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**GUIDELINES FOR INCREASING FEMALE
PARTICIPATION IN A.I.D. TRAINING PROGRAMS
FOR ASIA AND THE NEAR EAST**

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PREFACE

The experience in Asian and Near East countries suggests that there are commonly shared constraints to recruiting women for A.I.D. training programs. Missions are faced with the challenge of overcoming these obstacles in their efforts to facilitate the movement of women into key technical, managerial and leadership positions. Enabling equitable access to training opportunities is fully consistent with the ANE Bureau's Open Markets and Open Societies objectives and with the Bureau's commitment to human resource development in these regions.

These guidelines to increase the participation of women in A.I.D. training programs in Asia and Near East countries are an important tool for development practitioners responsible for planning and implementing training activities. The suggested strategies and approaches contained in the guidelines represent mission experience in addressing female training issues. The author developed this report by reviewing project documents and consulting with mission staff.

We are grateful to ANE Mission staff for providing information about their programs, as well as reviewing the final draft guidelines. We also appreciate the suggestions made by Agency offices in the regional Bureaus, PPC, S& T, and the Office of International Training.

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EXECUTIVE SUMMARY

These guidelines were developed to help A.I.D. staff and contractors increase the participation of women from Asia and the Near East in U.S., third country, and in-country training programs. Mission experience suggests that there are commonly shared socio-economic and cultural constraints which prevent women from taking full advantage of A.I.D. training opportunities in Asia and Near East countries. There is some evidence however, that the status of women is changing in these societies and that traditional constraints to women's involvement in public and economic life are being progressively overcome. Yet, persisting low participation levels of women from Asia and the Near East in A.I.D. training programs suggest the need to develop specific strategies and mechanisms to ensure their full and equitable participation.

The various strategies for raising female training levels presented in these guidelines are organized under specific project design and implementation features and take into consideration the unique constraints faced by missions in recruiting women for A.I.D. training programs. Mission experience is included where appropriate. A matrix summarizing these constraints and corresponding strategies is also included at the end of the report. Given the degree of socio-economic and cultural diversity in the Asia and Near East regions, these strategies represent a wide range of mission experience which should be considered within the overall development context of individual countries.

Policy Initiatives

In accordance with Agency policy that specifically calls for raising female training levels, individual missions have developed a variety of policy approaches to providing increased training opportunities for women:

- Establishing a policy dialogue with the host government on female training issues
- Developing a human resources development strategy which emphasizes equal access to education and training resources
- Developing country training plans with explicit female training targets
- Utilizing the private sector for training resources and female recruitment
- Increasing the use of in-country and third-country training for women
- Seeking to modify restrictive host government regulations that discriminate against women
- Developing specific strategies in the design and implementation of mission training projects and programs

Project Design Strategies

Elements of the project design which may influence the recruitment of female candidates include the choice of a training content; the target training audience; the type and length of training (i.e., general or sectoral); and support systems for female trainees. Among the more important strategies proposed in the guidelines are the following:

- **Training Content.** Increase recruitment of women in nontraditional fields (i.e., outside family welfare and health) through entrepreneurial and management training;
- **Training Audience.** Establish female training targets in terms of percentages and/or funding levels; and provide more training opportunities for women from the private sector and from the lower-levels of a public service;
- **Type of Training.** Encourage more female candidates for academic training (but not at the expense of technical training) through in-country remedial training; undergraduate training in non-traditional fields; and spouse training programs;
- **Type of training project.** Ensure prospective female training candidates in sectoral projects by recruiting female project staff where necessary;
- **U.S. Training.** Encourage more female candidates for U.S. training through group training programs, spouse training opportunities, and adequate English language training opportunities for female candidates;
- **Third-Country Training.** Encourage more female candidates for third country training through group programs for females in countries with similar cultural traditions;
- **In-Country Training.** Encourage female recruitment in-country training programs by adapting the training design to meet women's special needs (e.g., separate housing, childcare facilities, flexible scheduling, convenient location, etc.); and
- **Support Systems.** Provide special support systems for female trainees (e.g., support from employers' and family members, cross-cultural orientation, counseling, and career assistance).

Training Implementation Strategies

The guidelines also propose a number of interventions for increasing female recruitment in the implementation of training activities in the areas of nomination and selection procedures; choice of training program and placement; administrative and personal support services; and follow-up activities. The most notable of these include the following:

- **Nomination and selection procedures.** Ensure a balanced female representation on candidate selection committees; solicit support from female candidates' employer and family members in the nomination process; and utilize women's organizations to facilitate female nominations;
- **Choice of Training Program/Placement.** Ensure adequate preparation time in the selection of training programs; and place female trainees together and/or at training sites where other host nationals are studying;
- **Support Services.** Ensure proper orientation for female candidates and selected family members, especially for those going to the United States; and ensure adequate facilities and support services at the training site; and
- **Follow-up Activities.** Provide re-entry counseling and career assistance for returned female trainees; explore private sector internships to assist in job placement; and generate more publicity on the benefits of training women (e.g., success stories).

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A. INTRODUCTION

1. Background

The Bureau for Asia, Near East and Europe (ANE) is committed to developing the human resources potential of ANE host countries. Since women from Asia and the Near East are not well-represented in the Agency's participant training program, the Bureau commissioned two studies to examine why female training levels in Asia and the Near East are substantially lower than in other A.I.D. regions. Based largely on mission experience, these studies identified a variety of constraints to recruiting females for A.I.D. training and different approaches successfully used by missions in overcoming these constraints. (The reports are available from PPC/CDIE).

These guidelines were developed as a result of this research and are intended to help A.I.D. staff and contractors increase participation of ANE women in A.I.D.-sponsored U.S., third-country, and in-country training programs. Project design and implementation strategies for raising female training levels are presented in consideration of the various socio-economic and cultural constraints faced by missions in recruiting female participants. These strategies represent a compilation of mission experience and should be considered in accordance with Agency regulations, as well as with the overall development objectives of individual countries. In support of mission efforts to raise female training levels, the Agency has resources through PPC/WID to provide technical assistance.

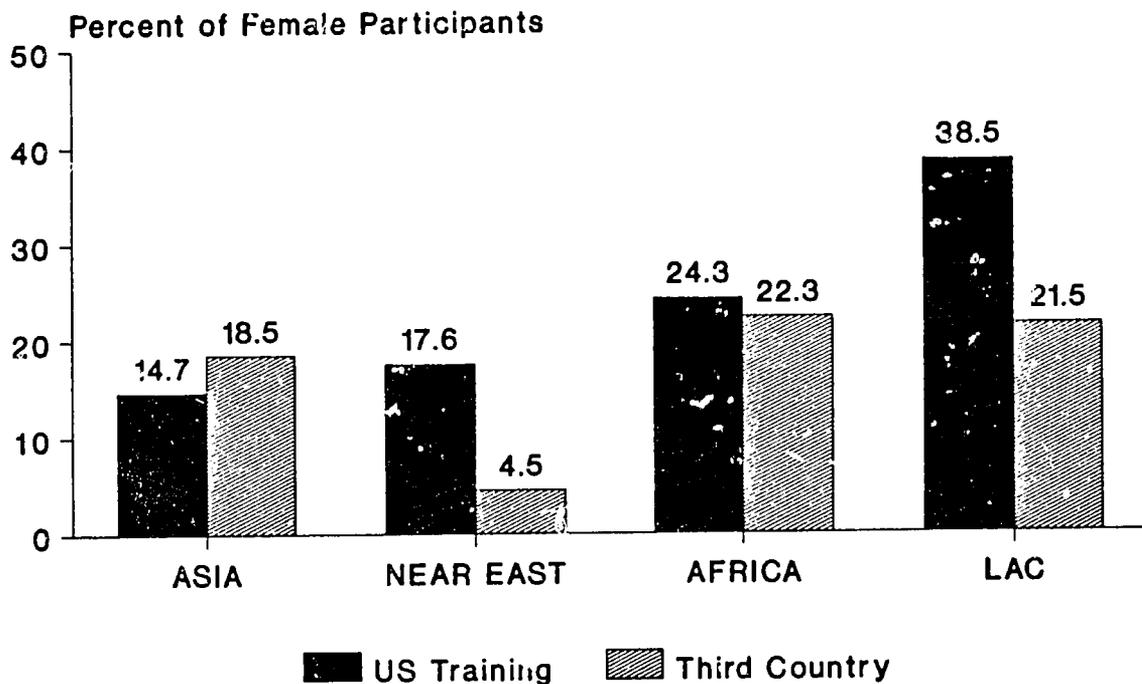
2. Regional Context

Development training is an important activity in the programs of the ANE Bureau. There are over 200 active projects with participant training components (i.e., U.S. and third-country training) and a number of important bilateral general training and scholarship programs. In-country training is also an integral part of many of these projects. According to A.I.D.'s Office of International Training (OIT), the ANE region sponsored approximately 39 percent of the Agency's U.S. training during 1989, and 44 percent of all third-country training during 1988. Yet, the proportion of women participating in A.I.D. participant training programs from Asia and the Near East is substantially lower than that achieved by the other geographic regions in recent years. As portrayed in the following chart, female participants from Asia and the Near East

represented 15 percent and 18 percent, respectively, of ANE's U.S. training during 1989. This compares with 24 percent for Africa and 39 percent for the LAC region. A regional comparison of the female participation rates in third-country training during 1988 reveals a similar pattern, with Asia and the Near East lagging behind the other regions.¹ No regional comparison of female participation in in-country training programs is made, since these data are not systematically maintained by the missions or OIT.

FIGURE 1

Regional Female Training Levels: U.S. (1989) and Third Country (1988)



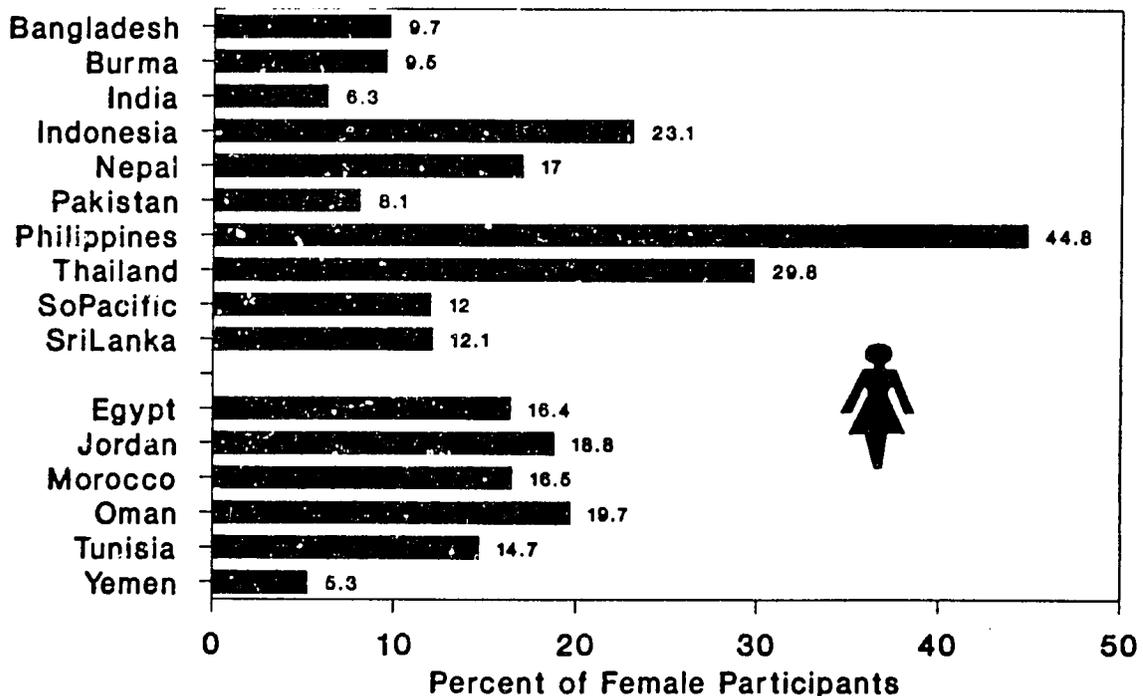
Source: AID/Office of Int'l Training

¹ U.S. training statistics are based on information maintained by OIT's Participant Training Information System (PTIS), which may differ from individual mission records. Third-country training data are based on Mission Returned Participant Reports for FY 1988.

Figure 2 below indicates that some ANE countries have been more successful than others in recruiting women for A.I.D. participant training activities. According to OIT data, the Philippines and Thailand achieved the highest overall ratio of females to males in U.S. training programs during 1989; and Pakistan, India and Yemen reported the lowest female participation rates. These measures, however, should not be construed as definitive indicators of mission performance in training women, given the different socio-economic and cultural contexts of individual countries within the region, as well as the different training portfolios of individual missions. Moreover, many ANE missions have reported successful efforts in recruiting women for in-country training, which has not been included in calculating overall female training levels due to the lack of uniform data. Since in-country training represents an important component of A.I.D.'s development training objectives, the Agency needs to address this gap in order to provide a more accurate assessment of the participation of ANE women in A.I.D. training activities.

FIGURE 2

Female Training Levels for ANE Countries: US Training (1989)



Source: AID/Office of Int'l Training

B. POLICY CONSIDERATIONS

1. A.I.D. Policy on Women in Development

In 1982, A.I.D. formalized its Women in Development (WID) policy to provide an overall framework for incorporating women into the Agency's work in all development sectors. This policy specifically calls for increasing the number of women in A.I.D. participant training programs, although no targets or formulae for measuring female participation were specified. Supplemental guidance, developed by a special intra-agency committee on participant training in 1986, proposed an Agency-wide goal of 30 to 40 percent female participation by 1990. More recent Congressional legislation requires the Agency to increase training (and other) opportunities for women in the following terms: "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."

All regional bureaus are responsible for ensuring that their respective USAIDs develop and implement WID Action Plans to address and monitor gender issues throughout mission programs and projects. A review of WID Action Plans for FY 1989 indicated a variety of strategies being undertaken by ANE missions for implementing the Agency's WID policy in general. These include the establishment of a WID committee or task force to monitor the integration of women in mission programs; WID training for mission staff; networking with women's organizations, PVOs and donors; the establishment of information databases and resource centers on women's issues; portfolio reviews of mission capabilities and resources to address gender issues on a program-wide basis; gender-based analysis and research on the role and status of women in development; dissemination of research findings; and policy dialogue and awareness raising efforts with host governments to sensitize planners and policy makers to gender issues. Increasing the participation of females in training programs is an important component in the development of mission WID Action Plans.

2. ANE Bureau Training Policy Considerations

ANE's policy regarding the participation of females in training is consistent with Agency training policy. Given the degree of diversity in the ANE region, individual missions have developed different policy approaches to providing increased training opportunities for women. All missions, however, should be required to develop a human resources development (HRD) strategy as part of their country development strategy statements (CDSS), which will provide the basis for identifying policy dialogue options with the host government on training issues. The development of the mission's HRD strategy should take into consideration the degree to which females have access to host government education and training opportunities. Indeed, unequal access in much of the ANE region has resulted in a limited pool of qualified female candidates for A.I.D. training. To broaden this pool, funds might be used for literacy programs, vocational training, and/or to encourage female enrollment in basic education and higher education

institutions, depending on host country needs. Female enrollment in non-traditional fields should also be emphasized, e.g., science and technology.

Based on the mission's HRD strategy, annual country training plans should be prepared with explicit targets for women. While the goal is full and equitable participation, missions may need to develop a phased approach to increasing female training targets over time. The training plan should include all possible strategies for maximizing the participation of women. The use of private sector training is being increasingly recognized as a strategy for providing more training opportunities for women. The mission in Pakistan, for example, tripled the number of women in U.S. training in one year through its private sector initiative. The mobilization of private sector resources might also help defray the costs of training. An innovative cost-sharing training program with private sector businesses has been developed by USAID/Jordan, in which the mission covers 80 percent of the training costs for females compared to 66 percent for males. The increased use of in-country and third-country training are also important strategies for increasing female training levels. The experience of the other regional bureaus (i.e., LAC and Africa) might provide useful guidance, since both presently require missions to submit annual training plans under their respective regional training projects. Indeed, this requirement appears to have contributed to the higher female training levels achieved by both bureaus.

Mission policy dialogue efforts should also include a review of restrictive host government regulations that prevent women from taking full advantage of training opportunities. Areas to consider include equal access issues, employment practices, and government nomination and selection procedures. For example, USAID/Yemen successfully lobbied the Ministry of Education to allow the Ibb Secondary Agriculture Institute to accept female students for short-term summer courses. USAID/Sri Lanka was able to persuade the host government to relax a regulation that discouraged females from joining the public service. USAID/Pakistan convinced the GOP to waive a requirement of two-year's private sector experience for its Agribusiness Scholarship Program so that interested females, typically lacking such experience, would be encouraged to apply. Also, the mission in Egypt is trying to change the age limit for training candidates so that older women whose children are grown might be considered. Formal workshops to address female training issues can be useful in establishing policy dialogue with host governments. For example, a seminar recently sponsored by USAID/Morocco for female professionals from the public and private sectors identified obstacles to female nomination and participation in U.S. training and developed a set of recommendations. USAID/Yemen also plans to organize a regional WID workshop on training issues to help formulate their WID training policy.

In addition to these policy initiatives, missions have incorporated specific strategies and mechanisms to increase female training levels in the design and implementation of individual projects. The following is a discussion of these strategies which have been developed in response to the special status of women in the ANE region and their constraints to participating in A.I.D. training programs. Since the status of women and mission development objectives vary among individual ANE countries, the suggested strategies discussed below may need some adaptation to local circumstances.

POLICY MEASURES TO RAISE FEMALE TRAINING LEVELS

- Develop human resources development strategy (HRD) in conjunction with country development strategy (CDSS);
- Establish policy dialogue with host government officials on female training issues;
- Emphasize equal access to host country's education and training resources in mission's HRD strategy;
- Develop country training plans with explicit female training targets within a specified time period;
- Utilize private sector for training resources, female recruitment, and job placement;
- Increase use of in-country and third-country training for women, and maintain accurate records;
- Seek to modify restrictive host government regulations that limit training opportunities for women; and
- Develop specific strategies and mechanisms in project design and implementation to raise female training levels.

C. PROJECT DESIGN AND IMPLEMENTATION STRATEGIES

1. Status of ANE Women: Strategic Implications

A.I.D.'s experience suggests that there are commonly shared socio-economic, cultural, and institutional constraints to recruiting females for A.I.D. training programs among the different countries within Asia and the Near East. Indeed, these constraints have similarly limited female involvement in the overall development process. In all these societies, a woman's role has been traditionally associated with the household as wife and mother, and a female's education and career opportunities have been subordinate to those of males. Low levels of female participation in the education system of many of these countries, resulting from socio-economic and cultural considerations, have given males a comparative educational and professional advantage.

In addition to low educational and literacy levels, a majority of women in these countries live in rural areas, engage in agricultural work, and have large families with extensive domestic responsibilities. In urban areas, women predominate in the informal sector in trade, services and microenterprises, or in the low and semi-skilled industrial workforce (i.e., assembly-line operations). The few women with some secondary education tend to be concentrated in traditional occupations in the social sector (i.e., education, health and population), and are mostly in lower-level positions. Thus, the participation of women in the formal workforce and government service is quite low in most ANE countries, especially in a professional or managerial capacity. Cultural restrictions on women's mobility in many of these societies has also limited their participation in public life. Women have not generally been encouraged to seek advanced training since it might interfere with their primary family responsibilities and may be considered a poor investment. Furthermore, much of the training typically available to women has involved family welfare issues or traditional female vocations (e.g., food processing, textiles, handicrafts, etc.).

**SOCIO-ECONOMIC AND CULTURAL CONSTRAINTS TO
WOMEN'S INVOLVEMENT IN THE DEVELOPMENT PROCESS**

- Female's primary role of wife and mother with extensive domestic responsibilities
- High fertility rates in most ANE countries
- Low female literacy rates and educational levels
- Majority of women live in rural areas and engage in agricultural work
- Low female participation in the formal labor force
- Few female professionals or managers in the labor force
- Concentration of females in social sector occupations
- Cultural limitations on women's mobility
- Low female participation in public life

There is some evidence, however, that the status of women is changing in these societies, and that traditional constraints to women's involvement in public and economic life are being progressively overcome, especially by younger ANE women. This is especially so in the Philippines and Thailand, which have the highest female training levels in the region. Indeed, regional trends in declining fertility rates, increasing female educational enrollments and literacy rates, and an expansion of the female labor force are witnessing a corresponding increase in the number of women available for and interested in further educational and training opportunities.

Yet, there is still a long way to go in assuring the full realization of ANE women's social and economic potential. Certainly, this is evident by the persisting low participation levels of ANE women in A.I.D. training programs. Although many ANE missions have made notable progress in increasing these training levels in their respective host countries, the strategies and mechanisms discussed below are intended to facilitate the goal of achieving a full and equitable participation of ANE women.

2. Training Design Considerations:

- **Choice of Training Content**
- **Target Training Audience**
- **Type of Training: Academic or Technical**
- **Training Location: U.S., Third, In-Country**
- **Type of Training Project: General or Sectoral**
- **Support Systems for Female Candidates**

a. **Training Content.** The choice of training content is typically linked to the country's development objectives and manpower needs, which may not be of priority interest to women. Since women are generally concentrated in the health and education fields, there may be a lack of female candidates with sufficient qualifications in other development priority areas (e.g., science and technology, finance, private sector development, etc.). To broaden the base of skilled females in non-traditional fields, the following strategies are proposed:

- *Conduct training needs assessment for women in both public and private sectors to identify the areas and level of training required for their potential employment and career advancement.* Several missions have undertaken training needs assessments for women as part of the project design. USAID/Yemen, for example, surveyed women's training needs within the Ministry of Agriculture and Fisheries to plan training activities under its Agriculture Development Support Program; and USAID/Bangladesh conducted research on the availability and demand for women managers in the public and private sectors and their training needs to guide the choice of training under the Development Management Training Project. A number of missions are also undertaking private sector needs assessments for women (e.g., USAID/Morocco and USAID/Pakistan).

- *Provide entrepreneurial and managerial training in areas where few women are employed.* The mission in Pakistan supports extensive entrepreneurial and management training through a women-owned firm under its Development Support Training Project. India and Jordan are both planning to organize special training programs for women in technical and management areas to help prepare women for entrepreneurial activities. In addition to formal workshops, on-the-job training, internships and other innovative arrangements with domestic and foreign private sector companies could be explored as a way of preparing women for employment in non-traditional fields.
- *Encourage selection of female candidates from fields outside health and family welfare.* General training projects in both Bangladesh (Development Management Training) and Nepal (Development Training Project) actively seek female candidates for training in non-traditional areas.
- *Strengthen host country training institutions with an emphasis on encouraging female enrollment in non-traditional fields through scholarships, special targets, etc.* Several ANE missions have designed higher education projects with special targets for female graduates in the agricultural fields (e.g., Higher Agricultural Education Project in Bangladesh and the Western Universities Agricultural Education Project in Indonesia); Indonesia's proposed Higher Education Development Support Project has special targets for females in science and technology; and Pakistan's proposed Institutional Excellence Project will support expanded training opportunities for women in a variety of fields. Also, Nepal's Agriculture and Forestry Institute Projects have scholarship programs with specific quotas for female students. Missions should attempt to increase these targets over time to achieve an equitable participation of women (e.g., USAID/Nepal is proposing to increase the female quota in its Forestry Institute scholarship program from ten to fifteen percent).

b. Training Audience. A.I.D. has traditionally targeted mid-level public sector managers and technicians in priority development areas relative to host countries. Given the low level of female representation in mid-level government service in many ANE countries, the pool of eligible female candidates for much of A.I.D. training has been limited. Also, female public servants tend to be concentrated in a few ministries (e.g., health, education, social affairs), and are in lower-level jobs with minimal educational credentials or professional experience. To expand A.I.D.'s training audience to include more women from different skill levels and different sectors of society, the following strategies are proposed:

- *Establish training targets for females in the project design, either in terms of a percentage of total trained and/or funding levels.* Many ANE missions have established target percentages for female participants in their general training and scholarship projects, usually ranging from 20 to 30 percent. Several notable examples include Nepal's Development Training Project, Bangladesh's Development and Management Training Project, Jordan's Development Administration Training, Egypt's Peace Fellowship Program, Morocco's Sector Support Training Project, and Pakistan's Development Support Training Project and Agribusiness Scholarship

Program. While full and equitable female participation is the goal, some missions may need to implement a phased approach to gradually increasing their targets over time. The mission in Nepal, for example, recently increased its female training target from 25 percent to 33 percent under the Development Training Project. To enforce these targets, missions might consider linking the nomination or departure of male candidates to the nomination of females, or allocating funds to specific female targets which go unused if quotas are not met. These mechanisms should be built into the project design and may require skillful negotiation with the host government.

- *Provide some public sector training for lower-level female civil servants to facilitate their movement into key technical and managerial roles or into other sectors of the bureaucracy.* Some missions have developed flexible programs to accommodate different skill levels for female training candidates, and are working to identify the position of women in the bureaucracy and what their training needs are (e.g., Nepal and Egypt).

- *Provide more training resources to the private sector, including PVOs.* Many missions have been successful in recruiting females from the private sector and PVOs. Most of the region's bilateral general training projects contain provisions for private sector training, much of which is directed to small-scale female entrepreneurs. The mission in Pakistan, for example, has greatly expanded training for women through its private sector initiative under the Development Training Project, which includes female entrepreneurial training through a PVO, and the training of trainers for women from PVOs. The mission in Nepal also provides support for training activities of several women's groups (e.g., secretarial training through the Business and Professional Women's Clubs, and vocational training through the Women's Entrepreneurial Association). Other notable efforts to target women through PVOs include India's Development Management Project, Yemen's Development Training III Project, and Pakistan's Population Welfare Planning Project.

c. Type of Training: Academic or Technical. The choice of academic or technical training depends on the project objectives as well as the level and type of skills needed. While academic training is degree-oriented and ranges from one to three years, technical training is usually less than six months and includes conferences and workshops, observation tours, individualized programs, and short courses. Recruiting females for technical training presents fewer constraints than for academic programs, given the former's short-term nature and less formal educational requirements. Whereas, female candidates for academic programs may lack adequate educational credentials, especially in the basic sciences. The duration of academic training may also be incompatible with a woman's family responsibilities, i.e., a married candidate may be reluctant to leave behind a spouse and/or children for a long period of time. Despite the greater difficulties in recruiting female academic candidates, more technical training does not compensate for less academic. To maximize the number of female candidates for both technical and academic training, the following strategies are proposed:

- *Provide more short-term technical training opportunities for women in order to minimize time spent away from family obligations.*
- *Provide academic training at local or regional institutions, with allowances for undergraduate training in non-traditional fields.*
- *Provide female academic candidates with a trip home in programs of more than one year.*
- *Provide remedial training in-country for female academic candidates lacking skills in the basic sciences, and/or tailor programs to fill gaps where necessary.*
- *Design training programs for spouses/dependents to encourage couples to apply for tandem training programs.* This might encourage more female applicants for academic programs. As with any A.I.D. training, spouse training programs should be consistent with the country's development objectives, offer promise for potential employment, and conform with Handbook 10 on such issues as medical clearance, English language proficiency, documentation, and visa status. A pilot spouse training program was developed under the Western Universities Agriculture Education Project in Indonesia and is under consideration in Yemen under its Development Training III Project.

d. Training Location. The choice of training location includes the United States, third countries and the host country, depending on the type of training desired. The in-country training option appears to be the most successful in recruiting female participants. Each training location, however, presents different obstacles to the participation of women in training programs.

U.S. Training: Major constraints to recruiting females for U.S. training include a lack of English language skills and a reluctance to leave the country, either because of family obligations or due to cultural restraints. In some countries, females are not allowed to travel alone, especially when long distances are involved. To encourage more female applicants for U.S. training, the following strategies are proposed:

- *Provide and promote in-country English language training (ELT) for potential female candidates.* English language training programs are available in most countries through the American cultural center or other organizations. Language training opportunities, including private sources, outside the major cities should be assessed and advertised to prospective training candidates. Potential female candidates for U.S. training should be encouraged to study English on their own before the application process. USAID sponsors an ELT program for civil servants in Morocco requiring that 30 percent of the nominations be female.
- *Opportunities for spouses/dependents to apply for A.I.D. training might encourage more female applicants for U.S. training (especially academic programs, see reference above).* The mission in Egypt encourages tandem training couples for U.S. academic training under the Peace Fellowship Program.

- *Design group training programs for women in the United States.* Group training and/or observation tours might make it easier for women to gain permission from their families to travel to the United States.

Third-Country Training: As in U.S. training, women may face similar constraints to leaving their home and communities for training in a third country, although there may be less reluctance if the third country shares some socio-cultural traditions. Perhaps of more concern in the recruitment of women for third-country training is the difficulty in establishing institutional linkages with third-country training sites to facilitate the training implementation and to provide support services.

- *Design group training programs for women, especially in countries with similar cultural traditions.* As in U.S. training, group training opportunities might attract more female participants, especially in countries with similar cultural traditions. Under Pakistan's Development Support Training Project, third-country training tours for groups of females are being planned.
- *Identify third-country training sites/institutions which are more likely to facilitate training implementation and to provide support services for AID-sponsored participants.*

In-Country Training: In-country training programs might attract female candidates who otherwise would not be allowed or able to leave the country. Although it is easier to recruit females for in-country training than for U.S. or third-country programs, there are notable obstacles. These include low literacy levels, lack of technical skills, transportation difficulties where the training is located in an isolated center, inadequate facilities (e.g., no separate housing or child care facilities), schedule conflicts with domestic responsibilities, and financial loss for women who work at daily wages. Also, in some societies, females are not allowed to participate in co-educational programs.

- *Provide special training programs for women in literacy and basic technical skills.* These programs should be designed to prepare participants for further technical and/or academic training. USAID/Yemen will develop an innovative literacy and technical training program under its Development Training III Project.
- *Adapt training design, scheduling, and location to women's special needs: village-based training rather than isolated training centers, flexible scheduling to coincide with women's daily work schedules, training run by women for women, materials for non-literates, and training in local languages* might allow more females to participate. Several projects which have experimented with these innovative approaches include India's Development Management Training Project, Jordan's Management Development Project, the Technical Resources Project in Bangladesh, and Pakistan's Agribusiness Income-Generating Program.
- *Construct special facilities such as separate housing and child care at targeted training sites.* Projects in Pakistan (e.g., Primary Health Care, Forestry Planning, Provincial Agriculture Network) include construction of hostels to ensure the

security and propriety of female trainees. Nepal's Institute of Agriculture Project and India's Development Management Training Project have also provided special facilities for women.

- *Provide females with cash incentives to attend in-country training, e.g., scholarships, per diem.* Local currency projects could be utilized for funding. Although the long-term effectiveness of this approach is questionable, some missions have found this to be a useful mechanism for broadening the base of females available for advanced training. Nepal is planning a scholarship program for girls and women to attend vocational skill courses in entrepreneurial development under the Development Training Project.

f. Type of Training Project: General or Sectoral. General training projects are more flexible than sector-specific projects and appear to be more successful in recruiting females. In a sectoral project, training is often limited to project staff of a particular institution or department, and the sector may not be of priority interest to women. Thus, the number of females available for training will likely be small in projects outside the education or health fields.

- *Negotiate with project counterparts to recruit more female staff in sectoral projects.* The host government may be able to recruit females outside the department if participants pledge service after training, especially in extension-type projects. For example, as a result of USAID/Pakistan's efforts to persuade the government to recruit female foresters, seven women were sponsored for training at the Forestry Institute under the Forestry Planning and Development Project.

g. Support Systems for Female Candidates. Since females face unique constraints to their participation in A.I.D. training programs, the project design should be sensitive to their special needs in overcoming obstacles to their involvement in training. In particular, the support of a female candidate's employer, colleagues, and family should be considered (not required) in the process of identifying and recruiting females for training. Also, female candidates may need additional pre-departure and follow-up support (e.g., orientation, re-entry counseling, etc.).

- *Establish procedures to ensure support of female candidates' employer and family members in the overall training process.*

- *Include special support systems for female trainees in the project design: e.g., cross-cultural orientation and enrichment programs, re-entry counseling, and career assistance programs.*

3. Training Implementation Considerations:

- **Information Dissemination**
- **Nomination and Selection Process**
- **Choice of Training Program and Placement**
- **Administrative and Personal Support Services**
- **Follow-Up Activities**

a. Information Dissemination. The host government agency or department responsible for implementing the training activity may influence the dissemination of information regarding the training opportunities. Women may have difficulty obtaining this information since it is often distributed through government channels, which are mostly male-dominated. Access to information outside the bureaucracy regarding training program opportunities is also limited for many women by their lack of access to appropriate networks and low literacy levels.

- *Ensure a wide dissemination of project training information.* Information on training opportunities should be conveyed to women's organizations, PVOs, professional associations, regional training centers, community associations, female extension agents, health clinics, and other locations where female candidates are likely to be available. All available media and targeted advertising should be utilized, including personal contact.

- *Encourage women to apply for training and emphasize the obligation to nominate women in training announcements, in seminars and workshops, and in project negotiations.* For example, USAID/Jordan includes a statement on all training announcements that participation of women is to be encouraged. USAID/Morocco's training announcements also include language regarding the mission's 30 percent female participation requirement.

b. Nomination and Selection Process. The composition of selection committees, which are often male-dominated, influences the nomination process to some degree. The tendency to select males over females may result from a general reluctance to nominate a single female, given the expectation that she will marry and follow her husband's path. Complex administrative procedures and the fear of losing administrative advantages associated with job seniority may deter females from applying for training. Also, females may be reluctant to apply for training opportunities without the support of their employers, colleagues, and families.

- *Target recruitment efforts to locations where qualified females are more likely to be identified.* Several missions are working with women's associations, community groups, female extension agents, women development officers, etc. to target recruitment efforts to females (e.g., USAID/Yemen, USAID/Nepal). The mission in Morocco works in collaboration with a women's professional association which assists potential female candidates in processing their nominations.

- *Develop capacity of women's organizations to facilitate nominations, and involve former female trainees in promoting female nominations.* Yemen's Development Training III Project supports the strengthening of women's groups under its special WID component.

- *Ensure a balanced female representation in selection committee.* Bangladesh plans to provide technical assistance to the selection committee under the Development and Management Training Project to ensure that project goals regarding female recruitment are met. Half of USAID/Morocco's joint selection committee is female.

- *Build mechanisms into the nomination process that will ensure the provision of female candidates.* Several mechanisms used by missions to ensure female nominations include linking the nomination of male candidates to females, and withholding funds if female quotas are not met. For example, USAID/Bangladesh would not entertain the nomination of candidates in several cases unless a certain percentage included women. USAID/Morocco has had positive results with its selection policy under the Sector Training Project, which is restricted to two men for every one female. Also, if female quotas are not met in several A.I.D. projects in Pakistan, training funds go unused which has proven to be an effective incentive for the provision of female candidates.

- *Seek the support of female candidates' employer, colleagues, and family in the nomination and selection process* to ensure continuing support, especially upon return from training.

c. Choice of Training Program and Placement. The choice of a training program (e.g., design, location, nature of participants, etc.) can have negative impacts on female candidates. For example, some female candidates may have limitations on traveling out of the country alone or participating in co-educational programs. Also, women with extensive domestic responsibilities may need more lead time in preparing for their departure.

- *Select training programs for females that allow adequate preparation time.*

- *Place female candidates together in training programs, where appropriate.*

- *Select training sites where other host national females, preferably A.I.D.-sponsored, are studying.*

d. Administrative and Personal Support Services. Female candidates may require special facilities and services at the training site (e.g., separate or married student housing, child care services, counseling, etc.). Some females may also have a fear of studying overseas, especially in the United States, and should be adequately oriented to their training experience.

- *Ensure proper orientation and counseling for female candidates and selected family members, especially those going to the United States.* Several missions have developed special orientation programs, which involve former female participants, that address special female concerns. Utilize media to help female candidates visualize the training site.

- *Ensure that proper facilities and support services are available at the training site.*

e. Follow-Up Activities. Women may have unique re-adjustment difficulties upon their return to their families, society and work. Where training for women is increasingly targeted to non-traditional fields, many women will also have some difficulty in finding jobs in these areas when they return, especially academic participants. Finally, while many of the strategies presented above may have immediate impact on fulfilling female training targets, more feedback is needed to demonstrate the long-term benefits of training for women. Indeed, a sustained participation of ANE women in development training activities will require some changes in attitudes of host country policy makers and planners.

- *Provide re-entry counseling to female participants upon their return from training.* Missions might consider organizing a group of former female participants for this purpose (as well as to provide orientation to new participants).

- *Provide career counseling and job placement services for female participants.* Several missions have instituted project-related career assistance programs, including Bangladesh (Development Management and Training) and Nepal (Institute of Agriculture Institute). The latter sponsored a workshop on "Women and Farming," which provided female graduates with an orientation to job options in agriculture fields. Missions in Jordan and Yemen are considering developing similar job assistance programs. USAID/private sector partnerships (e.g., internships, fixed assignments, etc.) might be explored to help prepare female participants for long-term employment in their field of training.

- *More publicity should be generated on the post-training performance of female trainees.* Success stories on women who have participated in A.I.D. training could have a stimulating effect on future candidates and their employers, as well as on the attitudes of government policy makers.

**D. MATRIX OF CONSTRAINTS AND STRATEGIES IN TRAINING
DESIGN AND IMPLEMENTATION**

Design Feature	Constraint	Strategy
<p>1) Choice of Training Content</p>	<ul style="list-style-type: none"> • Lack of qualified females in selected development priority fields (e.g., science and technology, finance, private sector development). • Women are generally concentrated in social sector fields (i.e., health, population, education). 	<ul style="list-style-type: none"> • <i>Training needs assessment for women should be undertaken to identify the areas and level of training required for their potential employment.</i> • <i>Provide entrepreneurial and management training in areas where few women are employed.</i> • <i>Encourage selection of female candidates from fields outside health and family welfare.</i> • <i>Strengthen host country training institutions with an emphasis on female enrollment in non-traditional fields.</i>
<p>2) Target Training Audience</p>	<ul style="list-style-type: none"> • Given the limited number of women in mid-level government service, the pool of eligible female candidates for much of A.I.D. training in the public sector is small. • Female civil servants tend to be clustered in a few ministries (e.g., health, education, social affairs), and are in lower-level jobs. 	<ul style="list-style-type: none"> • <i>Establish training targets for females in the project design, either in terms of a percentage of total trained and/or funding levels.</i> • <i>Provide some public sector training for lower-level female civil servants to facilitate their movement into key technical and managerial roles or into other sectors of the bureaucracy.</i> • <i>Provide more training resources to the private sector, including PVOs.</i>

Design Feature	Constraint	Strategy
3) Type of Training: Academic or Technical	<ul style="list-style-type: none"> • Lack of female candidates with adequate qualifications for academic training, especially in math and sciences. • Duration of academic training may be incompatible with a female's family responsibilities, i.e., a married candidate may be reluctant to leave behind a spouse and/or children for a long period of time. 	<ul style="list-style-type: none"> • <i>Provide more short-term training opportunities for women.</i> • <i>Provide academic training at local or regional institutions, with allowances for undergraduate training in non-traditional fields.</i> • <i>Provide remedial training in-country for female academic candidates, or tailor individual programs to fill gaps where necessary.</i> • <i>Provide female academic participants with a return trip home.</i> • <i>Design training programs for spouses/dependents to encourage couples to apply for tandem training programs. This might encourage more females to apply for academic training.</i>
4) Training Location: United States	<ul style="list-style-type: none"> • Lack of adequate English language skills. • Reluctance to leave the country due to family obligations or cultural restraints. 	<ul style="list-style-type: none"> • <i>Provide and promote in-country ELT for potential female candidates.</i> • <i>Opportunities for spouses to apply for A.I.D. training programs might encourage more female applicants for U.S. training.</i> • <i>Design group training programs for women.</i>
5) Training Location: Third Country	<ul style="list-style-type: none"> • Reluctance to leave the country due to family or cultural considerations. • Lack of institutional linkages with third-country training sites may result in poor support services for A.I.D. participants. 	<ul style="list-style-type: none"> • <i>Design group training programs, especially in countries with similar cultural traditions.</i> • <i>Identify third-country training institutions that are more likely to facilitate training implementation for A.I.D. participants.</i>

Design Feature	Constraint	Strategy
6) Training Location: In-Country	<ul style="list-style-type: none"> • Low literacy and technical skill levels. • Transportation difficulties where training is at isolated centers. • Inadequate facilities: i.e., no separate housing or child care services. • Schedule conflicts with females' daily domestic responsibilities. • Financial loss for women who work at daily wages. 	<ul style="list-style-type: none"> • <i>Provide special training programs for women in literacy and basic technical skills.</i> • <i>Adapt training design to women's special needs: village-based training, flexible scheduling, training run by women for women, training in local languages and in homogenous groups, and materials for non-literates.</i> • <i>Construct special facilities for women at targeted training sites: e.g., separate housing and child care facilities.</i> • <i>Provide cash incentives to attend training: e.g., per diem, scholarships.</i>
7) Type of Training Project: General or Sectoral	<ul style="list-style-type: none"> • Training is often limited in a sectoral project to staff of a particular institution or department. • Sector may not be of priority interest to women outside health and education fields. 	<ul style="list-style-type: none"> • <i>Negotiate with project counterparts to recruit more female staff who would be available for project training.</i>
8) Support Systems for Female Trainees	<ul style="list-style-type: none"> • Unique socio-cultural constraints prevent females from taking full advantage of training opportunities. 	<ul style="list-style-type: none"> • <i>Establish procedures to ensure support of female candidates' employer and family members in the overall training process.</i> • <i>Include special support systems for female trainees in the project design: e.g., cross-cultural orientation and enrichment programs, re-entry counseling, and career assistance programs.</i>

Implementation Feature	Constraint	Strategy
1) Information Dissemination	<ul style="list-style-type: none"> • Women may have difficulty obtaining training information through government channels which are often male-dominated. • Women's access to information outside the bureaucracy is limited by lack of access to appropriate networks and low literacy levels. 	<ul style="list-style-type: none"> • <i>Ensure wide dissemination of project training utilizing all media and targeted advertising.</i> • <i>Encourage women to apply for training, and emphasize obligation to nominate women in training announcements and in project negotiations.</i>
2) Nomination and Selection Process	<ul style="list-style-type: none"> • Tendency of selection committees, which are often male-dominated, to select males over females. • Complex administrative procedures deter females from applying for training. • Females may be reluctant to apply for training without the support of employers and/or families. 	<ul style="list-style-type: none"> • <i>Target recruitment efforts to locations where qualified females are more likely to be identified.</i> • <i>Develop capacity of women's organizations to facilitate nominations; and involve former female trainees in promoting female nominations.</i> • <i>Ensure a balanced female representation on selection committees.</i> • <i>Build mechanisms into the nomination process that will ensure provision of female candidates.</i> • <i>Seek support of female candidates' employer and family in nomination and selection process.</i>
3) Choice of Training Program and Placement	<ul style="list-style-type: none"> • Females with extensive family responsibilities may need more lead time in preparing for departure. • There may be a cultural bias in some societies against unescorted travel by women out of the country, or participation in co-educational programs. 	<ul style="list-style-type: none"> • <i>Select training programs that allow adequate lead time.</i> • <i>Place females together in training programs where appropriate.</i> • <i>Select training sites where other host national females, preferably A.I.D.-sponsored, are studying.</i>

Implementation Feature	Constraint	Strategy
4) Administrative and Personal Support Services	<ul style="list-style-type: none"> • Female candidates may require special facilities at the training site (e.g., counseling, separate housing, child care). • Some females may be apprehensive about studying overseas, especially in the United States. 	<ul style="list-style-type: none"> • <i>Ensure that proper facilities and support services are available at training site.</i> • <i>Ensure adequate orientation and counseling for female candidates and family members, especially those going to the United States.</i>
5) Follow-Up Activities	<ul style="list-style-type: none"> • Many women may have some difficulty in finding a training-related job after training, especially for women in non-traditional fields. • Women may also have unique re-adjustment difficulties upon return. • Overall lack of information on the benefits of training women. 	<ul style="list-style-type: none"> • <i>Provide career counseling and job placement services for female participants; explore private sector internships.</i> • <i>Provide re-entry counseling upon return, and involve former female participants.</i> • <i>Generate more publicity (i.e., success stories) on the post-training performance of female trainees to demonstrate the benefits of training to future female candidates, their employers, and government policy-makers.</i>