

# genderaction

*A Newsletter of the USAID Office of Women in Development—Vol.1 No.2 Winter 1996/97*

*From the Director*

## USAID OFFICE OF WOMEN IN DEVELOPMENT

This issue of *Gender Action* highlights the promise and opportunity presented by USAID's new Girls' and Women's Education Initiative. The program takes its cue from the Agency's extensive experience in girls' education. All of us can take special pride in what USAID and its development partners have been able to accomplish.

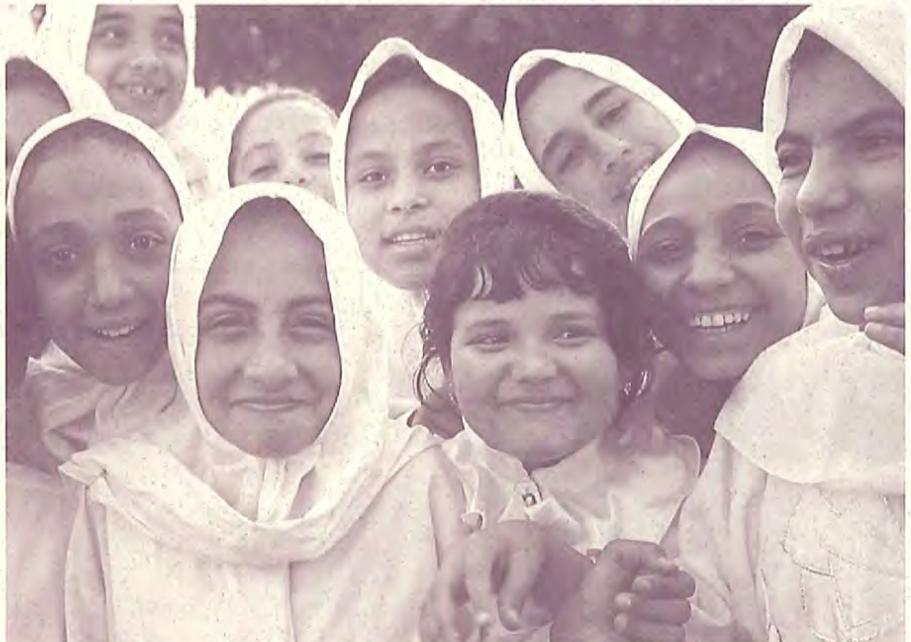
Such achievements would not have been possible without the dedication of USAID missions and its Human Capacity and Development Center (HCD). It is expected that the Initiative, which was transferred to the Office of Women in Development (WID) this past Fall, will serve as a model of collaboration, marrying the technical skills in basic education at HCD with the gender expertise at the WID office.

While the articles that follow highlight USAID successes in girls' schooling, they also reveal the persistent gender gap in education, and remind us of the many constraints to girls' education. If we are to succeed in designing a better future for *all* children, we have many barriers to overcome and much work to do.

We look forward to our enhanced role in girls' education, and in sharing our vision, our challenges and our successes with HCD—and with others in the education community—in the years ahead.

*Margaret A. Lycette*

Margaret A. Lycette



SUSIE CLAY

## Girls' and Women's Education: *USAID Worldwide Initiative Underway*

USAID has launched an ambitious Girls' and Women's Education Initiative that builds on the Agency's experience in promoting girls' education. Its goal is to increase girls' educational opportunities in 12 countries by helping each country's decision-makers—from religious leaders to government officials to business and the media—work together to create their own solutions with their own resources.

First announced by First Lady Hillary Rodham Clinton at the UN World Summit for Social Development held in Copenhagen in 1995, the Initiative is managed by the USAID Office of Women in Development in collaboration with the Center for Human Capacity Development.

USAID's initiative responds to one of the most important findings ever in the development community:

investing in the education of girls yields high returns for economic and social development.

Studies show that women who complete formal primary school education live very different lives than women who do not. They are healthier, and their families are healthier. Their children attain higher educational levels. They have lower levels of fertility. They demonstrate higher agricultural, industrial and domestic productivity, and they participate more in the democratic process.

Although primary-school enrollments have increased worldwide during the past two decades, girls still lag seriously behind boys. More than two-thirds of the children who never go to school, or who drop out before

*continued on page 4*

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# Educating Girls in Sub-Saharan Africa

## *An Emerging Approach and Lessons for the Future*

With 50 percent of its 6-11 year old children out of school, Sub-Saharan Africa suffers one of the lowest primary school enrollment rates in the world. It is even worse for girls: nearly 54 percent will never enter primary school, and of those who do, fewer than half will reach the fifth grade.

Since 1989, USAID's Bureau for Africa has forged a new approach to educational development which centers on equity. Education Sector Support (ESS) helps countries achieve systemic changes through policy and institutional reform and resource reallocation aimed at benefiting the majority of its population. It calls for a focus on primary education and specifically targets, for the first time, girls and rural children. Eight ESS programs—in Benin, Ethiopia, Ghana, Guinea, Lesotho, Malawi, Mali and Uganda—include improving girls' education as a facet of their basic education program.

Six years later, many of these countries demonstrate appreciable progress in getting girls in school, and helping them stay there and do better. As the chart shows, increases in girls' enrollment rates range from 44 percent to 71 percent in Benin, Guinea, Malawi and Mali. Girls' attainment and performance have improved in Benin, Guinea, Malawi, Mali and Uganda. Guinea and Ethiopia have improved the learning environment for girls by increasing the ranks of female teachers and teacher trainees.

### *How have these changes in girls' educational status come about?*

Primarily they have come about through government actions, aimed at alleviating the constraints to girls' educational participation and taken within a context of overall educational reform, defined by and largely financed by the countries themselves. The chart lists

the myriad actions and activities, which fall into four categories:

■ **Policy reform** indicates that the government has devised a specific course of action or standard that guides its programs to improve girls' access, attainment and achievement in primary school. Examples of policy reform include fee waivers for girls; non-punitive pregnancy policies which allow girls to return to school after giving birth; and policies which set quotas for admission favorable to primary school-aged girls, female students seeking admission to teacher training colleges, or female teachers seeking employment.

■ **Institutional reform** refers to changes in the educational delivery system, specifically the ministry of education. A notable change has been the development of "gender units," which are generally charged with undertaking research and analysis of gender issues; advising the ministry on reform measures and actions to improve girls' educational participation; and often implementing gender-support activities, such as training.

■ **Instructional reform** refers to actions which will affect the teaching-learning process. In Malawi and Mali, school personnel have received training in gender issues and "girl-friendly" classroom practices. In Malawi, curricula and textbooks for the first three primary grades have been revised to eliminate gender biases.

■ **Reform support activities** are intended to support and/or inform policy, institutional and instructional reforms. In Guinea, Malawi and Mali, social marketing and publicity campaigns have been launched. In Ghana, the government put in place equity improvement pilot projects intended to test the effectiveness and feasibility of interventions such as girls' scholarships.

Several lessons from country experience emerge. In general, the most significant impacts occur in those countries in which:

- The greatest number of actions have been taken;
- The actions include broad policy reforms and represent a significant response to a key constraint (such as fee waivers in Malawi and Benin);
- The actions cover a wide range of educational sub-sectors (such as teacher training and curriculum); work in different arenas (through policy, institution and instruction); and include special support activities (such as public information campaigns); and
- Experimental activities, such as pilot projects, are properly evaluated and incorporated into government operations and budget.

*What does this six-year experience in Africa suggest about an approach to girls' education?*

■ Efforts to improve girls' educational participation cannot be separated from the reform of basic education, which in many countries is essential to laying the groundwork for the equitable and efficient distribution of resources aimed at neglected populations like female and rural primary school-aged children.

■ Girls' education cannot be done "at the margin." Basic education reform should be defined around girls' needs. Integrating the consideration of girls' education issues throughout the system reform effort—in school placement, in teacher recruitment, in curriculum development and textbook design, in teacher training—will have sustainable and far-reaching impact and will benefit all children.

■ The critical role for donors is "enabling," not "doing," girls' education. While donor-funded incentive programs or pilot projects may be more manageable, their futures may be limited. Because girls' education is so culturally embedded, a national consensus on a strategy to address the problem are essential to long-term success. Possibly the most useful form of support donors can provide to

## Girls' education actions and impacts

Country (program start date)	Government Actions	Impacts to date ↑ = increase; ↓ = decrease (in parenthesis = impacts for girls and boys)
Benin 1991	Fee waivers for rural girls	44% ↑ in girls' GER (34% ↑) 32% ↑ girls' Grade 6 pass rate (45% ↑)
Ethiopia 1995	Female teacher trainee recruitment policy	68% ↑ in female trainees
Ghana 1990	Equity pilot projects; equity policy declaration	4% ↓ in girls' GER in North (7% ↓); 4 ↑ in East (3% ↑); 0% change in Upper West (0%)
Guinea 1991	School-girl pregnancy policy; female school director policy; equity committee and gender unit; publicity campaign	66% ↑ in girls' GER (46% ↑) 89% ↑ in girls' Grade 1 admission rate (79% ↑) 16% ↓ in girls' repetition rate (10% ↓) 86% ↑ in proportion of female teachers
Lesotho 1991	—	No changes reported in 1992, 1993, 1994
Malawi 1991	Teacher training program; fee waivers for non-repeating girls; school-girl pregnancy policy; social mobilization campaign; gender appropriate curriculum	71% ↑ in girls' NER (71% ↑) 23% ↓ in girls' repetition rate (23% ↓) 27% ↑ in girls' transition rate (no data) 50% ↑ in female admissions to university
Mali 1989	Equal intake policy for Grades 1 & 2; social marketing and media campaign; national and regional gender units; teacher training program	69% ↑ in girls' GER (59% ↑) 75% ↑ in girls' Grade 1 admission rate (50% ↑) 64% ↑ in girls' Grade 6 pass rate (60% ↑) 48% ↑ in girls' completion rate (38% ↑)
Uganda 1992	School incentive grants program	11% ↑ in girls' Grade 3 & 5 pass rate (no data)

Sources: USAID program design documents, country strategy statements, 1995 Assessment of Program Impact reports and 1996 R2 reports.

Notes: All impacts are based on 1994 and 1995 data. GER = gross enrollment ratio; NER = net enrollment ratio; Transition rate = movement from one school cycle to another, such as primary to middle school.

host countries is assistance on how to structure and implement a broad-based policy dialogue and public information process, construct a research base on which to make policy decisions and help overburdened ministries set priorities.

In those countries where USAID has made girls the focus and primary client of its ESS programs—helping the government define policy and programs around girls, using performance conditions to leverage change in policy and programs, providing project and technical assistance to the government to help implement these reforms—the greatest impact has occurred. Experience shows that when girls' education concerns are woven throughout the

reform effort and incorporated into the education system itself, increases in access, attainment and persistence are more probable than when girls' education activities are compartmentalized and conceived only as additive to the on-going business of educational development.

  
—Karen Tietjen

*Karen Tietjen is an education economist with the USAID Africa Bureau, Office of Sustainable Development. The above article is derived from a report by Tietjen, entitled "Educating Girls in Sub-Saharan Africa: Towards Defining USAID's Approach and Emerging Lessons for Donors."*

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completing school, are girls. And when girls do not achieve literacy skills, they join the ranks of the estimated one billion illiterate adults worldwide, of which there are twice as many women as men.

### **USAID Helps Lead the Way**

USAID was one of the first development agencies to translate the knowledge about girls' education into action. In the 1980s, USAID began conducting research, promoting policy reform and developing programs to address girls' school participation throughout the developing world.

The Agency has tested an array of programs. It has supported incentives for girls and families, such as scholarships in Bangladesh or reduced school fees in Malawi; promoted government policy reform and increased budget allocations to basic education in Benin, Ethiopia, Ghana, Guinea, Mali, Pakistan and Uganda; developed local constituencies to promote and sustain girls' education policies, programs and practices in Guatemala, Guinea, Malawi and Mali; developed

local participation by forming community schools and committees that support girls' education in Egypt, Guatemala and Pakistan; supported social marketing campaigns in Malawi; strengthened local organizations and trained them in fund-raising in Guatemala; and developed teacher training programs and girls' education materials in El Salvador, Guatemala, Honduras and Malawi.

Key lessons have emerged from these experiences:

■ Girls' education programs are most effective when they fit within a country's national development strategy; when they respond to the economic, infrastructure, cultural and educational constraints to girls' education; and when educational policies, curricula, teaching approaches, and school location and facilities address girls' educational needs as well as those of boys.

■ Girls' education programs are most sustainable when they are "owned" by the country's citizens, not by the donors, and when donor resources are used to mobilize the human and financial resources of a country in support



WORLD BANK

of girls' education. When citizens "own" the issue of girls' education, they become engaged in developing and carrying out solutions to increase girls' educational opportunities.

### **New Initiative**

The goal of the USAID Girls' and Women's Education Initiative is to increase girls' primary school completion rates by 20 percent over the next five years in six "emphasis" countries: Ethiopia, Egypt, Guatemala, Guinea, Mali and Morocco. In each country, a diverse range of decision-makers is being engaged to assist education authorities to assess the barriers to girls' education and to design complementary and cost-effective solutions to improve girls' educational opportunities.

In six other "cooperating" countries—among them Cambodia, Honduras, India and Nepal—important analytic studies or pilot programs are taking place. One area of study is women's literacy programs. Despite 50 years of enormous investments in adult literacy programs worldwide, insufficient attention has been paid to evaluating the effects of these programs on social and economic development as well as determining which interventions work best for women. In Nepal and Honduras, studies are taking place to answer these questions.

USAID has brought together distinguished teams of U.S. and host-country experts to implement the Initiative. The Institute for International Research was awarded the contract to facilitate the creation of national initiatives for girls' education in the six emphasis countries. World Education was awarded the contract to

### **WHEN GIRLS' LEARNING NEEDS ARE ADDRESSED, BOYS BENEFIT AS WELL**

**I**N schools where teachers lecture students and little interaction occurs, boys benefit most. In these settings, boys tend to assert themselves more than girls, while girls tend to be passive observers.

Studies show, however, that when schools and teachers focus on girls' needs, boys benefit as well as girls. By modifying classroom strategies, as in the "cooperative learning" approach of the multi-grade school programs in Colombia, Egypt and Guatemala, students are taught to work in teams and to help and question each other. Schools become community centers and offer parents a role in their children's education. Teachers are trained to "individualize" their instruction and to deal with the abilities, skills and experiences of each student.

As a result of these efforts, teachers learn to teach *all* children better. Girls and boys learn to participate at the same level. Most important, boys' and girls' attendance and achievement have been shown to increase significantly.

implement analytic studies or pilot programs in five countries, and the University of Massachusetts was awarded a contract to implement a pilot girls' education program in India.

Lessons learned from USAID's experience in girls' education provide the framework for the Initiative. The program maintains that girls' education is a national issue, and that schools do not operate in isolation from the larger social system. And it asserts that the gender gap in education can only be closed by addressing the interacting set of constraints to girls' school attendance and completion. These constraints include:

- Household barriers and family resource levels (such as the direct and indirect costs of schooling);
- Policy barriers (such as insufficient national education budget, unenforced labor laws and compulsory education policies);
- Poor infrastructure (such as water, electricity and transportation);
- Religious, cultural, social and political norms concerning the value and role of girls and women in society; and
- Educational barriers (such as curriculum and teacher preparation).

### **Implementation Strategy**

The Initiative's implementation strategy focuses on two primary objectives: to gain host country ownership of the problems and solutions to girls' education; and to ensure that each country's programs are sustainable.

In the past, international donor agencies "owned" the educational programs, by financing them and by setting the program agendas. USAID's new approach is based on the conviction that the barriers to girls' education are best addressed by the country's decision-makers—such as government, business, religion, media, labor unions and NGOs—who influence public opinion or who directly control resources.

In addition, the Initiative encourages decision-makers to work together to put in place a range of programs that complement each other, rather than to implement single interventions.

Consider a country where cultural values pressure girls to drop out of school to marry young, where educational policies prohibit girls from returning to school once they have given birth, where parents are too poor to purchase clothing or shoes for their daughters to attend school, and where children often must travel long distances to school. Single interventions—such as a girls' scholarship program or a publicity campaign—are unlikely to have a long-term effect on girls' enrollment and completion without such actions as reallocating government resources, engaging the private sector in supporting infrastructure improvements, or soliciting the support of the religious leadership.

The Initiative also focuses on long-term sustainability. To do this, it uses donor funds on a limited basis as a catalyst for creating commitment of labor and resources among individuals, organizations and donors at the national, regional and village levels in support of girls' education. Donor funds are used to train country organizations and leaders to develop local constituencies, to develop fund-raising programs, to engage in effective publicity programs to promote girls' education in their countries, and to develop programs that address the specific barriers to girls' education in their country.

The Girls' and Women's Education Initiative is expected to spur dramatic improvements for girls' education over the next five years. 

—Susie Clay

Since girls' education programs were first initiated in Guatemala in 1990, 72 percent of the funding for girls' education programs in Guatemala has come from the country's own public and private-sector sources; the remainder from international donor agencies. How did this happen?

In 1990, following a year-long process to analyze local data on girls' education, USAID co-sponsored a national meeting for Guatemalan decision-makers to present its findings. Represented were influential members of the country's government, business, religious and academic communities.

As a result of the meeting, the leaders formed the Guatemalan Association for Girls' Education, which mobilized government and private-sector support for girls' education. In 1994, the Guatemalan government initiated a five-year, nationwide scholarship program for girls, financed exclusively with government funds. Private-sector organizations such as the Central American Brewery, the Sugar Producers and the Coffee Producers have been financing complementary girls' education programs.

USAID has also helped to improve girls' education in Guatemala through its support of an integrated girls' education program within the Ministry of Education to improve policies, train teachers, develop girls' education materials, and integrate girls' education concepts and strategies into other Ministry programs.

## KISS — Keep It Simple & Strategic

*Lessons Learned from the Population and Health Sectors*

USAID's family planning and child survival staff have had notable success in employing the "KISS" communications strategy to gain widespread support for their programs. Participants at the girls' education workshop discussed the strategy's components and its applicability to other sectors:

■ **Keep your messages to the public focused and easy to communicate.** Save complexities for technical discussions. Child survival messages have focused on the fact that "children are dying." The girls' education program could focus on the effect of girls' education on a nation's development.

■ **Promote products that serve as incentives for private sector involvement.** Commodities that can be marketed or donated are incentives for private sector investment and focal points for action. Family planning programs have promoted the sale and distribution of condoms. Girls' education programs could promote private-sector contributions of goods and services for girls' education that fit within the government's basic education system reform program.

■ **Maximize program impact and USAID resources through donor collaboration.** In a successful child survival partnership, USAID funded oral rehydration therapy, while UNICEF immunized children. Similarly, USAID could develop innovative pilot programs to increase girls' school participation whereas other donors could fund national implementation.

■ **Refer to indicators of progress in terms that are visual and inspiring. Make goals easy to understand.** The dramatic drop in infant mortality rates has been described as a "child survival revolution," and a "two-child family" has proven an easily visualized goal. Likewise, an increase in girls' enrollments could be a "primary education revolution" and a long-term vision could be "secondary school for all children."

—Chloe O'Gara

# USAID Girls' Education Workshop

*A Meeting of the Missions' Minds*

Over the course of five agenda-packed days in September, USAID education officers from 14 countries met in Washington, DC to review and refine a conceptual framework for the Agency's multi-million-dollar USAID Girls' and Women's Education Initiative.

The framework provides implementation guidelines and principles for the new Initiative, described in our lead story.

The workshop featured a series of presentations by USAID education officers from Egypt, Ethiopia, Guatemala, Guinea, India, Malawi and Mali. Officers provided country-specific research findings and knowledge on girls' education, and described how each mission applied these findings in the design and implementation of their girls' education program. They also reported on program successes, challenges and lessons learned. Workshop participants then were able to analyze the findings and integrate them into the conceptual framework for girls' education.

To provide a range of perspectives on the conceptual framework, and on girls' education in general, the event brought together a diverse array of participants. Representatives from NGOs who attended the half-day session entitled "Listening to the Field" brought particularly insightful comments. David Devlin-Foltz from the Aspen Institute challenged the audience to consider that it may be impossible for USAID to implement girls' education programs without taking ethical and moral stands that may differ from those of other cultures. Katherine Hansen of the Women's Educational Equity Act Resource Center stressed the importance of simultaneously addressing the issue at both the national and local levels. And many underscored the importance of involving host country girls and women in defining problems and developing solutions, and of incorporating enough flexibility in the program to adapt to the widely varying status of girls' education in each country.

A panel of donors included representatives from UNICEF, the World Bank and Rockefeller Foundation. Elizabeth King, senior economist at the World Bank, emphasized the importance of using incentives to motivate developing country leaders to follow through on programs for girls. Other participants, however, cautioned that the use of incentives can adversely affect the sustainability of programs after USAID support ends.

The week-long event ended at a forum on Capitol Hill, co-sponsored by two major NGOs that focus on improving girls' education in the United States—the American Association of University Women, and Girls Inc. The collaboration of these domestic groups with USAID highlighted the fact that girls in the United States face many of the same obstacles confronting girls in developing countries, including gender stereotyping in school curricula, and neglect and discouragement in the classroom.

The high level of participation throughout the week reflected the prominence that the issue of girls' education now enjoys throughout USAID and the greater development community. USAID Administrator J. Brian Atwood took advantage of the opportunity to reaffirm the Agency's commitment to education, adding that "educated girls and mothers are the key to success in family planning and child survival, to better health and nutrition for their families. They are the ultimate agents of change at the grassroots." 

—Linda Padgett

# WID *Contracts, Cooperative Agreements and Grants*

Over the past 18 months, the WID office has developed an ambitious program and various procurement mechanisms to respond to Agency goals as well as to mission and bureau concerns. We are pleased to provide this information to you with the direct-hire contact for each activity.

## ■ **Girls' and Women's Education**

The following three activities are part of USAID's Girls' and Women's Education Initiative, described in our cover story. For more information, contact Susie Clay at [sclay@usaid.gov](mailto:sclay@usaid.gov).

**Contractor: Institute for International Research**—This program supports the development of national initiatives for girls' education in Egypt, Ethiopia, Guatemala, Guinea, Mali and Morocco through actions that promote the development and financing of cost-effective and sustainable girls' education interventions by countries' public- and private-sector decision-makers.

**Contractor: World Education**—This program supports analytic studies and pilot programs on girls' and women's education in five countries, among them Cambodia, Honduras and Nepal.

**Contractor: University of Massachusetts**—This program is testing a teacher training program in India on effective techniques for increasing girls' school participation.

## ■ **Promoting Women in Development through Advocacy and Research (PROWID)**

**Cooperating Agencies: International Center for Research on Women and the Centre for Development and Population Activities**—This grants program tests innovative intervention strategies through pilot projects; determines ways to enhance women's economic, political and social status; supports cutting-edge WID-related research; and supports advocacy that draws policy attention to women in development. To promote NGO capacity-building, PROWID offers opportunities for grantees to obtain on-site training and technical assistance. Contact Cate Johnson at [cate@usaid.gov](mailto:cate@usaid.gov).

## ■ **Strengthening Development Policy**

**Cooperating Agency: International Food Policy Research Institute**—This integrated, multi-country research program is centered around primary data collection and analysis of a range of gender issues, including economic growth; democracy and social development; population and child survival; access to resources; and health and nutrition. Contact Virginia Lambert at [vlambert@usaid.gov](mailto:vlambert@usaid.gov).

## ■ **Women in Development—Communications and Outreach (WIDCom)**

**Contractor: Cambridge Consulting Corporation**—On-site at the WID office, Cambridge carries out communication and outreach activities, including production of *Gender Action* and other publications; planning and implementation of seminars, workshops and special events; and management of a gender and development resource center. Contact Margaret Lycette at [mlycette@usaid.gov](mailto:mlycette@usaid.gov).

## ■ **Women in Development—Technical Assistance (DevTech)**

**Contractor: DevTech Systems, Inc.**—On-site at the WID office, DevTech provides services in direct support of WID's operational requirements through technical assistance, analyses and evaluation methodologies that provide better information for activity, program and policy decision-making. Technical assistance is available to USAID/Washington as well as to missions. Contact Virginia Lambert at [vlambert@usaid.gov](mailto:vlambert@usaid.gov).

## ■ **Women in Development—Technical Assistance (WIDTECH)**

**Contractor: Development Alternatives Inc. in conjunction with International Center for Research on Women; Institute for Women, Law & Development; Development Associates, Inc.; and the Academy for Educational Development**—Under this contract,

technical assistance and training are provided to identify and develop innovative approaches to addressing the constraints faced by women in developing countries. This contract supports USAID missions and bureaus in gender policy development; project and program design; and implementation, monitoring and evaluation. Contact: Muneera Salem-Murdock at [msalem-murdock@usaid.gov](mailto:msalem-murdock@usaid.gov).

## ■ **Women's Economic and Legal Rights**

**Cooperating Agency: Asia Foundation**—This program empowers women in the developing world by helping them understand and use the legal system to promote their participation in social and economic life. A multi-country program in Asia focuses on property rights, employment discrimination and basic business rights, including access to credit. Contact Cate Johnson at [cate@usaid.gov](mailto:cate@usaid.gov).

## ■ **WorldWID Fellows Program**

**Contractor: University of Florida**—This program provides career development opportunities that enable highly-qualified technical candidates to become field-experienced experts in gender issues and programs. Contact Julia Escalona at [jescalona@usaid.gov](mailto:jescalona@usaid.gov).

## ■ **Other Grant Activities**

Other on-going grant activities that are supported by the WID office include: a program to strengthen women's leadership and influence in agricultural and environmental concerns in seven East and West African countries; a program to increase women's NGO capacity and access to economic and political opportunities in Russia and the Ukraine; a cooperative agreement with the Bureau of the Census to develop and disseminate information on gender statistics; and a regional program based in Ecuador to strengthen women's participation in municipal government.

**E**ducating girls yields the highest rate of return compared to any other investment in human development. For every year beyond fourth grade that girls go to school, family size shrinks 20 percent, child deaths drop 10 percent and wages rise 20 percent. Yet, in almost every region, fewer girls are in school than boys.

- Among the world's nearly one billion illiterate people, women outnumber men two to one. And girls constitute the majority of the 130 million children without access to primary school.
- In 22 out of the 105 nations for which there are data, more than half the population of girls are out of school. That figure is more than three-quarters in Eritrea, Ethiopia, Mali, Niger, Somalia and Afghanistan.
- In 19 countries, the difference between boys and girls not in primary school is 10 percentage points or more. In Yemen, Benin, Afghanistan, Chad, Nepal and Guinea-Bissau, there is more than a 25 percentage point difference.

## Female Literacy, Child Survival and Average Family Size

In general, the higher a nation's female illiteracy rate, the higher its fertility and infant mortality rates.

*Infant Mortality Rate* = Infant deaths per 1,000 live births.

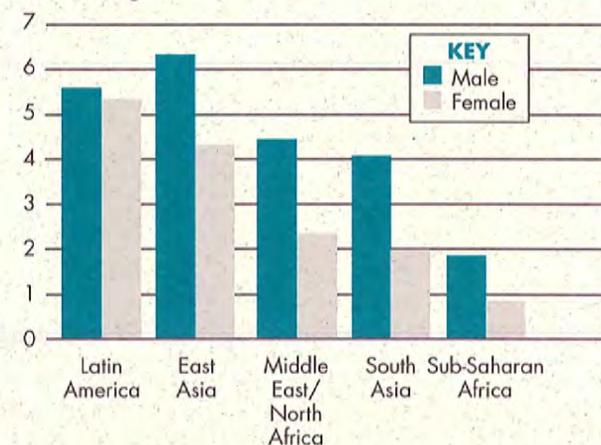
*Total Fertility Rate* = Average number of children per woman.

COUNTRY	% Women 25+ Illiterate, 1990	Infant Mortality Rate 1990-95	Total Fertility Rate 1990-95
<b>AFRICA</b>			
Ethiopia	89	122	7.0
Malawi	75	142	7.6
Uganda	67	104	7.3
Kenya	54	66	6.3
South Africa	30	53	4.1
<b>ASIA/NEAR EAST</b>			
Yemen	97	106	7.2
Nepal	93	99	5.5
Bangladesh	87	108	4.7
India	81	88	3.9
Kyrgyzstan	6	32	3.8
<b>LATIN AMERICA/CARIBBEAN</b>			
El Salvador	56	46	4.0
Bolivia	37	85	4.6
Peru	35	76	3.6
Ecuador	19	57	3.6
Chile	8	17	2.7
<b>EASTERN EUROPE/NEW INDEPENDENT STATES</b>			
Russia	4	18	2.0
Ukraine	3	14	1.9
Poland	2	15	2.1
<b>UNITED STATES</b>	n/d	8	2.1

Source: United Nations, *The World's Women 1995*.

## Gender Gap In Educational Attainment, By Region

Average Years of Schooling



Source: Population Action International, *Closing the Gender Gap, Educating Girls*.

## High GNP does not necessarily mean high female literacy

	Per Capita GNP 1992	Adult Female Literacy Rate 1992
<b>Poorer countries</b>		
China	\$480	70%
Sri Lanka	\$560	86%
Zimbabwe	\$580	78%
<b>Richer countries</b>		
Gabon	\$4,220	48%
Saudi Arabia	\$7,780	46%

Source: United Nations Development Programme, *Human Development Report 1995*.

### Want to be added to our list?

Would you, or someone you know, like to receive *Gender Action* on a regular basis? If so, please contact Lori Salins, Office of Women in Development, USAID, Room 900, SA-38, Washington, DC 20523-3802, USA. Phone: (703) 816-0291; fax (703) 816-0266; e-mail: lsalins@usaid.gov.