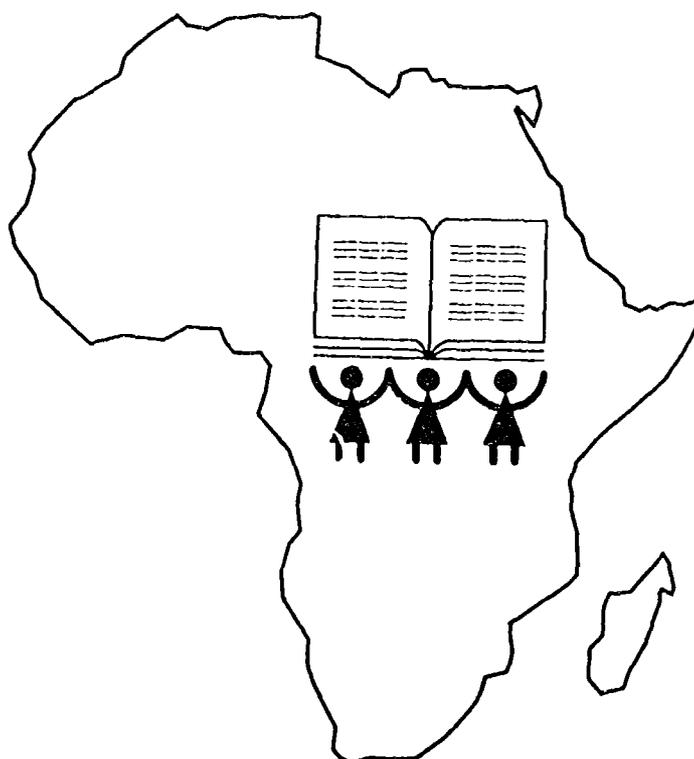




11 OCT. 1995

EDUCATION OF GIRLS AND WOMEN BEYOND ACCESS



**Contribution of UNESCO to the Fifth African
Regional Conference on Women**

(Dakar, Senegal, 16-23 November 1994)

**Coordinated by
Winsome GORDON**

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Foreword

A very pivotal determinant of the success of development efforts is the education and empowerment of women. Such empowerment should begin with girls and women having *access* to Education, in all its forms and ramifications. In addition to *access* girls and women should be accorded equal opportunities with boys and men to acquire knowledge and skills, and to really succeed in learning. Offering girls and women that type of Education which goes «beyond access» (i.e. making extra efforts to retain them in schools, to provide appropriate non-formal stimulation to complement school-based education, and to ensure their real learning) is one sure way of preparing them to become full partners in development.

While much has been accomplished during the last decade to improve the status of girls and women in society, much more remains to be done. Of the estimated one billion people in the world who live in poverty, nearly two-thirds are women and girls. The vast majority of them live in remote rural areas deprived of even the most essential services. Growing numbers also live in urban marginal areas and suburban shanty towns. Millions of these impoverished women and girls are refugees and displaced persons, the victims of war, strife and natural catastrophes.

Providing the means through which such women can gain access to learning opportunities and also succeed in acquiring knowledge and skills, is a major task for national planners intent upon improving the lot of women. There are still numerous social, economic and cultural barriers in the way of female advancement. The first rule of education is to begin with the previous knowledge of the learner. Given the neglect of past years, for most women this will mean instruction in basic literacy and numeracy together with practical skills and knowledge suited to their needs and situations. For girls, the challenge is to provide a complete and meaningful primary education. For women who already possess a basic education, the challenge may be to provide access to productive work. As to means, there is a need for flexibility and innovation. The goal, it must be remembered, is not to provide instruction, but to ensure effective learning, and ensure the full and impartial involvement of women in shaping the future of society.

Education of women is a societal responsibility. All available resources should be harnessed to meet this challenge: those of non-government organizations and the private sector as well as those of government at all levels. To provide real opportunities for poor women, attention must be given to day-care services for younger children. To enroll girls from disadvantaged families, additional incentives and inducements may be necessary.

It is not only monetary costs, but also - and often mainly - opportunity costs that keep women and girls from pursuing education. Educational opportunities have to be accompanied by social and development policies that make it possible for women and girls to take advantage of them. The harsh reality of their lives has been by far the greatest barrier women have confronted in pursuing education and training. A day of exhausting labour and routine that begins before dawn and ends long after sunset leaves very little time for the pursuit of that type of Education that aims at developing and harnessing the talents of women for personal and societal development.

Yet, without improved access to education, and improved retention and success rates in the educational process, the advancement of women will be stymied. Improved knowledge and skills are necessary to enable women and their families to escape from poverty. Education is a prerequisite to most forms of remunerative employment, including self-employment. Above all, the psychological and sociological returns to the education of women are immense. As the pillars of family life, educated women are better able to institute good child and family care and to manage these appropriately, child survival, the success of children in school, nutritional status are all better assured in homes, in which the mothers and the sisters have had the benefit of good Education. Improving the education of women and girls is therefore a very important means of ensuring future all-round development of families, communities, and nations.

The present publication reviews the state of the Education of Women and Girls in Africa. It commends the efforts of governments, NGOs and international agencies in promoting the Education of Girls and Women. It then ends with a repetition of the message of *Jomtien* and *Ouagadougou* which UNESCO fully endorses, that:

«In the final analysis, progress can only be achieved if the entire society is committed to education. Commitment and resolve at the national level will be of little avail unless there is an equal sense of commitment and resolve in the villages and, indeed in the families, that are the building blocks of the nation. To advance the cause of education in Africa, those responsible for guiding and running education systems must seek to fit the content, timing, pedagogy and structures of schools and institutions to the needs, interests, aspirations and circumstances of females and their families. Unless the communities and families themselves recognize the need for equal access to good quality education for women and girls and are prepared to contribute actively to its achievement, the goal of Education for All cannot be attained, nor for that matter, can the objective of sustainable development to which education is an essential prerequisite.»

Colin N. Power
Assistant Director-General for Education
UNESCO

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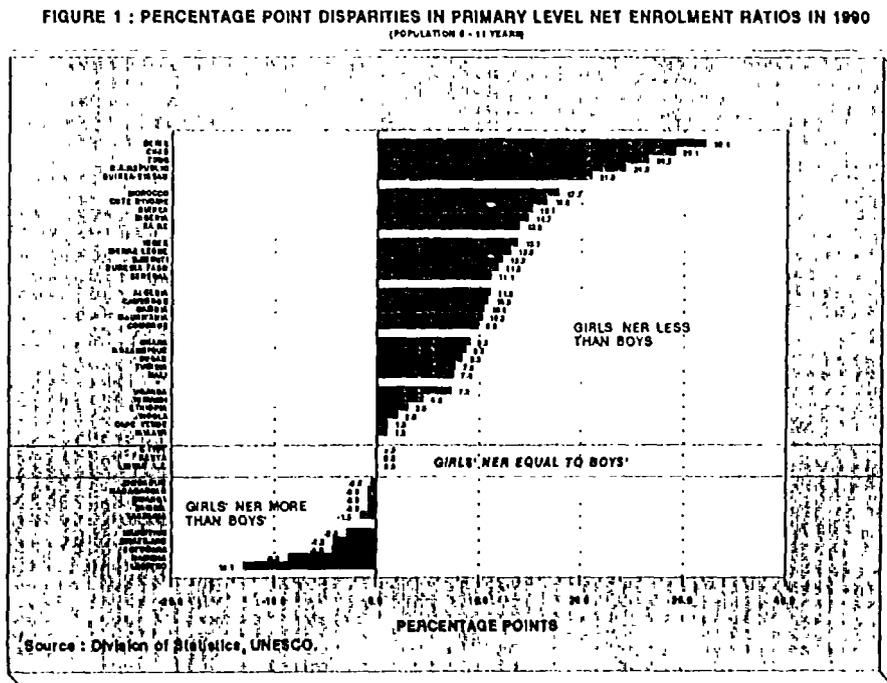
Educational issues: beyond equal access

The most urgent priority is to ensure access to, and improve the quality of education for girls and women, and to remove every obstacle that hampers their participation. All gender stereotyping in education should be eliminated (World Declaration on Education for All, Article 3, Jomtien, Thailand 1990)

Introduction

1. African governments, as part of their efforts to achieve the objectives of the World Declaration on Education for All, have given priority to the education of girls and women. In the Sixth Conference of Ministers of Education and Those Responsible for Economic Planning in Africa (MINEDAF VI, Dakar, 1991) ministers of education re-affirmed their commitment to achieving the goals of the World Declaration and Framework for Action. They underscored the need for priority to be given to children of school age and vulnerable groups, among them illiterate girls and women. In April 1993, African policy makers met in Ouagadougou, Burkina Faso at the Pan-African Conference on the Education of Girls to formulate a Declaration and Framework for Action, known as *the Ouagadougou Declaration*, which would guide the development of education for girls and women both at the national and regional levels.

2. Of 52 African countries only 13 have achieved the education for all target of 80 per cent net enrolment for boys and girls at primary level. Togo and Cameroon have achieved the target for boys but not for girls. It is estimated that by the year 2000 one more country will achieve EFA target for boys but not for girls. In 1990 only 13 African countries had female net enrolment ratios equal to or more than that of boys (*Fig. 1*).



Many other countries will not achieve parity in enrolment by the year 2000 unless there is significant intervention to accelerate the net enrolment rate for girls. Achieving parity for boys and girls go beyond enrolment to equity in completion rates and performance, particularly in such areas as mathematics and the sciences which determine future career of students.

3. Advocacy for female participation in education has gained momentum. Women's associations and non-governmental organizations (NGOs) have actively promoted female education through their work and various forms of media. Researchers and planners have recognized the links between education of girls and women and socio-economic indicators such as good family nutrition, reduced fertility rates, decreased infant and maternal mortality, enhanced level of infant and child development and education of children.

4. Despite commitment on the part of the governments, countries have met with difficulties in introducing and sustaining action. The issues of the education of girls and women are complex and influenced by societal norms. On the one hand, the socio-economic and cultural environment is not always conducive to the education of girls and women. Early marriages, little opportunities for formal employment or self employment, economic development models which favour urban areas and a virtual absence of female role model at decision-making levels, aggravated by the poor performance of African economies, have together constrained the effectiveness of education on the lives of females. On the other hand, the structure, organization and delivery of education have not been sufficiently responsive to their needs and aspirations. There are too few avenues for them to access education when they are prepared to do so, and at the same time education programmes tend to be deficient in areas which would help females to improve themselves. Deficiencies in educational data management, monitoring and evaluation of progress in the education of girls and women have limited the flow of information needed for good planning.



PHOTO NATIONS UNIES

Population growth - an inhibiting factor

5. Africa's estimated population of 697.8 million in 1993 and a population growth rate of 3.0 per cent per annum will defy the most well-planned and implemented effort for improving the education of girls and women. Between fiscal years 1980 and 1990, African governments agreed to World Bank loan commitments totalling US\$1.5 billion for improvement of educational opportunities in their respective countries. Its greatest achievement has been to maintain its situation. Population education programmes are being implemented with the support of UNFPA and UNESCO. The incorporation of sex education in school curricula should result in the early sensitization of children to the impact of over population on their existence. More fundamentally, basic schooling and literacy are themselves the greatest deterrent to unplanned population growth.

Trends in female education towards EFA

6. In spite of the difficulties in providing access and good quality education for girls and women, much has been achieved. Within the framework of the Ouagadougou Declaration, governments established national working groups and prepared national plans of action for the education of girls and women. International agencies have supported their initiatives in order to catalyse and maintain action, thus giving them a chance to upscale or re-allocate their own resources. UNESCO, UNICEF, the World Bank and other agencies have been active partners of the governments at national level. (*Box 1*).

Box 1

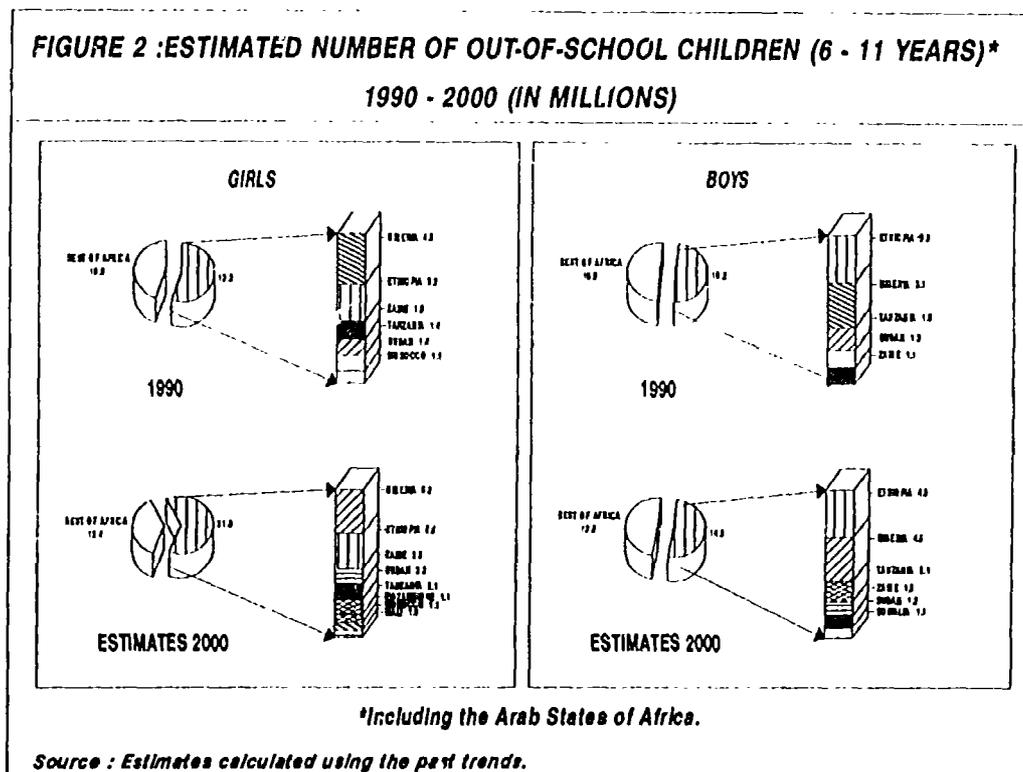
Program of Seminars on Girls' Education

The Human Resources Development Division of the Economic Institute of the World Bank (HDIHR) is organizing a series of regional and national seminars on Girls' Education. The first regional seminar was in Dakar, Senegal in January and involved Burkina Faso, Cape Verde, Chad, Mali, Mauritania, Niger, Senegal and The Gambia. This was supported by the Government of Japan and the Rockefeller Foundation and organized in partnership with UNESCO/BREDA. This was followed by a training of trainers seminar in Washington to help teams from each country to prepare plans for national seminars which will take place during the second half of 1994. The second regional seminar took place in Nairobi in May. Teams from Eritrea, Ghana, Kenya, Nigeria, Mozambique, Tanzania and Zambia attended, while Ministers from Ethiopia and Uganda also participated. This was supported by the Irish Government through HEDCO and organized in partnership with the Forum for African Women Educationalists (FAWE). A training of trainers seminar, also supported by Ireland, will be held in October in Washington and national seminars will be organized during 1995. Each of the regional seminars helped country teams to develop or refine action plans to support the education of girls within the context of the Ouagadougou Declaration and Framework for Action.

The two regional seminars were marked by the commitment of the participants, the interest of many donor agencies, through the Donors to African Education (DAE), the quality of the presentations and the intention to translate plans into action. The sequence (regional seminar, followed by training of trainers seminar, followed in turn by national seminars) is likely to put the issue of girls' education firmly on the agenda in many countries and lead to concrete actions that will have a direct impact on the education of girls in Africa.

Source: HDIHR, World Bank, 1994

7. Access to education continues to be an important issue. In 1990, girls accounted for 53.8 per cent of the 44.8 million African children (6 to 11 years old) out of school. Of approximately 24 million girls, six countries account for 55 per cent of the missing girls (*Fig 2*). In Africa, there is a hidden group of school-age girls of whom little mention is made concerning their education. These girls are household helpers often taken from rural villages to serve urban families. Even if these girls are sent to school they have little chance of success because their first responsibility is to serve the household in which they live. Two factors have hindered assistance to the girls. Firstly, it is difficult to reach them in the respective households and secondly, they provide a service which most families do not wish to relinquish.



Education policies supporting female education

8. Educational policies do not discriminate against girls but few are directed explicitly towards their concerns and adapted to their life situations. Free tuition, textbooks and uniforms have increased enrolment and attendance rates. The principle of cost-sharing although economically justifiable could discourage the enrolment and attendance of girls. Single-sex secondary schools in Kenya and Swaziland have been shown to be effective in raising girls' performance (*Box 2*). Girls' boarding schools have attracted rural girls in Malawi, Kenya and Nigeria.

Box 2 Girls' Schools in Kenya

Kenya's «O level» examinations after form IV determine who can go on to form V. According to data available from 1984-85, girls constituted only 38 percent of all students who took the «O level» examinations, but almost half of those who failed were girls. Girls who were enrolled in girls' schools performed much better. 6 out of the 10 leading secondary schools (as judged by examination performance) were girls' schools. The data below illustrate girls' improved performance in single-sex schools.

*Kenya Certificate of Education 1981
(percentage passes)*

Subject	Grade	Girls in School	Boys in Schools	Girls in Mixed Schools	Boys in Mixed Schools
English	A	3.2	1.6	0.7	0.8
	B	35.2	30.0	19.3	16.8
	C	38.1	37.9	30.2	29.2
	D	23.5	30.5	49.8	52.2
Mathematics	A	1.6	4.2	0.5	2.4
	B	5.9	30.7	8.7	16.6
	C	20.7	23.0	12.1	17.3
	D	61.8	42.1	78.7	63.7
Physics	A	0.2	6.1	0	0
	B	32.4	39.5	9.0	26.1
	C	35.4	32.2	42.4	39.5
	D	31.8	24.0	48.4	34.2

In the more advanced "A level" examinations, about one-fourth of the candidates were girls, and more than a third of the girls achieved high grades. About 8 percent of boys compared to 4 percent of girls failed - probably reflecting stronger selection bias among the girls. Recent reports from the Government of Kenya suggest that girls now outperform boys at the "O level", too. Research is needed to explain why, as this would have implications for other African countries.

Source: Eshivani 1985 in World Bank Kenya: The Role of Women in Development 1989.

9. Having learnt from experience that centralized management has made the education system less responsive to the needs of rural groups, particularly girls, many governments are giving greater responsibility to the local administration. It is expected that this move towards decentralization will bring education in harmony with the positive aspects of the culture and the life style of the community. Ethiopia and Nigeria are giving priority to strengthening the local capacity to better manage and administer primary education. Distance education for teacher training has attracted females who would not have been able to attend teacher training institutions (Box 3).

Box 3

The Malawi Special Teacher Education Programme (MASTEP)

In 1988 the Government of Malawi took the decision to meet the severe teacher shortage through a distance teacher education programme. The programme, with technical assistance from UNESCO/UNDP and World Bank financing, was designed by Malawians to train 4000 newly recruited teachers for rural primary schools. The objective of the programme was to train teachers who would be at least on par with the graduates of the two-year teacher education programme. Females comprise about 40 per cent of the total number of recruits. Special measures were taken to ensure the participation of females. They included: a) a slightly lower entry level requirement than that of men, b) assignment of women close to their residences, and c) accommodation for children one-year old or less in the residential part of the programme. The mothers contributed to the cost of accommodating the children. Although training covered a three-year period, the dropout rate among the women was insignificant compared to other teacher education programmes.

Source: UNESCO, 1993

10. Burkina Faso retains pregnant girls in school, a bold policy which should be monitored for its effectiveness. Although compulsory education policies have been known to be successful in increasing enrolment of girls in Arab States and Asian countries such policies have not been enforced in African countries.

Early childhood care and education

11. Programmes which provide early childhood care and education have two important effects on the situation of girls and women. Firstly, they have the potential for equalizing the starting points for both boys and girls. Secondly, they release girls and women who care for the young for participation in other activities including education and employment.



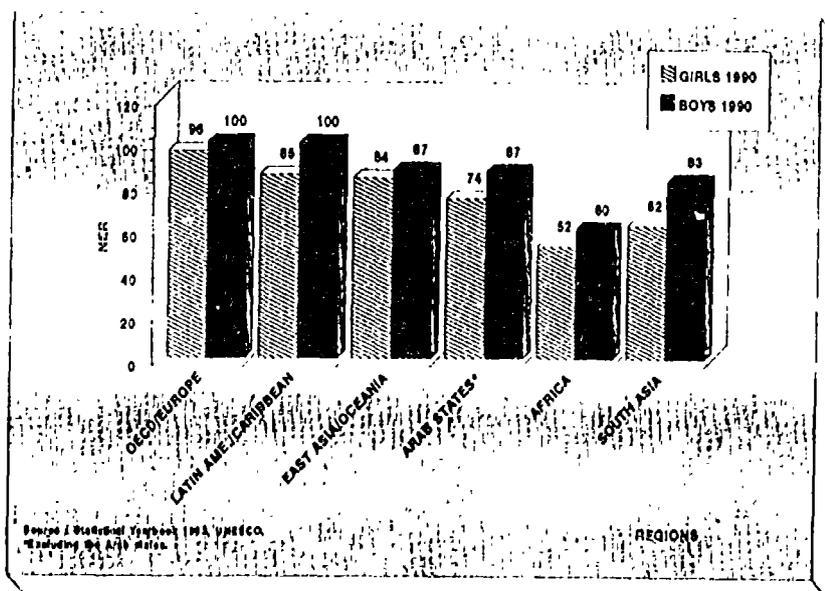
PHOTO UNESCO/Patrick Waeles

Traditionally, young children were taken care of within the social structure of the community. But as communities modernize and individuals pursue their own goals, the traditional caregivers are disappearing thus creating a demand for more organized early child care programmes. In the absence of such programmes, school-age children, particularly girls have become the child minders. Although some African communities, non-governmental organizations (NGOs) and governments have initiated childminding programmes, they are often deficient in «care» and «education».

Primary and secondary education

12. There have been improvements in the net enrolment of girls in primary schools. Between 1985 and 1991, female primary enrolment increased by 15.6 per cent, from 31.6 million to 36.5 million but the proportion of girls increased by only one percentage point from 44 to 45 per cent. At the secondary level, enrolment increased by 33 per cent from 7.9 million to 10.5 million over the same period indicating an increased demand for secondary education. The overall change in female enrolment in secondary education was 2 percentage points from 40 to 42 per cent. Disparities in the enrolment of boys and girls have persisted. While many African countries are moving towards achieving parity at the primary level, 1990 statistics show Africa to be lagging behind other regions with an overall gap of 7.8 per cent points difference in favour of boys (Fig 3).

FIGURE 3 : FIRST LEVEL NET ENROLMENT RATIOS (6 - 11) YEARS BY SEX
1990



Among girls enrolled in schools the survival rates are generally lower than that of boys (Fig 4). There are 9 countries for which survival rates of girls are higher than that of boys. It is noticeable for these 9 countries, the proportion of female staff is 40 per cent and above. An in-depth study on why girls stay in school in the 9 countries would assist the development of strategies for improving their survival rates. Complete net enrolment data for secondary level are not readily available but for gross enrolment rate, the gap in 1991 is 8.8 per cent points (Fig 5). The

importance of secondary education in improving job opportunities for girls and women must be underscored. The figures show a significant correlation between secondary enrollments in 1970 and female employment as a proportion of males in industries in 1990/1992 (Fig. 6).

FIGURE 4 : FIRST LEVEL EDUCATION : SURVIVAL RATES BY SEX - 1988

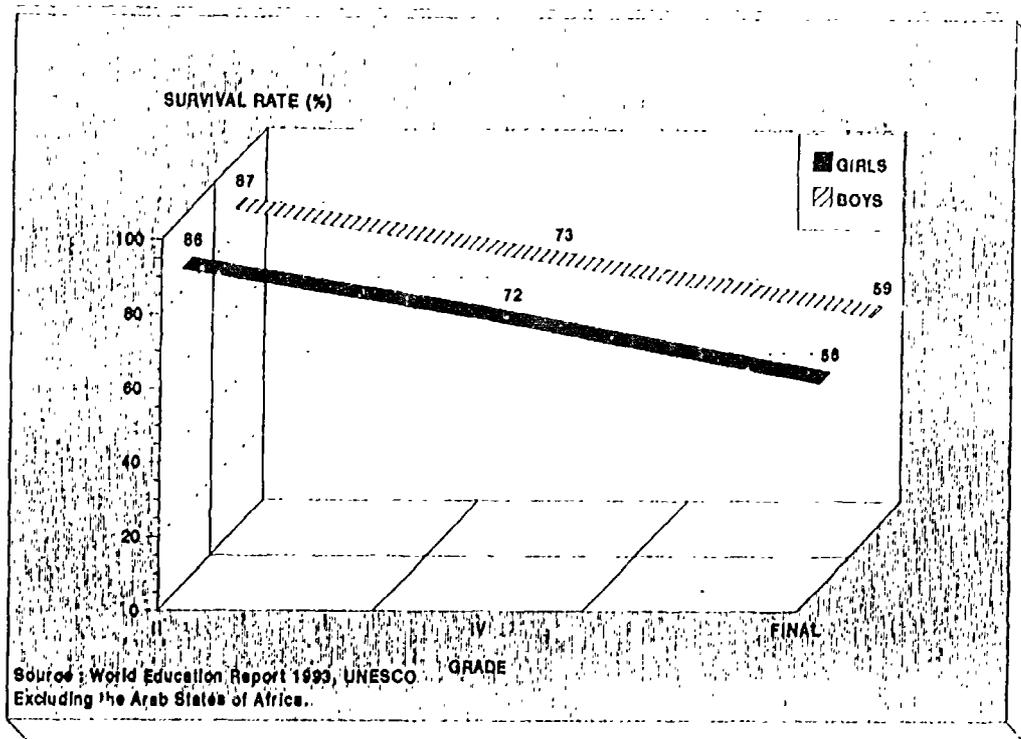


FIGURE 5 : SECOND LEVEL EDUCATION GROSS ENROLMENT RATIOS
1985 - 1991

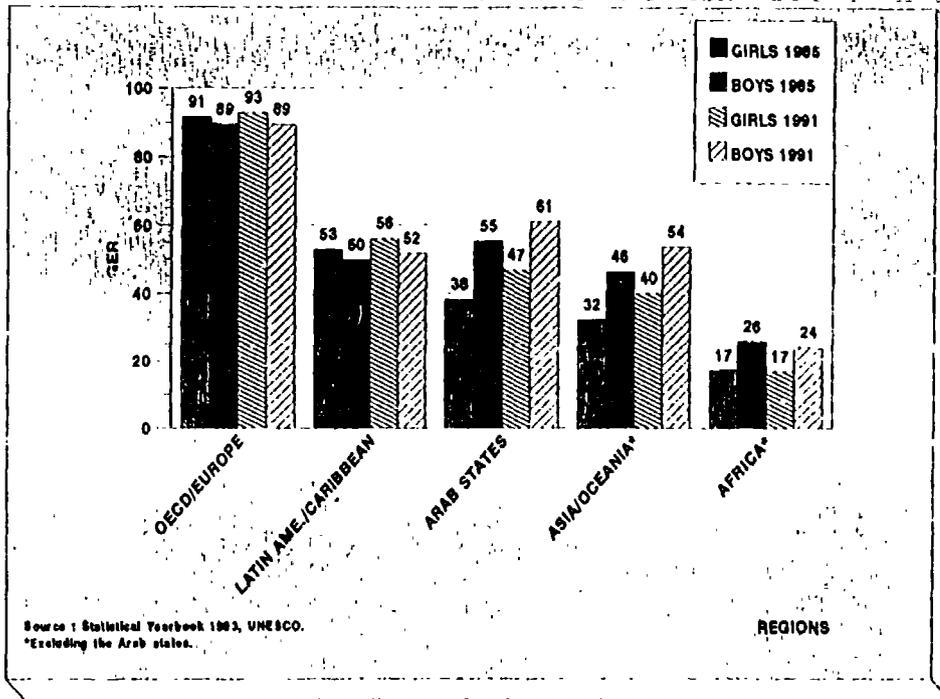
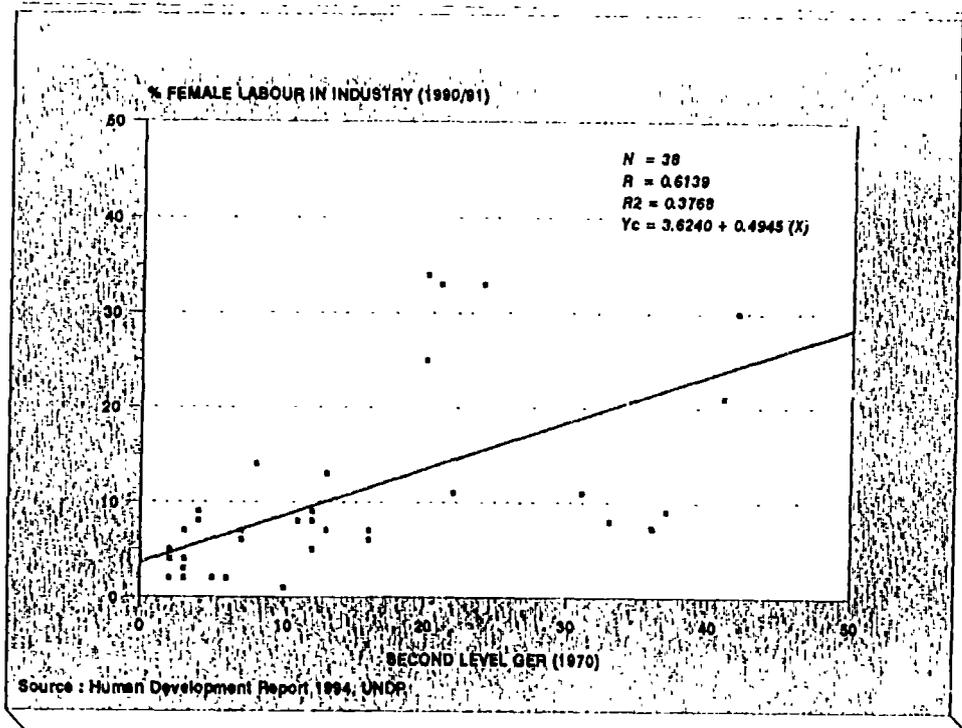


FIGURE 6 : RELATIONSHIP BETWEEN FEMALE SECOND LEVEL OF EDUCATION AND EMPLOYMENT



13. Many factors have contributed to the high dropout and non-enrolment of girls. In recent years there has been a growing number of pregnancies among school-age girls. In Africa, about 18 per cent of the female population between the ages of 15 and 19 gives birth each year. This figure compares unfavourably with 8 per cent in Latin America and 3 per cent in Asia among the same age group. In Botswana, the Young Women's Christian Association (YWCA) has developed a programme to address the needs of young pregnant girls (*Box 4*).

Box 4

**Teenage mothers
Botswana**

In Botswana, the largest part of female drop-out from Junior or Senior Secondary Schools is due to early pregnancies (75% and 85% respectively). By law, pregnant girls are dismissed from school with the right of re-admission to another school after 12 months following the delivery. Most of them, however, fail to re-enter the system due to lack of information about this possibility, or lack of places in school. The young mothers are thus left in a very difficult situation with incomplete academic studies and no vocational or skills training to prepare them to earn a living.

Recognizing this problem the Young Women's Christian Association (YWCA) in 1988 set up an Education Centre for Adolescent Women (ECAW). The objective of the Centre was twofold: a) to sensitize national decision-makers and communities to the problems associated with teenage pregnancies, and b) to demonstrate an effective response to the problems by offering the young girls an opportunity to finalize their academic studies, while at the same time providing them with knowledge and skills to enable them to cope with their own roles as mothers and women.

Since the beginning of the project 80 girls have passed through the ECAW programme. Eighty per cent of these have written their JSS examination of which over 50 per cent passed with first or second degree. A tracer study carried out in 1993 indicated that 60 per cent of the young mothers re-entered schools, 10 per cent was employed and 30 per cent was at home. The family life education and counselling component is highly appreciated by the young women, who have developed self-confidence and skills to cope with problems of life. Repeat pregnancy rates among graduates are currently 0 per cent.

The main challenges remaining are: (i) how to make the project independent of external donor funds, and (ii) how to expand the coverage to reach a much larger percentage of pregnant school girls.

Source: UNESCO, 1994

14. In most countries boys rather than girls are favoured for schooling, particularly among poor rural groups who perceive an investment in boys as an investment in the future welfare of the family. Moreover the schools appear to have limited pull on the girls who themselves see little need for education within the socio-cultural context. Experience in Egypt showed that the demand for education is as important as the supply. In fact the quality of supply should itself generate demand but unfortunately this is not so of education systems in most developing countries.

15. Little empirical data are available on girls' education beyond access. The predominance of male teachers in the classroom has not eased the problems of girls' education. There are parents whom, for religious and moral reasons, prefer to have their teen-age girls taught by female teachers. Others have been concerned about the usefulness of schooling for girls and the benefits vis-a-vis the financial and social costs. Parental fear that the educated girl may find the

village claustrophobic may not be unfounded as the education system rarely prepares the pupil for life in a rural area.

16. There is a difference between what the education system plans to provide for the girl and what she actually takes away from it. Recent research on learning materials, including textbooks has revealed that they support gender stereotype behaviour favouring boys. However, the paucity of learning materials has reduced the potential impact of the finding on the self development of girls. Teachers are themselves a product of the society and have knowingly or unknowingly promoted traditional stereotype behaviour through their interaction with boys and girls in the classroom.

17. For many girls primary education is terminal but the school curricula are not always guided by this reality. Despite the much reported curricula overload, they are still deficient in content which would increase girls' acquisition of basic life skills. Rote learning has continued to be a dominant feature in the classroom. Learning to learn and problem solving approaches which would help both boys and girls to better cope with the need for more equitable gender relationships, are still neglected areas. Guidance and counselling is a neglected area in many schools. Even in countries where such programmes exist, there is little opportunity for training of trainers and little contact with developments in other parts of the world. UNESCO assisted by UNICEF is supporting 14 African countries to introduce/strengthen guidance and counselling programmes with emphasis on girls in and out of schools.

Girls in science and technology

18. Achievement of girls in specific fields is an important factor in determining their future in the job market. Low performance of girls in science and technology in Africa has limited their participation in scientific and technological fields. Mathematics, a subject generally disliked by girls, serve as a filter for selecting students for post-primary and post-secondary education. Science teaching as well as science textbooks and other learning materials are for the most part male oriented. There is also a tendency for science teachers to draw experiences from male domains rather than that of females. Nevertheless, in most African countries, girls, although few in numbers are pursuing science based programmes. In Madagascar, for example, girls studying in technical schools perform better than boys. Girls have performed creditably in science schools in Nigeria and in girls' schools in Malawi and Kenya. Science clinics in Ghana and a road show in Botswana have encouraged the participation of girls in science.

19. Concern for the low participation of females in science and technology led the Female Working Group of the Donors for African Education (DAE) to establish a science and technology sub-committee to develop strategies to encourage female participation in science based fields. African females will benefit from UNESCO project 2000+ which aims at promoting scientific and technological literacy for all.

20. There is clearly a tendency for females to opt for the arts and humanities and service oriented programmes. Even when they enter the science fields, they tend to pursue such areas as medicine and pharmacy. This phenomenon is also evident in industrialized countries. It may well be that the caring instinct of motherhood discourage study in fields that are not people oriented and the issue to be addressed is not so much encouraging females into the male dominated fields but to equalize job conditions (including salaries comparable to those of men) and eliminate job stereotype images in fields that attract women.

Non-formal education - a constrained asset

21. Non-formal and continuing education programmes have benefitted some girls by giving them a second chance to complete their education. Because such programmes are not constrained by the administrative demands of the formal system, they can more readily respond to the needs of girls and women in special or difficult situations. While issues of education quality and social acceptability have continued to plague non-formal education programmes, there is a growing concern among advocates for the education of girls that non-formal education may provide a soft option for governments and appropriate organizations and structures will not be put in place to ensure that girls have access to mainstream education. Nonetheless alternative forms of delivering education have been successful in attracting and retaining girls. One such example is the Village School in rural Mali (*Box 5*). This experience will prove more beneficial to girls in the short term, if these village schools articulate with the formal system, thus allowing girls easy access to mainstream education.

Box 5

Mali

In rural Mali, where 80% of children have never been to school. Save the Children (US) launched the Village School programme in 1992. Classes are held in Bambara, the local language, and teachers are recruited from the community. Schools are built by the villagers with materials provided by Save the Children. The curriculum covers life skills relevant to village realities and the school terms are adapted to the agricultural calendar. Teachers are paid by the villagers and trained by Save the Children and the National Pedagogical Institute. By being in school three hours a day the children have for other productive and household activities.

One of the project's major achievements is the high enrolment of girls, that is, 50 per cent of the children enrolled, which is a condition set by Save the Children for providing support to the community and to the building of a school. School hours, enrolment age, selection of teachers are issues decided upon by the community. A special effort is made to recruit female teachers to strengthen women's status in the community, but also because women are less likely to move away from the community to find jobs in the towns. However, attaining a teaching force composed of fifty per cent women is no easy task: the female literacy rate in rural Mali is about five per cent.

Since 1992, twenty-two village schools have been established with the assistance of Save the Children. Inspired by this example another 50 other villages have asked to participate. The Village School proves that there is no insurmountable taboo with regard to the education of girls.

Source: UNESCO, Education for All, INNOV Data Base, Making it Work, 4, Jean-Pierre Vélis: Les villages font école

Women's literacy

22. Female illiteracy rate is over 60 per cent compared with just over 40 per cent for males. This average illiteracy rate hides the extremely high illiteracy rates in Burkina Faso, 91.1 per cent; Sierra Leone, 88.7 per cent; Benin, 84.4 per cent; Chad, 82.1 per cent; and Guinea, 86.6 per cent. The gravity of this situation becomes more evident when it is compared with illiteracy rates of only 17 percent in Latin America and the Caribbean, 33.6 per cent in East Asia/Oceania and 2.6 per cent in European countries of the Organization for Economic Co-operation and

Development (OECD).



Credit UNESCO

23. Female literacy classes have had limited impact on female literacy as a whole. In rural African societies, there is little demand for literacy for survival. Library service in rural areas is inadequate and there is little or no circulation of newspapers. Consequently the neo-literates lapse into illiteracy. Among successful literacy programmes have been those linked to income generating activities and managed by NGOs. Such programmes are tailored to assist women in accessing credit and in managing their small scale businesses. In countries such as Togo, Mali, the Gambia, Cape Verde and Sierra Leone, literacy education has been incorporated into the activities of the co-operatives and other productive work. In Tunisia, government is providing literacy through a package of services which include health and population education (*Box 6*).

24. The inhumane workload of rural women, resulting from the insensitivity to their needs

Box 6 Multidisciplinary Caravan Convoys in Tunisia

Tunisia has been classified by the UNFPA as the eighth country in the world - and the first in the Arab world - to control population growth through a multimedia family planning campaign (radio, TV, posters, press, etc.) targeted on contraceptive methods, male participation and participation of the decision-makers around the couple (mothers-in-law and grandmothers).

This national campaign was carried out using multidisciplinary caravan convoys. Each convoy comprised approximately 20 cars with multidisciplinary teams (medical, paramedical, social, legal, teaching ... personnel). The aim was to reach Tunisian people living in remote areas far away from permanent family planning centres. These convoys provided a range of services and information which included education awareness raising and the need for family planning. They provided medical care, information on anti-STD, anti-AIDS methods through the use of condoms (rifel in Arabic) and adopted a humanistic approach based on listening to the couple.

Since the start of the campaign, 30 caravan convoys have visited rural localities. For each community, they prepared a needs inventory which was sent to the responsible authorities so that appropriate measures could be taken.

In 1960 the number of inhabitants in Tunisia and Syria were 4.2 and 4.5 million respectively. By 1993 Tunisia's population had increased to 8.6 million while that of Syria had reached 13.5 million. The GNP per capita for Tunisia was US\$1,420 and for Syria US\$990. Much of the progress made in the control of population growth in Tunisia has been attributed to the work of the convoys. The idea of the convoys has attracted the interest of Indonesia, Yemen, Algeria, Belgium and U.S.A.

Source: UNESCO, 1994

in the development process, has left them little time and energy for literacy classes or any form of self development. Fetching water and fuel are the life long chores of women. Besides the plight of rural women, the print media in Africa have not developed sufficiently aggressive marketing strategies to encourage reading in rural areas.

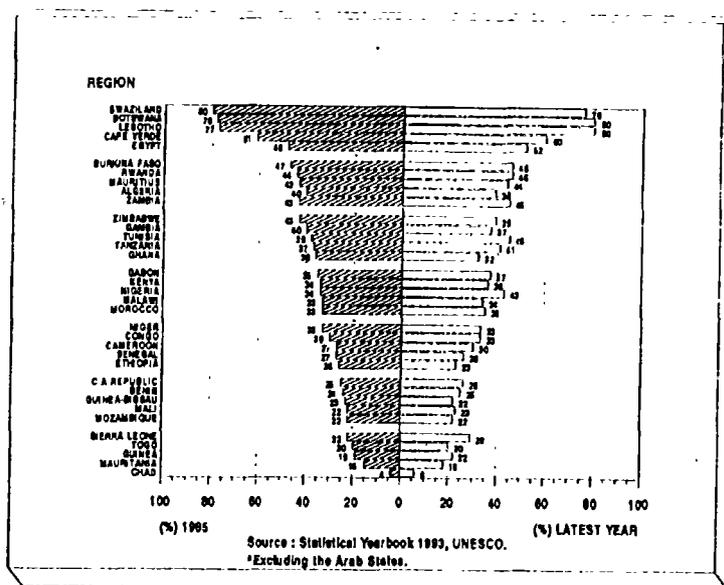
Teachers - the pivot of change

25. Although research findings have shown a positive relationship between female teachers and girls' enrolment rate and female literacy, many African countries have been slow in taking policy decisions and actions that would lead to positive discrimination in favour of recruitment of female teachers. In 1990, the proportion of female teachers ranged from 80 per cent in Botswana and Lesotho to 6 per cent in Chad (*Fig. 7*).

In 1990, females accounted for 30 per cent or less of the primary teaching staff in 13 African countries. The situation at the secondary level is even more grave. Between 1985 and 1991 the

proportion of female teachers in secondary schools remained at 36 per cent in Sub-Saharan African. This figure does not reflect such extremes as Burundi, 21 per cent; Guinea, 12 per cent; and Sierra Leone, 18 per cent. The presence of female teachers in technical fields, excluding home economics and secretarial courses, is insignificant. ILO is presently undertaking studies on female teachers in technical and vocational education in Benin, Cote d'Ivoire, Mali and Senegal. The findings of these studies should inform strategies for improving female participation in TVE. The low proportion of female teachers has deprived girls of well needed role models. Compared with other regions of the world, Africa has the lowest proportion of female

FIGURE 7 : PERCENTAGE FEMALE TEACHERS IN TOTAL TEACHERS IN FIRST LEVEL OF EDUCATION IN AFRICA
1985 AND AROUND 1988

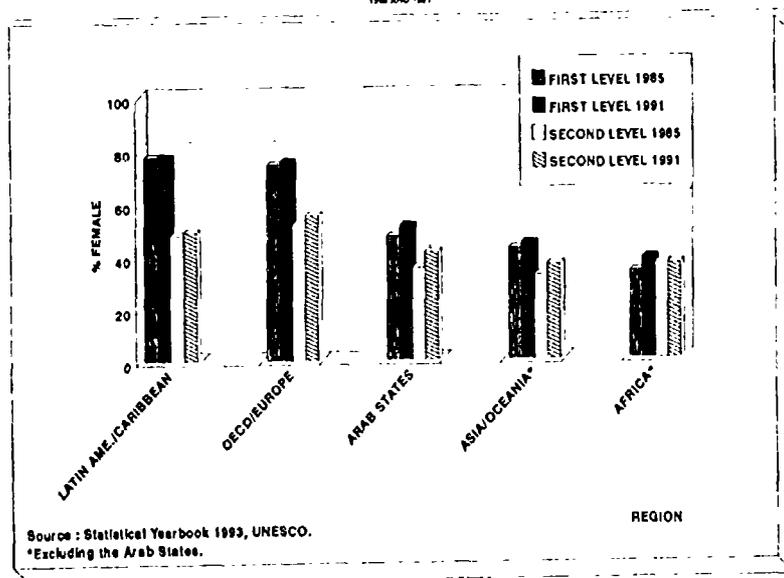


teachers (Fig. 8).

26. Improving the proportion of female teachers is only one of many measures needed to ensure the effectiveness of teachers in creating an enabling environment for school girls. Teachers need to understand their impact on the self development and performance of girls. Teachers are the prime agents of change in the education system. African primary school teachers have existed below poverty line and many must seek additional source of livelihood. Under such conditions of service, it is virtually impossible for teachers to be committed to teaching.

Refugees - a growing social group

FIGURE 8 : PERCENTAGE FEMALE TEACHERS IN TOTAL TEACHERS IN FIRST AND SECOND LEVELS OF EDUCATION
1985 AND 1991



27. Civil disturbances are contributing to an increasing number of refugees, most of which are women and children. In 1989 there were approximately 4.8 million refugees in Africa. The recent catastrophe in Rwanda has added approximately 420,000 persons, 80 per cent women and children, to the refugee population. Their education must help them to meet the challenges of their new situation by helping them to inculcate attitudes of peace and understanding rather than revenge, and to acquire skills for survival. Recognizing that economic and social stability can only be attained in a culture of peace, more emphasis is being given by governments and the international community to the peace process. Already Mozambique has a national culture of peace programme with components which target women (Box 7).

Box 7

Women in Mozambique CPP

As UNESCO launches its Culture of Peace Programme, women are being asked to play a central role. It is increasingly acknowledged that whereas war has always been the business of men, peace at the local level has often been the concern of women. In Mozambique, peace programmes are underway. One of the initial contracts was concluded with MULEIDE, (Women, Law and Development). It covered the training of trainers and activists for civic education and for a culture of peace among women in several provinces. Their subsequent activities will be documented as a contribution to non-formal education for peace and to the improvement of training methods.

As the programme develops, women's groups such as MULEIDE and OMM (Organization of Mozambican Women) are expected to play a key role in making the culture of peace a part of the everyday life of people at the grassroots level.

Source: UNESCO, 1994

Technical and vocational education

28. UNESCO and ILO have been strong advocates for the participation of girls and women in technical and vocational education. UNESCO's International Project on Technical and Vocational Education (UNEVOC), launched in August 1992, focuses on exchanging information, networking and other methods of international co-operation in technical and vocational education at secondary and post secondary levels. The UNEVOC International Advisory Committee, a survey on the relevance of vocational guidance for the equal access of girls and women to technical and vocational educational is being undertaken. An international seminar on this topic is foreseen in 1996, within the framework of UNEVOC. Twenty TVE experts from eight African countries participated in the UNEVOC African Regional Consultation Meeting was held in Nairobi from 18 to 23 October 1993. It was decided in the meeting that «participation of women and girls in TVE» should be one of the major follow-up activities of the UNEVOC Project. In this regard, national case studies will be conducted in selected countries in the region.

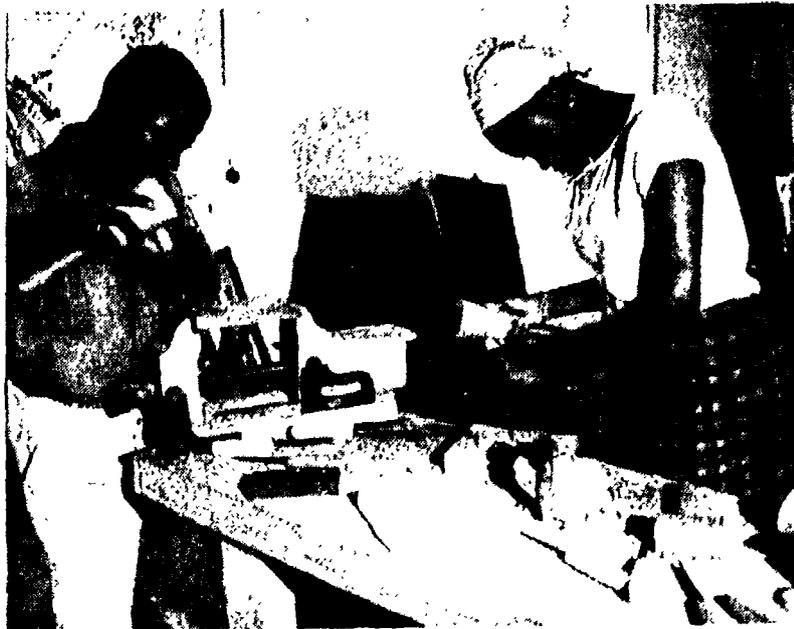


PHOTO UNESCO/Almasy-Vauthey

Recent regional initiatives

29. There are regional initiatives aimed at improving the situation of girls and women. The Forum for Africa Women's Educationalists (FAWE) formed in 1992 brings together female ministers in charge of education, university chancellors, permanent secretaries and other influential educationalists. Being a Forum of policy-makers, it is well positioned to ensure action at national level. Established in 1988, the African Women Development and Communication Network (FEMNET) shares experience through its newsletters and support women advocates for female upliftment. A Working Group on Female Participation, established as a part of the Donors for African Education (DAE) gives priority to: a) research and information networking, b) the role of non-governmental organizations, c) the role of teachers in improving the achievement of

females, and d) female participation in science and technology. The African Academy of Sciences (AAS), inaugurated in 1986, gives priority to research on the education of girls and women in Africa. The Network of Educational Innovation for Development in Africa (NEIDA), organized and supported by UNESCO's Regional Office for Education in Africa (BREDA) promotes the exchange of information at national, sub-regional and regional levels.

Partnerships - the hope of success

30. Efforts are being made on the part of governments to attract partners in education. Nigeria has taken measures to decentralize education allowing for greater involvement of local communities in the planning and administration of education. It is expected that this administrative arrangement will benefit girls as their education can be made more consistent with their needs. Egypt has attracted the involvement of the private sector in the provision of education. Women's organizations and NGOs have continued to be active in providing literacy and numeracy education for girls and women. However much more should be done in strengthening the old partnerships and mobilizing new partners for female education.

Goals and priorities - future challenges

31. The challenge to determining goals and priorities for African girls and women is knowing and understanding their needs and aspirations. Setting goals and priorities in face of limited targeted research added to the inadequacy of educational management information systems (EMIS) is at best a «hit or miss» approach. Nonetheless, progress in educating African females has been behind other regions and there is no time to wait for the strengthening of EMIS before setting targets and introducing strategies for improvements. But their successful implementation will require rigorous monitoring and evaluation and subsequent target setting. Simultaneously EMIS must be strengthened, starting with the data sources.

32. Re-allocation of military resources to programmes for improving the situation of girls and women would contribute significantly to a culture of peace. Women will be better prepared to support the «de-militarized men» while they find alternative sources of livelihood and a new way of life. Expenditure on arms compared to the number of out-of-school girls and the net enrolment rates of girls in primary schools in selected poor countries is a grim reality, as shown below.

Table 1

Military spending among poor countries compared with net enrolment of primary school-age girls

Country	Avg. annual imports of non-nuclear arms	*NER f primary level 1990 US\$m	*Out-of-School girls (m)
Sudan	20	33.4	2.2
Ethiopia	99	17.9	5.0
Chad	11	27.5	0.8
Mali	6	10.6	1.0
Guinea Bissau	12	28.6	0.07
Guinea	17	17.2	0.6

Source: Human Development Report, UNDP, 1994
*Division of Statistics, UNESCO, 1993

African countries need to respond to the call of the Human Development Report (1994) to cut military spending by three per cent per year between 1995 and 2000. It is estimated that the peace dividend from such military cuts would release at least US\$75 billion dollars over a six year period. Of this amount, at least one billion a year should be considered for the education of girls and women in Africa. UNESCO is ideally placed as lead agency to manage and monitor such a fund.

33. Governments must continue to attack illiteracy on two fronts. Efforts must be made to ensure that every child who attends school, despite irregular attendance, achieve basic literacy and numeracy. Implications are that the school must give more attention to individual differences and learning difficulties of children. At the same time adult literacy programmes, particularly for youths, should continue.

34. Strengthening old partnerships and attracting new ones should accelerate progress towards achieving EFA goals. Non-governmental organizations (NGOs) and women's groups must be encouraged to expand their assistance to girls and women while taking into account their limited capacity and resources. The public media through their messages can play a more vibrant role in building a supportive environment for girls and women. Further to this the print media need to encourage literacy through more aggressive marketing of appropriate inexpensive newspapers and wider circulation in rural areas.

35. The private sector, even if it is small, should be encouraged to contribute to alleviating the problems of women through: (a) employment policies allowing for recruitment of women and promotion to decision-making levels with a view to reaching more equitable male/female rates at all levels of personnel; (b) direct contributions to scholarships for the education of poor girls; and (c) environment building through its promotion and marketing strategies by sending positive messages on the education and career possibilities for girls and women. Wealthy citizens

should be encouraged to establish foundations to benefit girls and women.

36. Educational planning, management and administration must target the needs of girls. Target for increasing the proportion of female teachers must be identified with well developed strategies to achieve them. Ensuring equity in the provision of materials for girls' schools as well as taking positive discriminatory actions in favour of such schools to bring them on par with boys schools should be a primary objective and should be given high priority.

37. The school curriculum should be made more responsive to the needs and interests of girls, particularly as it concerns teaching methods and the learning environment. There is need for a better understanding of the early learning experiences of girls and how they can be utilized to enhance their learning achievement. Promotion of rural crafts, in which women are involved, in the classroom would help to improve the quality and marketability of such crafts. Projects and experiments intending to improve understanding of endogenous technologies should stimulate interest in upgrading them.

38. Governments must continue to adapt policies and strategies for attracting females to the teaching profession. Simultaneously governments, teachers' organizations and the donor community must, together, arrive at a formula for improving the conditions of service of teachers and to provide the pedagogical support needed to improve their effectiveness in the classroom. Teachers must be provided a living wage that is duly paid. They must be made to understand their role as agents of change and how it can be translated into teaching and learning experiences. Central to the promotion of the peace culture, teachers should understand the concept and their role in inculcating such values in the young generation.

Higher Education

39. The situation of women in higher education can be viewed from two perspectives: their access and their participation in various fields. Participation of females in higher education in Africa is the lowest among the regions of the World. In 1991 females accounted for 31 per cent of enrolment in higher education compared with 35 per cent in Asia and 50 per cent in the other regions. This low participation of women could be attributed to the definition African countries give higher education which to a large extent exclude professions such as nursing education and primary school teacher training. However, in contrast to the other regions, women who have benefitted from higher education in Africa often hold decision-making positions in their respective societies.

40. Many of the issues which characterize women in higher education are not unique to Africa. Among the many hindrances to female participation in higher education are the: a) tendency to locate universities in urban centres thus limiting access of rural women; b) lack of alternative delivery modalities for university education which would meet the needs of women wishing to pursue higher education but who must remain with their families; c) high personal costs of university education despite the fact that it is heavily subsidized in many countries; d) rigidity of higher education programmes; and e) poor performance of females in mathematics and science.

41. Despite these problems there has been progress in the enrolment of females in higher education. Between 1985 and 1991 female enrolment increased by 37.3 per cent from 614,000 to 843,000 compared to 27 per cent increase in higher education enrolment overall. For Sub-Saharan Africa, the statistics were more encouraging. Enrolment of women in higher education

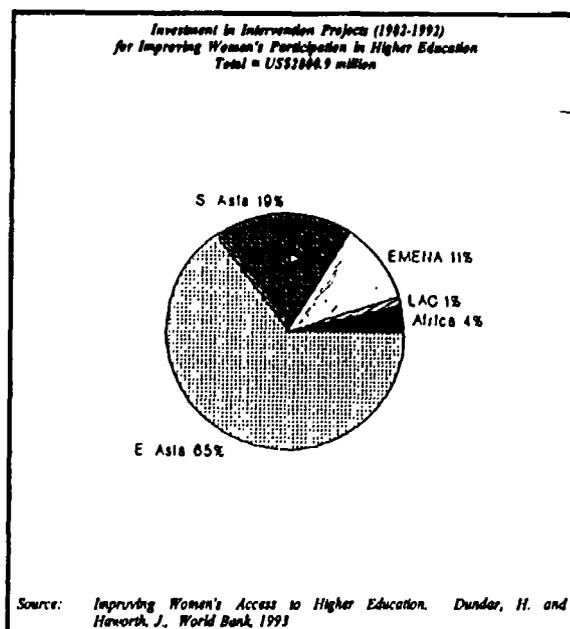


PHOTO UNESCO/Almasy-Vautey

increased by 41 per cent from 206,000 to 291,000 over the same period while enrolment overall increased by 34 per cent, indicating a higher rate of increase in the female population.

42. African governments have attempted to improve women's opportunities for higher education. Findings of a recent World Bank sponsored research showed the extent to which lending to higher education has improved female access. Of 131 projects approved by the Bank between 1982 and 1992, 31 were approved for Africa for a total sum of US\$417.2 million. Nine of the projects acknowledged gender issues and five had elements directed towards gender

Figure 9



problems. Of a total of US\$2800.9 million investment in projects with activities to address gender issues, Africa accounted for only four per cent (*Fig 9*).

Projects in Yemen and India are promising because the strategies adopted were planned around the needs of women. They include culturally appropriate hostels in Yemen (*Box 9*) and environment building and more flexible programme delivery in India (*Box 10*).

Box 8

Yemen's Experience in Raising Female Enrollments

A recent project in Yemen proposed to expand women's participation in higher education because of concern for shortages of women teachers and high costs of expatriate teachers. Although the project aimed at increasing educational opportunities at the secondary education level for girls by increasing the female teacher supply, the project introduced policies to improve women's access to higher education.

The project found that cultural factors play a significant role for women's access to education, particularly in the rural areas. The lack of culturally appropriate housing for women at the Faculty of Education also limits women's access to tertiary education. Interestingly, inequality in educational delivery was also noted as one of the obstacles that women confront. Interactions between professors and women students are limited due to cultural factors.

Under this project hostels would be built on three campuses to house approximately 800 female students. Existing hostels facilities in Aden for 240 women students would also be renovated. The provision of dormitories is expected to increase female enrollment at the Faculties of Education by about 50 percent. The stipends provided by the Government must be better targeted to ensure that needed groups such as women and rural teacher are brought into the system. This measure provides for stipends from the Government for all female students while male students receive a targeted financial aid based on their achievement at the secondary education level.

In addition, the project noted that the Government stressed the importance of women's participation in education and in the labor force. An Advisory Group for Trained Manpower (AGTM) would be established. The main purpose of the AGTM would be to review the requirements for trained manpower on an annual basis and to provide direction within tertiary education. Among other things, the AGTM would also adopt or recommend policies to the Cabinet regarding meeting gender needs.

The project diagnosed remarkably well the constraints on female participation in higher education, and adopted a «package approach» in providing several measures together, which would significantly contribute to increasing girls' and women's participation in secondary and tertiary education.

Source: Improving Women's Access to Higher Education. Dundar, H. and Haworth, J., World Bank, 1994

Both projects provide a «package» approach which allows for inter-related factors concerning women to be appropriately addressed. The project in India includes awareness campaign which is as important to its success as the training of women in technology.

Box 9**India's Experience in Raising Enrollment:
A Case of Package Approach**

With the assistance of the Bank, India started an innovative program in 1990 to expand technician education for women through expansion of school places. A number of strategies to overcome various constraints on women's participation in polytechnics were introduced. Apart from expansion of places for women, the following were among the policies introduced to improve women's access to higher education; expansion of hostels, provision for financial aid curriculum, introduction of public awareness campaigns and flexible programs for continuing education.

Expansion of Places: The projects converted all male polytechnics into coeducational polytechnics and supported establishment of total 19 coeducational and 31 women's polytechnics. Before the projects were implemented, few women enrolled in coeducational programs, preferring instead to enroll in exclusively female institutions. The demand for existing 46 women's polytechnics and coeducational polytechnics was considerably low.

The Role of the Government: Since the beginning of the projects, the government has been very supportive and perceived the projects as part of the Ten-Year Investment Program (1990-99). A female director who has been very active in women's education was appointed to the Project Implementation Unit. It was also noted that these projects were politically less sensitive because expansion of technician education was viewed as necessary due to a high demand for technician in the changing structure of economy.

Community Awareness Campaign: A large scale community awareness campaign is another significant component of the project. The National Information Center was established to provide information about the projects and programs. A TV program about the project was broadcasted on the national TV. In addition, there has been a widespread press coverage about the project, increasing public awareness about the programs. There have been seminars and meetings about the project and programs. To increase employment of female technicians, employers are encouraged to seek women technicians through the communication channel between institutes and employers.

Link to Labor Market: High demand for technicians in emerging fields such as computer applications, textile design, home appliances, precision instruments, and so on existed. However, the existing programs were traditional and did not facilitate the participation of women in modern sector wage employment. An important aspect of the project is the establishment of a link between the polytechnics and the demands of the labor market. A modified curriculum introducing new programs in emerging fields resulted in an increase in the demand for polytechnic.

Flexibility of the Programs: Previously, rigidity of the programs excluded women who are working, pregnant and/or married. Greater flexibility in carry-over of earned credits enable pregnant women to return to college after delivery and continue education; part-time instructions further facilitated working or married women to participate in these institutions.

Gender Neutral Curriculum: After the project was started, the supervision team found that the curriculum at all levels of education was gender biased. In response, the projects introduced gender neutral curriculum at the technician education level, and encouraged the policy makers to revise the curriculum at the primary and secondary education level as well.

Although it is too early to examine the results of this on-going project, the project design appears to be among the most promising in Bank's projects in women's higher education. Preliminary results indicate that there is an excess demand for enrollment from women for higher education. One out of ten women applicants could enter these polytechnics. Why do the projects seem to be so successful in improving women's access to higher education? Apart from the design of the projects, the adoption of multiple measures to improve women's access appears to be an effective policy intervention.

Source: *Improving Women's Access to Higher Education*. Dundar, H. and Haworth, J., World Bank, 1994

43. Despite the efforts made, available data for 1985 and 1990 for selected countries show disparities in enrolment ratio of men and women (*Table 2*).

Table 2

Country	Female		Male	Disparity (b) - (c) 1990
	1985 (a)	1990 (b)	1990 (c)	
Botswana	1.3	2.8	3.4	-0.6
Lesotho	1.8	5.3	2.1	+3.2
Sudan	1.5	2.3	3.3	-1.0
Zambia	0.6	1.1	2.9	-1.8
Burkina Faso	0.3	0.3	1.1	-0.8
Burundi	0.3	0.4	1.1	-0.7
Congo	2.0	1.8	9.0	-7.2
Ghana	0.6	0.6	2.2	-1.6
Togo	0.7	0.7	4.4	-3.7

Source: World Education Report 1993, UNESCO;
 (*) *Source: Division of Statistics, UNESCP*

Except for Lesotho which has a tradition of higher numbers of females in educational institutions, the enrolment ratio of women is substantially less than that of men. The Congo is an extreme case.

44. The choice of disciplines in higher education has disadvantaged women in the labour market. There is a tendency for women to opt for humanities and social sciences rather than natural sciences and science based subjects. A review of women's choice of subjects in Kenya, Liberia, Uganda and Zimbabwe showed that 16 per cent or less pursued natural sciences and just over 20 per cent opted for medicine. This imbalance is not unique to Africa but has great consequences for the continent because skills in science and technology are urgently needed.

45. The environment gives little support to women in higher education. Women are poorly represented in both managerial and academic posts in higher education institutions. For example a recent study in a Nigerian university showed that about 20% of the professors were women, and their presence in the administration was only marginally better.

46. Scholarships, fellowships and travel grants, sponsored by international institutions have favoured men. Of a sample of 2,637 offered to Africans between 1983 and 1993, 21 per cent only of the recipients were women (*Table 3*). Although the proportion of women recipients has increased from 19 per cent in 1983 to 31.7 per cent in 1993, there is still need for sponsoring bodies to be more insistent on gender equity in the distribution of awards.

Table 3: Fellowships, Study and Travel Grants (Breakdown by gender)

Year of Award	AFRICA	
	F	M
1993	45	238
1984	51	194
1985	57	247
1986	79	175
1987	58	151
1988	27	120
1989	29	140
1990	26	130
1991	82	364
1992	61	193
1993	41	129
Total	556	2081

47. Studies on gender relations have become an important part of the social sciences. Such research has highlighted the need to look beyond access to education to other equally important issues relating to the content and process of education, and the socio-cultural and economic factors in the existing context. While important progress has been made, too few women are involved in scholarly research and there has been insufficient direct intervention to support capacity building in research skills and techniques for promising female scholars. There is an urgent need to fill this gap in order to give African women the power to generate knowledge and to present their perception and interpretation of feminine issues. The African Academy of Sciences (AAS), among other institutions, is making positive in-roads in encouraging female researchers through research grants and training programmes.

Goals and priorities

48. Increased participation of women in higher education will require an enabling environment which a) recognizes the rights of women to higher education, b) is positive towards highly educated women, c) accepts the role of educated women in socio-economic development. Equally important is the need to direct investments in higher education into programmes which benefit women.

49. Women stand to benefit from the present move to reform and renovate systems and institutions of higher learning across the region. This will involve action on three fronts simultaneously: (i) *institutional development* which aims to re-orient the structure, governance and management of universities and other such institutions, as well as their funding and the quality and relevance of their education and training programmes, (ii) *international inter-university co-operation* to help stem the continuing *brain drain* phenomenon which has deprived Africa of much of its expertise. The advantage of training women is

that they are less likely to leave the continent in search of employment opportunities. Through schemes such as the UNITWIN/UNESCO chairs (*Box 11*) programme, higher education institutions can assure advanced training and research in key disciplines related to the development process, and (iii) hold *the participation of women graduates* in activities aimed at enhancing social and human development. It is expected that being in decision-making positions they will be able to influence their male counterparts so that social and human issues can be more effectively addressed.

Box 10

UNESCO/IOHE UNITWIN Network

Project Title: *Management Training for Women Academics and Administrators in Latin American and Caribbean Universities - 1992 to 1995.*

The partners in the Network are: UNESCO, Inter-American Association for Higher Education (IOHE), Canadian International Development Agency, University of Manitoba, Universidad Interamericana de Puerto Rico, Universidad de los Andes, American Council on Education.

The objects are to: a) increase the number of women academics and administrators in decision-making roles in higher education institutions; b) sensitize institutional leaders and managers to the issue of gender equity; and c) strengthen the quality and efficiency of higher education management in the LAC region. It will be implemented through information exchange via IT networks and IOHE documentation, training seminars on specialized topics related to the topic, visiting professorships and internships, and research programmes on aspects on women and decision-making, feminine leadership and the contribution of women to social and human development.

It is expected that the experience will contribute to: a) increased participation by women in the decision-making processes of LAC universities; b) heightened awareness and understanding of gender issues in the higher education domain; c) capacity-building for women in higher education via training, research and information exchange; and d) enhanced quality and relevance of LAC universities due to better human resource management.

50. Much research has been done on the education of girls and women but much more is still to be done. Research in women's issues should be strengthened in higher education institutions and should be a key source of information for improving the situation of girls and women. Advocacy and information exchange should be promoted alongside rigorous monitoring and evaluation of women's progress in higher education. Research needs to be more targeted leading to a better understanding of the needs of girls and women and how best to address them. It is likely that the improvement of the situation of girls and women is not so dependent on additional external resources but rather on improved efficiency of national resource utilization and mobilization. Information on actual expenditure vis-a-vis budgetary allocations for education should help to enlighten policy makers.

51. Renewed emphasis on learning without frontiers should be organized around the needs of women in rural areas. Implications are that the designs of such programmes must give consideration to resource deficiencies in rural areas and must offer a programme, the quality of which should be at least on par with institutional programmes.

Concluding message

52. There is no simple or uniform answer to the problem of ensuring the education of girls in Africa. There is, to be certain, a part to be played by external assistance and international

NGOs. Yet, clearly the answer must come from sectors of society to improve the condition and status of women and girls; the education sector cannot resolve this problem alone. Fortunately, the evidence suggests that countries have recognized the need to accelerate the pace of change aimed at improving the lot of women. Such changes can only take place at a pace in harmony with overall socio-cultural development and sustainable by internal resources.

53. Comparative information and statistics on education in Africa, and particularly on the education of girls and women, demonstrate that there is an enormous need for improvement. Already, a notable shift in expressed government policy can be observed in most States where the education of women and girls has been assigned higher priority. Meetings of African Ministers of Education and international conferences such as the Ouagadougou Pan-African Conference on the Education of Girls have issued declarations to which the majority of nations within the region have subscribed. The challenge remains to translate these expressed national intentions into improved education for women and girls. The goal must be to provide equal access to quality education for all. This cannot be achieved at the national level alone. The political will for change must permeate nations, reaching down the «grassroots» where local attitudes and practices must change in pace with national policies and priorities, if real and lasting progress is to be achieved.

54. Fortunately, the appeal of Beijing for improvement in the education of women and girls can be founded on hope as well as need. A number of countries, acting on their own, have taken significant strides towards improving schooling for girls. While progress, thus far, has taken place mainly in pilot projects, the innovations tested and models developed suggest modifications of policy and practice that could transform educational systems as a whole

55. Available educational data, imperfect as it often is, suggest that the enrolment of women is increasing most rapidly at the tertiary level. This implies that there will be an expanded number of qualified women able to take their rightful place as leaders and role models in the society. The importance of this in changing attitudes about and expanding possibilities for the education of women and girls should not be underestimated. Moreover, the continuing increase in the number of future mothers who will have had at least some schooling should increase the educability of future generations. The creation of literate societies is a task that will require two generations or more to achieve.

56. Both traditional and non-traditional partners of governments in the provision of education are now more prepared than ever to bring about fundamental improvements. Attention is being drawn to the need for a multi-sectoral approach in addressing the situation of girls and women, with emphasis on rural development, female capacity building and poverty alleviation.

57. In the final analysis, progress can only be achieved if the entire society is committed to education. Commitment and resolve at the national level will be of little avail unless there is an equal sense of commitment and resolve in the villages and, indeed in the families, that are the building blocks of the nation. To advance the cause of education in Africa, those responsible for guiding and running education systems must seek to fit the content, timing, pedagogy and structures of schools and institutions to the needs, interests, aspirations and circumstances of females and their families. Unless the communities and families themselves recognize the need for equal access to good quality education for women and girls and are prepared to contribute actively to its achievement, the goal of **Education for All** cannot be attained, nor for that matter, can the objective of sustainable development to which education is an essential prerequisite.

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TABLE Ia : TOTAL POPULATION AND AVERAGE ANNUAL GROWTH RATES (IN THOUSANDS)

COUNTRY	POPULATION				A.A.G.RATE	
	1980	1990	Estimates 1993	Estimates 2000*	(1980- 1990)	(1990- 2000)
Algeria	18 666	25 013	27 110	32 712	2,97	2,72
Angola	7 723	10 022	10 862	13 107	2,64	2,72
Benin	3 462	4 735	5 157	6 295	3,18	2,89
Botswana	894	1 301	1 410	1 701	3,82	2,72
Burkina Faso	6 145	9 000	9 761	11 794	3,89	2,74
Burundi	4 118	5 459	5 933	7 203	2,86	2,81
Cameroon	8 503	11 833	12 780	15 296	3,36	2,60
Cape Verde	296	370	405	500	2,26	3,06
Central African Republic	2 309	3 040	3 277	3 903	2,79	2,53
Chad	4 477	5 686	6 129	7 300	2,42	2,53
Comoros	382	550	601	740	3,71	3,01
Congo	1 529	2 272	2 470	3 000	4,04	2,82
Cote D'Ivoire	8 328	12 000	13 347	17 107	3,72	3,61
Djibouti	355	409	459	600	1,43	3,91
Egypt	42 126	53 141	56 394	64 778	2,35	2,00
Equatorial Guinea	352	348	368	420	-0,11	1,90
Ethiopia	38 751	51 675	55 909	67 188	2,92	2,66
Gabon	807	1 172	1 286	1 599	3,80	3,16
Gambia	601	861	927	1 100	3,66	2,48
Ghana	10 734	15 025	16 418	20 192	3,42	3,00
Guinea	5 407	5 757	6 308	7 805	0,63	3,09
Guinea-Bissau	781	964	1 030	1 200	2,13	2,21
Kenya	16 667	24 038	26 390	32 811	3,73	3,16
Lesotho	1 339	1 773	1 892	2 200	2,85	2,18
Liberia	1 845	2 608	2 873	3 601	3,52	3,28
Libyan Arab Jamahiriya	3 043	4 544	5 035	6 397	4,09	3,48
Madagascar	8 778	11 193	12 598	16 600	2,46	4,02
Malawi	6 046	8 293	9 403	12 609	3,21	4,28
Mali	7 095	8 153	9 291	12 601	1,40	4,45
Mauritania	1 551	2 024	2 207	2 700	2,70	2,92
Mauritius	955	1 075	1 111	1 200	1,19	1,11
Morocco	20 050	25 071	26 904	31 719	2,26	2,38
Mozambique	12 130	15 649	16 690	19 396	2,58	2,17
Namibia	1 372	1 780	1 844	2 000	2,64	1,17
Niger	5 312	7 728	8 496	10 600	3,82	3,21
Nigeria	80 556	108 576	119 059	147 626	3,03	3,12
Rwanda	5 162	7 184	7 886	9 805	3,36	3,16
Sao Tome and Principe	86	121	126	140	3,47	1,47
Senegal	5 703	7 329	7 948	9 604	2,54	2,74
Seychelles	63	67	71	80	0,62	1,79
Sierra Leone	3 263	4 153	4 494	5 404	2,44	2,67
Somalia	5 353	7 500	8 615	11 906	3,43	4,73
South Africa	28 284	35 298	38 683	47 900	2,24	3,10
Sudan	18 681	25 203	27 372	33 187	3,04	2,79
Swaziland	550	768	832	1 000	3,40	2,67
Togo	2 555	3 532	3 873	4 802	3,29	3,12
Tunisia	6 392	8 071	8 555	9 800	2,36	1,96
Uganda	13 120	18 795	20 075	23 410	3,66	2,22
United Rep. of Tanzania	18 580	25 632	28 361	35 913	3,27	3,43
Zaire	26 377	35 552	39 612	50 979	3,03	3,67
Zambia	5 662	8 072	8 785	10 702	3,61	2,86
Zimbabwe	7 096	9 371	10 387	13 206	2,82	3,49
AFRICA	480 412	639 787	697 807	855 443	2,91	2,95

TABLE 1b : TOTAL POPULATION AND AVERAGE ANNUAL GROWTH RATES (IN THOUSANDS)

REGION	POPULATION				A.A.G.RATE	
	1980	1990	ESTIMATES 1993	ESTIMATES 2000	(1980- 1990)	(1990- 2000)
AFRICA	480 412	639 787	697 807	855 443	2,91	2,95
ARAB STATES*	48 833	68 587	75 667	95 491	3,46	3,36
LATIN/AMERICA/CARIBBEAN	356 517	439 712	461 817	518 286	2,11	1,66
EAST ASIA/OCEANIA	1 413 450	1 648 268	1 725 773	1 921 865	1,55	1,54
SOUTH ASIA	931 663	1 163 027	1 247 038	1 469 127	2,24	2,36
OECD/EUROPE	1 184 912	1 272 309	1 297 806	1 360 091	0,71	0,67
WORLD	4 415 787	5 231 690	5 505 908	6 220 303	1,71	1,75

Sources : World Population Prospects, The 1992 Revision, United Nations.

*Excluding the Arab States of Africa

TABLE IIA : SCHOOL-AGE POPULATION AND OUT-OF-SCHOOL YOUTH (6-11 YEARS) BY SEX, 1980-2000
(IN '000)

COUNTRY	FEMALE SCHOOL-AGE POPULATION				FEMALE ENROLMENT				FEMALE OUT-OF-SCHOOL YOUTH			
	1980	1990	1993*	2000*	1980	1990	1993*	2000*	1980	1990	1993*	2000*
Algeria	1 621	2 140	2 210	2 304	1 154	1 793	1 093	2 150	467	347	317	234
Angola	563	706	800	1 144	415	360	403	525	148	426	477	619
Benin	200	391	434	553	94	129	143	183	194	262	290	370
Botswana	82	113	119	134	67	94	100	114	15	19	19	20
Burkina Faso	574	725	801	1 000	50	140	165	211	516	577	636	797
Burundi	341	457	505	636	47	208	226	274	294	249	279	362
Cameroon	702	967	1 042	1 241	459	678	731	871	243	289	311	370
Cape Verde	24	31	33	33	19	27	29	33	5	4	4	5
Central African Republic	180	240	271	333	74	109	119	147	106	139	152	186
Chad	342	444	483	587	50	122	133	162	292	322	350	425
Comoros	33	47	53	69	20	24	27	35	13	23	26	34
Congo	331	449	474	538	184	243	267	335	147	206	207	203
Cote D'Ivoire	684	1 051	1 185	1 566	337	430	479	617	347	621	706	949
Djibouti	24	36	44	50	5	11	12	16	19	25	2	34
Egypt	2 072	3 661	4 484	4 299	1 004	3 661	3 042	4 299	980	0	643	0
Equatorial Guinea	10	27	30	37	5	11	12	16	13	16	10	21
Ethiopia	3 131	4 039	4 523	5 090	551	723	760	854	2 580	3 316	3 763	5 036
Gabon	44	69	83	128	29	61	74	119	15	0	9	9
Gambia	50	68	74	90	13	24	26	33	37	44	40	57
Ghana	902	1 265	1 380	1 689	540	740	807	988	362	525	573	701
Guinea	365	477	529	673	73	82	91	115	292	395	430	550
Guinea-Bissau	56	73	79	95	16	21	23	27	40	52	57	60
Kenya	1 404	2 172	2 359	2 860	1 315	1 864	2 021	2 440	169	308	339	420
Lesotho	103	145	151	167	77	108	113	126	26	37	30	41
Liberia	193	208	215	229	36	37	39	46	157	171	176	183
Libyan Arab Jamahiriya	275	399	516	561	275	399	442	561	0	0	74	0
Madagascar	720	1 000	1 113	1 431	600	637	709	910	32	363	405	521
Malawi	533	829	912	1 141	195	377	415	519	338	452	497	622
Mali	507	783	873	1 124	74	83	92	118	513	700	780	1 006
Mauritania	123	166	178	227	22	53	60	81	101	113	117	146
Mauritius	67	65	62	57	57	65	62	56	10	0	0	1
Morocco	1 559	1 905	2 072	2 258	639	825	913	1 156	920	1 080	1 159	1 102
Mozambique	967	1 167	1 297	1 662	352	392	435	555	615	775	862	1 107
Namibia	85	117	130	166	68	91	101	129	17	26	29	37
Niger	474	671	749	965	65	98	109	139	409	573	640	826
Nigeria	6 642	9 399	10 316	12 821	4 955	4 078	5 339	6 590	1 687	4 521	4 978	6 231
Rwanda	459	634	708	910	243	395	441	569	216	239	268	349
Sao Tome and Principe	0	11	12	14	0	0	9	12	0	2	2	3
Senegal	452	615	662	785	136	219	235	278	316	396	427	507
Seychelles	5	6	6	7	4	5	5	6	1	1	1	1
Sierra Leone	259	336	368	456	100	114	125	154	159	222	244	302
Somalia	540	731	829	941	51	55	61	75	489	676	769	866
South Africa												
Sudan	1 501	2 090	2 476	3 093	473	698	753	899	1 028	1 392	1 723	2 194
Swaziland	48	67	69	75	40	59	62	70	8	8	7	5
Togo	214	294	327	417	132	184	204	260	82	110	123	157
Tunisia	500	591	660	623	364	546	565	612	136	45	95	11
Uganda	1 139	1 528	1 697	2 166	369	797	1 002	1 278	770	625	694	880
United Rep. of Tanzania	1 690	2 232	2 504	3 272	823	903	893	1 165	867	1 435	1 611	2 107
Zaire	2 260	3 236	3 598	4 606	1 338	1 686	1 873	2 395	930	1 550	1 724	2 211
Zambia	536	715	782	963	323	445	486	597	213	270	296	366
Zimbabwe	658	820	902	1 124	431	689	765	976	227	131	137	148
AFRICA	37 315	50 498	56 227	68 309	19 747	26 409	28 692	34 895	17 568	24 089	27 535	33 415

TABLE IIB : SCHOOL-AGE POPULATION AND OUT-OF-SCHOOL YOUTH (6-11 YEARS) BY SEX : 1980-2000
(IN '000)

COUNTRY	MALES								MALES			
	SCHOOL-AGE POPULATION				ENROLLMENT				OUT-OF-SCHOOL YOUTH			
	1980	1990	1993*	2000*	1980	1990	1993*	2000*	1980	1990	1993*	2000*
Algeria	1 681	2 156	2 449	2 574	1 541	2 137	2 359	2 397	140	19	91	177
Angola	556	800	886	1 146	461	373	353	547	95	427	533	600
Benin	284	387	425	544	201	252	274	358	82	135	150	186
Botswana	81	111	123	133	57	80	99	110	24	23	23	23
Burkina Faso	565	717	769	997	97	232	293	325	468	486	476	673
Burundi	342	457	499	639	60	229	334	310	273	220	165	329
Cameroon	704	975	1 074	1 249	539	780	883	1 019	165	187	191	230
Cape Verde	26	31	33	39	20	27	30	35	6	4	3	4
Central African Republic	169	244	270	328	122	166	184	224	47	70	87	104
Chad	349	445	480	593	128	251	303	335	222	194	177	258
Comoros	35	48	54	74	26	29	31	44	9	19	23	29
Congo	320	349	371	411	200	260	281	348	120	89	90	62
Cote D'Ivoire	684	1 052	1 197	1 574	493	605	650	865	191	447	540	709
Djibouti	26	36	67	51	8	15	19	22	18	21	49	69
Egypt	3 280	4 500	4 576	4 984	2 786	3 075	3 996	4 294	494	625	580	690
Equatorial Guinea	17	27	30	37	15	19	22	27	2	8	8	10
Ethiopia	3 155	4 120	4 456	5 930	901	861	884	1 002	2 254	3 267	3 572	4 928
Gabon	46	61	76	123	31	60	75	121	15	1	1	2
Gambia	47	70	78	92	22	32	37	47	24	38	41	44
Ghana	904	1 273	1 408	1 679	646	859	940	1 147	258	414	468	532
Guinea	370	497	538	677	143	159	168	222	239	337	370	454
Guinea-Bissau	56	73	78	89	31	36	38	46	26	37	40	43
Kenya	1 505	2 209	2 461	2 788	1 375	1 895	2 096	2 485	130	314	365	302
Lesotho	105	143	157	167	55	88	101	111	50	55	57	56
Liberia	179	201	207	229	57	53	53	64	122	148	154	165
Libyan Arab Jamahiriya	300	413	382	564	300	413	382	564	0	0	0	0
Madagascar	714	1 005	1 103	1 366	698	632	614	908	16	373	489	458
Malawi	608	839	965	1 141	222	390	468	542	387	449	497	599
Mali	582	772	831	1 027	120	339	347	200	462	632	684	827
Mauritania	151	155	155	227	73	65	65	103	86	96	100	124
Mauritius	67	68	70	59	58	67	69	57	9	1	0	2
Morocco	1 625	1 977	2 031	2 340	1 051	1 206	1 264	1 534	574	771	767	806
Mozambique	860	1 159	1 222	1 617	436	490	510	697	424	670	712	919
Namibia	89	122	134	169	63	85	92	119	26	37	41	50
Niger	468	660	730	929	113	188	215	270	355	472	514	659
Nigeria	6 626	9 386	10 426	12 890	6 310	6 261	6 277	8 271	316	3 125	4 149	4 619
Rwanda	454	629	692	900	254	387	443	560	200	242	248	340
Sao Tome and Principe	8	10	10	12	8	10	10	12	(0)	0	(0)	(1)
Senegal	457	625	684	783	201	292	328	371	256	333	355	411
Seychelles	5	6	6	7	5	6	6	6	0	0	0	1
Sierra Leone	253	334	361	447	131	157	165	212	122	177	196	234
Somalia	728	980	1 055	1 196	90	99	102	128	638	881	953	1 068
South Africa												
Sudan	1 541	2 147	2 147	2 345	668	895	987	1 157	873	1 252	1 160	1 188
Swaziland	57	67	74	75	37	57	64	68	20	11	10	8
Togo	214	295	324	415	207	263	285	372	7	32	38	43
Tunisia	522	622	594	651	488	611	584	648	34	11	10	3
Uganda	1 134	1 526	1 664	2 142	429	1 012	1 301	1 436	705	514	363	706
United Rep. of Tanzania	1 636	2 248	2 454	3 247	833	747	749	1 124	802	1 481	1 704	2 124
Zaire	2 270	3 246	3 635	4 561	1 875	2 138	2 266	3 050	395	1 107	1 339	1 511
Zambia	517	729	800	969	332	448	491	601	185	281	309	368
Zimbabwe	652	817	874	1 124	476	683	777	998	176	134	97	126
AFRICA	37 997	51 836	56 182	68 350	25 463	31 152	33 186	40 513	12 534	20 684	22 996	27 837

TABLE IIIa : NET ENROLMENT RATIOS BY SEX (6-11 YEARS) , 1980 - 1990

COUNTRY	BOYS		GIRLS		DIFFERENCE (BOYS-GIRLS) (in 1990)
	1980	1990	1980	1990	
Algeria	91,7	94,8	71,2	83,8	11,0
Angola	82,8	47,8	73,7	45,8	2,0
Benin	70,6	65,1	32,6	33,0	32,1
Botswana	70,1	79,0	81,6	83,3	-4,3
Burkina Faso	17,1	32,6	10,1	20,4	12,2
Burundi	20,1	50,0	13,8	45,5	4,5
Cameroon	76,6	80,9	65,4	70,1	10,8
Cape Verde	78,2	87,5	79,2	86,5	1,0
Central African Republic	72,3	68,2	41,2	44,0	24,2
Chad	36,6	56,5	14,6	27,5	29,0
Comoros	74,6	60,7	60,1	50,6	10,1
Cote D'Ivoire	72,1	57,5	49,3	40,9	16,6
Djibouti	34,7	42,6	21,1	30,4	12,2
Egypt	89,6	100,0	65,6	100,0	0,0
Ethiopia	28,6	20,9	17,6	17,9	3,0
Gambia	47,8	45,4	25,8	35,1	10,3
Ghana	71,5	67,5	59,9	58,5	9,0
Guinea	37,9	32,1	20,0	17,2	14,9
Guinea-Bissau	54,4	49,5	28,4	28,6	20,9
Kenya	91,4	85,8	88,6	85,8	0,0
Lesotho	52,3	61,6	74,5	74,7	-13,1
Libyan Arab Jamahiriya	100,0	100,0	100,0	100,0	0,0
Madagascar	97,7	62,9	95,5	63,7	-0,8
Malawi	43,5	46,5	36,6	45,5	1,0
Mali	20,6	18,1	12,6	10,6	7,5
Mauritania	30,7	42,1	17,9	31,9	10,2
Mauritius	86,0	97,1	85,4	100,0	-2,9
Morocco	64,7	61,0	41,0	43,3	17,7
Mozambique	45,4	42,2	36,4	33,6	8,6
Namibia	71,1	69,4	79,9	78,0	-8,6
Niger	24,2	28,5	13,7	14,6	13,9
Nigeria	95,2	66,7	74,6	51,9	14,8
Rwanda	55,9	61,5	52,9	62,3	-0,8
Senegal	44,0	46,7	30,1	35,6	11,1
Sierra Leone	51,8	46,9	38,6	33,9	13,0
Sudan	43,3	41,7	31,5	33,4	8,3
Swaziland	78,7	84,3	83,6	88,5	-4,2
Togo	96,5	89,1	61,8	62,5	26,6
Tunisia	93,5	100,0	73,8	92,4	7,6
Uganda	37,8	66,3	32,4	59,1	7,2
United Rep. of Tanzania	50,9	34,1	48,7	35,7	-1,6
Zaire	82,6	65,9	59,0	52,1	13,8
Zambia	64,2	61,4	60,3	62,2	-0,8
Zimbabwe	72,9	83,6	65,5	84,0	-0,4
AFRICA	61,9	61,4	50,6	53,5	7,9

TABLE IIIID : NET ENROLMENT RATIOS BY SEX (6-11 YEARS) , 1980 - 1990

REGION	Boys		Girls		DIFFERENCE (BOYS-GIRLS) (in 1990)
	1980	1990	1980	1990	
AFRICA*	61.9	61.4	50.6	53.5	7.9
ARAB STATES	77.8	86.6	61.2	74.3	12.4
LATIN AMERICA/CARIBBEAN	82.6	100.0	82.1	85.3	14.7
EAST ASIA/OCEANIA	79.0	87.3	69.9	83.8	3.4
SOUTH ASIA	71.6	82.6	47.0	62.0	20.6
OECD/EUROPE	100.0	100.0	94.0	96.0	4.0
WORLD	78.8	86.3	67.5	75.8	10.5

Sources : Division of Statistics, UNESCO.
* including the Arab States

TABLE IV : FIRST LEVEL EDUCATION : SURVIVAL RATES - 1988

COUNTRY	PERCENTAGE OF 1988 COHORT REACHING								
	GRADE 2			GRADE 4			FINAL GRADE		
	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
Algeria	99	98	98	96	95	94	90	90	86
Angola									
Benin	77	77	77	56	55	57	40	42	36
Botswana	98	98	95	98	90	94	95	82	92
Burkina Faso	96	95	97	82	81	84	64	60	71
Burundi	94	94	93	85	87	87	83	87	87
Cameroon	84	83	85	77	76	78	68	69	66
Cape Verde	96	95	96	91	87	93	45	44	45
Central African Republic	89	91	86	73	75	67	48	54	41
Chad	89	66	62	78	43	36	71	32	24
Comoros	78	76	79	51	48	55	31	26	38
Congo	96	99	92	84	89	80	62	67	58
Cote D'Ivoire	91	91	90	78	81	76	73	76	63
Djibouti	95			89			89		
Egypt	100			99			95		
Equatorial Guinea									
Ethiopia	61	63	57	50	54	46	44	47	40
Gabon	71	71	71	56	57	55	44	46	41
Gambia	85			77			64		
Ghana	92			92			87		
Guinea	89	86	80	69	74	65	44	54	36
Guinea-Bissau	75	79	69	41	46	33	8	8	7
Kenya	86			74			62		
Lesotho	85	81	86	73	65	82	50	41	64
Liberia									
Libyan Arab Jamahiriya									
Madagascar	69	69	78	42	39	46	32	28	34
Malawi	83	87	80	65	70	60	47	53	35
Mali	86	87	86	61	61	61	40	42	37
Mauritania	100	100	100	78	92	73	68	74	59
Mauritius	100	100	100	100	100	100	98	98	99
Morocco	89	90	88	74	74	72	63	63	63
Mozambique	69	71	66	39	37	29	39	37	29
Namibia									
Niger	97			90			75		
Nigeria	82			67			52		
Rwanda	86	86	86	68	73	76	34	50	43
Sao Tome and Principe	95	90	100	88	82	87	88	82	87
Senegal	97	96	96	91	91	89	85	86	75
Seychelles	100			100			98		
Sierra Leone									
Somalia	78			54			37		
Sudan	92			82			76		
Swaziland	94	93	94	85	82	86	61	63	69
Togo	87	88	84	67	72	61	46	53	35
Tunisia	97	98	97	92	93	90	79	80	77
Uganda	88	89	86	81			76		
United Rep. of Tanzania	95	95	93	88	90	90	73	67	69
Zaire	84			77			64		
Zambia	98	98	97	91	93	89	80	85	69
Zimbabwe	90			84			75		
AFRICA	88	87	86	76	73	72	63	59	56

TABLE Va : ADULT ILLITERACY RATES IN 1990

COUNTRY	TOTAL	MALE	FEMALE	RATIO OF FEMALE TO MALE
Algeria	42,6	30,2	54,5	1,8
Angola	58,3	44,4	71,5	1,6
Benin	76,6	68,3	84,4	1,2
Botswana	26,4	16,3	34,9	2,1
Burkina Faso	81,8	72,1	91,1	1,3
Burundi	50,0	39,1	60,2	1,5
Cameroon	45,9	33,7	57,4	1,7
Cape Verde	33,5			
Central African Republic	62,3	48,2	75,1	1,6
Chad	70,2	57,8	82,1	1,4
Comoros				
Congo	43,4	30,0	56,1	1,9
Cote D'Ivoire	46,2	33,1	59,8	1,8
Djibouti				
Egypt	51,6	37,1	66,2	1,8
Equatorial Guinea	49,8	35,9	63,0	1,8
Ethiopia				
Gabon	39,3	26,5	51,5	1,9
Gambia	72,8	61,0	84,0	1,4
Ghana	39,7	30,0	49,0	1,6
Guinea	76,0	65,1	86,6	1,3
Guinea-Bissau	63,5	49,8	76,0	1,5
Kenya	31,0	20,2	41,5	2,1
Lesotho				
Liberia	60,5	50,2	71,2	1,4
Libyan Arab Jamahiriya	36,2	24,6	49,6	2,0
Madagascar	19,8	12,3	27,1	2,2
Malawi				
Mali	68,0	59,2	76,1	1,3
Mauritania	64,3	54,1	73,5	1,4
Mauritius	20,1	14,8	25,3	1,7
Morocco	50,5	38,7	62,0	1,6
Mozambique	67,1	54,9	78,7	1,4
Namibia				
Niger	71,6	59,6	83,2	1,4
Nigeria	49,3	37,7	60,5	1,6
Rwanda	49,8	36,1	62,9	1,7
Sao tome and Principe				
Senegal	61,7	48,1	74,9	1,6
Seychelles				
Sierra Leone	79,3	69,3	88,7	1,3
Somalia	75,9	63,9	86,0	1,3
South Africa				
Sudan	72,9	57,3	88,3	1,5
Swaziland				
Togo	56,7	43,6	69,3	1,6
Tunisia	34,7	25,8	43,7	1,7
Uganda	51,7	37,8	65,1	1,7
United Rep. of Tanzania				
Zaire	28,2	16,4	39,3	2,4
Zambia	27,2	19,2	34,7	1,8
Zimbabwe	33,1	26,3	39,7	1,5
AFRICA	52,2	41,2	63,6	1,6

TABLE Vb : ADULT ILLITERACY RATES IN 1990

REGION	TOTAL	MALE	FEMALE	RATIO OF FEMALE TO MALE
AFRICA	52,2	41,2	63,6	1,6
ARAB STATES*	43,3	32,6	54,4	1,7
LATIN AMERICA/CARIBBEAN	14,9	12,8	17,0	1,3
EAST ASIA/OCEANIA	22,8	15,9	29,7	1,9
SOUTH ASIA	55,7	44,1	68,1	1,5
DEVELOPING COUNTRIES	37,8	29,3	46,6	1,6

Sources : World Education Report 1993, UNESCO.
*Including the Arab States of Africa.

**PERCENTAGE FEMALE TEACHERS IN TOTAL TEACHERS
(%)**

REGION	FIRST LEVEL OF EDUCATION				SECOND LEVEL OF EDUCATION			
	1980	1985	1990	1991	1980	1985	1990	1991
AFRICA*	34	33	38	38	33	36	36	36
ASIA/OCEANIA*	40	42	44	44	29	32	35	36
ARAB STATES	42	47	50	51	32	35	40	41
LATIN AMERICA/CARIBBEA	76	77	77	77	47	48	49	49
OECD/EUROPE	73	74	75	75	51	52	55	55
WORLD	52	54	56	57	39	41	44	44

Sources : Statistical Yearbook, 1993 UNESCO.

*Excluding the Arab States.