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ROLE OF HUMAN RESOURCE PRACTICES IN GENDER DISPARITY: AN ANALYSIS OF THE SCHOOL EDUCATION DEPARTMENT, BALOCHISTAN

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KEYWORDS	ABSTRACT
Gender Disparity, Human Resource (HR) practices, School Education Department, Balochistan	This cross-sectional survey explores the role of Human Resource practices and gender disparity within the School Education Department, Balochistan. The population, comprising all educational administrative staff in the School Education Department, Balochistan, was divided into two strata using disproportionate stratified random sampling based on gender, and samples were drawn from each stratum. For males, proportionate random sampling was used because they made up the majority of recruits, and for females, the full enumeration method was used because the sample size was insufficient. Thus, the study selected a sample of 314 participants, comprising 217 males and 97 females. Data were collected using a structured questionnaire based on 10 items, whose reliability was observed to be Cronbach's alpha (.88). The findings reveal no statistically significant difference between males' and females' opinions regarding HR practices within the School Education Department, Balochistan, which suggests that HR practices are perceived as gender-neutral at the policy level. The significantly higher standard deviation among females (0.755) than males (0.459) shows that their experiences are not uniform but vary by administration and local circumstances; this finding qualifies claims of complete gender equality. This conclusion highlights that the core issue regarding gender disparity lies not in the presence or absence of HR practice, but in its implementation and the allocation of practical resources, pointing to a clear gap between policy and reality. In essence, HR practice cannot be deemed fully effective in reducing gender disparity unless the equitable distribution of resources and transparency in decision-making are also ensured. The study concludes that the School Education Department, Balochistan, should not rely solely on a uniform HR policy; it must regularly monitor and audit implementation at the district and divisional levels and further develop standardized guidelines to ensure consistent HR practices across districts and institutions.
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Introduction

The foundation of any educational institution's effectiveness and sustainability are Human Resource (HR) practices, as schools and colleges rely heavily on staff competence, enthusiasm, and productivity to perform well. Practices such as recruitment, training, and performance management profoundly influence instructors' professional growth as well as the institution's overall performance and student outcomes. Conversely, the issue transcends mere administration when these practices are implemented in a gender-unequal manner. In perpetuating gender disparity, it becomes a covert mechanism, such as when female instructors have limited access to training and advancement opportunities. Against this backdrop, the current study examines prevailing HR practices within the School Education Department of Balochistan. It assesses whether these practices effectively mitigate gender disparity, providing a clear, evidence-based picture in this under-researched local context.

Research objectives

1. To investigate the level of human resource practices in the School Education Department, Balochistan.
2. To evaluate the role of human resource practices in reducing gender disparity in the School Education Department, Balochistan.

Study Significance

This study presents the first local, evidence-based assessment of the current state of HR practices within the School Education Department, Balochistan, an analysis never previously undertaken. It clarifies whether HR practices genuinely help reduce the gender divide or have become a perfunctory administrative process. Furthermore, it bridges a knowledge gap by applying global literature (Mahade et al., 2025; Hogue & Atheef, 2024) to an under-researched, resource-constrained educational system like the School Education Department, Balochistan. Moreover, the study highlights the practical realities of gender equity in recruitment, training, and mentoring, offering directly actionable guidance for the School Education Department, Balochistan, policymakers. It frames HR practices not merely as an administrative procedure but as a strategic approach to reducing gender disparity and enhancing organizational performance, potentially laying the foundation for future reforms.

Research Gap

Extensive international research has examined the relationship between HR practices and teaching performance (Mahade et al., 2025; Clores, 2025), but it has largely focused on countries such as the Philippines, India, and the United Arab Emirates. Similarly, while research gaps regarding higher education in Arab and developing nations have been identified (Hammad et al., 2025), there are no HR practices-focused studies concerning Pakistan or public school systems like the School Education Department, Balochistan. The Inter-Agency Network for Education in Emergencies (INEE, 2023) and UNESCO (2023) have documented a global trend of limited access to professional development for female teachers; however, this evidence remains

generalized and has not been examined in the specific context of gender disparity in the School Education Department, Balochistan. At the local level, Mutuku (2022) and Nduruchi et al. (2016) demonstrated the link between HR practices and student outcomes in Kenya. However, an integrated analysis of HR practices and gender disparity in Pakistan or Balochistan remains unavailable. Therefore, a gap remains in understanding the extent to which HR practices, such as recruitment, training, and mentoring, contribute to reducing gender disparity within the School Education Department, Balochistan; this study addresses that gap.

Literature

Lu et al. (2023) noted that schools and colleges rely heavily on staff competence, motivation, and productivity; thus, HR practices are central to educational institutions' effectiveness and sustainability. Similarly, Mahade et al. (2025) highlighted that the most fundamental HR practices are recruitment and selection, as rigorous and transparent recruitment processes directly affect teachers' enactment and help identify qualified, committed candidates. Hence, institutions that adopt systematic recruitment practices are more successful in recruiting skilled and committed teaching staff, ultimately raising institutional standards (Kutieshat & Farmanesh, 2022; Singh & Sharma, 2025). Furthermore, the literature highlights training as crucial to achieving organizational goals and performance, as it is the means by which teachers' teaching skills can be continuously improved (Nkundabakura et al., 2024; Mahade et al., 2025). However, research on HR practices in higher education in Arab and developing countries remains limited, highlighting the need for more local evidence (Hammad et al., 2025). Recognizing this gap, a recent study found that educational leadership is moving beyond mere "HR management" to "human capital management," where teachers are seen not just as a workforce but as a valuable asset (Zerrad & Schechter, 2025). Together, all these indications suggest that HR practices are not just administrative actions but strategic investments that directly or indirectly shape teaching quality, institutional effectiveness, and success.

Empirical evidence strongly supports a direct relationship between HR practices and teacher performance, as shown by Clores's (2025) study in the Philippines, which found a significant correlation between HR strategies and teacher performance. The same study further mentioned that professional development programs are the most effective practice, suggesting that continuous teacher training is the most powerful tool for improving performance (Clores, 2025). Likewise, a systematic meta-analysis study from India identified eight core HR practices, based on 44 studies, including planning, organizing, recruitment and selection, and training and development, which together shape overall school performance (Hogue & Atheef, 2024). Moreover, Hogue and Atheef (2024) further reported that leadership style, morale, job satisfaction, productivity and performance, competence, organizational culture and climate, empowerment, and commitment are all factors that additionally impact the relationship between these HR practices and overall school performance.

Mutuku's (2022) study supports Hogue and Atheef's (2024) findings that training and development and recruitment strategies significantly affect student academic outcomes. Similarly, Nduruchi et al. (2016) conclude that teacher professional development directly

improves school performance, providing consistent evidence from two different regions. A report by Tan et al. (2026) shows that low job satisfaction is strongly linked to higher teacher turnover, suggesting that weak HR strategies can seriously harm retention and morale among teaching staff. This evidence suggests that HR practices deeply affect not only individual teacher performance but also the institution's overall effectiveness, student outcomes, and success, whether in recruitment, training, or performance management.

Since the current study examines HR practices in the context of gender disparities, it was also important to examine whether recruitment, training, and development opportunities are distributed equitably across genders. In this context, INEE (2023) notes that unequal access to professional development and training for female teachers directly reduces their chances of retention, especially in low-resource settings. Similarly, a UNESCO (2023) report highlights that although female teachers make up the majority in primary education, their access to professional development and higher-level training remains more limited than men's. This suggests a hidden gender bias in HR practices; therefore, HR practices are effective not only when they exist but also when they are implemented in a gender-equitable and inclusive manner.

Theoretical Framework

The current study is grounded in Human Capital Theory, proposed by Becker (1971), which posits that investment in training and skills enhances an individual's productivity. According to this theory, if HR practices (recruitment, professional development, mentoring) within the School Education Department, Balochistan, are implemented in a gender-unequal manner, the organization deprives itself of the human capital embodied in its female workforce.

This framework is further reinforced by the Resource-Based View (Barney, 1991), which clarifies that a diverse and fully utilized HR serves as a source of competitive advantage for an organization. Furthermore, Social Role Theory (Eagly, 1987) explains why females receive fewer HR practice opportunities than males, because societal expectations cast them in supportive roles rather than as candidates for leadership development. Thus, this framework shows that while Human Capital Theory and the Resource-Based View explain why equity in HR practices is essential for performance, Social Role Theory explains why gender disparity becomes embedded in HR practices themselves.

For the first time, this study makes a novel contribution to existing literature by applying these theories to a public, resource-constrained educational system like the School Education Department, Balochistan. It shows that Human Capital Theory is not limited to corporate contexts and can also explain the effectiveness of HR practices in public educational institutions. Similarly, integrating Social Role Theory and HR practice shows that the mere existence of a policy to reduce gender disparity is insufficient; impartial implementation is equally crucial. Furthermore, this study adds a new insight to the Resource-Based View: human resources yield a genuine competitive advantage only when HR practices are gender-inclusive, rather than simply through the presence of the resource itself. In essence, by synthesizing Human Capital Theory, the Resource-Based View, and Social Role Theory into a single model, this theoretical framework

establishes that the relationship between HR practice and gender disparity is not merely administrative but deeply social and strategic.

Methodology

Based on positivism, this cross-sectional study employs a quantitative research design to explore the gender disparity in the School Education Department, Balochistan.

Study Population

The study population comprised all the educational administrative staff working in the School Education Department, Balochistan. According to the Government of Balochistan, School Education Department (2024) website, the department fulfills its mandate through nine attached bodies, which formed the basis for defining the research population of the current study. These include the Directorate of Schools, Directorate of Colleges, Bureau of Curriculum & Extension Centers (BOC & EC), Balochistan Textbook Board (BTBB), Balochistan Examination & Assessment Commission (BAEC), the Provincial Institute of Teacher Education (PITE), Policy Planning & Implementation Unit (PPIU), Balochistan Board of Intermediate & Secondary Education (BBISE), and Balochistan Education Endowment Fund. In addition to these nine attached bodies, a District Education Officer (DEO - Schools) in every district of the province was also part of the department's administrative structure and oversaw the education system at the district level. Table 1 reports the total population of the School Education Department, Balochistan, which was obtained from the Government of Balochistan, School Education Department (2024) official website. According to these statistics, Balochistan's School Education Department educational administration team comprised 593 individuals; however, this reveals a severe gender imbalance at the administrative level: 83.6% were male, and only 16.4% were female.

Table 1: Study Population

S.No	Education Administrations	Population		Total
		Male	Female	
1	School Education Department Secretariat	67 (100%)	0	67
2	PIPU	8 (61.5%)	5 (38.5%)	13
3	School Directorate Administration	62 (92.5%)	5 (7.5%)	67
4	BEMIS	21 (91.3%)	2 (8.7%)	23
5	Divisional Directorates	112 (100%)	0	112
6	BOC	130 (71.8%)	51 (28.2%)	181
7	BAEC	14 (66.7%)	7 (33.3%)	21
8	PITE	28 (58.3%)	20 (41.7%)	48
9	BTB	16 (72.7%)	6 (27.3%)	22
10	DEOs	38 (97.4%)	1 (2.6%)	39
Total		496 (83.6%)	97 (16.4%)	593

Study Sample

Using disproportionate stratified random sampling, the study population was divided into two gender strata, and samples were drawn from each stratum. However, the Krejcie and Morgan (1970) table indicates that for a population of 593, conventional proportionate sampling would require a sample size of 234, which would provide extremely low representation for females (only 16.4% of the total population). Thus, for a study focused on gender disparity, the researcher intentionally adopted disproportionate stratified sampling for female samples by fully enumerating (e.g., censusing) the stratum and including all 97 females in the sample. This sampling technique yields more accurate and representative results, especially when a specific population stratum constitutes a minority, and the research topic centers on that group (Chasalow et al., 2026). Thus, the researcher used a full enumeration method for female administrative staff (n = 97) and proportionate random sampling for male administrative staff (44% from each educational administration, e.g., BOC, BAE, etc.), resulting in 217 males (see Table 2).

Table 2: Study Sample Size

S no	Education Administrations		Population			Conventional Proportionate Sampling (44%)	Sample Size		
			Male	Female	Total		Male (Proportionate Random Sampling)	Female (Census All Females)	Final of Sample Size
1	School Department	Educational Secretariat	67 (100%)	0	67	26	29	0	29
2	PIPU		8 (61.5%)	5 (38.5%)	13	5	3	5	8
3	School Administration	Directorate	62 (92.5%)	5 (7.5%)	67	26	27	5	32
4	BEMIS		21 (91.3%)	2 (8.7%)	23	9	9	2	11
5	Divisional Directorates		112 (100%)	0	112	44	49	0	49
6	BOC		130 (71.8%)	51 (28.2%)	181	71	57	51	108
7	BAEC		14 (66.7%)	7 (33.3%)	21	8	6	7	13
8	PITE		28 (58.3%)	20 (41.7%)	48	19	12	20	32
9	BTB		16 (72.7%)	6 (27.3%)	22	9	7	6	13
10	DEOs		38 (97.4%)	1 (2.6%)	39	17	17	1	18
Total			496 (83.6%)	97 (16.4%)	593	234	217	97	314

Research Instrument

The study tool comprised three sections: Section A on demographic information, Section B on gender disparity (six items: B1 to B6), and Section C on HR practices (seven items: C7 to C10). The demographic section includes gender, age, grade, qualification, and years of experience. The gender disparity section (Section B) measures key variables derived from the World Economic Forum's (2023) Global Gender Gap Report and the Women's Leadership Scale by Dols et al. (2010). This section assesses equal opportunities for females and males in employment, promotion, and decision-making. Section C, based on HR Practices, was derived from Huselid's (1995) High Performance Work Systems (HPWS) Scale, which was a foundational and widely used instrument for measuring the relationship between HR practices and organizational outcomes. It includes four items (C7-C10) that measure clear recruitment and advancement criteria, equitable access to training, mentoring for new female employees, and systematic performance management. The researcher calculated the average of all items to derive a single HR practices score. The tool's overall reliability was assessed using Cronbach's Alpha, which was very strong (Cronbach's Alpha = .87); separately, Section B 'gender disparity' reliability was .88, and Section C 'HR practices' reliability was .88.

Demographics

Table 3 reports the demographic characteristics of 314 participants (educational administrative staff): 97 were female (30.9%), and 217 were male (69.1%). Most participants were aged 46 to 55 years: males were equally represented in the 46-50 years (34.5%) and 51-55 years (34.6%) groups, while females were most numerous in the 51-55 age group (40.2%). In terms of grades (BPS), most were at BPS-17 (females 62.9%; males 59.4%), while males (6.5%) were significantly more likely than females (2.1%) to be at BPS-20. Similarly, a clear gender difference emerged in educational qualifications (males held a Master's degree, 63.1%; females held a Bachelor's degree, 78.4%); however, M.Phil./Ph.D. holders were low in both groups. The same trend was observed in professional qualifications and in leadership experience, though the proportion of females with 0-5 years of leadership experience (21.6%) was much higher than that of males (2.8%).

Table 3: Demographic Characteristics of Participants

		Male (217)	Female (97)
Age	25-30	1(0.5%)	0
	31-35	0	2 (2.1%)
	36-40	17 (7.8%)	7 (7.2%)
	41-45	49 (22.6%)	24 (24.7%)
	46-50	75 (34.5%)	25 (25.8%)
	51-55	75 (34.6%)	39 (40.2%)

	56-60	0	0
Grade	BPS-17	129 (59.4%)	61 (62.9%)
	BPS-18	37 (17.1%)	20 (20.6%)
	BPS-19	37 (17.1%)	14 (14.4%)
	BPS-20	14 (6.5%)	2 (2.1%)
Qualification	Bachelors	67 (30.9%)	76 (78.4%)
	Masters	137 (63.1%)	18 (18.6%)
	MPhil./Ph.D.	13 (6%)	3 (3.1%)
Years of Experience	0-5 (Years)	3 (1.4%)	1 (1%)
	6-10 (Years)	1 (0.5%)	4 (4.1%)
	11-15 (Years)	6 (2.8%)	12 (12.4%)
	16-20 (Years)	57 (26.3%)	61 (62.9%)
	Over 20 Years	150 (69.1%)	19 (19.6%)
Leadership Experience	0-5 (Years)	6 (2.8%)	21 (21.6%)
	6-10 (Years)	59 (27.2%)	15 (15.5%)
	11-15 (Years)	67 (30.9%)	43 (44.3%)
	16-20 (Years)	40 (18.4%)	18 (18.6%)
	Over 20 Years	45 (20.7%)	0

Findings

To analyze the role of human resource practices in reducing gender disparity in the School Education Department of Balochistan.

Table 4 reports descriptive statistics on the role of HR practices in reducing gender disparity in the School Education Department, Balochistan. The overall mean score of HR practices in the School Education Department, Balochistan, was 3.2866 (SD = .567), with 42.59% agreeing. In comparison, only 17.67% disagreed, indicating a generally positive trend. The highest mean score was at C7 (M = 3.40, SD = .845), where 48.1% acknowledged that 'recruitment and promotion criteria are clearly documented', which is the strongest aspect of HR practices. Significant agreement was also seen at C10 (M = 3.32, SD = .967), where 43.6% of participants agreed that 'performance management is systematic and fair'; similarly, at C9, where 38.8% agreed that 'the institution provides mentoring for new female employees' (M = 3.24, SD = .911). However, the lowest mean score was on C8 (M = 3.18, SD = .986), where 21% disagreed that 'training and development opportunities are offered fairly to all employees', reflecting the weakest perception

of equal access to training. Thus, “documentation of recruitment criteria” (C7) is rated most positively, while “equitable access to training” (C8) is rated most negatively.

Table 4: Descriptive Statistics of Human Resource Practices

		SD	D	N	A	SA	M	SD
C7	Recruitment and promotion criteria are clearly documented.	6 (1.9%)	34 (10.8%)	123 (39.2%)	129 (41.1%)	22 (7.0%)	3.40	.845
C8	Training and development opportunities are offered fairly to all employees.	22 (7.0%)	44 (14.0%)	123 (39.2%)	106 (33.8%)	19(6.1%)	3.18	.986
C9	The institution provides mentoring for new female employees.	11 (3.5%)	46 (14.6%)	135 (43.0%)	100 (31.8%)	22 (7.0%)	3.24	.911
C10	Performance management is systematic and fair.	10 (3.2%)	49 (15.6%)	118 (37.6%)	104 (33.1%)	33 (10.5%)	3.32	.967
	Overall Human Resource Practices	49 (3.9%)	173 (13.77%)	499 (39.73%)	439 (34.95%)	96 (7.64%)	3.286	.566
							6	51

Research Question # 7: What is the role of human resource practices in reducing gender disparity in the School Education Department of Balochistan?

Research Hypothesis 7 (H7): Male and female participants differ significantly in their perceptions of the role of human resource practices in reducing gender disparity in the School Education Department of Balochistan.

Null Hypothesis 7 (H07): There is no significant difference in the perceptions of male and female participants regarding the role of human resource practices in reducing gender disparity in the School Education Department of Balochistan.

Table 5 reports the independent-samples t-test for HR practices in reducing gender disparity in the School Education Department, Balochistan. The group statistics show that the mean score for HR practices among female participants ($M = 3.3144$, $SD = .755$) is slightly higher than that among male participants ($M = 3.2742$, $SD = .459$). By considering the values for equal variances not assumed: $t(128.780) = -.486$, $p = .628$, which was statistically insignificant. However, the mean difference = $-.040$ (95% CI: $-.204$ to $.124$) and Cohen's $d = -.071$ (very small effect) also indicate that there is no statistically significant difference in the opinions of male and female participants regarding HR Practices in reducing gender disparity in the School Education Department of Balochistan. Therefore, based on these results, research hypothesis H7 is rejected, and the null hypothesis (H07) is accepted, which states that ‘there is no significant difference in the perceptions of male and female participants regarding the role of human resource practices in reducing gender disparity in the School Education Department of Balochistan’.

Table 5: Independent-Samples t-test for Human Resource Practices by Gender

Group Statistics						95% Conf. Interval		Effect Sizes
Male	Female	F	t	df	M Diff.	Lower	Upper	Cohen's d
M = 3.2742	M = 3.3144	40.336	-.486	128.780	~	~	.12358	-.071
SD = .45927	SD = .75543	(p = .000)	(p = .628)		.04024	.20406		

Discussion

The current study results show no significant difference between males' and females' opinions regarding HR practices ($p = .628$), while the score for females ($M = 3.3144$) was slightly higher than that for males ($M = 3.2742$); however, the magnitude of this difference was negligible (Cohen's $d = -.071$). These findings are consistent with Gidi et al.'s (2023) findings that fairness is crucial in diversity management; in the current study, the perception of uniform HR practices serves as a positive indicator of diversity. The standard deviation for females ($=.75543$) was considerably higher than that for males ($=.45927$); this higher variability suggests that females' experiences are not uniform but vary by school, administration, and local circumstances.

However, the absence of a gender-based perceived difference in HR practices is a significant positive indicator: this contrast suggests that while the implementation of HR policies (recruitment, training, opportunities) is perceived as fair, there is a perceived shortfall in the actual distribution of resources. Similarly, Eib et al. (2026) noted that higher perceptions of justice lead to greater commitment; the uniformity observed here in HR practices may therefore signal positive commitment. Moreover, Assefa et al. (2026) highlighted issues regarding centralized decision-making, yet this issue does not appear to be divided along gender lines at the level of HR practices. Karadayı Numan et al. (2026) suggest that a value-based school culture fosters inclusive HR practices; the current study's findings support this perspective. According to Dahleez and Aboramadan (2025), trust links HR practices and satisfaction; similar perceptions suggest that trust levels may also be comparable across genders. However, based on Assefa et al.'s (2024) LMX model, leadership relationships influence HR decisions; here, similar perceptions indicate that HR implementation operates independently of leadership's personal preferences. Research by Ammari and Howe-Walsh (2025) revealed discrepancies between staff and senior management perceptions; however, the absence of gender-based differences here points to a different scenario.

The literature highlights that Organizational experiences reflect the overall culture (Rodriguez, 2012; Wantuck, 2025); the uniformity in HR perceptions suggests that HR policies are implemented consistently at the systemic level. Izzati et al. (2025) note that stability varies across dimensions; here, while mean scores for HR practices are similar, differences in standard deviation reflect a similar level of complexity. Similarly, Abbasi and Nudrat (2022) noted that transparent and consistent decision-making is crucial for trust and morale; the uniformity in HR practices shows partial fulfillment of this principle. A likely justification is that HR practices are policy-level measures applied equally to both males and females, while practical disparities may persist

in outcomes, such as resource allocation. These findings suggest that formal HR policies, such as recruitment and training, are not the primary source of gender-based grievances; rather, implementation and resource allocation are the more critical issues.

Thus, these findings show that despite no differences in HR practices, disparities in distributive justice remain, highlighting a gap between policy and its actual outcomes. Overall, the result indicates that HR practices are considered effective in reducing gender disparity. However, the primary focus should be on equitably distributing resources and ensuring transparency in decision-making.

Conclusion

The current study indicates no statistically significant difference between the opinions of males and females regarding HR practices within the School Education Department, Balochistan, suggesting that HR practices are perceived as gender-neutral at the policy level. However, the significantly higher standard deviation among females (0.755) than males (0.459) shows that their experiences are not uniform but vary by school, administration, and local circumstances, a finding that qualifies claims of complete gender equality. This conclusion highlights that the core issue regarding gender disparity lies not in the presence or absence of HR practice, but in its implementation and the allocation of practical resources, pointing to a clear gap between policy and reality. In essence, HR practice cannot be deemed fully effective in reducing gender disparity unless the equitable distribution of resources and transparency in decision-making are also ensured.

Recommendations

The School Education Department, Balochistan, should not rely solely on a uniform HR policy; instead, it must regularly monitor and audit implementation at the district and divisional levels. Given the higher standard deviation observed in females' experiences, the department should develop standardized guidelines to ensure consistent implementation of HR practices across districts and institutions. Because trust links HR practices to satisfaction, the School Education Department, Balochistan, should establish transparent communication channels to strengthen trust across all genders further. Furthermore, leaders should be trained to adopt standardized procedures rather than personal preferences when implementing HR practices, ensuring that decision-making remains independent of the leader's personality. Finally, future research should measure the practical outcomes of HR practices (e.g., actual resource allocation) rather than their mere presence to understand the drivers of gender disparity better.

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Research Instrument

Please indicate your level of agreement with each statement using the following scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral/Undecided
- 4 = Agree
- 5 = Strongly Agree

Your honest responses are valued, and all information is confidential and will be used for research purposes only.

SECTION A. Demographic Information

1. Age: _____ years
2. Gender: _____
3. Designation: _____
4. Academic Qualification: _____
5. Year of Experience: _____

SECTION B. Gender Disparity and Critical Mass in Staffing and Leadership

#	Item	1	2	3	4	5
B1	Women and men have equal chances of being hired for higher-level positions.	☐	☐	☐	☐	☐
B2	Women and men have equal chances of being promoted to senior leadership positions.	☐	☐	☐	☐	☐
B*	Senior administrative positions (Principal, DEO, DDOE, Directors) are mostly occupied by men.	☐	☐	☐	☐	☐
B4*	Female teachers are under-represented in key decision-making committees.	☐	☐	☐	☐	☐
B5*	Recruitment and selection processes in the institutions favor males.	☐	☐	☐	☐	☐
B6	Women have an equal voice in curriculum planning decisions.	☐	☐	☐	☐	☐

SECTION C. Human Resource Practices

#	Item	1	2	3	4	5
C7	Recruitment and promotion criteria are clearly documented.	☐	☐	☐	☐	☐
C8	Training and development opportunities are offered fairly to all employees.	☐	☐	☐	☐	☐
C9	The institution provides mentoring for new female employees.	☐	☐	☐	☐	☐
C10	Performance management is systematic and fair.	☐	☐	☐	☐	☐