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ECA FIVE-YEAR PROGRAMME

ON

PRE-VOCATIONAL AND VOCATIONAL TRAINING OF GIRLS AND
WOMEN, TOWARD THEIR FULL PARTICIPATION IN DEVELOPMENT (1972-1976)

Introduction

1. The participation of women as human resources for national development is the objective of this 5-year programme within the Human Resources Development Division of ECA. The programme is derived from the recommendations of regional conferences (Lagos, 1968; Addis Ababa 1969; Rabat 1971), and from discussions with representatives of governments and of organizations of African Women. It contains five specific project areas of study and action. Each project area includes a brief description of a) the problem, b) proposed further studies, c) workshops or conferences, and d) training courses and pilot projects. Women who participate in training courses and workshops will be encouraged and assisted to organize similar events on the national or sub-national levels.

2. To provide information for development of the projects, a national survey of the institutions, programmes and services (both public and voluntary) which do or might offer pre-vocational, vocational or technical training to women and girls is underway at ECA, to be completed in 1971. This country by country study considers training programmes from the perspective of national development plans; and it includes opportunities for formal education and projected possibilities for wage employment, as well as self or family employment. A directory of organizations and offices concerned with the participation of women in development (primarily national and voluntary women's organizations and relevant ministries of the governments) is scheduled for completion in 1972. Research on the 5 project areas will be compiled and edited as a popular book.

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3. From its accumulated experience and from experience in implementing the projects, ECA will offer consultancy services to governments and to voluntary agencies, on their request.

PROJECT I: THE IMPACT OF MODERNIZATION ON THE ROLE OF THE RURAL WOMAN

The Problem

1. Available information suggests that modernization, including the adoption of agricultural technology, imposes additional farming tasks on the rural woman. As children who previously assisted their mothers are sent to school, as labour-intensive cash crops are introduced and as men find salaried employment away from the family farm, women's burdens are increased. Consequently their opportunity to introduce better family living practices in nutrition, homecrafts, childcare, etc. - is lessened. Additionally, women do not often share the income from cash crops; they seldom have money to purchase labour-saving devices or to undertake home improvements. Yet it is in the area of home management, that most "vocational" programmes for rural women are directed. This should be viewed against the background that women continue to produce more than half of the continent's food-most often with primitive tools.

Object of the Study

2. To assess the impact of modernization on the role of the rural woman, including her hours and type of work in agriculture and in the home, time and money available to her for home improvement, accessibility of labour saving devices for farm and family tasks, the type of decisions she makes concerning farm and family, and so forth. These data will be interpreted to determine areas of

priority need for specialized training for rural women.

Ongoing "vocational training" programmes will be evaluated from this perspective.

Anglophone study in Zambia; Francophone study in Dahomey. (1972)

References:

Jane Wills: A Study of Time Allocation by Rural Women and their Place in Decision-making. RDR. 44.1968

Ester Boserup. Women in Economic Development.

Robert Chambers. Settlement Schemes in Tropical Africa

3. WORKSHOP STUDY TOUR on increasing the contribution of rural women to national development through vocational and technical training: to include researchers of the above studies, directors of agricultural training institutes, representatives of voluntary agencies and of UN specialized agencies (in particular FAO: Planning for Better Family Living programme (PB71)). Family centred Studies underway within PBFL programmes in Kenya, Tanzania and Uganda will form part of the basic information. These, together with the ECA studies, will be considered from the viewpoint of the development of the whole society. Participants in the workshop will study PBFL centres and those of voluntary agencies.

1973 - Eastern Africa; 1974 - Francophone West and Central; 1975 - Anglophone west.

4. Pilot projects may include training in agricultural skills, introduction of labour-saving technology, marketing, handicrafts and food-processing industries, cooperatives, credit unions, functional literacy, services for working mothers. Base-line studies will be conducted where advisable; evaluation will be continuous.

Anglophone and Francophone: 1974-6.

PROJECT II: WOMEN IN WAGE EMPLOYMENT

The Problem

1. "Women fail to assume 'professional attitudes' at work; they have high rates of absenteeism, their frequent use of maternity and sick leaves and their tendency to change jobs make employing them uneconomic". These statements may be myth or reality; they are often made by both men and women. Very few studies have been completed to determine their truth or falsity, but initial review of employment data indicates that the percentages of women in wage employment may in fact be decreasing in many countries on the continent.

Object of the Study

2. To accumulate factual data on absenteeism, use of maternity and sick leave, work performance, frequency of job changes, level of responsibility, opportunity for promotion, and comparative pay of women workers; to determine the attitudes of employers, superiors, fellow workers and women themselves toward employment of women; to assess the value of "protective" legislation and of services for working mothers. Results of

the studies will indicate the nature of proposed training programmes.

Anglophone study in Uganda; Francophone in Algeria or Tunisia. 1972

References: ECA National Review of pre-vocational and vocational training Miranda Greenstreet, The Employment of Women in Ghana.

3. WORKSHOP on training for employment of women in industry services and the public sector: employers, manpower planners, administrators of Institutes of Public Administration, CAFRAD, ILO, etc. 1974 , North Africa; 1975 - Francophone; 1976 - Eastern and Southern.
4. Pilot projects for training women for and in industry, with an industrial firm. North Africa and Zambia- 1975-6

PROJECT III: SELF-EMPLOYED WOMEN IN MARKETING, INDUSTRY AND THE SERVICES

The Problem:

1. The "market women" of West Africa are known for their important contribution to the traditional sector of the economy, but only a few of them have entered the modern sector of national and international commerce. Young girls apprentice with their mothers and other relatives from a very early age, while the young men may be employed with modern commercial firms before commencing

their own businesses. Women traders risk being squeezed out of business entirely, yet their children often depend upon them for maintenance. Existing training programmes, such as those under ILO sponsorship, appear not to reach the market women, whose previous formal education is little or nil.

Object of the Study

2. To update the studies done from 1959-62, which may be used as base-lines to determine the present position of market women- their use of cooperatives and credit unions, access to loans and credit, bookkeeping methods, assessment of market fluctuations, use of adult education, and so forth. The study will include questions on the nature of possible vocational training for market women, and perhaps especially for their daughters. (Ghana and Togo, 1972)

References: E/CN.14/URB/14 Participation of Women in Industry and Commerce in African Towns south of the Sahara. 1963. Astrid Nypan. Market Trade. ERD, University of Ghana. 1960, Paul Bohannan and George Dalton, eds., Markets in Africa, 1962.

3. Conference on the participation of market and service women in the modern economy: to include self-employed women, development planners, representatives of ministries of commerce and industry, ILO, ICA, ACOSCA and other specialized and voluntary agencies. (1972- West Africa, to be repeated if evaluation is positive)

Training courses

4. Training course for urban self-employed women: cooperatives, credit unions, bookkeeping, anticipating market fluctuations, price-fixing, and other commercial methods. Curriculum and type of apprenticeships to be determined from the study, and from discussion with the market women. West Africa, 1973.
5. Training course in management and marketing for small scale industries, in particular handicrafts with ILO. Eastern Africa, 1972-3.

PROJECT IV: PRE-VOCATIONAL AND VOCATIONAL TRAINING OF THE SCHOOL LEAVER GIRL

The problem:

1. Data show that up to 90 per cent of young girls leave primary school, and often another 90 per cent drop out of secondary school before completing their studies. Yet few vocational training programmes exist for school-leaver girls; and, of those few, most emphasize the "feminine fields" - sewing, home economics, and so forth- which prepare women for their social roles as wives and mothers but, in fact, seldom lead to economic participation. Yet these young women will, in the rural areas, be expected to be farmers, and in the urban areas their husbands will expect them to add to the family income.

The Study

2. To describe and assess the situation of the school-leaver girl in both rural and urban areas: her migration, residence, means of support, continuing education, use of achieved education, and so forth. To evaluate existing vocational training programmes for school leaver girls from the perspective of their relevance to preparation for participation in national development. (This study to be included in those of Projects I, II, III.)

References: ECA National Review of Pre-Vocational and Vocational Training.

3. WORKSHOP-STUDY TOUR on training the school-leaver: UN specialized agencies, labour and education ministry representatives, voluntary agency representatives. Eastern and Southern, 1972. Francophone, 1973; Anglophone West, 1974.
4. Pilot project: Training of school-leaver girls, with a voluntary agency. Eastern and Southern, 1973; Francophone 1974; Anglophone West, 1975.

PROJECT V: PLANNING FOR PARTICIPATION OF WOMEN AS HUMAN RESOURCES IN NATIONAL DEVELOPMENT

The problem

1. The facts of unemployment and underemployment in African countries militate against wage employment of women; governments are concerned primarily with creating jobs for men. In the non-salaried sector, mostly agricultural, nearly all training and extension programmes are directed to men. Thus one-half of the continent's human resources, the women, remain without technical skills. While women are expected to and do perform economic tasks, in farming and marketing particularly, and while their husbands expect them to continue to contribute economically when they migrate to urban areas, programmes for vocational and technical training continue to be directed to boys and men. A vast source of manpower for development is overlooked.

Object of the Study

2. To assess the impact of women's increased skills and wage employment on the family economy and on national social and economic development. Studies within projects I-IV will be incorporated here. Comparisons will be made between agricultural areas, where women have received extension services and other farmers training, and areas where these are offered only to men; further comparisons will be made in urban areas. Historical and contemporary attitudes and practices toward women's work will be identified and considered as factors affecting the participation of women in national development.

Studies by University Departments of Sociology: Senegal and Nigeria.

References: Boserup, op. cit.
ECA Studies, op. cit.
National Development Plans

3. GROUP MEETING: PLANNING AND NATIONAL GROWTH THROUGH
THE FULL USE OF HUMAN RESOURCES FOR NATIONAL DEVELOPMENT:

Ministers of planning, authors of ECA-sponsored studies, women engaged in development planning, university faculty, specialized agencies. Agenda to include: (1) salient information from the studies; (2) strategies for the integration of women in existing training programmes for development and manpower planning, including inservice programmes; (3) priority needs for vocational and technical training; (4) national machinery to assure the participation of women and girls as human resources for national development.
1973 - Regional: Cameroun or Zambia

4. Training course: Planning for participation of women in national development: women's voluntary agencies, development planners, university faculty and students.
1975: Anglophone and Francophone.