

Dimensions of Gender Inequality in Myanmar: Perspectives of education, culture and participation of women in economic activities*

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Abstract

When it comes to economic growth, gender equality and fairness play an important role. Nowadays, women are gradually entering the economic field like men. From this women's participation, we found the inequality of economic opportunities between men and women. Therefore, in this research paper, we will only focus on men's and women's gender equality in the economic field. From this, we would like to present the key point of rapid economic growth, revealing gender equality in our Myanmar society. The impact of gender equality and women's participation in economic activities in Myanmar, as well as present and previous concerns related to gender concerns and the economic success of Myanmar's communities, are examined in this study. In general, a lack of chances for women's labor force engagement and participation has been a major impediment to future and progressive economic capacities. Furthermore,

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essential characteristics for future proposals for the future of Myanmar's economy have been provided.

Keywords: Gender, Economic Development

1.Introduction

1.1. Background Study

Gender equality has a critical influence on a country's economic growth. According to the World Bank (2003), there is widespread consensus among the community that policies and development initiatives that fail to consider and address the gender gap have limited efficacy and severe financial consequences. The remark is in keeping with the findings of a number of academics who believe that gender disparities in employment and education have a detrimental impact on economic development(World Bank, 2003). The promotion of gender equality is definitely well known as a vital part of an efficient plan for economic and human development. Economic development is the process of creating wealth for the benefit of the community. It's more than a job-creation initiative; it is an investment in the growth of the economy and the prosperity and quality of life of all people.

Moreover, Abu-Ghaida and Klasen (2002) empirically show a decline in per capita income by between 0.1 and 0.3 percentage points if a nation fails to bridge the gender gap in schooling. Similarly, in the Arab Progress Report 2002, women's disempowerment is one of the issues that has severely

hindered human development in the previous three decades (United Nations, 2002). In order for economic and human growth to be successful and sustainable, the concerns of gender equality need to be addressed in this context. Moreover, the OECD (2008) showed that the participation and full utilisation of women's abilities and skills at the national and global levels depend on sustainable economic growth. The World Bank 2012 reported the growth of Gender Equality and Development will be a new solution to the gender gaps and the development for every sort of industry. Besides, the EU predicted that they will be able to fulfil 80% of the employment rate in 2050 by promoting gender equality. These pieces of evidence are the (major) reasons why gender equality is important for the country's growth.

According to an Asia Pacific article (2019), half of Myanmar women are not still included in the working force. This shows the potential of the massive increase in economic development for our country. In this point, promoting gender equality plays an important role. Also, Education is the main foundation to form a person's quality and skill. The classroom is the place where we start adding the value of gender equality to little children. From there, we will move to a workforce where equal opportunity and rights for women toward a successful society in which all people can embrace their own identity.

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The goal of this study was to look into the effects of gender equality on Myanmar's economic development, both in and out of the country. A comparison of educational levels, as an implication is made in order to determine what degree of education is required for women in order to encourage economic development. In Myanmar, gender equality is a complex interplay of historically rooted ideals and present achievements. This article explores the link between economic growth criteria, particularly in the education and employment sectors, and gender equality processes in Myanmar using secondary data analysis. This will examine educational accessibility, quality, and outcomes to determine whether the educational system is failing to deliver enough long-term progress. This study corrects discrepancies in prior work by applying secondary data research and current data to reconcile inconsistencies in past descriptions of Myanmar's educational situation. The goals of this research paper are to highlight diverse viewpoints and roadblocks to gender norms, as well as to look into recommendations and feasible solutions for bettering Myanmar's economic growth. In this publication, the researchers submitted the following two research questions:

1. What are the obstacles to Myanmar's economic growth posed by gender norms?
2. What are some of the possible alternatives for re-engaging growth through gender equality?

1.2. Why is gender equality important for economic development?

A probable direction of the positive connection between gender equality and women's rights will be discussed in this section: gender equality improvements lead to greater levels of economic growth. Thus, the present empirical research shows that equality between women is likely to have a favourable economic growth impact in this area. Different alternative routes that might influence economic growth can be investigated through gender equality. The relationship between gender inequality and economic advancement is a hot subject in academia, business, and politics. According to some academics, gender disparities may stymie the economic advancement of the country.

Gender equality is a term that is often bandied around but rarely defined. If the concept of gender equality in education is converted into a practical framework, education programmers will be better equipped to build, administer, and assess education initiatives. This paradigm must highlight explicit distinctions and illustrate how the concepts of gender parity, gender equity, and gender equality are interrelated in order to be relevant. In addition to underlining the contrasts between equity and equality, the framework stresses other essential considerations in education, such as access, quality, continuity, and relevance.

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Improving gender equality can increase the competitiveness of labour markets. In most emerging states, gender disparity in education has declined. However, the relevance of gender inequalities in jobs has grown as the disparities in education disparity have reduced in many places. Reducing the education gap will not produce any major advantages if extra-educated women cannot have access to gainful work. Increasing educational opportunities for all genders also allows for more skill and competence in employment and, thus, boosts the economy's development potential. The patterns of evidence about equality between men and women in education and economic progress are evident, and the causal link between the two is clarified, as far as feasible. The World Bank 2012 reported the growth of Gender Equality and Development will be a new solution to the gender gaps and the development for every sort of industry.

Globally, the involvement of women in the labour force is lower than the participation of males. Furthermore, women frequently labour in the informal economy and are more likely to be underpaid or suffer substantial pay disparities. Women make up slightly more than half of the global population, but only 40% of the global labour force (World Bank 2011). Women's contributions to economic activity, growth, and well-being are substantially below their potential, resulting in serious macroeconomic and social consequences. Despite tremendous

advances in recent decades, global labour markets are still split along gender lines, and gender equality remains a distant goal (Kochhar, Kalpana, Sonali Jain-Chandra, Monique Newiak, eds. 2016. *Women, Work, and Economic Growth: Levelling the Playing Field*. International Monetary Fund, Washington, DC). Likewise, another research recently issued by the International Finance Corporation (IFC), entitled "Investing for Women's Employment," indicates that improving women's job prospects also contributes to greater private-sector rentability and productivity. (Women at Work Trends, 2016)

2. Literature Review

From the baseline study report, *Gender and Ethnicity in Myanmar Education for the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) Committee* (2020), what has been explored is that gender equality in education is a difficult task in Myanmar, as it is in other Southeast Asian nations, and it necessitates consideration of a variety of factors that affect women's and girls' educational chances. Gender disparity in the region manifests itself in a variety of ways, including education, but also in a range of other domains. In general, Myanmar has various obstacles in terms of data collecting and reporting on gender gaps and equitable access. It's especially crucial to recognize the complexities of gathering data on ethnic women and girls. Access to essential

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amenities, economic inequality, professional inequality, ownership and family inequality, political inequality, and access to justice are all examples of this. It also included an overview of the data sources available for equitable educational participation in Myanmar, including for people of various ethnicities.

In the article, MYANMAR EMPLOYMENT AND ENVIRONMENTAL SUSTAINABILITY FACT SHEETS 2019, it has been mentioned that In 2018, 64.9 percent of the population was employed, while the employment-to-population ratio was 64.6 per cent. For each of these rates, men outnumber women by more than 28 percentage points. In 2018, the overall unemployment rate was 0.8%, while the youth unemployment rate was 2.0%, both near to gender parity. In 2017, 17.4 percent of 15- to 24-year-olds were not in school, job, or training. Women's labour force participation is much lower than men's as a result of these statistics, resulting in unstable living situations, income, and well-being for women. From the article, Gender Inequality in Education: Impact on Income, Growth and Development(2005), many researchers, such as Klasen (1999), Dollar and Datti (1999), and King and Mason (2001), demonstrate that gender disparity stifles economic progress. Gender disparities in schooling have a direct influence on economic growth by reducing average human capital quality. Furthermore, the impact of gender disparity on investment and

population expansion has an indirect impact on economic growth. Gender disparities in education have a major detrimental influence on economic growth and appear to be a key contributor to Africa's and South Asia's low growth record over the last 30 years.

3. Research Methodology

To do research, the researchers choose secondary data analysis to prevail over the hidden points in economic society. Moreover, secondary data collection was used throughout the entire research with the consideration of the security atmosphere in the current crisis period of the country. What can be definitely assumed is that those numbers and data from the collection and analysis could show the need to fulfil the objective of this research. For secondary data collection, it was implied to use some more references concerning reports of various associations and organisations from previous research, articles and related websites. All of these supportive answers from surveys and references from reports could help us to understand more about gender inequality in Myanmar.

4. Gender Inequality in Myanmar

4.1. Gender issues in communities of Myanmar

Myanmar ranks 148 out of 189 nations in the gender inequality index for 2018 (UNFPA Myanmar, 2018). The

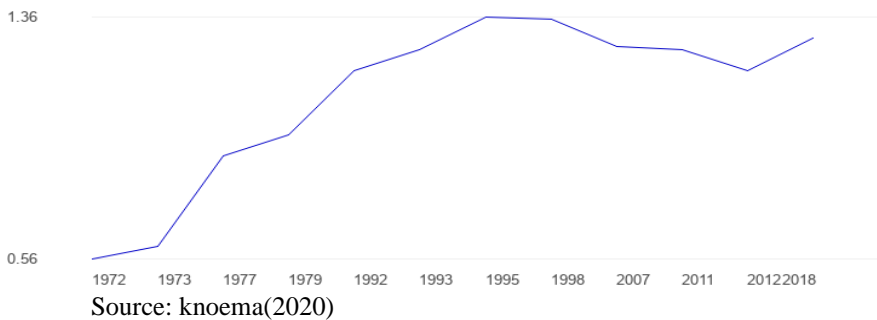
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Government of Myanmar is a signatory to the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Peking Platform for Action, the International Conference on Population and Development and Millennium Declaration, and the Millennium Declaration. However, in the legislation, the access to economic and political possibilities, and political representation in Myanmar there remain gender disparities. Furthermore, there is minimal understanding and participation of males in family planning. Gender inequality has been encountered in education institutions. In contrast to their masculine, girls have been discriminated against in several areas. Participation has been the major component of gender disparity. Students are expected to take part in a variety of fields at schools. Girls have been offered fewer chances than their male counterparts and so gender inequality has been prevalent. This problem is more serious in rural areas than in metropolitan communities.

In Myanmar, the status of women is evolving under a background where public life is strongly excluded. Women are fighting to obtain positions in decision-making. Structural (and psychological) obstacles prevent their involvement in some areas of vocations, such as women being permitted to join fully feminised military posts until October 2013: Secretaries, health care professionals, and support workers. Women were likewise not allowed in substantial numbers into the Myanmar Police

Force. In Myanmar, women have a social responsibility and should carry out various caring duties in the family, children, elderly relatives. The anticipation that men are leaders in everyday Myanmar life is well established, along with the societal expectation that women serve a supportive role. Data for Burma (Myanmar) were collected here for the education indicator from 1972 to 2018. During that period the average figure of Burma (Myanmar) was 1.1% with at least 0.56% in 1972 and at most 0.36% in 1995. The current 2018 figure is 1.29%. In 2018, the average global for comparison is 1.13 percent for 112 nations. See the global ranking for this metric or compare trends using the country comparator through time.

Figure 1: Myanmar Gender Gap Index



The gender parity index for gross enrollment ratio in tertiary education is the ratio of women to men enrolled at the tertiary level in public and private schools.

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Myanmar's education system was dominated by a largely male monastic education system because of the lack of public education system under Myanmar Monarchs before colonisation. According to Rebecca Crisp and Asha Clementi(2019), female education was seen as secondary or insignificant. The colonial authority implemented a secular, coeducational education system in 1868. Female representation in schools increased substantially between 1910 and 1930 (Rebecca Crisp and Asha Clementi, 2019). Myanmar had one of the greatest education systems in Southeast Asia by the mid-twentieth century. Education was emphasised as a goal for change and a major obligation for the next administration when the new Constitution was established in 2008. The union must "strive to promote education" and "create a contemporary education system," according to Article 28 of the 2008 Constitution. As a result, between 2008 and 2013, education reform programs exploded, and the number of females enrolled in school soared. Myanmar's education spending has more than quadrupled since the new constitution was implemented, accounting for 7.75 per cent of the overall budget(Myanmar 2018 Education Budget Brief). Despite these figures, women's roles in modern Burmese culture are still limited. Myanmar women are still economically marginalised, underpaid, and underrepresented in the workforce and at all levels of government. According to Gender Equality and Women's

Rights in Myanmar: A Situation Analysis(2016). men make up 83 per cent of the labour force, while women make up only 55 per cent. Women hold just 31.5 percent of senior and intermediate management posts, as well as 10.2 percent of legislative seats. Myanmar continues to rank 148th out of 189 nations on the Gender Inequality Index. According to the World Bank's collection of development indicators gathered from officially recognized sources(2020), gender equality in Myanmar was recorded as 0.66667 per cent in 2020. On October 20, 2021, the World Bank provided current figures, historical data, forecasts, and predictions for Myanmar - Gender Equality. The gross enrolment rate of females to boys in elementary and secondary education levels in both public and private schools is defined as this metric. Women have a huge effect on the well-being of their families and societies, but discriminatory societal norms, incentives, and legal institutions often prevent them from realizing their full potential. Despite the fact that their situation has improved in recent decades, gender disparities still exist. Education is one of the most essential components of human growth, and eliminating gender disparities in education at all levels will assist to raise women's positions and capacities. This metric is a measure of educational equality. Many of the rules and regulations affecting women's economic empowerment in Myanmar are new, and there has been no evaluation of their implementation or study of how they could affect women.

Myanmar, in general, has problems with enforcement, not just due to the shortcomings of enforcement procedures, but also because many women labour in the informal sectors. Pregnancy, childcare, and family duties continue to be substantial impediments to women's professional progress, and women continue to be exposed to discrimination, harassment, and violence in the workplace without strong steps to enforce regulations and reform workplace culture.

4.2 Educational issues to gender equality

Individuals and nations gain from education, which is widely accepted. Female and male education leads to equivalent gains in future wages and enhances future possibilities and options for both boys and girls. Educating females, on the other hand, results in a slew of extra socioeconomic benefits that benefit whole communities. Increased economic productivity, better family incomes, delayed marriages, lower fertility rates, and enhanced newborn and child health and survival rates are just a few of the advantages. Education as a tool for empowerment is only effective if it is well-informed, well-executed, and well-respected. Traditional policy methods focusing on attaining gender parity through girls' education access are simply not working in Myanmar. Burmese women spend years in education, yet this does not help them achieve long-term empowerment. It is obviously necessary for the

enjoyment of rights and, as a result, for women's empowerment. Education is a foundation for the development of a democratic society because it allows girls and boys, women and men, to engage in social, economic, and political life.

Over time, education has prioritised access and parity which is like narrowing the enrollment gap between boys and girls while paying inadequate attention to retention and success, as well as the quality and relevance of education. Providing a high-quality, relevant education not only improves enrolment and retention but also ensures that both boys and girls benefit completely from their education. Boys' educational needs may be overlooked if the major focus is on females' access to school. This strategy also ignores the norms and behaviors that contribute to inequality. Gender equality refers to the fact that men and women have equal chances to exercise their full human rights and to participate in and benefit from economic, social, cultural, and political growth. In education, parity and equity are the foundations of equality. The specific data disproves the assumption that minimal investment in females is economically efficient, according to Schultz (1993, as quoted by Dollar and Gatti (1999). The return to girls' schooling is virtually never found to be smaller than the return to boys' schooling in research from a wide variety of developing nations (which would make less schooling for females an efficient choice). On the contrary, in a number of middle-income nations, the projected return on

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secondary schooling for females is considerably larger than the return on secondary schooling for boys. The fact that rising affluence leads to decreased gender disparity implies that there may be market failures in underdeveloped nations that impede investment in females, which are generally resolved as development progresses. When the regression findings demonstrate, as a country's national wealth rises, gender disparities decrease. According to Dollar and Gatti (1999), this conclusion suggests that market failures decrease as nations improve. When deciding whether to educate a male or a girl kid, for example, the social return to education may be the same for both sexes.

Accessing gender equality for education has to be considered from many points of view. Female education is also connected to fertility and, as a result, population expansion, and this relationship is strengthened by the link between under five (child) mortality, which is linked to fertility as well. Although population increase has a negative relationship with economic growth, labour force growth has a positive relationship with economic growth. The fact that these variables explain gender differences in education and labour participation in a systematic way shows that poor investment in women's human capital is not just a cost-effective economic decision for developing nations. Gender imbalance is treated as an endogenous variable, and results demonstrate that religious preference, geographical

variables, and civil liberties all play a role in the explanation. The direction of the effect for some of these factors is determined by the measure of inequality used.

4.3. Gender issues contribution to local communities

Economic growth is a necessary condition for a country's progress. Stable environments, efficient institutions, functional markets, and access to sustainable financial services are all essential for businesses to invest and for economies to flourish. However, according to the 2015 Myanmar Labour Force Survey (LFS) female labour force participation is 47.7 percent compared to men's 78 per cent"(Thomas Kring). He explored that individual are the ones that drive economic progress. That is why realistic vocational training, tailored to needs and with strong practical relevance was implemented, in order to increase the appropriate competencies for dynamic economic development. The only way to ensure that growth has a broad impact and is sustainable is to integrate as many demographic groups as possible into the economy. A cornerstone to development is the relationship between economic expansion, social improvement, and environmental protection. Growth isn't only a means to a goal; it's intended to benefit people, promote development, and alleviate poverty. Despite substantial progress in expanding women's labour force participation and lowering income disparities over the previous few decades, gender

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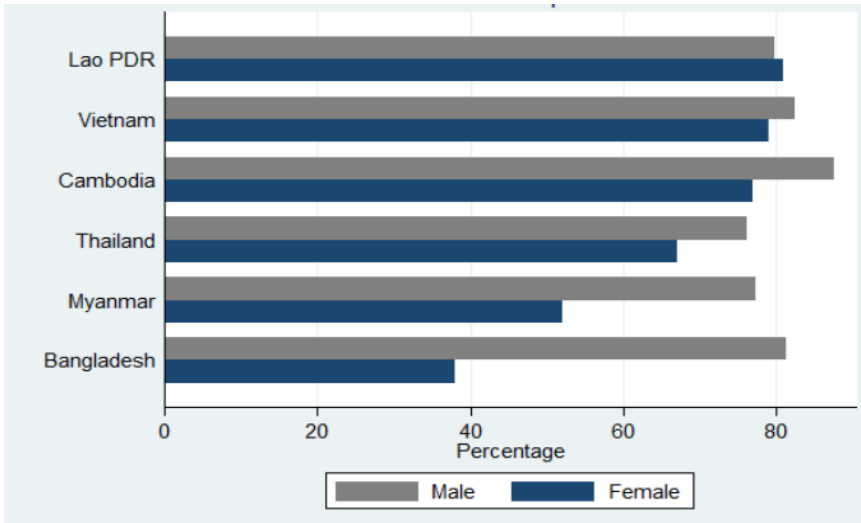
equality in the workplace remains elusive. Despite the fact that millions of women have become successful entrepreneurs, women continue to be chronically underrepresented in boardrooms throughout the world. Women continue to make up the majority of the world's working poor, earn less money and are more likely to be impacted by long-term unemployment than males, particularly in developing countries. Improved national productivity and economic growth are linked to gender equality in the workforce. Organisational performance has improved. Companies will be better able to recruit and retain talent. In many civilizations, women have less access to productive resources, education, skill development, and job possibilities than males. This is mostly due to long-standing societal conventions that assign gender roles and are frequently reluctant to shift. Furthermore, women continue to perform the majority of unpaid care labour, which has become a growing barrier to their participation in productive employment, both in subsistence agriculture and in the market economy. The socioeconomic situation of women and girls in discriminated-against social groupings is poorer than that of their male counterparts. When a woman belongs to an ethnic minority in a community, she faces double discrimination, with extra obstacles and challenges in getting a suitable career and income prospects, as well as accessing numerous social services.

Myanmar has experienced significant socio-economic changes in recent decades, including military rule (1988-2010), during which the country was isolated from the rest of the world, and economic liberalisation, during which the majority of the country's social rules and professional aspirations changed (Lall, 2016). Among the changes were a reduction in the government's involvement and the growing importance of the market economy in the country's progress. The country has had unprecedented economic growth throughout this era of transition, with yearly growth rates ranging from 5 to 10% in each of the past ten years (IMF, 2018). After 60 years of seclusion, autocratic rule, and constant armed conflict, Myanmar has embarked on a historic road of peace, governance, and economic reforms. Other issues that women challenge in Myanmar involve their concentration in vulnerable jobs, sectoral and occupational fragmentation, gender wage inequalities, low skill levels, and carrying entire responsibility for care work. In Myanmar, there is a significant salary disparity between men and women. The average income for female employees is only 71 percent of the average wage for male workers, according to the household survey (MCLS), but the fraction is expected to be 87 percent based on data from the labour force survey (LFS). After adjusting for the bias in projected average earnings due to wage work selection, we find that the adjusted average female salary in both surveys is 70% of the adjusted average male wage. Many of the rules and

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regulations affecting women's economic empowerment in Myanmar are new, and there has been no evaluation of their implementation or study of how they could affect women.

Figure:2 Labour Force Participation Rate



Source: ILO(2018) Labor Force Participation Rate

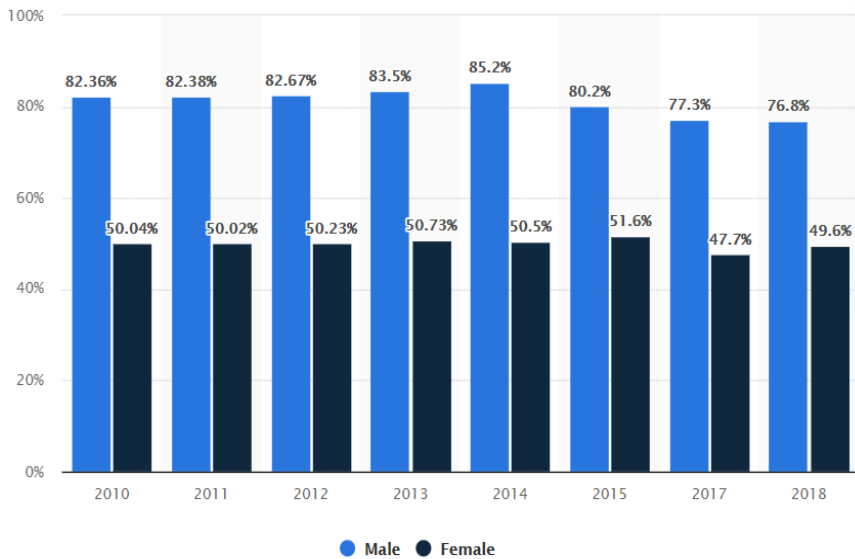
This data depicts Myanmar's and its surrounding nations' labour force participation rates. Two components stand out in the graph when the ILO's models for 2018 are used where this amount of engagement is much lower than in Vietnam, Cambodia, and the Lao People's Democratic Republic, which is frequently used as benchmarks for Myanmar's success. First, men's involvement is consistent throughout the area, ranging between 80 and 85 percent. Second, women's involvement

varies greatly, with women's participation in Myanmar being 28.82 percentage points lower than men's.

Myanmar, in general, has problems with enforcement, not just due to the shortcomings of enforcement procedures, but also because many women labour in the informal sector. Pregnancy, childcare, and family duties continue to be substantial impediments to women's professional progress, and women continue to be exposed to discrimination, harassment, and violence in the workplace without strong steps to enforce regulations and reform workplace culture. Despite the fact that the rate of participation in the labour force in Myanmar by gender has been a huge and wide gap between males and females, despite the fact that it is passing year by year, and whatever done for equal opportunities as visual attractions to citizens, the rate of participation in the labour force in Myanmar by gender has been a huge and wide gap between males and females as data from statistia, 2021.

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Figure 3: Labour force participation rate in Myanmar from 2010 to 2018



Source: Statista (2021)

The COVID-19 epidemic has raised the need for unpaid care labour in Myanmar since school closures have resulted in more hours of childcare employment. With more family members self-isolating at home and a greater emphasis on hygiene, there will most certainly be more cooking and cleaning labour necessary. In spite of a considerable decrease in destitution over the final decade, 24.8% of Myanmar's populace is destitute. 32.9% of the populace live so near to the destitution line that they are vulnerable to falling into destitution as a result of financial shocks. Another imperative measurement of the financial setting is that 83% of labourers in Myanmar are in

casual business, meaning they don't have to get to social security, such as paid debilitated takeoff, paid maternity to take off, or wellbeing insurance. Myanmar's high poverty rate and lack of adequate safety nets pose unique challenges, highlighting the devastating impact of widespread COVID-19-related job losses across the country, particularly in the garment sector (which employs approximately 90% women) and tourism sector (which employs approximately 60% women). The most important hardship they experienced as a result of the COVID crisis, according to 107 male and female key informants from various categories, was a loss of income.

No matter how people try to change and live in the new society, there still need to have official rules and laws to protect women from different forms of discrimination. In every decade in Myanmar, human rights have been horribly violated by government institutions, especially from the military. Citizens are prohibited to criticize and punish the actions of the military according to the 2008 Constitution which is taking advantage of the military. Therefore, the military use systematic rape to frighten the ethnic people from the war zone. Many women from different war zone have experienced the same sexual violence and there has no chance to get recorded for all cases. Besides, there has not been any great punishment for the culprits. According to Systematic rape is used as a weapon of war” released by DVB as a news and press release in July 24, 2014,

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under Burma's 2008 constitution, any crimes committed by military personnel are to be tried by a military court, granting almost complete impunity to the armed forces. Arr Khon, from the Kachin Women's Peace Network, believes rape is used systematically by the Burmese military as a weapon of war. (DVB, 2014). This is a visual example of institutional discrimination and abuse of women.

Another disclaimer for the failing of gender equality is the unadaptable minds of holders who are bided with the culture and traditional norms. It is not easy to teach a new trick to old dogs. Therefore, the young generation needs to be game-changers who really understand the value of gender equality, need to practise in their daily lives and at the same time, hand this good equal practices to the next generation as a gift of harmony and peace.

5. The impact with researched data in gender inequalities for economic development

In Myanmar, gender equality necessitates a delicate balancing act between traditional and historical standards and current outcomes. Traditional gender norms are well ingrained in Burmese society, internalised and sometimes unchallenged. Myanmar's high levels of gender disparity have begun to be recognized after the country opened its borders in 2010. According to statistics, men and women have equal access to

education. Women, on the other hand, have a lower labour force participation rate, resulting in a lack of long-term political and economic empowerment. From 1962 until 2010, Myanmar was controlled by a series of military governments (all of which were headed by men). Traditional cultural attitudes that link males with the public office were reinforced by these regimes. Women are pushed out of leadership positions and into domestic and support jobs. The country as a whole was impoverished as a result of the military regimes' actions, but women were frequently disproportionately afflicted. Government expenditure on social sectors like education and health, which women prioritise more than males, has been tiny for decades, and despite recent improvements, the percentage of the budget dedicated to these ministries remains exceptionally low by worldwide standards.

The finest example of economic growth as a result of gender equality progress may be seen in Japan, where a strategy known as "womenomics" was implemented in 2013. This program closed the gender gap in formal labour force participation while also increasing GDP by 13 to 15%. Although the program has had some success, more preparation is needed, such as improved childcare, less decriminalisation based on gender in the workplace, and assistance in obtaining full-time, high-paying employment for women. Gender equality in Myanmar's education has a clear impact on the labour market,

posing a hurdle to economic progress. With more educated women in the workforce, there will be greater competition for good positions. At the same time, increasing the number of competent women employees may broaden the labour market and, as a result, raise a country's GDP. This also indicates that firms may eliminate gender discrimination in the workplace by investing in women workers at the same salary as men.

As previously said, Myanmar's legislation and policies still require a great deal of amendments and improvement. In most Myanmar homes, males are always in charge of making decisions. This statement emphasises the necessity for the Myanmar people to battle from the family governing structure to national gender policy and law. One issue to remember is that no matter how large the numbers are if there is no solid infrastructure and policy for gender equality, policies will continue to discriminate against women.

6. Conclusion

This paper has presented an overview of the data sources available in Myanmar that pertain to equitable educational participation, especially for people of various ethnicities. In general, Myanmar has various obstacles in terms of data collecting and reporting on gender gaps and equitable access. It is especially crucial to recognize the complexities of gathering data on ethnic women and girls. The major conclusion is that

gender disparity in education is detrimental to economic progress. Most of the communities which do not invest in females must pay the price in terms of slower growth and lower revenue. Indeed, fostering gender balance in education and employment appears to be one of the few policies that have been labelled a "win-win" strategy. It would improve economic prosperity and efficiency, as well as other important human development goals like decreased mortality and fertility. It would also be inherently beneficial.

As mentioned above, the equation matters in acquiring gender equality in Myanmar. But how can we achieve gender equality in education? Giving awareness and knowledge is not enough to influence the social norms and traditional practices. Especially, Myanmar women are always regarded as having responsibility for household things, children and social dealers. Due to these social expectations, many people cannot turn their back on their family members even though those women are educated. So the point here is that women are not enough just being able to get education opportunities. The surrounding environment needs to give places and positions for women to have chances to show their abilities and power. In every human society, trust is the foundation to continue working together. When women are given positions, trusting them can be a plus to create a positive environment with the influence of gender equality.

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Some ways to overcome gender discrimination towards prosperous countries with gender equality have been recommended for further progress of our community.

1. Internet users in Myanmar have sharply increased since 2016. This could be a new building to create a fair and equal environment in Myanmar. However, only 28% of Myanmar women own mobile phones. (et **women** are 28% less likely than men to own a mobile phone, the primary means **of** internet access in the country, and **women** experience related disparities in <https://www.irex.org/resource/ending-gender-digital-divide-myanmar-problem-driven-political-economy-assessment>. First thing first, it is needed to give digital access opportunities for women. At the same time, be aware of upcoming harassment from the internet. Therefore, every person needs their safety in using the internet, the government needs to regulate the security of people who live on the internet too. A safety digital environment could bring unthinkable opportunities for well being and job creation for citizens and may lift the gap between women and men.
2. Starting a small business from home can also be a new opening door for the income of women. As to connect with the digital skills, women can combine their ability with the help of it and grow their business faster and

wider. More and more young women need to be encouraged to start their own businesses. Starting to give a hand to one girl can be a massive change for other girls. Additionally, every change needs to be made by individuals, so then, this beautiful ritual will be contiguous to others. From there on, a better working environment will exist for the next generation.

3. Another field to lift the participation of women in the tourism industry. Firstly, the country can promote ecotourism. From there on, the rural countryside can be developed easily. Besides, popular places will easily be entered by NGOs so then, the spreading of gender equality will be doubled. With this plan, both the countryside and women's lives can be developed at the same time. This will level up the growth of the country's GDP and make women keep up with the age.
4. Take an example from the previous success stories and plans and come out with a flexible and appropriate strategy and plan for the uplifting of women's lives and decreasing the inequalities (upward social mobility of women). Every plan has its own weak points and strong points. Therefore, it is needed to adapt and polish the plan of better access for women.

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From the triumph of women's equality, people can move to the next level of searching and balancing the equality of different discrimination depending on their colour, sexual orientation and their own identities. Therefore, Gender equality is connected to all different sorts of fields and now it is time to take a step from each and everyone for the growth of every field.

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