rates and provide basic education access across a wider population compared to ancient Rome's elite-only focus. Pakistan's curriculum also evolved over time adapting to the changing needs of the nation unlike Rome's highly static curriculum locked into societal norms of that era.

Still, Pakistan continues facing obstacles to true educational gender equality. "Girls in Pakistan are 1.6 times less likely to complete primary school as compared to boys" (Lindner, 2023). While promoting equal access, girls from underprivileged areas still encounter hurdles in receiving quality education on par with their male peers.

If tasked with redesigning Pakistan's education system, I would institute several key reforms. First and foremost, I would implement a gender-neutral curriculum devoid of biases and stereotypes. Boys and girls alike could study any subject including male-dominated STEM fields without restrictions.

Teacher training overhauls would also be critical. Comprehensive programs would train educators in modern teaching methods, gender sensitivity, and fostering critical thinking skills in students. Equipping teachers with these tools better prepares the next generation.

Infrastructure and access improvements are another must - especially in rural and underprivileged regions. Allocating proper resources ensures all students, regardless of location or socioeconomic status, receive a quality education.

Getting parents and communities involved is key too. Raising awareness of the importance of educating both genders helps break down cultural barriers and misconceptions restricting equal opportunities.

Vocational training and life skills courses need to be integrated into academics as well. This dual-pronged approach nurtures skills for future careers while providing practical knowledge for personal growth and self-sufficiency.

Lastly, proactive policies promoting inclusive, safe, discrimination-free learning environments allow students to thrive unencumbered. An atmosphere free from harassment or violence empowers youth to reach their full potential.

Implementing reforms like these reshapes Pakistan's education system into an equitable, effective model serving the needs of all students - both boys and girls. It provides a holistic education arming them with the tools to emerge as confident, capable citizens contributing to the nation's development.

References:

Jasiński, J. (2021, October 29). Education of Roman boys and girls « IMPERIUM ROMANUM. IMPERIUM ROMANUM. <https://imperiumromanum.pl/en/curiosities/education-of-roman-boys-and-girls/>

Lindner, J. (2023, December 16). Must-Know Pakistan Education Statistics [Current Data] • Gitnux. GITNUX. <https://gitnux.org/pakistan-education-statistics/#:~:text=Pakistan's%20literacy%20rate%20is%20around,Pakistan%20do%20not%20attend%20schoo>l.