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THE PARTICIPATION OF NEAR EASTERN WOMEN IN USAID'S
PARTICIPANT TRAINING
PROGRAMS:
TRENDS, CONSTRAINTS AND POLICY RECOMMENDATIONS

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EXECUTIVE SUMMARY

This study was conducted to investigate and explain the historically low level of Near Eastern female participation in USAID programs. Trends in female participation in USAID programs in five Near Eastern countries were examined. These countries are Egypt, Jordan, Morocco, Tunisia and Yemen. Constraints to recruiting females for training were identified in each country. Strategies for increasing female participation in training programs were also identified and examined. Policy recommendations were made based on the findings of the study.

There are commonly shared constraints to recruiting Near Eastern females for USAID training programs. Many of these constraints similarly limit female involvement in the overall development process in these countries. For example, low levels of female participation in the education system have resulted from traditional cultural and religious beliefs and practices, which give males a comparative educational and professional advantage.

The successful recruitment of female candidates for USAID training depends on the target audience and the type of training available in terms of content, level and location. Mid-level public sector technicians, managers, and policymakers in development priority areas relative to the host country, have traditionally been the target of USAID training programs. The pool of eligible female candidates at this level is extremely limited in Near Eastern countries since most of them live in rural areas, are engaged in agricultural work, have large families, and tend to cluster in traditional fields that are least relevant to their countries social and economic development needs. Fine arts, education and the humanities are the areas pursued most by female students. Education and health are the sectors where the majority of working females are found. Therefore, it is unrealistic to expect a female participation rate of 30-40 percent, when women constitute less than 10 percent of total employment, particularly in the categories that the Agency for International Development (A.I.D.) training emphasizes.

The location of training influences the degree of female participation. There are fewer obstacles to recruiting women for in-country programs than for U.S. or third-country training. In-country training tends to be more informal with less stringent educational requirements such as certain degrees, field of specialization and English language proficiency.

Women have difficulty obtaining information on training program opportunities which is often distributed through male-dominated channels. Other factors include the reluctance of families or husbands to permit their wives or daughters to travel

alone, whether to nearby towns for in-country training, or out of the country for short or long periods. Many women find it difficult to leave their homes due to their household and childcare responsibilities. A lack of adequate facilities, such as transportation or separate housing, may deter women from attending in-country programs, especially in sex-segregated societies.

In Arab societies, the misinterpretation of Islam and cultural and social attitudes toward women hinder female development more than the respective constitutions or laws. These attitudes include the belief that women should be segregated from men and that women can learn everything they need to know from their mothers at home. Therefore, formal schooling is not a necessity for girls. In addition, the honor of an Arab family has been represented by the purity of its women. The most disgraceful and shameful event that could befall the family would be for a daughter to lose her virginity prior to marriage. Men have the responsibility to protect women, and, hence, the family honor. As a result, women are kept in protective environments. Girls are not strong enough to protect themselves, so they must be kept at home, much less sent abroad to study. Early marriage is desirable, since it minimizes morals-related problems. A girl's education and development, on the other hand, might have negative effects on their personalities and morals and, hence, decrease their chances in the marriage market. Education will introduce girls to new ideas and knowledge and may lead them to question their families and husbands. Women's education is only looked upon as an enrichment experience necessary to prepare them for marriage and childbearing.

In addition to the above, Arab countries have always given priority to the education and training of males. Families regard investment in the education and training of their sons as more positive than investing in the education and training of their daughters. Female participation has also been lessened by the inability of women's organizations to act as effective pressure groups in effecting policies and promoting educational and training programs for women.

Various strategies for increasing female participation have been adopted in order to incorporate women into Mission program activities. In addition to women-specific sectoral projects, Missions have generally found training to be a useful vehicle for integrating women into the overall program. A review of selected projects in each of these countries suggested a variety of mechanisms successfully used by Missions to increase the participation of women in their training programs.

General training projects, which are currently being implemented in each of the countries profiled above, tend to be more flexible than sector-specific projects and appear to have

been more successful in recruiting female participants. Each of these projects contain some provision for including women as targets, either in terms of a specified percentage of total number trained and/or funding levels. Target percentages range from no specific quota, such as in Egypt, Jordan and Tunisia, to specific targets of 25 percent in Yemen and 30 percent in Morocco.

Missions have used different approaches to increase the number of female participants in their programs. In Jordan, for example, the Mission is exploring the possibility of designing a series of in-country training programs specifically targeted for women. Other Missions, such as Morocco and Yemen, went from no quota to substantial quotas, 30 percent and 25 percent respectively. The Mission in Morocco negotiated with the government a 30 percent minimum target for women participants in the recent amendment of the Sector Support Training Project. Also, in drafting the legal statutes for the new Export Credit Insurance Organization, the Mission successfully negotiated the removal of a clause stating that married women stockholders had to be represented by their husbands at the general assembly of stockholders.

Missions in Morocco and Yemen seem to be the most concerned with WID issues. Both Missions have held workshops seeking recommendations and alternatives whereby more women can benefit from A.I.D. programs. They have been engaged in policy dialogue about WID concerns with the government and with women leaders from both the private and public sectors. Assessing the constraints to increasing female participation and seeking alternatives to disseminating information to women on available training are among the main objectives. In Yemen, one of the Mission's efforts to increase female participation included accepting a female trainee with less than the 500 minimum score in the TOFEL test. Also, the Mission is encouraging spouse training programs. The Yemen Mission's 1989 efforts will focus on developing a strategy, along with the Ministry of Education and the Central Planning Organization, to increase female participation in all USAID participant training programs.

Based on the findings of this study, it is recommended that any USAID efforts and strategies to increase female participation in training programs, particularly (U.S. training) in the Near Eastern Arab countries, have to be approached with caution. These efforts should be low-key and non-threatening to the traditions of these cultures, especially since Islamic traditions are becoming stronger in these countries. A.I.D. should emphasize women specific programs that provide training in-country and focus on areas or specializations that contribute to the economic and social development of the country, yet are dominated by women.

Missions should consider developing a Country Training Strategy as a vehicle for improving the efficient utilization of the host country's human resources. This plan should be developed with host government officials, local women's organizations, and women and men representatives from both the public and private sectors. In developing this strategy, a training needs assessment for women should be undertaken to identify the areas and level of training required for their potential employment. The resulting document could provide Missions with a useful tool for a policy dialogue with host governments. Missions should develop an annual Country Training Plan which would include specific training slots for women, based on the training needs assessment and country training strategy. Missions might consider linking the annual allocation of project funds, where appropriate, to the nomination of female candidates by the host government in fulfillment of the plan's training targets.

Operational guidelines with detailed action steps should be provided to field missions for designing and implementing training activities that encourage a greater participation of women. The guidelines would be based on the findings from this study and include project success stories as models for consideration. (See "Gender Issues in Latin America and the Caribbean: Integrating Women into Development Programs," 1986.) Innovative ways of ensuring a greater participation of women should be built into the project design. Consideration should be given to such mechanisms as establishing realistic target percentages for women, providing scholarships or other cash incentives, spouse training, the construction of special facilities where necessary, and other provisions for female participants where appropriate. In addition, the private sector should be considered in the design of special training activities for women, as well as for the recruitment of females in general. Activities such as training for business owners or managers can help women in established businesses without conflicting with local traditions and customs.

Since most organizations and particularly most women do not know about available A.I.D. training programs (and most of those who do know have fears about participating in U.S. training), A.I.D. Missions should play a more active role in organizing A.I.D./local government-initiated information campaigns. These campaigns could include workshops and seminars in the different parts of each country, that provide information to correct the negative image many nationals have of studying and living in the U.S. Current and ex-participants could talk about their experiences. The audience should not only be women, however, it should include men, as they are the ones who make the final decision of whether or not the women can receive the training.

I. INTRODUCTION

1. Background

Participant Training is an important development initiative of A.I.D. It has received considerable Congressional attention in the February 1988 House of Representatives proposal to amend the Women in Development Act of 1973.

A.I.D.'s official policy regarding participant training does not require any specific percentage or formula for measuring female participation. However, it does affirm that all training programs are expected to give attention to means of ensuring substantial participation of women. The Intra-Agency Committee on Participant Training, commissioned in 1986 by the Deputy Administrator to review the overall program, addressed this issue and felt that stronger guidance was necessary to increase the participation of women. The Committee made the following points to supplement the Agency's policy:

1. That there be full involvement of women as participants and as beneficiaries in all of the projects, institutions and development processes supported by A.I.D.
2. The purpose of increasing training opportunities for women is not simply to ensure equitable distribution of training. Rather, it is to ensure that the participant training programs reinforce appropriate patterns of institutional development and leadership--at a minimum, that participant training does not inadvertently reinforce stereotypes and biases in professional employment.
3. Training opportunities for women should not be limited or biased toward traditionally female-dominated occupations. Training in such fields should not be precluded, but increasing female participation solely by increasing training in fields which offer restricted professional or labor force mobility is not an adequate response. Increased attention should be paid to fields with new, expanding or upwardly mobile opportunities.
4. In the short term, the general participant training programs offer greater flexibility for achieving significant increases in female training, in terms of both numbers and appropriate fields, than does project-related training. As new project portfolios are developed, increases in female participation should be expected in all training programs.
5. Women are a major source of entrepreneurial leadership and are expected to account for much of the growth in private sector employment. As Mission training programs

increase their focus on the private sector in Less Developed Countries, a significant increase in opportunities for female participants can be expected.

6. The Committee consensus is that worldwide patterns of female participation to date should no longer be considered acceptable. The general view is that Missions can do better with regard to female participation in all training programs. It is the Committee's judgement that achievement of at least 30-40 percent female participation Agency-wide by 1990 is technically feasible, especially in light of the Agency's plans for increased numbers of female participants in the next few years. However, it is unlikely that Bureaus and Missions will be prepared to take the necessary actions without senior management encouragement. Therefore, it may be necessary to set an Agency target of, say, 35 percent by 1990, and ask Bureaus to examine the steps needed to achieve that target.

7. The need is not just for cosmetic increases to meet agreed upon targets. The participant training programs reflect A.I.D.'s developmental objectives and strategies in a given country or region. In the short term, some reallocation can increase female participation rates. However, in the long term, participant training for women should result in giving full attention to the roles of women in all programming decisions affecting the overall portfolio, institutional or sectoral priorities, and assistance strategies.

The U.S. Congress has also recognized the importance of A.I.D.'s Participant Training Program to overall development objectives and determined that low representation of women in participant training programs ultimately constrains overall economic development. The current legislation before the House of Representatives to strengthen A.I.D.'s women in development policy calls on A.I.D. to "increase training opportunities for women and make every necessary provision for addressing the specific needs of women." It further proposes that "a minimum of 30 percent of participant trainees should be women by the year 1990, a minimum of 50 percent of participant trainees should be women by the year 1992, with approximately equal levels in each region."

However, realizing that these targets might be too ambitious, the final version of the Congressional Bill omitted the specific targets of 30, 40 and 50 percents by 1990, 1991 and 1992, respectively. The Congressional legislation emphasized the great importance Congress attaches to ensuring that A.I.D.'s development assistance programs actively incorporate women. The legislation further directs A.I.D., when designing country strategies, projects, and programs, to ensure that the percentage

of women participants will be in approximate proportion to their traditional participation in the targeted activities or their proportion of the population, whichever is greater.

2. Purpose of the Study

This study was conducted for the Asia Near East Bureau. The general purpose of the study is to investigate and explain the historically lower level of female participation in A.I.D. training programs. This study addresses the following:

- a) General overview of the educational problems in Asia and the Near East regions¹ with special focus on selected countries.
- b) History and future prospects for the Participant Training Programs in the last 18 years in selected Asian and Near Eastern countries with special focus on U.S. training. Depending on data availability, the analysis should also include sex disaggregated information on third-country and in-country training.
- c) Analysis of the various constraints and obstacles to female selection for U.S. training in the selected countries. Depending on data availability, the following explanatory factors should be explored: 1) the generally lower educational level of females; 2) sociocultural and religious constraints; 3) type of USAID training available (e.g., academic or technical, in the U.S., in-country, or third country); 4) areas of specialization; and 5) length of training. Other factors may become evident throughout the analysis, and these should be included in the report.
- d) Recommendations to USAID on how to increase female participation in Near Eastern and Asian countries.

3. Scope of Work

The Scope of Work entails a review and assessment of both project related and non-project related training of both males and females in the Asia and Near East regions in general and specific countries in both regions in particular. The specific countries examined are those with the largest participant training programs and/or the lowest levels of female participation. These countries are Jordan, North Yemen, Tunisia,

¹ This study treats the Near East and Asia as two separate regions.

Egypt and Morocco in the Near East region and Nepal, Indonesia, Pakistan, Sri Lanka and India in the Asia region.

4. Methodology

A literature search and review of USAID participant training and women in development documents was conducted. Also, other relevant published and unpublished papers and documents were examined (see references). A.I.D. Participant Training Information System (PTIS) data was reviewed and USAID missions observations on the participation of women in their programs was examined. In addition, interviews with agency staff and selected contractors that have implemented participant training programs were conducted. UNESCO Educational and International Labor Organization (ILO) employment statistics for selected Asian and Near Eastern Countries were also analyzed. A.I.D.'s 1989 Congressional presentation and Country Development Strategy Statements for selected countries were used in this study.

Finally, the USAID Missions in Cairo and Sanaa were visited by the researcher. Discussions with Mission staff regarding constraints to female participation were discussed. Discussions also included options to surmount such constraints.

Female participation in education was analyzed to determine their representation in the education sector at the regional level and at the country level in the case studies. The researcher felt that it is important to determine whether there are significant differences in females' share of education and training in their own regions or countries and their share in USAID-funded U.S. and third country training. The areas of specialization at the higher education level were also examined to see what areas are pursued by most females at the regional level and the country level in selected countries. This was done to determine whether there is a sufficient pool of eligibles for training in areas considered development-related and funded by USAID programs.

Female labor force participation, including their share of the different economic activities, was then examined. This was done to identify the economic activities that employ females and to determine if these activities are within the areas identified as development-related fields. USAID training, particularly for the Asia and Near East Bureau, is targeted to individuals occupying mid-level management civil service positions (already working in the civil service or on their way to join the civil service at this level).

Female participation rates in U.S. and third country training are then analyzed over time for the region as well as for individual countries. Four variables: age distribution of

trainees, degree objective, length of training and field of study were examined to identify patterns in female participation in different types of training. Data for these variables are disaggregated by sex to allow cross-comparisons between males and females. The researcher tried to determine whether females' share of USAID-funded training is consistent with their share of education and training in their own regions and their own countries.²

Issues and constraints related to female participation in education and training are also reviewed based on the available literature, interviews with USAID/Washington staff in different bureaus, interviews with USAID staff in selected country missions and local government officials and the researcher's own experience in the field.

² Given the inconsistency and limitations of available data only general trends should be drawn from such data.

II. OVERALL TRENDS IN FEMALE PARTICIPATION IN EDUCATION, TRAINING AND EMPLOYMENT ACROSS REGIONS

1. Introduction:

According to data in the Participant Training Information System (PTIS) of A.I.D.'s Office of International Training, 17,515 participants were in U.S. training during Fiscal Year 1987. Of these, 6,855 were sponsored by the Asia and Near East (ANE) missions, or 39 percent of the total.

When the total number of participants is disaggregated by gender, however, females represent only 25 percent of the overall participant total. These figures vary among the different A.I.D. geographic regions with Latin America and the Caribbean region (LAC) reporting the highest percentage (35%), followed by Africa (22%), the ANE region (only 15%). A further breakdown of female participants in the training program within ANE reveals that while the Near East reports 18 percent, the percentage of female participants from Asian countries is only 13 percent.

While the percentage of female participants has gradually increased in the LAC and Africa regions since 1970, female participation in the ANE region has fluctuated, with a peak rate of 17 percent in 1980 followed by a slight decline, especially for Asian countries. This is even more troublesome when one considers that participant training in the ANE region represents a sizable percentage of the total program, and constitutes an important activity in the Bureau's program. There are more than 200 active projects being implemented by the Bureau in 18 field missions and A.I.D./Washington offices which have participant training components.

Third country and in-country training are also significant aspects of the ANE training program. The ANE region reported more than half (52%) of the Agency's overall third country training for FY 1987, of which most was sponsored by Asian countries. Yet, similar to ANE's performance in U.S. training, the percentage of female participants in third country training (13%) lags behind the record of the other regions over the years.

Very little information is available on in-country training. Neither the Agency's participant Training Information System nor the office of International Training provide data on in-country training. The Missions provided some information regarding the in-country training which is discussed under in-country training for each case study.

A number of hypotheses have been suggested to explain the

historically lower level of female participation in A.I.D. training programs, but no systematic analysis has been carried out. This study has been undertaken to explore the possible reasons for the under-representation of women from Asian and Near Eastern countries in A.I.D.'s participant training program, and to offer some recommendations for improving female involvement in A.I.D.-sponsored training.

Before getting into the cross-regional comparisons, however, each region and each country within each region should be examined individually in light of the following factors:

Educational

- Females' literacy.
- History of female education.
- Educational attainment, retention (educational achievements and wastage).
- Educational opportunities available for women (inside and outside the country).
- Fields of specialization open to women and where women are clustered.

Employment

- Areas and occupations where women are in the labor force. (Whether or not it is development related).
- Social, cultural and religious values regarding women in each of these countries.

USAID Programs and Training Opportunities

- Size and nature of programs USAID has in each region in general and in each of the countries across regions in particular.
- The central authority the USAID/Washington regional office has in the selection of Candidates -- (i.e. LAC Regional office in Washington had the central authority in influencing the selection of Candidates and making sure a certain percentage of females actually participated.).
- The central authority each mission has in the selection of candidates and fields of studies.
- The type, kind, length and place of training offered.
- The role A.I.D. Missions play in announcing training opportunities and strategies used to reach women in the country.
- Conditions and requirements for the training.
- The A.I.D. Mission's staff and support available to monitor, follow up, maintain contacts, search for constraints and find solutions and alternatives.
- The involvement level of the country's nationals (men

and women) in identifying constraints hindering female participation in training programs and providing alternatives.

- The U.S. image in these countries and the kind of relationships the Mission has with the host government.
- The host government's recruitment and selection procedures.
- The A.I.D. Mission's recruitment and selection process.
- The host country's past experience with A.I.D. projects particularly those that involved U.S. training (achievements and failures).
- A.I.D.'s policy regarding the areas of specialization it sponsors in the country and the pool of nationals that make the target for A.I.D. training. In the ANE region A.I.D. training is targeted at mid-level management government employees. (What is the level of women representation in that level?)
- The extent to which training needs assessment are conducted by A.I.D. and/or the host government.

It is beyond the scope of this study to address each of these factors individually. However, this study will be dealing with a number of these issues.

2. Female Participation in Education

LAC region has the highest percentage of females in U.S. and third country training (35.4% and 32.7%, respectively) followed by Africa region (22.4% and 14.1%, respectively). This should not be surprising. If we were to conduct a comparison across regions of female literacy status and their participation in education at all levels we would find between 40-96 percent of LAC women are literate compared to 6-86 percent for Africa, 3-87 percent for the Near East and 8-85 percent for Asia. The highest illiteracy rate is found in the Near East - Yemen (97%).³ LAC region has always been in the lead when it comes to female participation in education. In 1975 LAC was (and still is) the region with the highest female enrollment ratios at all levels of education. The average gross enrollment ratios (GER) for females were 96.5 percent, 34.4 percent and 9.9 percent at the primary, secondary and higher levels respectively, compared to 53.8 percent, 8.1 percent and .4 percent for Africa, 70.1 percent, 22.9 percent and 4.2 percent for Asia and 70 percent, 25 percent and 6 percent for the Near East. However the ratios for the Arab

³ Statistics calculated from the State of World's Children -- 1988, UNICEF. (The data presented are for 1985.)

countries alone were 58.2 percent, 20.3 percent and 4.2 percent.⁴

By 1985 female gross enrollment ratio at the primary level was 105.9 percent in LAC. In Africa it was 75.8 percent. In Asia the ratio was 80 percent and in the Near East (the Arab Countries only) it was 77.5 percent. For the secondary and higher levels, female average gross enrollment ratio is also the highest for LAC where it was 53.3 percent at the secondary level and 13.6 percent at the higher education level. These ratios were 22.1 percent and 1.1 percent in Africa, and 40.4 percent and 7.2 percent for the Near East (the Arab Countries alone) and 32.6 percent and 6.6 percent for Asia. Differences across regions are smaller than the differences across countries within the same region. For example, LAC's highest female gross enrollment ratio is 122 percent and lowest is 64 percent at the primary level. Africa's highest is 138 percent and lowest is 64 percent. Asia's highest is 117 percent and lowest is 9 percent. The Near East's highest is 105 percent and lowest is 21 percent. At the secondary level, LAC's highest female average enrollment ratio is 96 percent and lowest is 12 percent. Africa's highest is 50 percent and lowest is 2 percent. Asia's highest is 95 percent and lowest is 1 percent. The Near East's highest is 79 percent and lowest is 2 percent. At the higher education level, LAC's highest female average enrollment ratio is 27.4 percent and lowest is 1.9 percent, while Africa's highest rate is 7 percent and lowest rate is .1 percent. Asia's highest rate for females is 20.9 percent and lowest is .7 percent. The Near East's highest rate is 28.9 percent and lowest is .2 percent.

The LAC region has the smallest gap between gross enrollment ratios for all levels of education. In regions where enrollment in primary education was low, the proportion of people who attended institutions of higher education tended to be smaller than in regions where enrollment in primary education was high, "with the one exception of East Africa, where Kenya, Lesotho and Mozambique had exceptionally high GERs for primary and very low GERs for higher education."⁵

In the Near East region (the Arab World only) gross enrollment ratios are higher than those found in Asia and Africa for both males and females. The gap between the female GER and

⁴ UNESCO Statistical Yearbook for 1986.

⁵ USAID, Office of Women in Development (Bridges Project), Female Access to Basic Education: Trends, Policies and Strategies, Washington, D.C. August 1988, page 18.

the male GER is the highest in the Near East region. As shown in Table 1, LAC is the only region where the female gross enrollment ratios are higher than the World's average GER for females at all levels of education. (see Table 1)

Female participation in all levels of education is much higher in LAC than other regions. However, the gap at the primary level is much lower across regions where females made 42 percent of total enrollment in LAC compared to 44 percent in Africa, 42 percent in Asia and 41 percent in the Near East in 1980. In 1985 these percentages were 48 percent for LAC, 44 percent for Africa, 43 percent for Asia and 42 percent for the Near East. The percentage of females increases only for LAC region, to 50 percent at the secondary level, dropping to 34 percent in Africa, 37 percent in the Near East and 38 percent in Asia in 1980. By 1985 these percentages were 51 percent for LAC, 32 percent for Africa, 39 percent for the Near East and 39 percent for Asia. (see Table 2)

Female participation drops further and the gap gets wider at the higher education level. However, the female share of higher education is also the highest in the LAC region. In LAC, females constituted 42 percent of the total enrollment in 1975, 43 percent in 1980 and 45 percent in 1985. Asia and the Near East are close in their percentages. Females made 29 percent, 31 percent and 33 percent out of the total enrollment in 1975, 1980 and 1985 consecutively in Asia. In the Near East (the Arab World alone) female share was 28 percent, 31 percent and 33 percent in 1975, 1980 and 1985. The lowest share of females at the higher education level is found in Africa, where their share remained the same (18 percent) for 1975, 1980 and 1985.

Female share of total enrollment is lower than that of the world average in all regions except LAC where percentages of females in total enrollment are higher than the world's average percentages at all levels (see Table 2).

Between 1975 and 1984 female enrollment increased at a higher rate than male enrollment both in primary and secondary education in all regions except the Near East Region, where male enrollment in primary education grew faster than female enrollment.

At the secondary level, female enrollment increased at a higher rate than male enrollment except for the Near East. This results from including Yemen and Oman in this region. The male GER at the secondary level grew from 2 percent to 40 percent for Omani males compared to the female GER, which grew from .5 percent to 19 percent. Yemen's GER for males grew from 8 percent to 17 percent, while it only grew from 1 percent to 3 percent for females.

The majority of females at post secondary institutions are found in the areas of arts, social sciences, education and home economics regardless of the region, including the developed world. Most female graduates of these subjects end up in the teaching profession. International donors, such as U.S.A.I.D. allocate very few funds for training of teachers.

3. Trends in Labor Force Participation

Female participation in the labor force is underestimated in all regions. Their contribution is underestimated in labor force surveys as most of them are engaged in family farming and unpaid work. The differences in women's labor force participation relative to men's are also related to the quality of the education they receive or to the status of schools they attend. Schiefebein and Farrell⁶ show that in Chile women attend schools of higher quality than men, and this higher-quality education enables them to overcome disadvantages in the labor force. Chilean women use schooling to bypass hiring practices that would discriminate against them. This means that women need a higher level of education than men competing for the same job. Therefore, Chilean women tend to stay in school as long as possible. This is one of the reasons women have high rates of educational participation. In spite of the high rate of female participation in education in LAC, their total participation rate in the labor force is as low as 14.6 percent. At the same time, the female participation rate for the Near East region (including Turkey, Israel and Cyprus) is about 15 percent.⁷ The rate for females of the Middle East (excluding Turkey, Cyprus and Israel) and North Africa is about 9 percent. The highest female participation rate is found in the Far East (53 percent) followed by sub-Saharan Africa 50 percent and South Asia 36 percent.

Female participation in the labor force tends to be lower in urban non-agricultural areas. The more urbanized the area the lower the female participation rate as women need higher levels of education to work in those areas classified as appropriate for women (such as teaching, nursing and clerical work, most of which are not development related according to USAID training programs). USAID funded training requires a certain level of education (minimum of high school or higher), a level where men outnumber women by a high percentage in all regions.

⁶ Schiefebein and Farrell "Women, Schooling and Work in Chile: Evidence from a Longitudinal Study," Comparative Education Review, June 1980, vol. 24, No. 2, part 2.

⁷ ILO and INSTRAW, Women in Economic Activity: A Global Statistical Survey, Santa Domingo: INSTRAW, 1985.

4. Participant Training

In absolute numbers, U.S. participant training in the Asia/Near East region has more than doubled since 1970 -- from 1598 to 3563 in 1987. However, it has decreased as a percentage of the total U.S. participant training. In 1970, the Asia/Near East U.S. participant training program was 30.8 percent of the total program for all regions while in 1987 the Asia/Near East U.S. participants constituted 20.4 percent of the total of all regions. This is due mainly to the large increase in numbers for Africa and LAC.

o U.S. Training

LAC region recorded the highest percentage of females since 1985 which is the year of the mandate for that region. The number of male participants increased by 709 percent and the number of female participants grew by 1489 percent (see Tables 3 and 4). In 1970 Africa had the highest percentage of females (14.3 percent) followed by the Near East (13 percent), then Asia (10.1 percent), with LAC having the lowest rate (5.8 percent). In 1975 and 1980 the Near East region had the highest percentage of females (12 percent and 19.5 percent, respectively). Again, LAC recorded the lowest percentage of females in both 1975 (6 percent) and 1980 (15.7 percent). Since 1985, LAC has been recording the highest percentage of females in U.S. training: 26.8 percent (1985), 28.1 percent (1986) and 35.4 percent (1987).

The Africa region comes in second since 1985, followed by the Near East and Asia. 1985 marks the shift into more allocations in both LAC and Africa. Pakistan is the only country in the Asia region with a large A.I.D. program. However, female participation in AID-funded programs in Pakistan is extremely low, given the size of the program. (see Tables 3 and 4)

o Third Country Training

The largest number of both females and males receiving training in a third country is found in 1970 for all regions. By 1975 these numbers decreased by 59 percent for males and 75 percent for females in the Near East (see Tables 5 and 6) and by 72 percent for males and 61 percent for females in LAC. In Asia the number of females decreased by 67 percent, while the number of males increased by 2 percent. Africa shows no change in the number of either sex in 1975. In 1980, Africa had the highest growth rates in the number of both males and females studying in a third country (700 percent for males and 100 percent for females). LAC also increased their number by 92 percent for males and 18 percent for females.

Asia witnessed the highest decrease -- the number of males decreased by 88 percent and females by 67 percent. The Near East region was the only region that exhibited an increase in the number of females (29 percent for third country and 5 percent for U.S. training), while the number of males decreased (34 percent for third country training and 41 percent for U.S. training).

By 1985, both Asia and Africa regions witnessed a large percentage growth in the numbers of both males and females, while Near East and LAC showed a decrease in the numbers of males and females. Africa was the region with the highest percentage growth for both sexes.

By 1987, the number of females decreased in both the Near East and Africa. LAC recorded the highest growth rate in the number of females (77%) -- more than that for the males (3%). The number of females grew by 5 percent in Asia, while the growth rate was 22 percent for males. In Africa, while the number of females decreased by 38 percent, the number of males grew by 127 percent.

o Age Distribution

If we examine the age structure of trainees in the U.S. the majority of the women are in the 20-29 years old range for both the Near East (45%) and the LAC (44.6%) regions. For the Asia and Africa regions, the majority of females are in the 30-39 years old group, where 42 percent of the females in the Asia region and 47.1 percent of the females in the Africa region are found. Except for LAC, the majority of the males, however, are found in the 30-39 years old age group. The majority of the LAC males are in the 20-29 years old age group.

The age distribution of those studying in third countries indicates that (among those who indicated their birth date) the majority of the females are in the 30-39 age brackets in all regions. (see Tables 7 and 8).

o Degree Objective

Technical training is the primary objective of the females studying in the U.S. from Asia (58.5%), Africa (39.4%) and LA (75.7%). In the Near East region most of the females (46.3%) are enrolled in graduate programs.

The vast majority of females studying in third countries is found in technical training, where 75 percent of the females from the Near East region, 56.3 percent from the Asia region, 96.7 percent from the Africa region and 89.7 percent from the LAC region are found. The same goes for the males -- the majority of

males from all regions studying in third country programs are enrolled in technical training.

The highest percentage of females in technical training is found in Africa (96.7%) and LAC (89.7%). (see Tables 9 and 10).

o Length of Training

Near Eastern women studying in the U.S. generally train for more than over 12 months, since the majority of them are in graduate programs. This is why the Near East region has the highest percentage of females in the over 12 months category (67.7%). This category also accounts for the largest number of females in Asia (44.2%) and Africa (60.3%). In contrast, 65 percent of the LAC females enrolled in the U.S. are in short term programs of three months or less; only 24.6 percent are enrolled in programs over 12 months long. The pattern is the same for the males in all regions except Asia. In the Asia region, the number of males in programs of 3 months or less (1,218 or 42.8 percent of total males) almost equals the number in programs over 12 months (1,198 or 42.1% of total males). Also, the number of females in short term programs (up to 3 months) totals 166 (40.5% of total females) which is close to the 181 (44.2% of total females) in long term training (exceeding 12 months).

Africa and the Near East are similar in their distribution of both sexes among the short and long term training programs. Two-thirds of both males and females are enrolled in long term training, while one-third in Africa and one-fifth in the Near East of both males and females are in short term training. LAC is the opposite with two-thirds of females and close to two-thirds of males in short term training and one-fourth of both sexes is in long term training.

The Near East and Africa also share similar trends in third country training, although their experience in U.S. training is the opposite. The majority of both males (66% of total males) and females (75% of total females) in the Near East region and 65.4 percent of total males and 90.3 percent of total females in Africa region are undergoing short term training. Asia also shows the same picture -- 49.6 percent of males and 40.6 percent of females are enrolled in short term training and 34.7 percent of the males and 49.2 percent of females are enrolled in long term programs. In both U.S. and third country training, the majority of Asia region females were enrolled in programs over 12 months long. LAC shows the same picture with the vast majority of both females (71 percent) and males (69.7 percent) enrolled in short term training. (see Tables 11 and 12).

o Major Field of Study

Almost 41 percent of women in the Near East region are

in the physical sciences, engineering and computer science. One fifth of them comes from Tunisia as a result of the technology project funded by AID. Asia, Africa and Latin America represent the traditional picture found in both the developed and less developed worlds. The majority of females are in the traditional fields of arts, humanities, law, social science, education and training and home economics. These fields account for 27.5 percent of the Asian female participants, 37.8 percent of the African female participants and 36.1 percent of the LAC female participants. The economics, business administration, public administration and Labor fields are second in the proportion of female participants in Asia (29%), Africa (23.5%) and LAC (29.4%). The Near East region differs again; the medical and health services are the second field of specialization (18.4% of the Near Eastern female participants). The most common fields for the Near Eastern (51.6%) and Asian (35.5%) males are physical sciences, engineering and computer science, while the largest number of African (28%) and LAC (27.4%) males are specializing in economics, business administration, public administration and labor.

The largest number of female participants in third country training in both Asia (32.8%) and Africa (44%) are specializing in medical and health sciences. While the arts, humanities, law, social sciences, education and training, and home economics captures the majority of the participants (50.4%) from LAC. It is difficult to generalize in the Near East case as there are only 8 Near Eastern women undergoing third country training: two (25%) in the arts and humanities; two (25%) in economics, business administration, public administration and labor; two (25%) in medical and health sciences; and two (25%) in agriculture rural development and natural resources. It is interesting to note that the majority of males from all regions are specializing in agriculture, rural development and natural resources. Given the large involvement of women in agriculture in these regions, the percentage of females in this field is rather small for both U.S. and third country training. As for third country training, 41 percent of Near Eastern male participants, 37.2 percent of Asian male participants, 45.3 percent of African male participants and 40.6 percent of LAC male participants are in agriculture, rural development and natural resources. Only 4.3 percent of african females in third country training and 10.1 percent of african females in U.S. training are in this field. In Asia, 12.6 percent of females in U.S. training and 20.3 percent of females in third country training are in agriculture. Finally, 7.6 percent of LAC female U.S. trainees and 15.3 percent of female third country trainees are in this field of study. (see Tables 13 and 14).

III. FEMALE PARTICIPATION IN THE NEAR EAST

1. Introduction:

The Near East region is a unique case since it includes countries in Europe such as Italy, Spain, Poland, Portugal, Cyprus and Ireland where women's participation in education and the labor force is much higher (due to their level of economic development and different cultural and social characteristics) than that of countries in North Africa and the Middle East. This is more of a reason to examine each country individually and identify constraints specific of the country⁸ in order to draw general guidelines for the country's mission. These guidelines may be found helpful in assisting each mission in its efforts to overcome some of these constraints in order to increase women's participation in education, training and economic activities.

There are fifteen (15) countries in the Near East region that have USAID programs. Six (6) in Europe (Ireland, Poland, Portugal, Spain, Italy and Cyprus), three (3) in North Africa (Egypt, Tunisia and Morocco), and six (6) in West and Southwest Asia (Turkey, Lebanon, Israel, Jordan, Yemen and Oman).

For the purposes of this study, the definition of the Near East region will be those countries of North Africa and the Middle East where USAID has missions and a participant training program does exist. Five countries are selected for the case studies following this introduction. These countries are: Morocco, Tunisia and Egypt in North Africa and Jordan and Yemen in Southwest Asia. Although these countries may have a number of factors in common such as religion, language, and socio-economic similarities, they are still different in many ways; the way they interpret religion, speak the language, the way their socio-economic structure is set up, and the level of tolerance of females' education and employment.

Jordan has the highest GNP per capita (\$1,560 in 1985) while the lowest GNP per capita is found in Yemen (\$550 in 1985), one of the poorest countries in the world. Jordan has the highest population growth rate (3.6% in 1977 and 1987) while Tunisia has the lowest in the area (2.3% in 1987). Jordan has the lowest infant deaths per 1000 births (57 in 1987) while Yemen has the

⁸ There is more variation in female enrollment, among the Near Eastern Arab Countries themselves than between the Near Easterns, the Latin Americans and the Asians.

highest rate in the whole Near East Region (137 in 1987).

There are a multitude of factors that affect the educational and training opportunities available to Near Eastern women. These are: access, continued participation, program objectives and social, cultural and religious traditions and beliefs. In almost all Near Eastern countries access to the education system depends heavily on social class and academic achievement. Very small percentage of those first-year primary students (both males and females) ultimately reach the final year of secondary level. The majority of rural and lower-class students, especially females, are eliminated by the rigorous selection in Arab educational systems. "As a result, the main beneficiaries of modern education continue to be mostly urban males from diverse socio-economic backgrounds and middle-to-upper-class women."⁹

Egypt was the first to start education for girls early this century. Even though it was the "first Arab country to pass a compulsory education law, in 1932, it didn't implement this law for girls until after it became independent in 1952. The first secondary school for girls was opened in Cairo in 1925, its 40 students from primarily upper-class families. Women were initially admitted to universities in Egypt, Syria, Lebanon and Iraq in the late 1930's"¹⁰. Other countries in the region didn't start education for females until much later. Kuwait started formal education for girls in 1937, while Saudi Arabia did not make public education available to females until 1960. Oman started in 1970 while Yemen offered public education for girls in 1972. While the overall educational status of Near Eastern Women has improved it is still bedevilled by four negative features:

- o Illiteracy
- o Low enrollment
- o Educational Wastage
- o Sex disparities

Female adult illiteracy rates vary from country to country. The highest literacy rate for adult females is found in Jordan (63%) while the lowest is found in Yemen (3%). Yemen has the highest female adult illiteracy rates in the world (97%).

The Near Eastern female enrollment ratios have been growing at a rate higher than that for males. (See Table 15). For

⁹ Samira Harfoush (Strickland), "Non-Traditional Training for Women in the Arab World", *The Bridge*, Winter 1980, p. 6.

¹⁰ Ibid. page 4.

example, at the primary education level the enrollment ratio for Yemeni females was 7 percent in 1975, by 1983 this ratio grew to 22 percent. Yemen Male enrollment ratio grew from 50 percent to 112 percent for the same period. Yemen had the lowest female enrollment ratio in the whole region in spite of the fact that females access to education in general has improved.

At the secondary education level enrollment ratios are the highest in Jordan (78%) and lowest in Yemen (3%). This compared to 80% for males in Jordan and 17% in Yemen. The lowest gap between females and males enrollment ratios at the secondary level of education is found in Jordan and the highest is found in Egypt (46% for females and 70% for males).

Female access to educational and training opportunities depends on how cultural and religious beliefs define their role in society. Near Eastern females are brought up to believe that their number one objective in life is to prepare for marriage and childbearing. Meanwhile, males will provide the protection and economic support. Females education is viewed as a means to enable them to be enlightened mothers and in case families need more income they will be able to find employment in the proper female fields of work.

At the higher education level both males and females enrollment ratios drop where the lowest ratios for both females (0.2%) and males (2.5%) are found in Yemen and the highest for both females (33.2%) and males (41.5%) is found in Jordan.

The largest female share of total enrollment is found at the primary school level. Females make over 40 percent of total enrollment at the primary level in most Arab countries except Morocco (38%) and Yemen (21.4%). This share drops in the next level of education where female share of total enrollment at the secondary level is between 11 percent in Yemen and 48 percent in the U.A.E. Qatar and Morocco are the only countries that showed a female share higher than that found at the elementary level. (See Table 16).

Females outnumber males at the tertiary level in four Arab countries, Qatar (61%), U.A.E. (58%), Bahrain (56%) and Kuwait (53.8%) (see Table 16). The reason for this is that males have more access to studying outside the country than females. The average percentage for the remaining Arab countries is about 30 percent, except for Yemen which records the lowest enrollment of females at the tertiary level (10%).

Females face a higher chance than the males of not completing their schooling. For example, the early marriage of females prevents them from having the opportunity of continuing their schooling. Most U.S. participant training programs require a minimum of twelve years of schooling. Withdrawal of females

from the school system usually occurs between the seventh and ninth grades. Lack of female schools beyond the fourth or sixth grade in certain rural areas also prevents females from continuing their education.

The pace of change in bringing about equality in the distribution of educational opportunities between the sexes is not fast enough to attain such equality in the foreseeable future, especially at the second and third level of education.¹¹

The majority of females specialize in areas that are considered appropriate for females in these societies. These areas are education, social sciences, liberal arts and medicine (specially nursing). This limits their employment opportunities to jobs that require high school or university degrees and in areas related to their training, i.e. the professions such as teaching and nursing. (See Table 17).

Labor Force Participation¹²

The Middle East and North Africa region is known for its very low rates of female force participation. The reasons for this low participation are often mentioned to be (1) high levels of fertility (the highest in the world) (2) low educational attainments (3) a culture that considers women participation in the formal labor market as inappropriate.

The total female participation rate for the Near East region is about 15 percent or below. In some countries such as Jordan it is as low as 4 percent.¹³

Among women aged 15-64 years, participation rates in the Middle East as a whole (excluding Turkey, Cyprus, Israel) was 10 percent in 1980. The rate for North Africa was 8.5 percent, compared to 36 percent in South Asia, 53 percent in the Far East

¹¹ Massials, B.J. and Jarrar S.A., Education in the Arab World, Praeger Publishers, New York, 1983.

¹² There is a discrepancy in data presented on this subject by different sources. The ILO, A.I.D. and the World Bank do not share the same figures for female share of total employment nor labor participation rate for women.

¹³ Sivard, R.L., Women-A World Survey, World Priorities-Washington, D.C. 1985.

and 50 percent in sub-Saharan Africa.¹⁴

It is interesting to observe that Near Eastern Women do slightly better in participating in education and training than women in the Asia region.¹⁵ However, women in Asia region do better in participating in the labor force. This could be due to the fact that Near Eastern women have to have a minimum of high school education to be able to enter the labor market. Also, Near Eastern women are found working in narrow ranges of occupations which do not include some activities that are more in the low grade occupations that employ a large number of women in other countries, such as retail and trade.

In general, and in almost all regions female labor contribution is seriously underestimated in labor force surveys as most of these women are engaged in family farming and unpaid work. The national fertility survey in Egypt for 1980 recorded 53 percent of employed women in the agriculture sector. However, the labor force survey of the same year recorded 9 percent only.

As women gain increasing access to education their participation in the labor market is likely to increase as shown in the case studies. However, it is still concentrated in the modern service sector particularly teaching, administration (clerical and secretarial work) and nursing. All of which educational prerequisites are high. The service sector as a whole employs over 70 percent of the female labor force in Egypt and Jordan. This sector is the sole employer of women in some Gulf countries such as Qatar (100%) and Kuwait (98%).

Education is a major factor when it comes to the employment of women. In Egypt for example, 39 percent of women holding university education and 22 percent with secondary education were in the labor force. In comparison, only 4 percent of women with primary education were in the labor force.

U.S. Training

In absolute numbers, U.S. participant training in the Near East region has more than doubled since 1970, from 1598 to 3563 participants in 1987. However, as a percentage of the total U.S. participant training it has dropped. In 1970 the Near East U.S. participant training program was 30.8 percent of the total

¹⁴ Sivard, R.L., Ibid.

¹⁵ For example in 1985 the female secondary enrollment rate in the Middle East was estimated at 53 percent, higher than South Asia (30%), the Far East (45%) and Sub-Saharan Africa (42%).

program for all regions, while in 1987 the Near East U.S. participants made 20.4 percent of total for all regions. This is due mainly to the large increase in numbers for Africa and LAC. Tunisia, Lebanon, Jordan-West Bank have shown a slight drop in the number of participants.

Trends in program activity in the Near East indicate a major increase in overall participant training in Egypt particularly during the 1980-85 period as a result of the Peace Fellowship program which makes Egypt rank among the countries with the largest programs Agency-wide. A gradual increase is witnessed in Morocco and Jordan. A major increase is also witnessed in the overall participant Training Program in Tunisia between 1980-85 as a result of the Technology Transfer project. Tunisia has the second largest participant training programs in the region.

In spite of the large increases in program size particularly in Egypt, female participation rate in U.S. training remained below the average for the whole Near East region which is 17.5 percent. Oman, Jordan and Morocco show a major increase in female participation in U.S. training. Tunisia and Yemen show a slight decline in female participation rates. The reason being the cultural and religious constraints in the case of Yemen and the nature of the training which is in the fields of Science and Technology in the case of Tunisia. Although Yemen has a fairly large U.S. participant training program, it has the lowest participation rate for females. (see Table 18)

The largest percentage of Near Eastern males (46.3 percent) and females (37.1 percent) studying in the U.S. are enrolled in graduate programs (unlike other regions). Although the largest percentage of males (40.1 percent) fall between the age group of 30-39, the females (45 percent) on the other hand fall in the age group of 20-29, unlike Asia and Africa where females fall in the age group of 30-39. Near Eastern females share this phenomenon with Latin America females.

The largest number of females and males are found in the area of physical sciences, engineering and computer science. However, the majority of Near Eastern males are in this field (51.6 percent) while 39.7 percent of females are found in this specialization followed by medical and health sciences. The majority of Near Eastern students in third country training are enrolled in technical programs lasting up to three months in duration. (see Tables 3-11 in section II.)

Third Country Training

The Near East region has the smallest third-country training program compared to other regions. Yemen has the largest third country training program in the region. Yemen, Egypt, Morocco, Jordan, and Tunisia are the only countries with third country

training programs. However, three of these countries provide training opportunities for females (Yemen where women made 2.7 percent out of total in 1987, Egypt-2.5 percent, and Morocco - 20 percent). (see Table 19).

Similar to other regions the majority of Near Eastern females (75 percent) and males (70.5 percent) enrolled in third country programs are listed under technical programs. Also, the majority of the females (75 percent) and males (66 percent) are enrolled in short term programs (less than three months duration). The largest percentage of females (37.5 percent) fall under the 30-39 age group while the largest percentage of males fall under the 40-49 age group. The major fields of study of the largest percentage of males (41 percent) are agriculture, rural development and natural resources. Meanwhile, the females are equally distributed between the arts and humanities (25 percent), economics, business and public administration and labor (25 percent), medical and health sciences (25 percent) and agriculture, rural development and national resources (25 percent). (see Table 4-14 in Section II).

2. Selected Country Profiles

YEMEN

1. Background:

a. Socio-economic Background

Prior to the 1962 revolution and the civil war (1962-1968) the government placed very little emphasis on formal social and economic development. By 1970, national reconciliation resulted in the proclamation of a national constitution and establishment of a modern state emerged. Formal economic planning in Yemen began recently with the three-year development program (1974-1976). The first five year development plan was in 1976-1981. The main emphasis of all three five year plans has been on the establishment of essential physical infrastructure, the development of agriculture, and the improvement of social services, particularly education. For example, in 1971, only 12 percent of the school-age population were enrolled in primary schools, by 1985 this percentage has risen to 55 percent, particularly in urban areas.

In a rather short time Yemen managed to have formal education available to its citizens, a diversified secondary school system is now in existence and a university was established in 1970. The rapid growth of the economy between mid-1970's to the early 1980's was fueled by remittances from migrant workers and grants and transfer payments from neighboring Gulf countries. By the early 1980's, the economy slowed down as a result of the decline in both the inflow of worker's remittance and foreign assistance.

Much remains to be accomplished in the development of the infrastructure which was started in the 1970's, despite the impressive achievements. Health indicators depict serious problems and adult literacy and school enrollment rates (for both males and females) are still low. Life expectancy at birth is 44.2 years for males and 46.5 for females. Infant deaths in first year of life is 137 per thousand. Total fertility rate is 7.8%. Illiteracy rates are among the highest in the world for both males (82%) and females (97%). A major constraint to development is the shortage of skilled and semi-skilled manpower, a major element in managing and implementing a growing and increasingly complex development program.

b. Educational Overview

Modern education and training in Yemen started in the early 1970's. It is a government policy to provide schooling equally for boys and girls. Enrollment growth for both boys and girls in primary education between (1980-1986) averaged 14% per

annum. Female participation in formal education is very recent and despite the cultural obstacles to their education, the rate of increase in enrollment for female education is impressive, reaching 25 percent per annum, a figure double the 11 percent growth rate for males (1980-1986).

In the last few years the gap between males and females particularly among the 10-14 year old group has started to decrease, especially in urban areas. This group has experienced an increase in its' literacy of almost 50 percent in the last ten years. As a result the "gap between women and men in urban areas has been reduced from a 51 percentage point difference to a 34 points difference. However, in rural areas women are still far behind men and the gap between them has increased from 42 to 48 percentage points".¹⁶

The primary school system has a large number of schools that are incomplete which lead to students' drop out particularly females. Co-education at the primary level, however, has contributed to female attrition as parents do not allow their daughters to mix with boys at the primary level. Cultural factors require separate classrooms and schools for female students. It is the normal pattern in Yemen, "to open new schools one grade level at a time, many of these schools are in the process of adding a new grade level each year. However, some schools have been constrained in this regard by both the unavailability of teachers and the space limitations of present facilities".¹⁷

The most frequently cited causes for student attrition according to a study by the Education and Research Development Center in Yemen are:

1. Parental ignorance about the benefits of completing primary education.
2. Parental indifference to school affairs.
3. Early marriage - especially for female students.
4. Distance from home to school.
5. Cultural traditions against female participation.
6. Lack of hygiene, nutrition and health care.
7. Crowded classrooms.
8. Truancy and absenteeism to assist the family

¹⁶ The Bridges Study, Ibid, p. 88.

¹⁷ USAID, Improving the Efficiency of Educational Systems Project (I.E.E.S.), Education and Human Resources Sector Assessment (Yemen), January 1986, pp. 4-14.

economically.

9. High student-teacher ratios in grade one.
10. No provision for preprimary education.

Net enrollment ratios in 1984/85 were 55 percent for males and 18 percent for females at the primary level. This ratio drops dramatically for both males (12.9%) and females (3.1%) at the lower secondary level and the upper secondary level where it is (3.7%) for males and (0.9%) for females. The ratio continues to drop for both females and males at the higher education level where it is (1.9%) for males and (0.5%) for females.

Educational statistics for 1986/1987 show that females made 21 percent of total enrollment at the primary level, 11 percent at the secondary level, and 10 percent at the university level. As indicated earlier the average annual growth at the primary level is much higher for females (25.5%) than males (15.4%) due to the government efforts of providing primary education for females particularly in rural areas.¹⁸

At the university level the largest number of females is found at the schools of commerce and economics followed by the schools of education, arts, and sciences (see Table 20). One of the reasons that the school of Education does not have the largest number of Yemeni females is that there are teacher training institutes that train male and female teachers. Teacher training institutes have more than twice the number of females found at Sanaa University. Females make up 10 percent of total enrollment at Sanaa University, and they make up 25 percent of total enrollment at all teacher training institutions.

c. Labor Force Participation

Two major characteristics of the Yemeni labor market: the dependence on expatriate workers and the underutilization of female workers in modern economic activities. "Non-Yemeni workers fill positions from manual to clerical to senior advisory and technical categories. Almost nine of every ten teachers at the pre-university level in Yemen are foreign." Although cultural limitations on the education and employment of women are changing slowly and the government is committed to support education and employment opportunities for women, women cannot occupy manual jobs. Cultural constraints prevent women from leaving their homes, even to another governorate within Yemen, to pursue high school or university education. If in-country training is provided locally for women, particularly those who have less than high school education, a large number of

¹⁸ Statistics taken from the Yemen Ministry of Education Statistical Yearbook for 1986/1987 (in Arabic).

women will benefit from such training and as a result will be able to find employment within their communities.

It has been determined¹⁹ that it is a pre-requisite for females to have at least secondary education to be able to enter the labor market. If only (0.9%) of the girls in the secondary level age group are actually enrolled in schools and (0.5%) of the relevant age group is enrolled in higher education, it should not be surprising to have a very low female participation rate in the labor force. Estimates for 1981 show the percentage of women in the labor force to be only 6 percent. The average in other Eastern and North African countries is about 10.7 percent.

Seventy to eighty percent of the population are engaged in Agriculture given their low level of educational attainment. The vast majority of Yemeni women working outside agriculture are found in the teaching profession followed by administrative and clerical work. Many obstacles hinder the participation of Yemeni women in the labor force. There are considerable cultural and traditional constraints preventing women from holding professional positions and responsible jobs, particularly in non-traditional occupations. Although the government has a policy of integrating women more fully into the society, individual Yemeni officials may prevent or hinder females from jobs in the government.

The Improving Education Efficiency Systems (I.E.E.S.) study indicates that "the most serious imbalance in projected manpower demand and supply will occur at the post primary to university level". The study also indicates that "the government will continue to face shortages of Yemeni clerical and middle-level management personnel." The study suggests one solution to this problem would be the establishment of employment and training incentives to produce and retain the types of manpower needed for the economy. Also, making these incentives part of the information distributed to citizen, parents and students at the secondary and higher levels of education.

d. U.S. A.I.D. Program Strategy

The Mission is very supportive of female training and has actually sponsored a number of WID studies and workshops. However, the Mission does not have a specific WID strategy for integrating female participants into the overall training program. The Mission is finalizing a WID strategy to be included in the action plan due in AID/Washington in March 1989. Efforts

¹⁹ Allyn D. Strickland and Samira H. Strickland, "Secondary Education, Higher Education and Labor Force Trends for Arab Gulf Women", Forthcoming.

of the education and training office at the Mission succeeded in having the MOE set aside five USAID scholarships for females of the 25 total undergraduate scholarships provided under its major training project for each of the past two years.

The Mission is taking a firm stand of not accepting males for the 5 allocated scholarships for females. Once the Ministry of Education realized that these five scholarships will be lost if females were not recruited, more serious efforts were utilized to recruit females. However, it is not easy to come up with five females whose family will allow them to leave home. I had the opportunity of talking to a group of fifteen female high school graduates in Sanaa. All fifteen indicated that they would not be able to leave Yemen to pursue their higher education. Their families will not allow them to do so. Those women who come from outside Sanaa indicated that their families will not even allow them to live in Sanaa in order to attend Sanaa University. Even the educated and elite families have a problem of sending their daughters outside the country. I had a discussion with a very educated high official trying to convince him to allow his daughter to attend school in the U.S. He would not do so until the younger brother "finishes high school so he can travel with her in order to keep an eye on her!"

The Mission's primary strategy objective aims at expanding production and productivity to increase income which will provide increased access to economic opportunities. The major path to achieve this objective is development of the nation's human resources, which the Mission sees as the backbone of its program. This is true particularly in a country where the vast majority of its population are illiterate and live in rural areas that lack basic health facilities and schools. Other goals include restoring and increasing the productivity of natural resources, increasing the availability and equitable access to services at the local level and expanding Yemen's capability to direct an accelerated flow of foreign and domestic resources into development programs and projects.

The Mission's education and training program implemented largely through the Development Training I, II and III Projects - aims at increasing the supply of skilled development planners, managers, administrators, technically trained people and faculty members available to the Yemeni public and private sectors. The Basic Education Development project provides teacher training programs, educational planning and management training. The centrally funded Improving the Efficiency of Education Systems project (I.E.E.S.) and the Basic Research and Implementation in Developing Education Systems Project (Bridges) have focussed on questions of educational efficiency and the relationship of greater efficiency to increased access. A new Education Development Support project will begin this year. It will implement a competency-based curriculum approach to Yemen primary

education, reducing educational wastage and enabling greater access to primary education within the limits of available resources.

2. Participant Training

There is a discrepancy between the numbers of U.S. participants provided by the Mission²⁰ and the numbers provided by A.I.D.'s office of training. Since this study is using the AID office of training data throughout the project, this discussion will be based on this data.

The number of trainees has been growing since 1970 more so among males than females. The number of both males and females in U.S. and third country training reached a peak in 1985, followed by a slight decline in the numbers of both males and females, although more so for females. (see Tables 21 and 22)

According to the 1987 statistics on participant training; women made up 4 percent out of the total U.S. participant training compared to 2.7 percent in third-country training.

Those undergoing training in the U.S. are sponsored under the Development Training III project where 52 (96.3%) males and 2 (3.7%) females are enrolled in academic programs and 18 (100%) males in technical programs. There are no females in third country training under this project.

The majority of training falls under the Development Training III project which emphasizes long-term graduate and undergraduate training in the U.S. and third countries. It is targeted at increasing the supply of development planners, managers, administrators and faculty members available to the public and private sectors in Yemen. The training of teacher trainers and educational administrators falls under the Basic Education Development Project. Project related participant training comes under the Agriculture Development Support Project, the Tihama Primary Health Care and the Small Rural Water Systems Project. Under these projects some short term and long term U.S. third country and in-country training for the professional staff of the ministries involved is offered. The vast majority of recipients of such training are males.

²⁰ The Mission indicated that it does not have "fine-tuned" disaggregated data requested in the telex that went to all Missions. The data provided by the Mission was collected from project records and from FSN staff with a long employment history with the Mission.

Under the Primary Health Care project, the mission has placed high priority on recruiting female primary health care workers and trainers/supervisors. The Yemenies responded to this emphasis by including several trainers/supervisors on the training plan for health workers to be sent to Egypt for short-term training. About 3 female trainers/supervisors will undergo a training program of one to two months' duration.

a. U.S. Participant Training

13 females are studying in the U.S. compared to 312 males. 6 of the 13 females are enrolled in undergraduate studies while 7 are completing their graduate studies. The majority of the males, on the other hand, are enrolled in undergraduate programs. A small percentage (16%) of the males are undergoing technical training while there are no females in technical training. The largest percentage of both males (45.9%) and females (46%) fall in the 20-29 years old category. The majority of females (53.8%) and the largest percentage of males (47.1%) are enrolled in physical sciences, engineering and computer science programs. (see Tables 23 and 24). It is expected that some of these females may have difficulties finding jobs in Yemen when they complete their U.S. training. Two of the very few returned female participants could not find jobs in the fields in which they were trained. As a result, one participant, who has a B.A. in electrical engineering, found employment at AMIDEAST/Sanaa as a program assistant. The second, who has a B.A. in computer engineering, is also employed by AMIDEAST/Sanaa as a receptionist. Their fluency in the English language was the only reason they could get these jobs. Another female returnee seeking employment in the private sector for a job in her field was turned down as it was assumed she would not be able to deal in public or travel in the content of her job.

6. Third Country Training

Only two females are in third country training. Both are enrolled in undergraduate programs. One in training and education and the other in agriculture and rural development. The males, on the other hand are mostly enrolled in technical (47.2%) lasting over twelve months in duration (55.5%). The largest percentage of them (43.1%) are enrolled in agriculture and rural development. (see Tables 23 and 24)

c. In-Country Training

The Mission's cable indicated that USAID did not support in-country training prior to FY 1987. One exception was the training of 15 to 20 male employees of the Local Councils for Cooperative Development as part of the Development Training II project in 1980. Sixty women were involved in several family - welfare workshops of approximately two weeks each. These

welfare workshops of approximately two weeks each. These workshops were funded through the ANE regional population project.

The Mission's cable indicated that other donors are involved in training women locally. For example, the Dutch and the English are focusing on village women in selected geographic areas. "The Dutch have had greater success because they have encouraged the development of a local women's association." This training is very labor-intensive and limits itself to several small rural areas only.

The Mission is coordinating efforts with the UNFPA to work with stronger existing urban-based womens' associations that will in turn offer outreach training services to rural women. The mission held a WID workshop in July 1988. The workshop proved to be successful and its recommendations are being considered by the mission. The UNFPA will provide a WID technical expert to the Women's Department of the Ministry of Labor and Social Affairs to build on the national framework for WID. USAID will work more at the local level with regional women's associations. The Taiz Association will be involved with the Local Councils for Cooperative Development in establishing a family welfare village-outreach training program, and USAID will be sponsoring some regional WID workshops with these same associations. It is anticipated that income-generation and vocational training programs may be developed as follow-ons to these regional workshops. Particular attention will be given to regions and associations that offer the greatest opportunity for immediate success, thereby providing an example of what can be accomplished elsewhere.

The Mission sees the in-country training as the most appropriate type of training at the present time. The reason, in addition to constraints mentioned in the following section, is that it is easier to deal with the various restrictions on womens' activities outside the home, and it is possible to have womens' organizations assume the responsibility for providing the training.

3. Constraints to selecting females for training outside the country

The Mission pointed out some of the obstacles to training that face Yemeni women: (1) the low literacy rate particularly among women makes it difficult to recruit women who are able to participate in training requiring literacy skills; (2) the lack of English proficiency required by programs in the U.S. and other countries. As a result of the literacy problem very few women have the required English language skills; (3) the unfavorable outlook on short term training. "Both women and men believe their training should result in a diploma that will help them in

the mobility of women outside the home and their villages or towns. Yemenies believe that women should not travel outside the country by themselves. A husband, father, or brother should accompany them since females grow up in a more sheltered environment than males; (5) Another obstacle is that training programs are "necessarily fairly labor-intensive and expensive because they require that the training staff work in isolated small villages"; (6) the high fertility rate causes mothers to be overburdened by their child care responsibilities. Mothers have no time to leave their responsibilities in order to attend training; (7) Government officials have little interest in helping women to improve their skills. The researcher observed other constraints that could be added to those identified by the Mission. These are: (1) the isolation of the women's education department at the Ministry of Education. This prevents them from being aware of the training opportunities available, participate in the selection process, and being able to inform other women; (2) the selection process of trainees is done by an all men committee. In addition, "the selection procedures for nomination of candidates is cumbersome and time consuming. It contains structural and operational constraints that restrict USAID's ability and flexibility to meet their priority training needs;"²¹ (3) females in Yemeni schools are less prepared in the sciences and math than males.²² An A.I.D. requirement for most of the development related training.

4. Strategies for Increasing Female Participation

It is of great importance not to view societal constraints as static and unchanging. The most immediate strategy, as viewed by the researcher, is to provide training opportunities for females within their social, cultural, religious and economic limitations. It is very unwise to compare the situation in Yemen with even another neighboring country such as Jordan for example. It is unrealistic to demand the increase of female participation to 20 percent or 25 percent when the Ministry of Education has a difficulty in coming up with the five female candidates that the Mission is insisting on.

The Mission has sponsored a number of WID studies and workshops seeking recommendations and alternatives where more women can benefit of A.I.D. programs. The Mission sees in-

²¹ Development Associate Inc., Cross-Sectoral Participant Training Evaluation, Conducted for USAID, ANE/DP/E, March 1988, p. 7.

²² Development Associates Inc., Ibid, p. 26.

country training as the "most appropriate at this time" for the reasons mentioned earlier. The Mission WID initiatives in 1988 largely involved policy dialogue with the government and women leaders. A national WID workshop was held in July 1988 in Sanaa financed by USAID and sponsored by the Ministry of Labor and Social Affairs. The workshops addressed the WID issues and areas of action among prominent Yemeni women, the regional associations, PVOs, the government and other donor agencies. This workshop was followed by a regional workshop in Taiz in November 1988. The Mission plans to hold two more regional workshops in 1989. The national and regional workshops provided the opportunity for women to debate their own needs and generated recommendations in the areas of education and training, institutional development, income generation, agricultural development and health education and welfare. Their recommendations will form the basis of WID initiatives by government, donors and PVOs.

The Mission plans to continue its policy dialogue with the Yemeni government about WID concerns. An important achievement of this dialogue was the permission given by the Ministry of Education to Ibb Secondary Agricultural School to accept female students. The Mission's 1989 efforts will focus on developing a strategy along with the Ministry of Education and the Central Planning Organization, to increase female participation in all USAID participant training programs. Also, the Mission plans to work with the Ministry of Health on increasing training of female primary health care providers. However, the Mission has not indicated a particular target.

JORDAN

1. Background

a. Socio-economic Overview

Jordan has the highest per capita GNP (\$1,560) in comparison to other Arab non-oil producing countries. The majority (72%) of its small population (2.7 million) live in urban areas. Jordan's estimated population growth rate is 3.2 percent to 3.7 percent, its total fertility rate is 6.8 percent, and its infant deaths in first year of life is 57 per thousand. The life expectancy at birth is 63 years for males and 66.9 years for females. Jordan's adult literacy rate in 1985 was 87 percent for males and 63 percent for females. In spite of its high population growth, Jordan has no strong policy position on family planning. This has served to reinforce the pronatalist tradition in the country.

Jordan's major economic strength has been its human resources particularly the skilled manpower that filled the Gulf States labor needs for many years and have provided Jordan with \$1 billion annually (20 percent of GNP). However, with the declining economic activity in Gulf oil producing countries, Jordan faces an unprecedented capital flight and a drought of remittances from foreign workers. Therefore, the previous shortages of labor are no longer an issue. It is estimated that Jordan's unemployment will rise from 6 percent to over 9 percent in 1990. This will affect the employment situation for women more so than men as policy makers will be less inclined to promote any increases in female labor supply or employment.

b. Educational Overview

The highest literacy rate in the Near East region is found in Jordan (excluding Israel, Lebanon and Iraq). Adult literacy rates in 1985 accounted for 63 percent for females and 87 percent for males. Women constitute two thirds of Jordan's illiterate population. However, female illiteracy is found among older women living in rural areas. Female literacy has improved a great deal since 1970 when it was 29 percent compared to 64 percent for males. Jordan is one of the countries in the world with the highest percentages of first graders completing primary schooling (97%). About 70 percent of compulsory level graduates continue their education with 68 percent of the 15-17 year old age group attending secondary schools. The majority of both males and females (80%) are enrolled in the academic as opposed to the vocational stream. The repetition and drop out rates for Jordanian female and male students attending secondary schools are low. The repetition rate is 6 percent and the drop out rate is 10 percent. During the first six years of schooling the drop out rate is higher for males than

females while the drop out rate is higher for females during the following cycle of education.²³

About 90 percent of the 6-14 year old age group (88 percent of females and 90 percent of males) are enrolled in compulsory cycle which includes the first 9 years of formal education. Gross enrollment ratios (GER) for this cycle are 99 percent for females and 98 percent for males. At the secondary education level the GER for females is 78 percent compared to 80 percent for males. Then ratios drop further at the post secondary level where it is 33.2 percent for females and 41.5 percent for males. (see Table 17).

Trends in female enrollments at the primary education level have expanded from 12 percent of total enrollment in 1922 to 42.7 percent in 1969 to 47.1 percent in 1979 to 49 percent in 1985. At the secondary level, females made 36 percent out of the total in 1970, 45 percent in 1980, and 47 percent in 1985. At the postsecondary level, females enrollments witnessed a drastic increase from 28 percent in 1969 to 40 percent in 1980 to 45 percent in 1985. At teacher training institutions, females make the majority of total enrollment (53.3 percent in 1979 and 63 percent in 1985). The vast majority of students at Jordan's community colleges are women (86 percent of total enrollment). The greatest proportion of females attending these colleges are enrolled in teacher training programs (63 percent compared to 10 percent for males). The principal fields of study for all students (males and females) attending the three universities in Jordan are liberal arts (22 percent of total enrollment). In 1983, females made up 72.4 percent of total enrollment in the humanities, education and arts while their share was 27.4 percent in law and social sciences and 28.2 percent in the sciences, engineering and agriculture. (See Table 17).

c. Labor Force Participation

Like the majority of Near Eastern countries, adequate data on employment patterns in Jordan is not available. However, based on available ILO data and other UN and World Bank sources, the majority of those in non-agricultural work (about two-thirds) are absorbed by the civil service and armed forces. In 1985, women made 12.5 percent of Jordan's labor force. The vast majority of these women work in the public sector, public administration and services. The largest number of working women

²³ Samira Harfoush (Strickland), "An Assessment of the Status of Women in Education, Labor force, and Development: The case of Jordan", a report prepared for the International Center for Research on Women, March 1980.

are found in the professional and clerical jobs. More than half of all working women are found in teaching positions. Outside of teaching, women in the public sector are mainly employed as clerks and secretaries. In the private sector, the largest number of females are found in the banking field. Women make 15 percent of total employment in this field. Most of these jobs require a university degree or a minimum of high school education. Women who work in agricultural activities in the rural areas are mostly illiterates and not wage earners as they work for their families and relatives.

The second largest concentration of female workers (20.5 percent of female labor force) are found in textiles, food processing, ready-made clothing, and chemical industries.

Female participation in the labor force increased, particularly in government service, while males migrated to Gulf oil producing countries during the oil boom. As Jordan faces lower levels of economic growth as a result of the decline in Arab donor aid and remittances from Jordanian workers in the Gulf countries and as unemployment rises from a current 6 percent to over 9 percent, women in Jordan face more difficulties than men in entering the job market. Women participation in the labor force was 19.6 percent in 1982. This participation was estimated in 1985 to be 12.5 percent. Increases in this figure will be, "difficult to achieve given the pressure of the number of new entrants in the labor market and the ability of the economy to create sufficient new jobs. Women entering the job market will have more problems in finding jobs which match their skills and will face increased competition for available jobs."²⁴ As a result, their participation rate in the labor force may drop further below the estimated 12.5 percent.

d. U.S. A.I.D. Program Strategy

By funding a series of projects to stimulate Jordanian private sector development since 1986, A.I.D. introduced the shift in the central focus of its development strategy away from capital intensive, public infrastructure projects and toward private sector development, trade and investment. A.I.D. continues to focus on the private sector as the central engine for development and growth in Jordan. In addition, A.I.D. continues to support activities in the agriculture, water, population and health sectors.

A.I.D. continues to upgrade the management capabilities in the private sector. To date, A.I.D. has supported training of over 2,000 managers in the last three years. Other private

²⁴ See the women in development section in the CDSS for Jordan, May 1986, p. 70.

sector training needs are financed under the Development Administrative Training IV project. In the past three years, the training of 500 long and short term participants has been financed by A.I.D.

The Mission's education and training strategy is designed to serve three major objectives: (1) improve market clearing of Labor Supply and demand; (2) improve the capabilities of higher education to better meet requirements of private sector development; and (3) increase the quantity and quality of Jordan's public and private sector managerial and technical manpower in areas critical to Jordan's development needs.²⁵

USAID's WID strategy is, "to encourage the government of Jordan to integrate women's concerns into its development efforts in water, health, agriculture and human resources and to encourage women to participate in training programs geared towards skills refinement and employment potential".²⁶ A.I.D.'s private sector initiatives will also attempt to identify and assist women entrepreneurs.

The Mission has constantly tried to emphasize to the Government of Jordan the importance of women participation in USAID training programs. However, these efforts have achieved limited success. The Mission is presently exploring the possibility of designing a series of in-country training programs specifically targeted for women. With proper advertising and promotion, the Mission is hoping that greater success may be achieved. The Mission did not specify the objective of the training it is designing or the number of women it expects to train.

2. Participant Training Profile

Jordan has a relatively small participant training program in comparison to other Near Eastern countries such as Egypt, Tunisia and Yemen. The number of U.S. participants has been steadily increasing with the largest increase occurring between 1980 and 1985. Third country training, however, has declined sharply from 142 in 1975 to only 3 male participants in 1987. The Mission reported that third country training of any sort has not been a significant element of the Mission's training program since the demise of Lebanon as a training locale. As a result no specific strategies or mechanisms to increase female participation in third country training have been adopted.

As in the case of Yemen, there is a discrepancy between the

²⁵ Jordan's CDSS for FY 1988, page 54.

²⁶ Jordan's CDSS for FY 1988, page 72.

numbers of participants provided by AID/Washington and the data provided by the Mission. For example, the Mission refers to the percentage of women participants out of the total under the Development Administration program as 18 percent while the AID/Washington data shows the percentage as almost 20 percent. Also, AID/Washington data shows two sets of numbers; the first shows total U.S. participants as 187 males and females and 3 male third country participants. The second (for the same FY 1987) shows the number to be 202 U.S. participants and 4 third country participants. Such inconsistency is found in all data for all countries included in this report. Since the first set of data is the only one providing detailed information on length of training, degree objectives and other variables examined under this study, the writer chose to base the analysis on this data (see Tables 25 and 26).

The vast majority of training is done under the Development Administration Training IV project, the Mission's principle training vehicle. About 88 percent of total participants are funded through this project. The only female participants are found under this project. The Mission's general efforts over the past year to promote increased participation by women under this project "have produced an overall female participation rate of 18 percent compared to 14 percent in previous years."

a. U.S. Training

The majority of female participants (82.2%) are enrolled in short term technical programs lasting up to six months of stay in the U.S. The largest percentage (46.4%) are found under the 20-29 year age group while the largest number of males (40.2%) are in the 30-39 age range. The majority of males (76.7%) are also enrolled in technical programs lasting up to three months of stay in the U.S. (see Table 27).

The largest percentage of females (35.7%) are undergoing training in the medical and health sciences field. The majority of males on the other hand are divided between economics, business and public administration and labor (35.8%) and the physical sciences, engineering and computer science (34.6%). (see Table 28).

b. Third Country Training

Prior to the Civil War in Lebanon, females made about one-third of total enrollment. After the termination of the Mission's undergraduate program in Lebanon female participation in third country training dropped substantially. As of FY 1987, there are no females under third country training. There are only three (3) males attending technical programs of three months or less.

c. In-Country Training

Until recently, the Mission has not focused heavily on in-country training. There is no available data that indicates if in-country training has previously taken place. The Mission is presently exploring the possibility of designing a series of in-country training programs specifically targeted for women. The Mission's cable did not indicate the nature of these programs or gave an estimate of the number of female candidates.

3. Constraints to Selecting Females for Training

The major obstacles to recruiting females for any type of training are: (1) their low representation in the Jordanian labor force, particularly at the middle and upper management levels, which creates a numerical bias in favor of men for participation in training programs, (2) the increasing pressure from conservative forces within the government to segregate the work place and in some cases deny employment to women. This is one of the causes of women's low representation in the work force. Another cause is the discrimination against married female workers. Some employers deny married women employment opportunities in order to avoid a labor code that require employers to provide child care facilities if more than 20 women are employed in the business, (3) the high birth rate causes a high level of movement in and out of the labor force which also creates a bias in favor of men for participation in training programs, (4) the cultural bias against unescorted travel by women, particularly in non-Islamic countries, (5) the length of training. Long programs are often difficult to arrange for women as a result of family responsibilities, and (6) the field of specialization. Aid funded training is usually in the areas of sciences and technology. A small percentage of females are found in the area of sciences and engineering, (see Table 17).

4. Strategies for Increasing Female Participation

In view of the economic recession, the trend toward religious conservatism in the area and projected increase in unemployment rates among males, the future for an increase in the percentages of females in training programs or in the labor force does not look very promising. The Mission in Amman will be facing a very sensitive and delicate challenge. USAID must take a long term strategy in promoting more females in their programs. Any aggressive efforts to increase the number of females or to recruit more females especially for training outside their country will cause the host country to get suspicious of A.I.D.'s intentions. And, as a result it will take much longer to improve the status of women in general and their participation in U.S.-funded training in particular.

to improve the status of women in general and their participation in U.S.-funded training in particular.

A.I.D.'s training programs for Jordan should be aimed at the sectors or areas where women are economically involved and/or there are opportunities for women that are considered appropriate by the social and cultural standards.

The Mission's cable indicated that no particular obstacles were encountered by the Mission when in-country training programs were conducted. The Mission also indicated that at the present time, the in-country training is the most effective way to increase female participation in Jordan. In-country training will allow greater participation by women with children and other family responsibilities and eliminates concern about unescorted travel outside the country.

EGYPT

1. Background

a. Socio-economic Overview

Egypt is the most populated country in the Arab World. Its population was over 51 million by mid 1987. Egypt's population growth is 2.7 percent and its total fertility rate is 5.4 percent. Government efforts to deal with the population problem have not resulted in a decline in Egypt's population growth rate. There is a strong cultural opposition to family planning. Since 1980, the annual population growth rate has remained stable at 2.7 and 2.8 percent. Infant deaths in first year of life is 99 per thousand.²⁷ Egypt's adult literacy rate was 30 percent for females and 59 percent for males in 1985 compared to 20 percent for females and 50 percent for males in 1970. More than half of Egypt's population live in rural areas. As a result 40 percent of Egypt's total labor force is found in the agriculture sector.

b. Educational Overview

According to 1985 data, adult literacy rate for females is 30 percent compared to 59 percent for males. Female literacy rate is much lower in rural areas particularly among older women.

At the primary level, female gross enrollment ratio is 76 percent compared to 94 percent for males. Female enrollment ratio drops to 52 percent compared to 73 percent for males at the secondary level. The ratio drops further to 14.1 percent for females at the higher education level while the enrollment ratio for males is 27.4 percent at this level.

As a percentage of total enrollment females make 42 percent at the primary level, 39 percent at the secondary level and 32 percent at the post secondary level. (See Table 17)

The largest portion of females attending post-secondary institutions is found in the areas of humanities, education and fine arts (45 percent of total enrolled in these fields). Females make 28.4 percent of total enrollment in law and social sciences and 28.3 percent of those enrolled in the natural sciences, medial sciences, engineering and agriculture (See Table 17A).

²⁷ Through child survival interventions, the Mission's most important goal for health is to reduce infant mortality to 51/1000 and child mortality to 7/1000 by 1993.

c. Labor Force Participation

Since the majority of the population live in rural areas, the agriculture sector employs a large percentage of the labor force (40 percent of total labor force). Female share of total employment is underestimated in labor force surveys. The national fertility survey in Egypt for 1980 recorded 53 percent of employed women in agriculture while the labor force survey for the same year recorded 9 percent only.

Female labor force participation increases with the increase in their educational attainment. 39 percent of women holding university education and 22 percent with secondary education were in the Labor force. In comparison, only 4 percent of women with primary education were in the Labor force.

Most recent World Bank Statistics indicate that females make up 9 percent of the total labor force while the ILO statistics for 1983 indicate this percentage to be 16.8 percent.²⁸ This data discrepancy is found throughout the countries covered under this study.

The main sectors that employ most of the Egyptian female Labor force are the agriculture sector and the services sector. The agriculture sector employs the largest number of women (40 percent of total female Labor force). Women make up 17 percent of total employment in this sector. The services sector is the second largest employer of women where 30 percent of all working females come under this sector. Females make 23.1 percent of total employment in the services sector. The Government is the main source of employment particularly for women outside the agriculture sector (see Tables 29 and 30).

d. U.S. A.I.D. Program Strategy

A.I.D.'s program concentrates in four major areas: growth while the Egyptian government goes through the difficult process of economic policy reform, improvement of economic productivity, particularly in the key section of agriculture and industry, development of human resources to provide the skilled manpower needed to manage a revitalized economy and to sustain and improve basic health and family planning services, and improved efficiency of economic infrastructure, through investments in energy.

²⁸ The same source (ILO) indicates the percentage to be 7.8 for the previous year (1982). Given the trends in female employment since 1977 (see Tables 29 and 30) it is hard to believe that within one year the number of females more than doubled in the Labor market.

A.I.D.'s total contribution for education and training has amounted to \$314 million since 1975. The major objective is to increase primary school enrollments by building schools particularly in the rural areas. The Mission aims to increase enrollment rural schools (grades 1-9) to 90 percent by 1993, with the majority of this increase among girls.

Another objective is to improve essential technical, managerial and scientific skills through training and research. The Mission's 1988-89 action plan indicated that "the Mission did not achieve A.I.D.'s goal of a 50 percent increase in participant training in the U.S. over two years. The Government of Egypt's aim has been to eliminate unnecessary overseas training. However, training will continue at about 1,000 U.S. participants per year". The plan also indicated providing in-country management training to 200 Egyptians in 1987, 300 in 1988 and 400 in 1989. Also, the plan aims at increasing the number of Egyptian Students enrolled in A.I.D.-supported intensive English language training from 520 in 1986 to 700 in 1987 and 800 in 1988.

The Country Development Strategy Statement (CDSS) for FY 1989 addresses, very briefly, the women in development issue. It predicts that USAID's new strategy in Egypt will have a more direct impact on women's participation than did previous project portfolios. Expanding activities in both agriculture and private industry, such as small-scale industry credit, agriculture credit, local development, and education programs will open up employment opportunities for women. In the short run, however, as policy changes aiming at leading the economy to productivity and growth take place, a decline in the economy will be witnessed. In such a case, the impacts of reduced income and employment opportunities will hit women first. As a result the female unemployment rate, already high, will increase. However, the CDSS states that, "an expanding economy which creates a demand for labor holds greater promise than any combination of projects for increasing the role of women in development". Since 1985, the number of participants both males and females has been gradually decreasing, more among males than females. (see Tables 31 and 33). However, Egypt still has the largest participant training program in the Near East area.

Egypt's third country program is very small compared to its' U.S. training program. In 1987 there were 39 male participants and only one female participant in third country training. The statistics for 1987 show an increase in this program since 1985 where there were 13 participants. By 1987 the number of participants grew to 40. However, the number of females decreased from 7 in 1986 to only one in 1987.

2. Participant Training Profile

Since 1975, A.I.D. has financed over 7,702 participants in academic and technical training in the United States. Women have been 17 percent of this total. About half of those trained by A.I.D. are working in agriculture, health and population.

Statistics on participant training for Egypt indicate that the number of participants in the U.S. dramatically increased between 1970 and 1985. The largest growth occurred between 1980 and 1985 as a result of the Peace Fellowship Program. This made Egypt the country with the largest participant training program in the Near East region.

a. U.S. Training

The majority of males (59.3%) and almost half of the female (49.2%) participants are undergoing training lasting over 12 months. The majority of males (51.7%) are enrolled in graduate programs while the majority of females (53%) are enrolled in technical programs. Only 3 males and 1 female are enrolled in undergraduate programs. The majority of both males (66.6%) and females (65.9%) fall under the 30-39 year old group. The largest percentage of males (43.1%) and females (36%) are specializing in the physical sciences, engineering and computer sciences. Agriculture, rural development and natural sciences are the second major field of study for males (19.3%) while medical and health Sciences is the second field of study for females (31.3%). The field of arts, humanities, education and training comes third for females, while the field of agriculture, rural development and natural sciences comes third for males (See Tables 33 and 34).

b. Third Country Training

There are 39 males and one female participants in third country training. All of them are enrolled in short term technical training lasting less than three months. This group tends to be older than the group undergoing training in the U.S. The majority of males (51.3%) fall under the 40-49 years old group while the one female is under the 50-59 year old group. One-third (36%) of the males are enrolled in the fields of economics, business and public administration and Labor. Another 36 percent of the males are enrolled in agriculture, rural development and natural sciences. A quarter of the males (25.6%) are studying arts, social sciences, humanities education and training, law and home economics. The one female is studying engineering. (See Tables 33 and 34).

c. In-Country Training

Between 1978 and 1987 A.I.D. provided \$756 million for local development/decentralization. "In urban areas of the 23 districts of greater Cairo and Alexandria, over 3,000 separate sub-activities have benefitted more than nine million Egyptians. An evaluation of these subactivities showed that sewing and day care centers supported under the program assisted women in developing skills and continuing in the Labor force."²⁹

The Mission does not have data on in-country training. However, the action plan indicates the provision of in-country management training for 200 Egyptians in 1987, 300 in 1988 and 400 in 1989. Also, the statement of Kay Davies, USAID's director of the Office of Women in Development, before the House Select Committee on Hunger, May 11, 1988, made reference to the vocational training project in Egypt. This project provides training for women in non-traditional areas of employment such as electrical motor winding, welding, and radio and television repair and maintenance. This program has graduated 205 women since 1985. The majority of these women are employed in both the public and private sector.

3. Constraints to Selecting Females for A.I.D. Training

Like in other countries of the Near East, the early marriage, high fertility rate, and high rates of illiteracy among women deprive them of many opportunities in education and training. This in turn contributes to the low status of women in society and their low representations in all sectors of the economy.

Discussions with Egyptian women in Cairo revealed that women's primary responsibility is their families. Their husbands, children and homes need them. Therefore, it is extremely hard for them to leave the country specially for long term training. "An Egyptian women doesn't like to leave her family and be alone in a foreign country" one female indicated.

USAID/Cairo has no say in the selection process of participants. Each Ministry nominates and chooses its' candidates of participants. Government policies, although not explicit, favor males who have more mobility to leave the country for training. In addition, lack of sufficient number of women at middle and upper management levels and the reluctancy of most women to leave their families do not give much choices to the Mission in selecting women for U.S. training.

²⁹ The Congressional Presentation for Egypt, p. 100.

4. Strategies for Increasing Female Participation

The Mission has no target built in their projects to meet a certain percentage of female participants. Due to social, religious and cultural constraints, the Mission has not been active in promoting female U.S. or third country training. An Egyptian female working at the Mission in Cairo indicated that the Mission should be more active in (1) familiarizing women working at the different ministries with programs available, (2) conducting orientation sessions to familiarize these women with training in the U.S. and unveil the mystery about life in the U.S. There is a need to remove fear and anxiety found among women about studying in the U.S. "We hear a woman can't walk in the street in the States", one woman mentioned, and (3) inviting previous female participants who completed training in the U.S. to talk to other women about their own experiences abroad and the educational opportunities found in the U.S., and how it could enrich their status in general and their jobs in particular.

Short term in-country training seems to be a very appropriate vehicle at the present time. It will allow women to take advantage of such opportunities and therefore improve their status while in their own country and among their families.

TUNISIA

1. Background

a. Socio-economic Overview

Like Jordan, Tunisia has a relatively high per capita GNP (\$1,190) compared to Yemen, Egypt and Morocco. More than half of its population live in urban areas. Tunisia has the lowest population growth rate (2.3%), the lowest total fertility rate (4.2%) and the lowest infant deaths in first year of life (47 per thousand) among Arab countries. Life expectancy at birth is 61 years for males and 64.8 years for females. Tunisia's adult literacy rate in 1980 was 47 percent for males and 32 percent for females.

b. Educational Overview

Data for 1985 indicates that female gross enrollment ratio (GER) at the primary level was 108 percent while the ratio for males was 118 percent. At the secondary level, the GER drops by more than half. Female GER was 33 percent compared to 46 percent at this level. Tunisia has a very large gap in GERs for both males and females particularly at the post secondary education level. At the postsecondary education level, female GER is 4 percent compared to 7.2 percent for males (see Table 15). Statistics from the Tunisian Ministry of Education indicate that in 1987 there were 1,338,905 students at the primary level of which 44.7 percent were girls. This shows a small increase since 1984 when females made 44 percent of total enrollment at this level. The same 1987 data indicates that females made 42 percent enrollment at the secondary level, an increase of 2 percent since 1984.

In 1987 there were 40,830 students at post secondary institutions in all areas of specialization. Females made a little over one-third of this total (37%). The largest percentage of females is found in the humanities, education and fine arts where females made 45.7 percent of total enrollment. Females made a little over one-fourth of total enrollment (28.4%) in law and social sciences. The areas of natural sciences, medical sciences, engineering and agriculture have witnessed the largest increase of female share since 1960, however, it still has the lowest percentage of females (28.3%).

c. Labor Force Participation

World Bank statistics indicate that females make 23 percent of the total labor force, the highest percentage in the Arab World. The same statistics also indicate a female labor participation rate of 15 percent, also the highest in the Arab

working females are under the production sector mainly in factories. Almost one-fourth of the females (23.5%) are in agriculture, 9 percent are in the service sector and a very small fraction (0.1%) are found holding jobs in the administrative and managerial field.

Only 5.4 percent of working women are in the professional and technical related field, and another 5.8 percent are found in clerical and related work. The sales sector, as in other Arab countries, has a very small percentage of females. The sales sector's share of Tunisian females is less than one percent (0.9%).

It is clear from the above mentioned statistics that the smallest percentage of women are found in the areas where USAID gets most of its U.S. participants. These areas are administration and management and science and technology.

d. U.S.A.I.D. program strategy

U.S.A.I.D.'s development strategy is directed to three critical areas of the Tunisian economy. These are support for structural adjustment, expansion of the private sector and technology exchange. The priority sectors for USAID are agriculture, the private sector and population. Project activities planned over the span of the current Action Plan include the Agricultural Policy Implementation Project and the Improved Water Resources Management Project. The training plan developed for the second project has informally set a goal for 20 female participants for U.S. training.

The Mission's human resource development strategic goal is the development of a technically skilled human resource base in fields which contribute to the achievement of structural adjustment objectives. The Mission's policy agenda includes decreasing emphasis on undergraduate training and increasing emphasis on graduate training, reducing the annual number of students pursuing degree programs, focusing on coupling labor market demand with student degree program placement, and promoting the concept of quick and sure "degree equivalency" for nontechnical degrees from accredited U.S. institutions.

2. Participant Training Profile

As the Mission was in a phase out mode for the period 1980-1985, information on participants prior to 1985 are not available. However the action plan made reference to about 105 students (44 B.S., 38 M.S. and 23 Ph.D.) who completed their training under U.S.A.I.D. training programs. Training activities come under the Agriculture Technology Transfer Project which began in 1979 and the Technology Transfer project which began in 1981. Both projects have focused on participant training in the

1981. Both projects have focused on participant training in the U.S. in the fields of management, agricultural sciences and engineering. The Agriculture Technology Transfer Project aims to train 90 participants and the Technology Transfer Project aims to train 500 participants.

Implementation experience of the Technology Transfer Program to date and data on returned participants have suggested that the program is too oriented towards undergraduate training. Also, the narrow focus on engineering and science degrees has limited flexibility of the program to respond to changing needs of the Tunisian economy. The financial means available to the program from both the Tunisian government and the U.S. government sources are increasingly limited, making the current design financially difficult to achieve in the outcoming years. As a result the annual number of students pursuing degree programs was reduced in the 1986/87 academic year. The Tunisian government has agreed to reduce the number of students from more than 500 to 400 or less by the 1988/89 academic year. Also, USAID proposes to eliminate entirely all new students starting for B.S. programs by the 1988/89 academic year while increasing emphasis on graduate training, particularly at the M.S. level. The ongoing structural adjustment process has necessitated a shift in project emphasis beginning in 1987 from science and math degrees to more advanced degrees in business, management, economics, statistic, accounting, finance and related fields. The Mission has been active in providing returned graduates with job placement assistance.

USAID/Washington's most recent statistics (1987) show the number of U.S. participants to be 634, of which 13.9 percent are females. However, the Scientific Mission of Tunisia in Washington provided statistics showing that as of November 1988 there are 420 U.S. participants, of which 15.5 percent are females. This shows that USAID is actually following the policy of reducing the number of participants and at the same time increasing the level of females participation. However, the largest number of females is found under the undergraduate studies category. Twenty-nine females are in undergraduate programs compared to 122 males. At the M.S. level, 27 females and 121 males are enrolled in graduate programs leading to this degree. Only 9 females are enrolled in graduate programs leading to the Ph.D. degree compared to 112 males. (See Tables 35 and 36).

a. 1. U.S. Training

The vast majority of males (95.4%) and almost all females (98.9%) are undergoing training lasting over 12 months. The majority of both males (57.5%) and females (54.6%) are enrolled in graduate programs. Very small percentages of both males (4.6%) and females (1.1%) are enrolled in technical

(92%) are under the 20-29 year old group. Physical sciences, engineering and computer science have been the main fields where the majority of both males (81.3%) and females (77.3%) are found. With the shift of USAID's policy towards business and economics, more students will be seen under this field. (see TABLES 37 and 38).

b. Third Country Training

Mission data makes reference to seven (one female and six males) third country participants for 1985, one female and seven males for 1986 and two females and eight males for 1987. However, USAID/Washington statistics show three males and one female participant for 1985, one male for 1986 and one male for 1987.

The 1987 Mission data indicates that all participants were enrolled in technical short term training, mainly in agriculture (4 males) urban development (1 male), and Law (3 males and 2 females). No data regarding their age or the length of the training were provided by the Mission. (see TABLES 37 and 38).

c. In-Country Training

The only data provided on in-country training is in the Mission's cable. There are more females than males receiving in-country training. The Mission data indicates that 105 males and 113 females received in-country training in 1987. Only males were enrolled in land marketing and pricing, English language training and computer programming training offered in 1987. The majority of females received training in social work and midwifery. Unfortunately the Mission's cable does not provide more details on in-country training. Also, when female data for 1987, are broken down by field of training they don't add up to the indicated 113 total.

3. Constraints to Selecting Females for Training

Obstacles faced by the Mission when recruiting women for training are similar to those found in other countries of the developing world. It is easier to recruit women for fields socially viewed as appropriate for women such as health sanitation, family planning and education. In fields where it has always been strictly for males, it becomes more necessary for both the Mission and the government "to remember women's important role in the sector, for instance agriculture, and make sure women are trained as appropriate".³⁰

³⁰ As stated in the Mission Cable.

The Mission's Cable further indicates that it has not encountered particular problems in identifying female candidates for third country or U.S. training. The Mission has sent women abroad in both 1987 and 1988 for both short-term and long-term training and expects to continue to do so. However, to date most females that are enrolled in long-term training are unmarried.

More difficulties are encountered when recruiting women for long term training, particularly married women with child care responsibilities.

4. Strategies for Increasing Female Participation

In developing its training plans for new projects, the Mission has started to informally set goals of specific number of females to be trained. For example, the target of 2 females to be trained under the new Rural-Water Institutions Project.

The Mission has noted a trend of more women being trained over the years. The Mission's cable stated that "four out of the last ten participants approved under the Mission's Technology Transfer Project were women. All three training modes are appropriate depending on the topic, educational level of participants and ultimate goal of the project. Since the Government of Tunisia is expected to pay international airfares, in some cases planning in-country training may be a more sure way of reaching project goals."

The Mission needs to monitor closely the effect of the new strategies regarding the reduction in the number of undergraduates, where the largest number of female participants is found, and the shift from science and math fields to the fields of management, economic, statistic and finance, on female participation in USAID funded training. The researcher expects that this reduction and shift may result in a reduction in the female participation level unless the Mission has a substantial increase in its in-country training and short-term U.S. training activities.

MOROCCO

1. Background

a. Socio-Economic Overview

Morocco has a relatively low per capita GNP (\$560) compared to its neighboring Arab countries. Morocco is trying to cope with the legacy of the early 1980s when its economy faltered under the combined effects of oil shocks, a prolonged drought, a protracted war in the Sahara, an inflexible economic structure, and a high foreign public debt. As a result, Morocco's real per capita income has declined from \$631 in 1981 to \$560 in 1985. This left the country well down the list of lower middle-income countries. The Congressional Presentation further states that there is still widespread poverty, unacceptably high infant mortality, and significant unemployment.

Morocco is one of the most populated countries in the Arab World with a population of over 23 million people. The majority of these people live in rural areas (66 percent). Morocco's population growth rate is 2.5 percent which has remained the same since 1970. The total fertility rate has been dramatically reduced from 7.1 percent in 1970 to 4.3 percent in 1987. Life expectancy at birth is 52 years for males and 55.2 years for females. Morocco's infant deaths in first year of life is 85 per thousand. Adult literacy rate in 1982 was 49 percent for males and 22 percent for females.

b. 2. Educational Overview

Like Tunisia, Morocco's education system is patterned after the French system at all levels. Morocco has a high drop-out rate where "among first-year Moroccan primary students (both males and females), only 2 percent will ultimately reach the final year of secondary level. And only 30 percent of those who begin the secondary level will eventually complete the final year of their secondary schooling".³¹

The largest number of females enrolled at post-secondary institutions are found in the humanities, education and fine arts (44.5 percent of total enrollment in this field). Females make one-fifth of total enrollment (21.7 percent) in the law and social sciences and a little over a quarter (27.2 percent) of

³¹ Samira Harfoush (Strickland), "Non-Traditional Training for Women in The Arab World", page 6.

total enrollment in the natural sciences, medical sciences, engineering and agriculture. (see table 17)

c. Labor Force Participation

In spite of Morocco's rather high unemployment rate, females make up 20 percent of the total labor force. World Bank statistics indicate a female labor participation rate of 12 percent, which is higher than the rate found in most Arab countries except for Tunisia.

In 1982, the last year for which census figures are available, there were 4,817,000 men and 1,181,280 women engaged in full-time, regular employment; women thus represent about 20 percent of Morocco's full-time labor force. Labor force participation rates for women by sector include over 50 percent in agriculture, 22 percent in manufacturing, and 22 percent in services. Women have been quite successful in establishing themselves in the public sector, more so than in the private sector. Still there is a long way to go to assure the full realization of Moroccan women's social and economic potential and several key areas in which USAID can intervene.³²

d. 4. U.S.A.I.D. program strategy

A.I.D.'s Country Development Strategy (CDSS) for Morocco focuses on five areas: increased economic growth, increased food supply, reduced population growth, improved child survival, and improved management of energy and natural resources. Improved illiteracy and education have not been selected by the Mission as an integral part of its program strategy. The reasons for this, as indicated in the CDSS, include the pressing need in Morocco to concentrate limited resources on a few critical areas that potentially have high economic yields in the short term. Also, the substantial involvement of the World Bank and the French in the education sector weaken the case for future USAID involvement.

USAID's human resource development strategy focuses on upgrading the managerial, analytical and technical expertise of Moroccans engaged in the development process. USAID/Morocco is expanding its support of both long-term and short-term training in the U.S. to comply with the Agency's increased emphasis on participant training. The fields in which training opportunities are provided include management, administration, finance and high technology such as science and energy.

³² USAID/Morocco Action Plan for FY 1988, p. 41.

The CDSS refers to the recent efforts to broaden the Moroccan public's knowledge of U.S. training opportunities which have resulted in a great increase in interest and demand. USAID continues to provide English Language Training which has resulted in a great increase in interest and demand. However, the CDSS did not indicate whether there was more or less interest among females.

USAID/Morocco strategy regarding women in development realizes that there is a great deal to be done to improve the role of women in all sectors. Agriculture is a key sector in the USAID/Morocco strategy. It is estimated that over 50 percent of subsistence agriculture is carried out by women, although women here appear to have a limited role, particularly in terms of decision making. Moreover, the decision making role that women do have, appears to decline as the scale and profitability of the production system increases. Nevertheless, women are directly involved in agricultural activities, particularly the care of livestock. The most common activities carried out by women include collecting weeds from the fields for fodder, cleaning stables, watering the animals, milking and caring for poultry and other small animals and, most importantly, gathering firewood and water. Although women do sometimes work in the hand harvesting of cereals, this tends to be limited to poorer households, and only when paid workers who are strangers to the family are not involved. In some cases, women may be paid as agricultural workers. However, they generally work only for members of their kinship group. The wages earned are usually given to the household head (as are the wages earned by male dependents in the household). When they are paid, women receive somewhat less than men for the same tasks.

Several of the Mission projects are looking at how to improve the role of women in all sectors. In the energy sector, the Household Energy Study subproject of the Energy Planning Assistance project is studying women's use of and need for energy in the household. This study will lead to recommendations as to how to better meet the energy needs at the household level. A Peace Corps study, funded by USAID, is measuring the time women spend gathering firewood. This study will provide recommendations on developing a strategy to minimize this time and thus free women for more productive activities. A special study is being conducted under the Drought Recovery Credit project on women's access to agricultural credit and how the National Agricultural Credit Bank (CNCA) can increase that access.

The Mission works to negotiate changes in the laws, policies, and practices which affect women during project development, implementation, and evaluation processes. Two such changes have recently been effected. First, the Mission

negotiated a 30 percent minimum target for women participants in the recent amendment of the Sector Support Training project. Second, in the recent drafting of legal statutes for the new Export Credit Insurance Organization, the Mission successfully negotiated the removal of a clause stating that married women stockholders had to be represented by their husbands at the general assembly of stockholders.

In addition to the Sector Support Training Project, several of the Mission projects have a direct impact upon women as target beneficiaries. In the health and population sector, women and children are the major beneficiaries of project activities. In the agriculture sector, women are important beneficiaries of the Agronomic Institute project. Approximately 20 percent of the students of Morocco's Agronomic Institute are women, and 10 percent of the participant trainees under the project are women.

2. Participant Training

Training is of special concern to USAID/Morocco. A major objective of the Mission's strategy is to upgrade GOM managerial, analytical and technical expertise through participant training opportunities. The majority of training is done through the Sector Support Training Project which was initiated in FY 1983 as a six-year project. Later, this project was extended through FY 1993 in response to the increased demand of the GOM for long- and short-term training particularly in the U.S. The Mission has negotiated a 30 percent minimum target for women participants in the recent amendment of the Sector Support Training Project. This increase represents a 10 percent increase over the past average participation of women in the project. The Congressional Presentation for Morocco indicates that the Sector Support Training Project "provides training for 210 long-term, graduate level participants in the U.S. and approximately 550 short-term participants in the U.S. and third countries, as well as in-country training opportunities to more than 1000 individuals." However, USAID statistics show that there are only 314 participants, of which 15 percent are women, in U.S. training and 15 third-country participants, of which females make 20 percent. (See Tables 39 and 40.)

a. U.S. Training

The majority of males in U.S. training are enrolled in graduate academic long-term programs (59%), while the majority of females (53%) are enrolled in technical programs lasting over 12 months in length. The majority of both males (59.3%) and females (62%) tend to be young, falling under the 20-29 years old age group. (See Table 41.)

The largest percentage of males are found in the area of agriculture, rural development and natural sciences (30.2 percent

of all males in U.S. training) while the largest percentage of females are found in the area of physical sciences, engineering and computer science (32 percent of all females in U.S. training). (See Table 42.)

b. Third Country Training

Third country training for females has been very limited since 1970. In 1970, there were two females (3.2%) in third country training compared to 60 males (96.8%). By 1975 there were no third country training participants. In 1980, three males (75%) and one female (25%) were in third country training. By 1975, the number of male participants grew to 16 (64.1%) while the number of females remained the same: one female (5.9%). The number of male participants slightly decreased to 12 (30%) by 1987 while the number of females increased to 3 participants (20%). (see Table 40).³³

All participants (males and females) are enrolled in technical programs. All three females and the majority of the males (92%) are enrolled in short term training averaging less than three months duration. Half of the males (50%) and the majority of the females (66.7%) fall within the 30-39 years old age group.

The majority of the males (58.3%) are enrolled in the arts, social sciences, humanities, education and training, law and home economics while the females are evenly distributed between the arts, social sciences, humanities, education and training, law and home economics (33.3%), economics, business administration and labor (33.3%) and agriculture, rural development and natural sciences (33.3%). (see Tables 41 and 42)

c. In-Country Training

The Mission began entering data into the participant training information system (PTIS) in 1979. Therefore, data on participants training prior to that are not available from the Mission. Also, PTIS does not include data on in-country training. In-country training activities have been rather minimal over the past years, therefore, there is no evident trend so far. The Mission's best estimate on total number of in-country trainees since 1980 revealed that 74 males

³³ Data provided by the Mission differs from the above data provided by USAID/Washington. The Mission's data indicates a total number of 8 (all males) third country trainees for FY 1980, 18 (95%) males and 1 (5%) female for FY 1985, 21 (95%) males and 1 (5%) female for FY 1986 and 7 (88%) males and 1 (12%) female for FY 1987.

(no females) received in-country training in 1985. In 1986, 72 males and one female received in-country training in 1985. In 1987, the number of in-country trainees decreased to 42 males and 3 females.

The Mission's breakdown of in-country trainees by project for FY 1987 indicated that under the Sector Support Training project, 8 males (no females) received training in management. Under the Planning, Economics and Statistics for Agriculture Project, 11 males and one female received training in computer software and 23 males and 2 females received training in statistical analysis systems.

Males tend to benefit the most from in-country training. The total number of in-country trainees since 1985 has been 188 (98%) males and only 4 (2%) females.

In its Country Development Strategy Statement, the Mission indicated that it will support periodic in-country training seminars with the assistance of existing Moroccan institutions such as the National School of Public Administration, the National Business School (ISCAE), the Applied Statistics School and other similar institutions. Training takes place through a general participant training program (Sector Support Training) and through individual projects in the key sectors. The latter may decline somewhat over the period, as major institution-strengthening projects are completed. However, the general participant training program will be significantly strengthened.

3. Constraints to Selecting Females for Training

A major constraint to selecting females for any type of training offered under USAID programs is the small pool of professional women employed by the government of Morocco. Very few women are employed by the departments concerned with AID-funded programs. For example, only one woman is employed by the department concerned with implementing the TRAWL Survey development and management project. She was awarded a scholarship for Canada at the time of program development. The Mission pointed out the fact that the female trainees who participated in their in-country training programs under both agriculture projects, were the only professional women in their respective departments.

The Mission also indicated that the Government of Morocco is reluctant to nominate candidates for training in developing countries in the region, due to the generally higher educational level of Moroccan officials. Therefore, most third country training sponsored by USAID has been in France. Additional reasons for this are the low English level of potential candidates, and the capability of French training institutions to offer programs specially designed for French speaking

Mediterranean countries. The Mission further indicates that due to A.I.D.'s legal restrictions on training in Europe, USAID does not encourage third country training, either for male or female candidates.

4. Strategies for Increasing Female Participation

Prior to 1986, a 25 percent minimum quota was effective for the sector support training project. No specific quota was effective for technical projects with training components. As of FY 1986 USAID requires a 30 per cent minimum quota for female participants in all training activities, in-country and overseas. For technical projects trainees are drawn from staff available in the specific departments of the counterpart Ministry. Women are usually encouraged to participate. For the Sector Support Training Project, both the public and private sector can submit proposals for in-country training programs. These programs are reviewed by a project committee which takes female participation into account in reviewing these proposals. Such proposals are submitted on specially designed forms which include information on the percentage of female participation. The government of Morocco usually encourages the nomination of females when announcing training opportunities. Also, special attention is given to the nomination of females specifically for the long term U.S. Training.

Over the past 17 years, the Mission has gone from no quota to a 30 percent quota. The Mission management closely follows the developments in numbers of female participants under the Sector Support Training Project (SSTIP). The increase from 25 to 30 percent was made at the time the life of project for the SSTIP was extended and funding was provided for increased numbers of participants. The Mission indicated that it is highly feasible that it will reach the 30 percent target with the appropriate increased efforts. However, the Mission did not provide any information regarding the nature of these efforts given the small population of professional women employed by the Government of Morocco.

Since the pool of eligible female trainees (professional women employed by the government) is very small, the only way the Mission can meet its target of 30% is either by extending training, particularly in-country training, to women holding less professional jobs, offering training to women in rural areas with little or no literacy skills or overcoming the English requirement by sending more females to France. Given USAID's legal restrictions on training in Europe, the most appropriate mode of training is the in-country training particularly in areas where women holding semi-professional jobs can participate in the training.

The Mission indicates in its cable that U.S. long- and

short-term training, as well as in-country training are the most appropriate modes of training at the present time.

IV. SUMMARY OF FINDINGS AND CONCLUSIONS

1. Regional Trends

A regional comparison indicates that there is substantial variability in the type of training in which women typically participate. It is, therefore, difficult to generalize in explaining the differing female participation rates without an in-depth analysis of each region's socio-cultural, educational and development backgrounds. However, it was suggested by Agency staff that the project portfolio and program approach relative to each regional bureau might account for some of the differences in female participation rates. For example, the LAC and Africa Bureaus, which have generally performed better in recruiting females than the other regions, have important regional training projects with designated targets for female participation. These projects also have provisions for enforcing these targets at the central level in Washington. While this might explain why some missions try harder to recruit females, it does not explain the lower rate of female participation in the program overall.

The cross-regional comparison, however, revealed that LAC has the highest female literacy rate, enrollment ratios (higher than the world's average), and participation at all levels of education. The lowest female literacy rate was in the Near East region, which also have the largest difference between female and male enrollment ratios.

Female participation in the labor force is underestimated in all regions since most women are engaged in unpaid work, such as family farming. It also tends to be lower in urban nonagricultural areas. The female participation rate decreases with urbanization since women need higher levels of education to enter the labor force. Women are generally found in jobs classified as appropriate for women. These jobs include teaching, nursing and clerical work, most of which are not defined as development related according to USAID training programs.

Participant training programs require a certain level of education. In most cases, a high school degree is the minimum requirement. Participants are usually civil servants that are nominated by their governments.

The Near East region is the only region where most of the U.S. female participants are enrolled in graduate programs. In contrast, the majority of the LAC females enrolled in U.S. training are in short term programs of three months or less. The largest percentage of Near Eastern female participants are found in the physical sciences, engineering and computer science, while the majority of female participants from other regions are found in the traditional fields of arts, humanities, law, social

sciences, education, training and home economics.

The Near East region also has the smallest third-country training program compared to other regions. LAC has the highest rate of female participation in both third country and U.S. training, even though it has a female labor force participation rate almost the same as that of the Near East region. This situation requires special attention and a thorough examination. The major question should be "what do we train for"?

A comparison of socio-economic indicators of selected Near Eastern countries suggests that countries with higher per capita GNP, literacy and educational levels, and lower fertility, population growth and infant mortality have better records of including women in A.I.D.-funded training programs. For example, Yemen has the lowest female literacy rate, and the highest infant mortality and fertility rates. As a result, it has the lowest female participation in the USAID participant training program.

The size of the program in each of these countries and the nature of training available (physical sciences, technology, social sciences...etc.) also plays a very important role in determining the level of female participation. Female participation increases with program size. For example, Egypt has lower per capita GNP, lower literacy rates and higher population growth and infant mortality rates than Jordan. But, because of its larger A.I.D. participant training program, female participation is slightly higher. Tunisia has more positive socio-economic indicators than Jordan. However, as a result of the nature of the available training (mainly science and technology), female participation is limited.

There are other factors that influence the level of Near Eastern female participation. The early marriage of females and the high birth rate, for example, reduce their availability for full participation in the training offered. The process for selecting candidates and the location of training also significantly influences the participation of females in AID-funded training.

A more detailed and sophisticated analysis is needed for each country to determine which factors, or combination thereof, might correlate with female participation rates in A.I.D.-funded training. For example, despite the variability in socio-cultural and economic conditions among the various Near Eastern countries profiled in the previous section, there are common patterns with regard to the generally-acknowledged lower status of women in their respective societies and their low participation in A.I.D.-funded programs. Identification of these common patterns will help in the formulation of policies to increase female participation in A.I.D. programs.

The initial targets set forth in the proposed Congressional Bill may be achievable in some countries in the different regions. However, they are far too ambitious for a number of the countries. If anything, the number of female U.S. participants may decrease, not increase, for some of these countries. It is extremely difficult to generalize across regions and even across countries within the same region. Available data and knowledge of socio-cultural and religious norms and traditions, indicates that each country must be analyzed within its own social, cultural, religious, economic and political context and constraints. And, while some of these factors and constraints might be shared within the same region or even across regions, each country represents a unique situation, as was demonstrated by the case studies for both the Near East and Asia regions.

The following findings are based on the individual experience of these countries, which may not necessarily apply equally to all countries or to the region as a whole.

2. Constraints

The experience of these countries suggests that there are commonly shared socio-cultural, institutional and logistical constraints to recruiting females for USAID training programs, many of which similarly limit female involvement in the overall development process in these societies. For example, low levels of female participation in the education system have resulted from traditional cultural beliefs and practices, which give males a comparative educational and professional advantage. Socioeconomic disparities between males and females are fairly typical in the developing world and are reinforced by deep-rooted cultural patterns, such as Islamic and extra-Islamic beliefs and practices, which severely restrict females' activities. In all these societies, the role of women has been traditionally associated with the household, as wife and mother, and female education and career opportunities are subordinate to those for males.

The successful recruitment of female candidates for A.I.D. training depends on the target audience and the type of training available in terms of content, level and location. A.I.D. has traditionally targeted mid-level public sector technicians, managers and policymakers in areas related to the USAID development strategy for the host country, although A.I.D. is increasingly emphasizing private sector training. Yet, the pool of eligible female candidates for public sector training is already quite small in each of these countries. Most women live in rural areas, are engaged in agricultural work, have large families, and have low levels of literacy and education. Moreover, the small percentage of women enrolled in secondary and higher education programs tend to pursue studies in traditional fields that are least relevant to their countries' social and

economic development needs, such as fine arts and the humanities. Also, vocational training programs for women are generally geared to traditional female activities like sewing and knitting, kitchen gardening, poultry raising and secretarial skills.

Moreover, female participation in professional jobs is also extremely low. Women are poorly represented at the middle and upper management levels in government service, where much of A.I.D. training takes place. Women in government service generally are clustered in traditional areas, such as health and education, and in low-level jobs. The content, location and level of training can thus significantly influence the female participant rate. For example, a country with a major development focus on health and education will have more female representation in the training program than a country where the focus is on science and technology, which are traditionally male domains.

A.I.D. emphasizes the training of developing country scientists, technicians, administrators and managers. Women's presence in these categories is extremely limited in Near Eastern Countries. It is unrealistic to expect a female participation of 30-40 percent, when women constitute less than 10 percent of total employment in these categories.

In addition to target audience and type of training, the location of training also influences the degree of female participation. Most of the missions indicated that there were fewer obstacles to recruiting women for in-country programs than for U.S. or third-country training. While most A.I.D. training in the U.S. or third countries requires basic educational qualifications as well as English or other language proficiency, in-country training tends to be more informal with less stringent educational requirements. Thus, the pool of candidates for in-country training programs is much greater in these countries than the pool for external participant training. Interestingly, there did not seem to be significantly larger proportions of women in third-country programs than in U.S. training, suggesting that constraints to leaving the country are similar, despite the distances involved.

Religious, cultural and logistical considerations may further restrict the recruitment of females for A.I.D. training in general. Low levels of literacy, for example, limit females' access to information on training program opportunities. Women may also have difficulty obtaining this information, which is often distributed through male-dominated channels. Other factors include the reluctance of families or husbands to permit their wives or daughters to travel alone, whether to nearby towns for in-country training, or out of the country for short or long periods. Many women may find it difficult to leave their homes due to their household and childcare responsibilities. A lack of

adequate facilities, such as transportation or separate housing, may deter women from attending in-country programs, especially in sex-segregated societies.

In Arab societies, the misinterpretation of Islam and cultural and social attitudes toward women hinder female development more than the respective constitutions or laws. These attitudes include the beliefs that women should be segregated from men and that women can learn everything they need to know from their mothers at home. Therefore, formal schooling is not a necessity for girls. In addition, the honor of an Arab family has been represented by the purity of its women. The most disgraceful and shameful event that could befall the family would be for a daughter to lose her virginity prior to marriage. Men have the responsibility to protect women, and, hence, the family honor. As a result, women are kept in protective environments. Girls are not strong enough to protect themselves, so they must be kept at home, much less sent abroad to study. Early marriage is desirable, since it minimizes morals-related problems. A girl's education and development, on the other hand, might have negative effects on their personalities and morals and, hence, decrease their chances in the marriage market. Education will introduce girls to new ideas and knowledge and may lead them to question their families and husbands. Women's education is only looked upon as an enrichment experience necessary to prepare them for marriage and childbearing.

In addition to the above, Arab countries have always given priority to the education and training of males. Families regard investment in the education and training of their sons as more positive than investing in the education and training of their daughters. Female participation has also been lessened by the inability of women's organizations to act as effective pressure groups in effecting policies and promoting educational and training programs for women.

3. Strategies and Mechanisms

Host governments in all of the countries examined above have demonstrated formal support of women in development activities, and some have established departments within ministries devoted to the interests and needs of women. In response to A.I.D. policy pronouncements on Women in Development, Missions have also begun to adopt various strategies for incorporating women into Mission program activities. In addition to women-specific sectoral projects, Missions have generally found training to be a useful vehicle for integrating women into the overall program. A review of selected projects in each of these countries suggested a variety of mechanisms successfully used by Missions to increase the participation of women in their training programs.

General training projects, which are currently being implemented in each of the countries profiled above, tend to be more flexible than sector-specific projects and appear to have been more successful in recruiting female participants. Each of these projects contains some provision for including women as targets, either in terms of a specified percentage of total number trained and/or funding levels. Target percentages range from no specific quota, such as in Egypt, Jordan and Tunisia, to specific targets of 25 percent in Yemen and 30 percent in Morocco.

Missions have used different approaches to increase the number of female participants in their programs. In Jordan, for example, the Mission is exploring the possibility of designing a series of in-country training programs specifically targeted for women. Other Missions, such as Morocco and Yemen, went from no quota to substantial quotas, 30 percent and 25 percent respectively. The Mission in Morocco negotiated with the government a 30 percent minimum target for women participants in the recent amendment of the Sector Support Training Project. Also, in drafting the legal statutes for the new Export Credit Insurance Organization, the Mission successfully negotiated the removal of a clause stating that married women stockholders had to be represented by their husbands at the general assembly of stockholders.

Missions in Morocco and Yemen seem to be the most concerned with WID issues. Both Missions have held workshops seeking recommendations and alternatives whereby more women can benefit from A.I.D. programs. They have been engaged in policy dialogue about WID concerns with the government and with women leaders from both the private and public sectors. Assessing the constraints to increasing female participation and seeking alternatives to disseminating information to women on available training are among the main objectives. In Yemen, one of the Mission's efforts to increase female participation included accepting a female trainee with less than the 500 minimum score in the TOFEL test. Also, encouraging spouse training programs. The Yemen Mission's 1989 efforts will focus on developing a strategy, along with the MOE and the CPO, to increase female participation in all USAID participant training programs.

V. RECOMMENDATIONS FOR INCREASING FEMALE PARTICIPATION

Based on the foregoing review of A.I.D. experience in providing training opportunities to women in the Near East region, the following recommendations are made for consideration by the ANE Bureau and individual Missions:

1. Any USAID efforts and strategies to increase female participation in training programs, particularly (U.S. training) in the Near Eastern Arab countries, have to be approached with caution. These efforts should be low key and non-threatening to the traditions of these cultures, especially since Islamic traditions are becoming stronger in these countries.
2. A.I.D. should emphasize on women specific programs that provide training in-country and focus on areas or specializations that contribute to the economic and social development of the country, yet are dominated by women.
3. Missions should consider developing a Country Training Strategy as a vehicle for improving the efficient utilization of the host country's human resources. This plan should be developed with host government officials, local women's organizations, and women and men representatives from both the public and private sectors. In developing this strategy, a training needs assessment for women should be undertaken to identify the areas and level of training required for their potential employment. The resulting document could provide Missions with a useful tool for a policy dialogue with host governments.
4. Missions should develop an annual Country Training Plan which would include specific training slots for women, based on the training needs assessment and country training strategy. Missions might consider linking the annual allocation of project funds, where appropriate, to the nomination of female candidates by the host government in fulfillment of the plan's training targets.
5. Operational guidelines with detailed action steps should be provided to field missions for designing and implementing training activities that encourage a greater participation of women. The guidelines would be based on the findings from this study and include project success stories as models for consideration. (See "Gender Issues in Latin America and the Caribbean: Integrating Women into Development Programs," 1986.)

6. Innovative ways of ensuring a greater participation of women should be built into the project design. Consideration should be given to such mechanisms as establishing realistic target percentages for women, providing scholarships or other cash incentives, spouse training, the construction of special facilities where necessary, and other provisions for female participants where appropriate.
7. The private sector should be considered in the design of special training activities for women, as well as for the recruitment of females in general. Activities such as training for business owners or managers can help women in established businesses without conflicting with local traditions and customs.
8. Since most organizations and particularly most women do not know about available A.I.D. training programs (and most of those who do know have fears about participating in U.S. training), A.I.D. Missions should play a more active role in organizing A.I.D./local government-initiated information campaigns. These campaigns could include workshops and seminars in the different parts of each country, that provide information to correct the negative image many nationals have of studying and living in the U.S. Current and ex-female participants could talk about their experiences. The audience should not only be women, however. It should include men as they are the ones who make the final decision of whether or not the women can receive the training.

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TABLE 3

U.S. Participants and Percentage of Female for Selected Years by Region (1970-1987)

YEAR	NEAR EAST		ASIA		AFRICA		LATIN AM. & CARIBBEAN	
	TOTAL	% FEMALE	TOTAL	% FEMALE	TOTAL	% FEMALE	TOTAL	% FEMALE
1970	1,598	13.0	2,553	10.1	21	14.3	1,020	5.8
1975	1,307	12.0	1,726	10.1	27	11.1	414	6.0
1980	841	19.5	1,175	18.5	513	16.8	408	15.7
1985	3,963	15.2	1,798	13.4	3,296	19.7	3,801	26.8
1986	3,941	16.0	2,554	14.1	3,515	20.7	5,617	28.1
1987	3,563	17.6	3,253	12.6	3,488	22.4	7,204*	35.4

* The total number of participants for this region varies among tables from the same source (AID/OIT).

TABLE 4

U.S. Participants: Percentage of Change
for Males and Females (1970-1987)

YEAR	NEAR EAST		ASIA		AFRICA		LATIN AM. & CARIBBEAN	
	% OF CHANGE		% OF CHANGE		% OF CHANGE		% OF CHANGE	
	% MALE	% FEMALE	% MALE	% FEMALE	% MALE	% FEMALE	% MALE	% FEMALE
1970								
1975	-17	-25	-41	-51	33	0	-60	-58
1980	-41	5	266	578	1,679	2,767	-12	156
1985	397	266	45	31	520	653	709	1,489
1986	-2	5	45	53	5	12	45	55
1987	-11	-1	30	15	-3	8	15	61

TABLE 5

Third Country Participants and Percentage of Female for
Selected Years by Region (1970-1987)

YEAR	NEAR EAST		ASIA		AFRICA		LATIN AM. & CARIBBEAN	
	TOTAL	% FEMALE	TOTAL	% FEMALE	TOTAL	% FEMALE	TOTAL	% FEMALE
1970	1,105	8.7	1,751	6.6	3	33.3	607	4.6
1975	435	5.5	765	4.4	3	33.3	176	6.3
1980	303	10.2	816	7.1	18	11.1	330	3.9
1985	170	15.3	629	15.9	401	26.9	313	24.0
1986	124	8.1	790	15.4	397	24.6	301	21.9
1987	137	5.8	953	13.4	660	14.1	358	32.7

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TABLE 6

Third Country Participants:
Percentage of Change for Males and Females (1970-1987)

YEAR	NEAR EAST		ASIA		AFRICA		LATIN AM. & CARIBBEAN	
	% OF CHANGE		% OF CHANGE		% OF CHANGE		% OF CHANGE	
	% MALE	% FEMALE	% MALE	% FEMALE	% MALE	% FEMALE	% MALE	% FEMALE
1970								
1975	-59	-75	-2	-67	0	0	-72	-61
1980	-34	29	-88	-67	700	100	92	18
1985	-47	-16	453	1,325	1,731	5,300	-25	-92
1986	-21	-61	64	118	-15	36	-1	-12
1987	13	-20	22	5	127	-38	3	77

TABLE 7

Age Distribution for U.S. Participants

By Sex and Region (1987)

AGE RANGE	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
UNDER 20	18	.6	26	4.1	5	.2	0	0	4	.1	2	.3	144	3.1	154	6.0
20-29	1102	37.5	281	45.0	359	12.6	66	16.0	543	20.0	209	26.7	1681	36.2	1139	44.6
30-39	1178	40.1	226	36.1	953	33.5	172	42.0	1255	46.4	369	47.1	1415	30.4	660	25.8
40-49	287	9.8	53	8.5	815	28.7	107	26.0	1413	15.3	103	13.0	544	11.7	231	9.1
50-59	82	2.8	8	1.3	271	9.5	32	7.8	55	2.0	22	2.8	171	3.7	59	2.3
60-69	8	.3	0	0	8	.3	2	.5	6	.2	2	.3	23	.5	10	.4
70-79	0	0	0	0	0	0	0	0	0	0	0	0	4	.1	2	.1
NO BIRTH DATE	263	8.9	31	5.0	432	15.2	31	7.6	433	16.0	77	9.8	668	14.3	299	11.7
TOTAL	2938	100.0	625	100.0	2843	100.0	410	100.0	2704	100.0	784	100.0	4650	100.0	2554	100.0

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TABLE 8
Age Distribution for Third Country
Participants By Sex and Region (1987)

AGE RANGE	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
UNDER 20	1	.8	0	0	1	.1	0	0	1	.2	0	0	2	.8	0	0
20-29	4	3.1	0	0	34	12.6	7	5.5	47	8.3	11	11.8	18	7.5	11	9.4
30-39	21	16.3	3	37.5	192	33.5	40	31.2	96	16.9	33	35.5	85	35.3	45	38.5
40-49	26	20.1	1	12.5	110	28.7	24	18.8	38	6.7	13	14.0	35	14.5	19	16.2
50-59	12	9.3	1	12.5	14	9.5	7	5.5	8	1.4	1	1.1	14	5.8	7	6.0
60-69	3	2.3	0	0	0	.3	0	0	2	.4	0	0	1	.4	1	.9
70-79	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NO BIRTH DATE	62	48.1	3	37.5	474	15.2	50	39.0	375	66.1	35	37.6	86	35.7	34	29.5
TOTAL	129	100.0	625	100.0	825	100.0	128	100.0	567	100.0	93	100.0	241	100.0	117	100.0

TABLE 9

Degree Objective for U.S. Participants
By Sex and Region (1987)

DEGREE OBJECTIVE	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
TECHNICAL	946	32.2	219	35.1	1736	61.0	240	58.5	1041	38.5	309	39.4	3370	72.5	1933	75.7
UNDERGRADUATE	633	21.5	174	27.8	42	1.5	1	.2	573	21.2	187	23.9	781	16.8	449	17.6
GRADUATE	1359	46.3	232	37.1	1065	37.5	169	41.3	1095	40.5	288	36.7	499	10.7	172	6.7
TOTAL	2938	100.0	625	100.0	2843	100.0	410	100.0	2704	100.0	784	100.0	4650	100.0	2554	100.0

TABLE 10

Degree Objective for Third Country
Participants By Sex and Region

DEGREE OBJECTIVE	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
TECHNICAL	91	70.5	6	75.0	567	68.7	72	56.3	472	83.2	90	96.7	192	79.7	105	89.7
UNDERGRADUATE	18	14.0	2	25.0	138	16.7	36	28.1	55	9.7	1	1.1	3	1.2	0	0
GRADUATE	20	15.5	0	0	120	14.6	20	15.1	40	7.1	2	2.2	46	19.1	12	10.3
TOTAL	129	100.0	8	100.0	825	100.0	128	100.0	567	100.0	93	100.0	241	100.0	117	100.0

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TABLE 11
U.S. Training (1987)
Length of Training

LENGTH OF TRAINING	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
< 3 MONTHS	570	19.4	123	19.7	1218	42.8	166	40.5	838	31.0	273	34.8	2764	59.5	1653	65.0
3-6 MONTHS	62	2.1	28	4.5	318	11.2	50	12.2	107	4.0	17	2.2	348	7.5	124	5.0
6-12 MONTHS	194	6.6	51	8.1	139	4.9	21	5.1	95	3.5	21	2.7	212	4.6	138	5.4
> 12 MONTHS	2112	71.9	423	67.7	1198	42.1	181	44.2	1669	61.5	473	60.3	1316	28.4	626	24.6
TOTAL	2938	100.0	625	100.0	2843	100.0	410	100.0	2704	100.0	784	100.0	4640*	100.0	2541*	100.0

*AID data shows the total to be 7181 instead of 7204 shown in all other tables

TABLE 12
Length of Training for Third Country
Participants By Sex and Region (1987)

DEGREE OBJECTIVE	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
< 3 MONTHS	85	66.0	6	75.0	409	49.6	52	40.6	371	65.4	84	90.3	168	69.7	83	71.0
3-6 MONTHS	0	0	0	0	95	11.5	8	6.3	56	9.8	1	1.1	17	7.1	13	11.1
6-12 MONTHS	4	3.0	0	0	35	4.2	5	3.9	19	3.4	2	2.2	14	5.8	6	5.1
> 12 MONTHS	40	31.0	2	25.0	286	34.7	63	49.2	121	21.4	6	6.4	42	17.4	15	12.8
TOTAL	129	100.0	8	100.0	825	100.0	128	100.0	567	100.0	93	100.0	241	100.0	117	100.0

TABLE 13

Major Field of Study for U.S. Participants
By Sex and Region (1987)

MAJOR FIELD OF STUDY	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ARTS, HUMANITIES, LAW, SOC. SCIENCE, EDUCA- TION & TRAINING, HOME ECONOMICS	250	8.5	100	16.0	350	12.3	113	27.5	455	16.8	296	37.8	1072	23.1	918	36.1
ECONOMICS, BUSINESS ADMIN., PUBLIC ADMIN., LABOR	412	14.0	96	15.4	772	27.2	119	29.0	756	28.0	184	23.5	1269	27.4	748	29.4
PHYSICAL SCIENCE ENGINEERING, COMPUTER SCIENCE	1515	51.6	248	39.7	1010	35.5	74	18.0	584	21.6	80	10.2	793	17.1	216	8.5
MEDICAL & HEALTH SCIENCES	274	9.3	115	18.4	170	6.0	52	12.6	243	9.0	134	17.1	326	7.1	195	7.7
AG., RURAL DEV., NATURAL RESOURCES	436	14.8	46	7.3	513	18.0	52	12.6	640	23.6	80	10.1	796	17.1	193	7.6
URBAN STUDIES, ARCHITECTURE, & TRANSPORTATION	43	1.5	15	2.4	24	.8	9	2.1	24	.9	8	1.0	378	8.1	263	10.4
OTHER	8	.3	5	.8	4	.1	1	.2	2	.1	2	.3	5	.1	8	.3
TOTAL	2938	100.0	625	100.0	2843	100.0	410	100.0	2704	100.0	784	100.0	4639*	100.0	2541*	100.0

TABLE 14

Major Field of Study for Third Country Participants
By Sex and Region (1987)

MAJOR FIELD OF STUDY	NEAR EAST				ASIA				AFRICA				LATIN AM. & CARIBBEAN			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ARTS, HUMANITIES, LAW, SOC. SCIENCE, EDUCA- TION & TRAINING, HOME ECONOMICS	35	27.1	2	25.0	40	4.8	30	23.0	69	12.2	27	29.0	33	13.7	59	50.4
ECONOMICS, BUSINESS ADMIN., PUBLIC ADMIN., LABOR	29	22.5	2	25.0	199	24.1	15	11.7	56	9.8	13	14.0	35	14.5	12	10.2
PHYSICAL SCIENCE ENGINEERING, COMPUTER SCIENCE	6	4.7	0	0	180	21.8	12	9.4	95	16.8	6	6.5	20	8.3	4	3.4
MEDICAL & HEALTH SCIENCES	6	4.7	2	25.0	44	5.3	42	32.8	81	14.3	41	44.0	39	16.1	21	18.0
AG., RURAL DEV., NATURAL RESOURCES	53	41.0	2	25.0	307	37.2	26	20.3	257	45.3	4	4.3	98	40.6	18	15.3
URBAN STUDIES, ARCHITECTURE, & TRANSPORTATION	0	0	0	0	48	5.8	5	3.9	9	1.6	2	2.2	1	.4	48	41.0
OTHER	0	0	0	0	0	0	0	0	0	0	0	0	1	.4	3	2.7
TOTAL	129	100.0	8	100.0	825	100.0	128	100.0	567	100.0	93	100.0	241	100.0	117	100.0

TABLE 15

Gross Enrollment Ratios For Males And Females At All Levels
of Education For Selected Near Eastern Countries

COUNTRY (YEAR)	PRIMARY			SECONDARY			TERTIARY		
	% FEMALE	% MALE	% TOTAL	% FEMALE	% MALE	% TOTAL	% FEMALE	% MALE	% TOTAL
BAHRAIN (1975)	85	107	96	55	51	52	3.1	1.9	2.3
(1984)	109	112	110	79	85	82	13.4	8.1	10.4
EGYPT (1975)	60	89	75	31	55	43	8.3	18.5	13.5
(1983)	72	94	84	46	70	58	14.1	27.4	21
JORDAN (1975)	—	—	—	—	—	—	—	—	—
(1983)	99	98	99	78	80	79	33.2	41.5	37.4
KUWAIT (1975)	85	99	92	61	71	66	11.2	7.1	9
(1984)	102	105	103	79	85	82	20.3	12.4	15.6
MOROCCO (1975)	45	78	62	12	21	16	1.2	5.2	3.2
(1985)	63	98	81	25	38	31	5.2	12.0	9
YEMEN (1975)	7	50	29	1	8	4	0.1	1.6	0.7
(NORTH) (1983)	22	112		3	17		0.2	2.5	1.2
OMAN (1975)	24	63	44	0.5	2	1	—	—	—
(1984)	72	93	83	19	40	30	—	—	—
QATAR (1975)	107	116	111	56	48	52	11.2	2.4	4.4
(1984)	118	123	121	76	61	68	30.7	11.3	18.3
SAUDI ARABIA (1975)	43	72	58	15	28	22	4.1	6	1.8
(1983)	58	77	68	29	47	38	7.9	11.2	9.8
TUNISIA (1975)	78	116	97	15	28	21	2.1	6.3	4.2
(1985)	108	127	118	33	46	39	4	7.2	6
U.A.E. (1975)	97	104	101	29	36	33	NA	NA	NA
(1984)	97	97	97	65	52	58	13.9	4.8	7.8

Source: UNESCO Statistical Yearbooks for Relevant Years

TABLE 16

Percentage of Females
Out of Total Enrollment at all Levels
in Selected Near Eastern Countries

COUNTRY	(YEARS)	PRIMARY	SECONDARY	TERTIARY
BAHRAIN	(1975)	44	48	53
	(1984)	49	47	56
EGYPT	(1975)	38	34	30
	(1983)	42	39	32
JORDAN	(1975)	46	41	33
	(1984)	49	47	44.8 (1985)
KUWAIT	(1975)	46	45	57
	(1984)	49	47	53.8 (1985)
MOROCCO	(1975)	36	33	19
	(1984)	38	39	31.2 (1987)
NORTH YEMEN	(1975)	10.8	8.8	7.4
	(1986)	21.4	11	10
OMAN	(1975)	27	16	--
	(1984)	42	31	36.8 (1987)
QATAR	(1975)	48	48	57
	(1984)	48	50	61
SAUDI ARABIA	(1975)	36	33	20
	(1983)	42	37	39.2 (1985)
TUNISIA	(1975)	39	34	26
	(1984)	44	40	37 (1987)
U.A.E.	(1975)	45	37	48
	(1984)	48	48	58

Sources: ALESCO Statistical Yearbook, 1985/1986 (in Arabic)
 UNESCO Statistical Yearbooks, 1986 and 1987
 Yemeni Ministry of Education Statistical Yearbook, 1986 (in Arabic)

TABLE 17

**DISTRIBUTION OF STUDENTS IN HIGHER EDUCATION IN SELECTED
NEAR EASTERN COUNTRIES BY FIELD OF STUDY
(1959 - 1985)**

COUNTRY	FIELD OF STUDY						TOTAL	
	Humanities, Education and Fine Arts		Law and Social Sciences		Natural Sciences, Medical Sciences, Engineering and Agriculture			
	Total	%F	Total	%F	Total	%F	Total	%F
BAHRAIN								
1970	289	52.0	-	-	-	-	289	52.0
1974	337	77.0	104	53.0	228	8.0	669	50.0
1980	317	82.0	797	44.0	794	22.0	1,908	41.2
1984	1,153	76.2	1,095	27.5	1,987	60.2	4,235	56.1
EGYPT								
1960	25,630	23.0	38,587	13.0	41,169	9.0	196,830	17.0
1965	36,119	31.0	59,393	22.0	79,733	15.0	175,245	21.0
1970	49,488	35.0	65,924	31.0	102,866	17.0	218,278	27.0
1974	100,467	37.0	134,076	31.0	146,474	22.0	381,017	29.0
1980	144,529	43.4	193,805	28.2	185,621	26.8	528,751	31.8
1983	183,767	45.7	243,719	28.4	179,760	28.3	607,246	33.6
JORDAN								
1960	891	27.0	-	-	91	-	982	24.0
1965	1,880	-	515	-	350	-	3,107	27.0
1970	2,427	31.0	1,423	19.0	668	49.0	4,518	30.0
1974	5,792	34.0	1,310	35.0	2,200	30.0	9,302	33.0
1980	15,856	70.0	10,509	23.0	9,008	32.0	36,549	45.6
1983	18,641	72.4	17,657	27.4	18,086	28.2	55,104	42.8

TABLE 17 -- Page 2

COUNTRY	FIELD OF STUDY						TOTAL	
	Humanities, Education and Fine Arts		Law and Social Sciences		Natural Sciences, Medical Sciences, Engineering and Agriculture			
	Total	%F	Total	%F	Total	%F	Total	%F
KUWAIT								
1966	230	54.0	102	29.0	86	94.0	418	42.0
1970	1,171	62.0	965	41.0	313	43.0	2,449	51.0
1974	2,759	69.0	1,736	50.0	1,305	55.0	5,800	60.0
1980	2,986	52.7	6,184	58.0	3,982	56.0	13,630	57.0
1984	6,455	63.3	7,518	53.3	6,500	46.7	20,473	54.0
LEBANON								
1959	2,710	24.0	2,228	28.0	1,862	16.0	6,800	23.0
1965	8,115	27.0	9,272	10.0	2,957	22.0	20,345	19.0
1969	19,467	30.0	14,108	13.0	4,482	20.0	38,529	23.0
1980	14,823	57.0	47,498	31.0	16,321	31.0	79,073	36.0
1983	19,249	52.5	36,913	30.6	15,658	31.1	71,820	37.0
MOROCCO								
1960	1,115	-	2,498	-	1,052	-	4,665	-
1965	3,352	17.0	3,988	7.0	1,656	14.0	8,996	12.0
1970	7,421	21.0	5,989	12.0	2,687	15.0	16,097	17.0
1974	9,868	25.0	15,274	16.0	8,950	13.0	34,092	18.0
1980	33,656	30.5	33,666	20.3	19,409	23.5	86,731	25.0
1984	44,086	44.5	33,511	21.7	40,173	27.2	117,770	32.1
QATAR								
1976	910	57.4	-	-	-	-	910	57.4
1980	2,020	64.5	-	-	249	40.6	2,269	47.0
1984	3,898	61.6	240	100.0	486	38.7	4,624	61.0

TABLE 17 -- Page 3

COUNTRY	FIELD OF STUDY						TOTAL	
	Humanities, Education and Fine Arts		Law and Social Sciences		Natural Sciences, Medical Sciences, Engineering and Agriculture			
	Total	%F	Total	%F	Total	%F	Total	%F
SAUDI ARABIA								
1960	954	-	270	-	82	-	1,306	-
1965	2,244	4.0	536	5.0	498	-	3,275	4.0
1970	2,987	15.0	3,639	6.0	1,866	-	8,492	8.0
1974	11,886	21.0	3,263	11.0	4,623	-	19,772	15.0
1980	39,626	35.0	8,347	14.5	12,392	17.6	62,074	28.0
1983	56,340	42.1	10,976	22.7	20,505	23.3	87,821	35.2
SYRIA								
1960	4,391	28.0	7,388	11.0	2,591	17.0	14,370	17.0
1965	14,520	21.0	12,585	13.0	5,548	14.0	32,653	17.0
1970	14,196	29.0	11,945	13.0	14,396	12.0	40,537	18.0
1974	19,396	30.0	14,554	16.0	30,144	17.0	64,094	21.0
1980	46,190	46.0	23,865	21.0	64,512	21.0	135,077	29.7
1983	47,343	52.1	31,645	21.7	72,354	24.2	151,342	32.4
TUNISIA								
1960	1,138	30.1	467	15.0	983	19.0	2,588	23.0
1965	3,189	23.0	1,526	12.0	1,518	19.0	6,233	19.0
1970	4,403	-	2,667	-	3,277	-	10,347	-
1975	5,800	33.0	4,554	20.0	7,186	23.0	17,540	26.0
1980	8,630	38.2	8,450	28.6	14,747	25.4	31,827	30.0
1983	9,126	40.1	9,476	32.7	15,475	28.8	34,077	32.9
1987	11,787	44.0	10,508	37.0	18,535	33.0	40,830	37.0
N. YEMEN								
1970	10	20.0	47	0.0	4	0.0	61	3.0
1975	1,000	4.0	1,328	7.0	80	21.0	2,408	10.0
1980	1,292	16.3	2,962	8.0	265	24.0	4,519	11.0

Source: Compiled and computed from UNESCO Statistical Yearbooks for relevant years.

TABLE 18

FEMALE PARTICIPATION RATES IN U.S. TRAINING FOR SELECTED
NEAR EASTERN COUNTRIES

(FY 1970 - 1987)

COUNTRY	1970		1975		1980		1985		1986		1987	
	Total	% Female										
EGYPT	28	14.3	57	15.8	781	16	1677	14.2	1482	15.2	1233	17.1
JORDAN	76	6.6	83	3.6	97	10.3	170	11.2	158	10.1	187	15
JORDAN-W. BANK	1	100	1	100	79	22.8	196	19.4	192	19.3	174	18.4
LEBANON	3	0	10	0	2	0	9	66.7	3	66.7	1	100
MOROCCO	68	1.5	32	0	253	12.6	281	12.1	303	12.9	314	15
OMAN	—	—	—	—	—	—	13	0	26	7.7	33	24.2
TUNISIA	139	3.6	99	5.1	102	7.8	686	14	716	14.2	634	13.9
YEMEN	8	25	32	9.4	163	4.9	372	7	352	4.5	325	4

TABLE 13
 FEMALE PARTICIPATION RATES IN THIRD COUNTRY TRAINING FOR SELECTED
 NEAR EASTERN COUNTRIES

(FY 1970 - 1987)

COUNTRY	1970		1975		1980		1985		1986		1987	
	Total	% Female										
EGYPT	16	0	—	—	18	16.7	13	15.4	33	21.2	40	2.5
JORDAN	124	11.3	142	4.9	4	0	2	0	—	—	3	0
JORDAN-W. BANK	—	—	—	0	—	—	1	0	—	—	—	—
LEBANON	73	15.1	59	0	—	—	1	100	—	—	—	—
MOROCCO	62	3.2	—	—	4	25	17	5.9	13	7.7	15	20
OMAN	—	—	—	—	—	—	—	—	—	—	—	—
TUNISIA	14	0	3	0	2	0	4	25	1	0	1	0
YEMEN	9	0	75	0	85	0	96	9.4	72	2.8	74	2.7

TABLE 20

Distribution of Students by Area of Specialization
At Sanaa University
1986-1987

FIELD OF STUDY	MALE		FEMALE		TOTAL	
	#	%	#	%	#	%
Law & Islamic Sharia	4721	98.3	83	1.7	4804	32.6
Arts	1254	83	256	17	1510	10.2
Sciences	469	77.4	137	22.6	606	4
Education	1770	82	388	18	2158	14.6
Commerce & Economics	4183	89.2	505	10.8	4688	31.7
Engineering	394	90	44	10	438	2.9
Medicine	182	79	49	21	231	1.6
Agriculture	348	98	6	2	354	2.4
TOTAL	13321	90	1468	10	14789	100

Source: Yemeni Ministry of Education Statistical Year Book, 1988,
(in Arabic).

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TABLE 21
U.S. Training: 1970-1987
YEMEN

YEAR	MALE			FEMALE			TOTAL
	TOTAL	% OF TOTAL	% OF CHANGE	TOTAL	% OF TOTAL	% OF CHANGE	
1970	6	75	--	2	25	--	8
1975	29	90.6	383	3	9.4	50	32
1980	155	95.1	434	8	4.9	167	163
1985	346	93	123	26	7	225	372
1986	336	95.5	-3	16	4.5	-38	352
1987	312	96	-7	13	4	-19	325

TABLE 22
Third Country Training: 1970-1987

YEAR	MALE			FEMALE			TOTAL
	TOTAL	% OF TOTAL	% OF CHANGE	TOTAL	% OF TOTAL	% OF CHANGE	
1970	9	100	--	0	0	0	9
1975	75	100	733	0	0	0	75
1980	85	100	13	0	0	0	85
1985	87	90.6	2	9	9.4	--	96
1986	70	97.2	-20	2	2.8	-78	72
1987	72	97.3	3	2	2.7	0	74

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TABLE 23
Length of Training, Degree Objectives and
Age Range of Participants: 1987 "YEMEN"

LENGTH OF TRAINING	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
0-3 MONTHS	42	13.5	0	0	29	40.3	0	0
3-6 MONTHS	2	.6	0	0	0	0	0	0
6-12 MONTHS	2	.6	0	0	3	4.2	0	0
OVER 12 MONTHS	266	85.3	13	100	40	55.5	2	100
TOTAL	312	100	13	100	72	100	2	100

DEGREE OBJECTIVE	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
TECHNICAL	50	16	0	0	34	47.2	0	0
UNDERGRADUATE	161	51.6	6	46	18	25	2	100
GRADUATE	101	32.4	7	54	20	27.8	0	0
TOTAL	312	100	13	100	72	100	2	100

AGE RANGE	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
20-29 YEARS	143	45.9	6	46	4	5.6	0	0
30-39 YEARS	80	25.6	4	30.8	9	12.5	0	0
40-49 YEARS	7	2.2	0	0	2	2.8	0	0
50-59 YEARS	1	.3	0	0	0	0	0	0
NO BIRTHDATE	81	26	3	23.2	57	79.1	2	100
TOTAL	312	100	13	100	72	100	2	100

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TABLE 24

Participant's Field of Study: 1987

"YEMEN"

FIELD OF STUDY	U. S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
ARTS, SOCIAL SCIENCES, HUMANITIES, EDUCATION & TRAINING, LAW & HOME ECONOMICS	38	12.1	4	30.7	17	23.6	1	50
ECONOMICS, BUSINESS ADMINISTRATION, PUBLIC ADMINISTRATION AND LABOR	61	19.6	1	7.7	13	18.1	0	0
PHYSICAL SCIENCES, ENGINEERING AND COMPUTER SCIENCE	147	47.1	7	53.8	5	6.9	0	0
MEDICAL AND HEALTH SCIENCES	22	7.1	0	0	6	8.3	0	0
AGRICULTURE, RURAL DEVELOPMENT AND NATURAL SCIENCES	42	13.5	0	0	31	43.1	1	50
URBAN STUDIES, ARCHITECTURE AND TRANSPORTATION	2	.6	1	7.8	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	312	100	13	100	72	100	2	100

TABLE 25

U.S. Training: 1970-1987

"JORDAN"

YEAR	MALE			FEMALE			TOTAL
	TOTAL	% OF TOTAL	% OF CHANGE	TOTAL	% OF TOTAL	% OF CHANGE	
1970	71	93.4		5	6.6		76
1975	80	96.4	13	3	3.6	-40	83
1980	87	89.7	9	10	10.3	233	97
1985	151	88.8	74	19	11.2	90	170
1986	142	89.9	-6	16	10.1	-16	158
1987	159	85	12	28	15	75	187

TABLE 26

Third Country Training: 1970-1987

YEAR	MALE			FEMALE			TOTAL
	TOTAL	% OF TOTAL	% OF CHANGE	TOTAL	% OF TOTAL	% OF CHANGE	
1970	110	88.7		14	11.3		124
1975	135	95.1	23	7	4.9	-50	142
1980	4	100	-97	0	0	0	4
1985	2	100	-50	0	0	0	2
1986	0	0	0	0	0	0	0
1987	3	100	50	0	0	0	3

TABLE 27
Length of Training, Degree Objectives and Age Range of Participants: 1987
"JORDAN"

LENGTH OF TRAINING	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
0-3 MONTHS	98	61.6	12	42.9	3	100	0	0
3-6 MONTHS	18	11.3	10	35.7	0	0	0	0
6-12 MONTHS	3	2	1	3.6	0	0	0	0
OVER 12 MONTHS	40	25.1	5	17.8	0	0	0	0
TOTAL	159	100	28	100	3	100	0	100

DEGREE OBJECTIVE	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
TECHNICAL	122	76.7	23	82.2	3	100	0	0
UNDERGRADUATE	0	0	0	0	0	0	0	0
GRADUATE	37	23.3	5	17.8	0	0	0	0
TOTAL	159	100	28	100	3	100	0	100

AGE RANGE	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
20-29 YEARS	11	7	13	46.4	0	0	0	0
30-39 YEARS	64	40.2	8	28.6	1	33.3	0	0
40-49 YEARS	50	31.4	0	0	2	66.7	0	0
50-59 YEARS	4	2.5	1	3.6	0	0	0	0
NO BIRTHDATE	30	18.9	6	21.4	0	0	0	0
TOTAL	159	100	28	100	3	100	0	100

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TABLE 28

Participant's Field of Study: 1987

"JORDAN"

FIELD OF STUDY	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
ARTS, SOCIAL SCIENCES, HUMANITIES, EDUCATION & TRAINING, LAW & HOME ECONOMICS	24	15	5	17.9	1	33.3	0	0
ECONOMICS, BUSINESS ADMINISTRATION, PUBLIC ADMINISTRATION AND LABOR	57	35.8	5	17.9	1	33.3	0	0
PHYSICAL SCIENCES, ENGINEERING AND COMPUTER SCIENCE	55	34.6	4	14.3	0	0	0	0
MEDICAL AND HEALTH SCIENCES	6	3.8	10	35.7	0	0	0	0
AGRICULTURE, RURAL DEVELOPMENT AND NATURAL SCIENCES	13	8.2	3	10.7	1	33.3	0	0
URBAN STUDIES, ARCHITECTURE AND TRANSPORTATION	4	2.6	1	3.5	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	159	100%	28	100%	3	100%	0	100%

TABLE 29

Female Share of Total Employment by Industry in Egypt
1977-1983

INDUSTRY	Total & % F	1977	1978	1979	1980	1981	1982	1983
Agriculture, Hunting & Fish ing	Total	4,189,900	3,975,800	4,002,000	4,151,900	4,006,300	3,950,000	4,722,000
	%F	3.0	2.3	1.1	1.5	1.9	1.8	17.0
Mining, Quarry- ing	Total	19,900	35,700	22,800	19,900	20,600	21,400	32,800
	%F	1.0	8.6	5.2	10.5	4.8	8.8	5.7
Manufacturing	Total	1,353,400	1,427,800	1,531,900	1,439,000	1,577,400	1,550,100	1,697,000
	%F	5.1	5.5	5.6	5.2	5.3	5.7	14.9
Electricity, gas, water	Total	52,400	68,700	65,700	83,200	69,400	75,800	100,100
	%F	10.8	7.5	6.2	5.6	7.2	6.9	6.9
Construction	Total	334,300	384,900	448,500	425,600	515,200	563,900	619,100
	%F	1.5	1.3	1.3	1.4	1.8	1.8	2.4
Trade, Restaurants & Hotels	Total	914,800	912,800	918,400	884,300	848,100	919,400	1,019,100
	%F	5.0	5.2	6.1	5.4	5.7	6.8	17.1
Transport, Storage, Communication	Total	428,000	467,300	488,400	503,300	552,300	570,800	570,700
	%F	3.6	4.0	3.8	5.4	5.3	4.4	4.6
Financing, Insurance, Real Estate, Busi- ness Services	Total	107,500	107,000	116,800	126,800	131,100	150,100	149,200
	%F	18.6	15.4	18.7	16.0	15.4	20.3	24.8
Community, Social & Perso- nal Services	Total	1,798,000	1,785,500	1,820,400	1,981,800	2,046,100	2,158,900	2,428,200
	%F	18.6	18.6	19.0	19.2	21.0	20.9	23.1
Activities not adequately defined	Total	—	282,500	150,400	183,300	179,200	154,200	187,800
	%F	—	50.6	33.7	33.8	38.9	30.2	33.2
Total	Total	9,198,200	9,448,000	9,565,300	9,799,100	9,945,700	10,114,600	11,526,000
	%F	6.8	7.8	6.6	7.0	7.8	7.8	16.8

Source: ILO Statistical Yearbook, 1986.

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TABLE 30

Female Employment by Occupation in Egypt

1977-1983

OCCUPATION	Total & % F	1977	1978	1979	1980	1981	1982	1983
Professional, Technical & related workers	Total	726,000	941,200	942,300	990,400	1,102,000	1,129,000	1,267,100
	%F	26.4	26.4	27.5	28.4	29.0	27.9	30.1
Administrative & Managerial Workers	Total	131,300	157,700	134,900	135,800	175,900	202,600	235,800
	%F	9.7	10.5	11.7	12.3	16.7	15.5	16.1
Clerical & related workers	Total	642,200	712,400	705,600	784,900	841,300	870,200	981,800
	%F	22.4	21.6	23.3	24.9	27.0	26.6	29.5
Sales Workers	Total	707,000	707,300	678,000	658,500	610,600	670,900	744,300
	%F	4.8	4.4	5.8	4.7	4.5	6.0	20.1
Service Workers	Total	839,600	800,600	795,700	866,300	843,100	901,700	927,300
	%F	8.6	8.1	6.8	6.2	6.4	5.3	8.6
Agriculture, Animal Husband- ry & Forestry Workers, Fish- ermen & Hunters	Total	3,973,800	3,876,600	3,902,100	4,095,000	3,947,500	3,872,500	4,638,900
	%F	1.5	2.2	1.0	1.4	1.8	1.7	17.1
Production & related work- ers, Transport equipment operators & laborers	Total	2,058,500	2,170,300	2,406,700	2,268,200	2,425,300	2,467,700	2,730,500
	%F	2.3	2.6	2.6	2.2	1.8	2.4	7.7
Workers not classifiable by Occupation	Total	137,800	81,900	—	—	—	—	300
	%F	46.0	100.0	—	—	—	—	33.3
Total	Total	9,198,200	9,448,000	9,565,300	9,799,100	9,945,700	10,114,600	11,526,000
	%F	6.8	7.9	6.7	7.0	7.8	7.9	16.9

Source: ILO Statistical Yearbook, 1986.

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TABLE 31

U.S. Training: 1970-1987

"EGYPT"

YEAR	MALE			FEMALE			TOTAL
	TOTAL	% OF TOTAL	% OF CHANGE	TOTAL	% OF TOTAL	% OF CHANGE	
1970	24	85.7		4	14.3		28
1975	48	84.2	100	9	15.8	25	57
1980	656	84	1267	125	16	1289	781
1985	1439	85.8	119	238	14.2	90	1677
1986	1257	84.8	-13	225	15.2	-5	1482
1987	1022	82.9	-19	211*	17.1	-6	1233

* The mission data indicates this number to be 218.

TABLE 32

Third Country Training: 1970-1987

YEAR	MALE			FEMALE			TOTAL
	TOTAL	% OF TOTAL	% OF CHANGE	TOTAL	% OF TOTAL	% OF CHANGE	
1970	16	100		0	0	0	16
1975	0	0	0	0	0	0	0
1980	15	83.3	-6	3	16.4		18
1985	11	84.6	-26	2	15.4	-33	13
1986	26	78.8	136	7	21.2	250	33
1987	39	97.5	50	1	2.5	-86	40

TABLE 33

Length of Training, Degree Objectives and Age Range of Participants: 1987

"EGYPT"

LENGTH OF TRAINING	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
0-3 MONTHS	237	23.2	61	29	39	100	1	100
3-6 MONTHS	14	1.4	7	3.3	0	0	0	0
6-12 MONTHS	165	16.1	39	18.5	0	0	0	0
OVER 12 MONTHS	606	59.3	104	49.2	0	0	0	0
TOTAL	1022	100	211	100	39	100	1	100

DEGREE OBJECTIVE	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
TECHNICAL	492	48	112	53	39	100	1	100
UNDERGRADUATE	3	.3	1	.5	0	0	0	0
GRADUATE	527	51.7	98	46.5	0	0	0	0
TOTAL	1022	100	211	100	39	100	1	100

AGE RANGE	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
20-29 YEARS	99	9.7	34	16.2	0	0	0	0
30-39 YEARS	681	66.6	139	65.9	4	10.3	0	0
40-49 YEARS	147	14.4	29	13.7	20	51.3	0	100
50-59 YEARS	68	6.7	6	2.8	14	35.9	1	0
NO BIRTHDATE	27	2.6	3	1.4	1	2.5	0	0
TOTAL	1022	100	211	100	39	100	1	100

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TABLE 34

PARTICIPANTS' FIELD OF STUDY: 1987

"EGYPT"

FIELD OF STUDY	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
ARTS, SOCIAL SCIENCES, HUMANITIES, EDUCATION & TRAINING, LAW & HOME ECONOMICS	109	10.7	36	17.1	10	25.6	0	0
ECONOMICS, BUSINESS ADMINISTRATION, PUBLIC ADMINISTRATION AND LABOR	66	6.5	13	6.2	14	36	0	0
PHYSICAL SCIENCES, ENGINEERING AND COMPUTER SCIENCE	441	43.1	76	36	0	0	1	100
MEDICAL AND HEALTH SCIENCES	192	18.8	66	31.3	0	0	0	0
AGRICULTURE, RURAL DEVELOPMENT AND NATURAL SCIENCES	197	19.3	17	8	14	36	0	0
URBAN STUDIES, ARCHITECTURE AND TRANSPORTATION	16	1.5	3	1.4	0	0	0	0
OTHER	1	.1	0	0	1	2.4	0	0
TOTAL	1022	100%	211	100%	39	100%	1	100%

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TABLE 35
U.S. Training: 1970-1987
"TUNISIA"

YEAR	MALE			FEMALE			TOTAL
	TOTAL	% OF TOTAL	% OF CHANGE	TOTAL	% OF TOTAL	% OF CHANGE	
1970	134	96.4	--	5	3.6	--	139
1975	94	94.9	-30	5	5.1	0	99
1980	94	92.2	0	8	7.8	60	102
1985	590	86	527	96	14	1100	686
1986	614	85.8	4	102	14.2	6.3	716
1987	546	86.1	-11	88	13.9	-14	634

TABLE 36
Third Country Training: 1970-1987

YEAR	MALE			FEMALE			TOTAL
	TOTAL	% OF TOTAL	% OF CHANGE	TOTAL	% OF TOTAL	% OF CHANGE	
1970	14	100		0	0		14
1975	3	100	-79	0	0	0	3
1980	2	100	-33	0	0	0	2
1985	3	75	50	1	25	0	4
1986	1	100	-67	0	0	0	1
1987	1	100	0	0	0	0	1

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TABLE 37
Length of Training, Degree Objective and Age Range of Participants: 1987
"TUNISIA"

LENGTH OF TRAINING	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
0-3 MONTHS	23	4.2	1	1.1	1	100	0	0
3-6 MONTHS	1	.2	0	0	0	0	0	0
6-12 MONTHS	1	.2	0	0	0	0	0	0
OVER 12 MONTHS	521	95.4	87	98.9	0	0	0	0
TOTAL	546	100	88	100	1	100	0	100

DEGREE OBJECTIVE	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
TECHNICAL	25	4.6	1	1.1	1	100	0	0
UNDERGRADUATE	207	37.9	39	44.3	0	0	0	0
GRADUATE	314	57.5	48	54.6	0	0	0	0
TOTAL	546	100	88	100	1	100	0	100

AGE RANGE	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
20-29 YEARS	472	86.5	81	92	0	0	0	0
30-39 YEARS	0	0	0	0	0	0	0	0
40-49 YEARS	65	12	5	5.7	0	0	0	0
50-59 YEARS	6	1	0	0	1	100	0	0
NO BIRTHDATE	3	.5	2	2.3	0	0	0	0
TOTAL	546	100	88	100	1	100	0	100

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TABLE 38

Participants' Field of Study: 1987

"TUNISIA"

FIELD OF STUDY	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
ARTS, SOCIAL SCIENCES, HUMANITIES, EDUCATION & TRAINING, LAW & HOME ECONOMICS	8	1.5	2	2.3	1	100	0	0
ECONOMICS, BUSINESS ADMINISTRATION, PUBLIC ADMINISTRATION AND LABOR	43	7.8	13	14.7	0	0	0	0
PHYSICAL SCIENCES, ENGINEERING AND COMPUTER SCIENCE	444	81.3	68	77.3	0	0	0	0
MEDICAL AND HEALTH SCIENCES	6	1.2	1	1.1	0	0	0	0
AGRICULTURE, RURAL DEVELOPMENT AND NATURAL SCIENCES	43	7.8	4	4.6	0	0	0	0
URBAN STUDIES, ARCHITECTURE AND TRANSPORTATION	1	.2	0	0	0	0	0	0
OTHER	1	.2	0	0	0	0	0	0
TOTAL	546	100%	88	100%	1	100%	0	100%

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TABLE 39
U.S. Training: 1970-1987
"MOROCCO"

YEAR	MALE			FEMALE			TOTAL
	#	% OF TOTAL	% OF CHANGE	#	% OF TOTAL	% OF CHANGE	
1970	67	98.5		1	1.5		68
1975	32	100	-52	0	0	0	32
1980	221	87.4	591	32	12.6	310	253
1985	247	87.9	12	34	12.1	6	281
1986	264	87.1	7	39	12.9	15	303
1987	267	85	1	47	15	21	314

TABLE 40
Third Country Training: 1970-1987

YEAR	MALE			FEMALE			TOTAL
	#	% OF TOTAL	% OF CHANGE	#	% OF TOTAL	% OF CHANGE	
1970	60	96.8		2	3.2		62
1975	0	0	0	0	0	0	0
1980	3	75	-95	1	25	-50	4
1985	16	94.1	433	1	5.9	0	17
1986	12	92.3	-25	1	7.7	0	13
1987	12	80	0	3	20	200	15

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TABLE 41
Length of Training, Degree Objectives and Age Range of Participants: 1987
"MOROCCO"

LENGTH OF TRAINING	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
0-3 MONTHS	86	32	18	38.3	11	92	3	100
3-6 MONTHS	8	3	2	4.3	0	0	0	0
6-12 MONTHS	5	2	3	6.4	1	8	0	0
OVER 12 MONTHS	169	63	24	51	0	0	0	0
TOTAL	268	100	47	100	12	100	3	100

DEGREE OBJECTIVE	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
TECHNICAL	110	41	25	53	12	100	3	100
UNDERGRADUATE	0	0	0	0	0	0	0	0
GRADUATE	158	59	22	47	0	0	0	0
TOTAL	268	100	47	100	12	100	3	100

AGE RANGE	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
20-29 YEARS	159	59.3	29	62	0	0	0	0
30-39 YEARS	19	7.1	9	19	6	50	2	66.7
40-49 YEARS	3	1.1	0	0	2	16.7	0	0
50-59 YEARS	87	32.5	9	19	0	0	0	0
NO BIRTHDATE	0	0	0	0	4	33.3	1	33.3
TOTAL	268	100	47	100	12	100	3	100

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TABLE 42

Participants' Field of Study: 1987

"MOROCCO"

FIELD OF STUDY	U.S. TRAINING				THIRD COUNTRY TRAINING			
	MALE		FEMALE		MALE		FEMALE	
	#	%	#	%	#	%	#	%
ARTS, SOCIAL SCIENCES, HUMANITIES, EDUCATION & TRAINING, LAW & HOME ECONOMICS	27	10.1	9	19.1	7	58.3	1	33.3
ECONOMICS, BUSINESS ADMINISTRATION, PUBLIC ADMINISTRATION AND LABOR	73	27.3	13	27.6	0	0	1	33.3
PHYSICAL SCIENCES, ENGINEERING AND COMPUTER SCIENCE	78	29.1	15	32	1	8.3	0	0
MEDICAL AND HEALTH SCIENCES	7	2.6	1	2.1	0	0	0	0
AGRICULTURE, RURAL DEVELOPMENT AND NATURAL SCIENCES	81	30.2	9	19.2	4	33.4	1	33.3
URBAN STUDIES, ARCHITECTURE AND TRANSPORTATION	2	.7	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	268	100%	47	100%	12	100%	3	100%

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