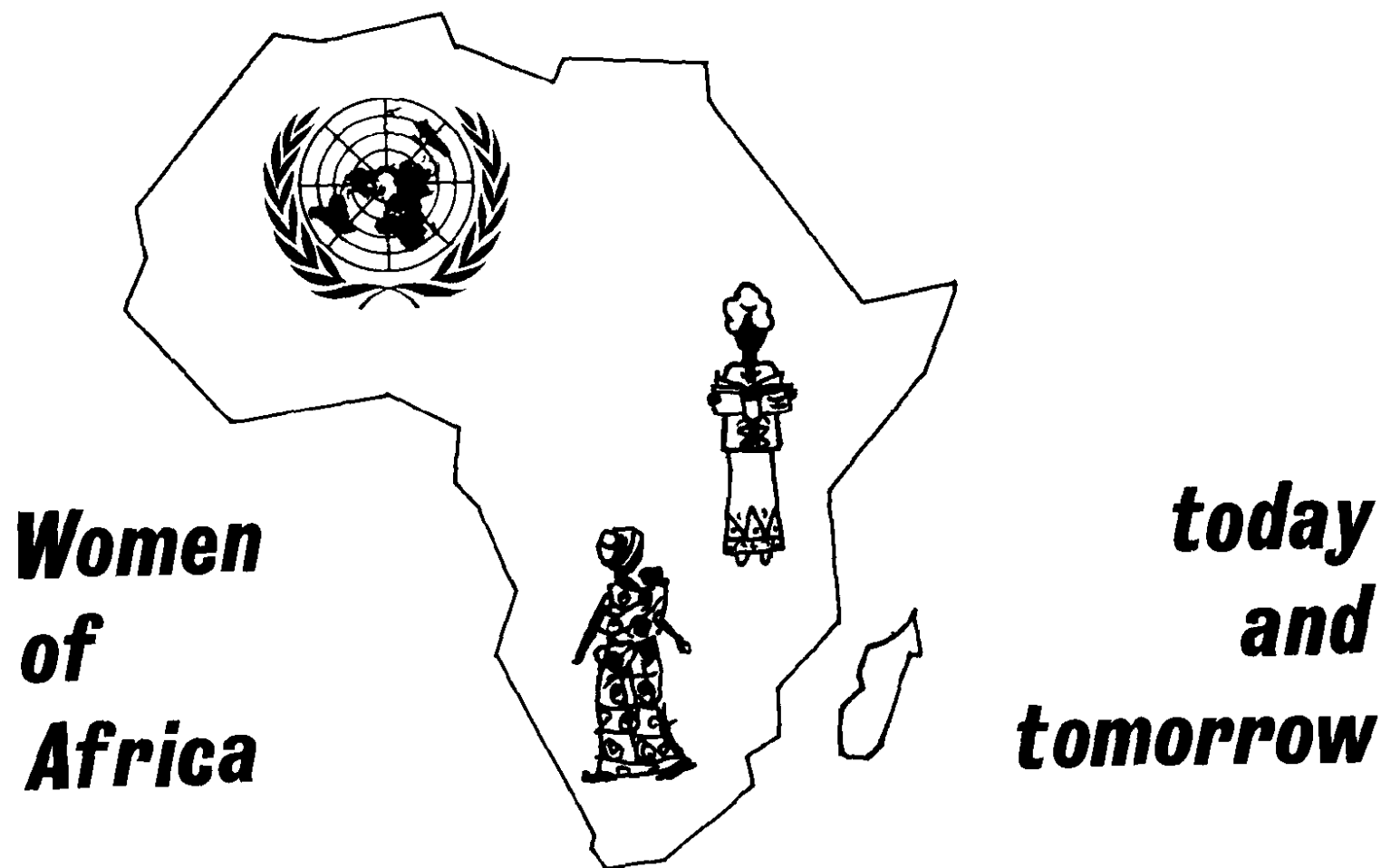


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A LETTER FROM THE EXECUTIVE SECRETARY OF
THE UNITED NATIONS ECONOMIC COMMISSION
FOR AFRICA

African women have always worked in the fields, in the markets and in the homes in our countries. We know this so well that we too often take for granted the enormous actual and potential contribution of women to the development of our continent and its people.

It is time for us, who try to guide our nations along the road to development, to acknowledge women's work. We need to admit that the major problems of development defy solution without the active participation of women. Can we overcome hunger and malnutrition without involving the women who cultivate, process and cook our food? Can we overcome ignorance without the women who are the first teachers of our children?

We must also admit that it is the women who bear the brunt of poverty in the vast countryside and in the slums and shanty towns of our burgeoning cities. Women often work to the point of exhaustion especially in the rural areas where more than 80 per cent of our people live. The tragedy, both for them and for our countries' development, is that because their work is almost always overburdening it also tends to be under-productive. Moreover, if our women suffer, so do our children, the coming generation.

This situation is unnecessary and senseless in contemporary life. We at the Economic Commission for Africa have made a modest start in changing it, through the establishment of the ECA Women's Programme. We propose to do more, beginning in 1975, the International Women's Year.


R.K.A. Gardiner

January 1975

contents

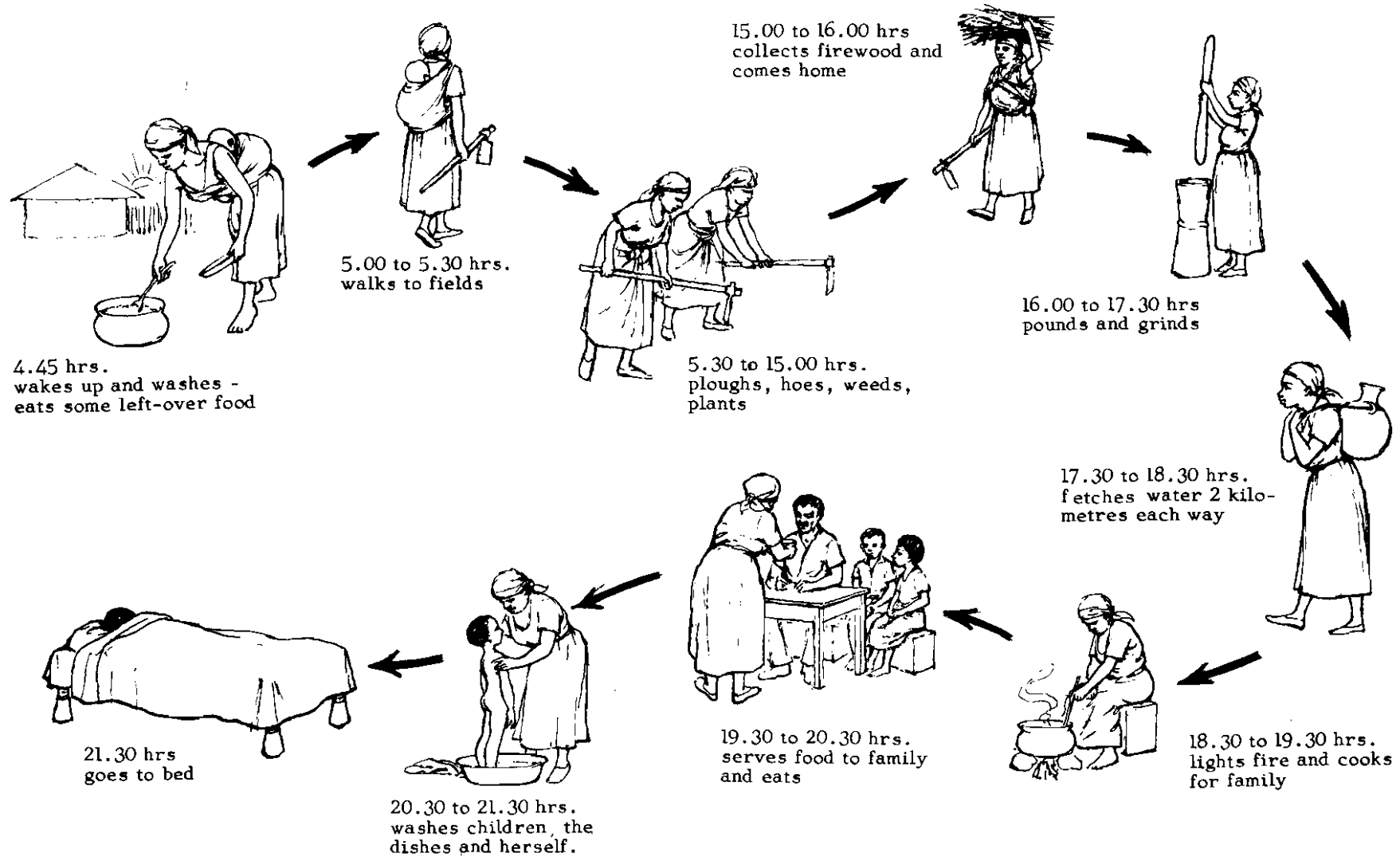
	Page
I. WOMEN IN AFRICA TODAY - - - -	1
1. THEIR TRADITIONAL ROLES - - - -	1
2. THE IMPACT OF CHANGE - INTERNAL AND EXTERNAL - - - -	16
3. BARRIERS TO PROGRESS - - - -	22
II. BREAKING DOWN THE BARRIERS TO A FULL LIFE FOR WOMEN- - - - -	37
EDUCATION AND TRAINING FOR PRODUCTIVE EMPLOYMENT - - - -	40
HEALTH AND NUTRITION - - - -	46
HOUSING AND ENVIRONMENT- - - -	61
III. ACTION BY WOMEN THEMSELVES - - - -	64
IV. A PLAN OF ACTION FOR TOMORROW- - - -	70
ANNEX: THE PAN-AFRICAN TRAINING AND RESEARCH CENTRE FOR WOMEN - - - -	76

I. WOMEN OF AFRICA TODAY

1. Their traditional roles

Most African women - about 80 per cent - live in the countryside where the life of the woman has always been hard and often cruel. She rises before dawn and walks to the fields. In the busy seasons, she spends some nine to ten hours hoeing, planting, weeding or harvesting. She brings food and fuel home from the farm, walks long distances for water carrying a pot which may weigh 20 kilogrammes or more, grinds and pounds grains, cleans the house, cooks while nursing her infant, washes the dishes and the clothes, minds the children, and generally cares for the household. She processes and stores food and markets excess produce, often walking long distances with heavy loads in difficult terrain. She must also attend to the family's social obligations such as weddings and funerals. She may have to provide fully for herself and her children. During much of the year she may labour for 15 to 16 hours each day and she works this way until the day she delivers her baby, frequently resuming work within a day or two of delivery. Her prestige in her family and community often depends on her fertility and on her performance as a hard-working wife and mother. Her husband usually provides her with a home. Her children are full of respect for her and are expected to care for her in her old age.

Although the order in which her tasks are performed may vary, the day for a rural woman during the busy agricultural seasons is likely to be along the following lines:





Cultivation is hard work

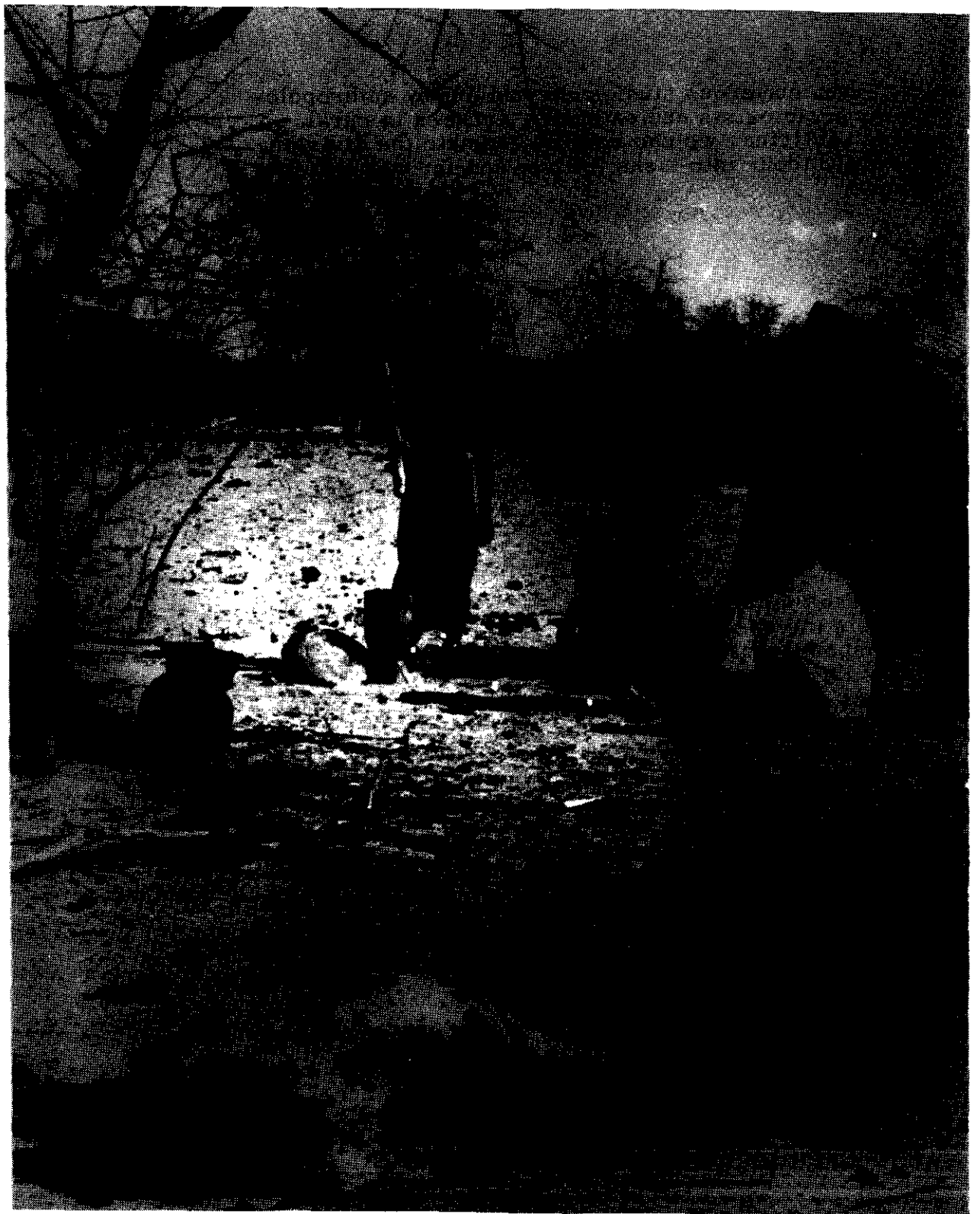


She can not rest as her husband often does. She must prepare food for her family





When a woman returns home with her baby on her back and a load on her head . . .

The nomadic regions of the continent are large, dry and sparsely populated and the lives of the people are dependent on finding water. Nomadic families are often at risk from drought and starvation. The men usually tend the main herds, which wander far afield in search of water; some seek employment in the towns. The women care for the domestic cattle, sheep and goats and, in some areas, the milk camels. They bear and nurture the children and do the family chores as well as walking long distances for grazing. For nomadic women, as for their agricultural sisters, a long series of pregnancies, in remote areas where health services are not available, may result in very high infant and child mortality rates. Out of many children born, only two or three may reach adolescence.



From numerous studies carried out by anthropologists, sociologists and extension workers in rural areas of Africa, we can roughly estimate the division of rural labour into tasks for men and for women as follows:

				<u>% of total labour in hours</u>	
					
Cuts down the forest; stakes out					
the fields	-	-	-	95	5
Turns the soil	-	-	-	70	30
Plants the seeds and cuttings	-	-	-	50	50
Hoes and weeds	-	-	-	30	70
Harvests	-	-	-	40	60
Transports crops home from					
the fields	-	-	-	20	80
Stores the crops	-	-	-	20	80
Processes the food crops	-	-	-	10	90
Markets the excess (including					
transport to market)	-	-	-	40	60
Trims the tree crops	-	-	-	90	10
Carries the water and the fuel	-	-	-	10	90
Cares for the domestic animals and					
cleans the stables	-	-	-	50	50
Hunts	-	-	-	90	10
Feeds and cares for the young,					
the men and the aged	-	-	-	5	95

This division of labour shows that men are almost universally responsible for the initial heavy clearing of the new fields. But from that time, women progressively share or more often take over the work of sowing, weeding, harvesting, storage, processing and marketing.

THERE ARE, OF COURSE, EXCEPTIONS TO THESE PATTERNS OF WOMEN'S WORK

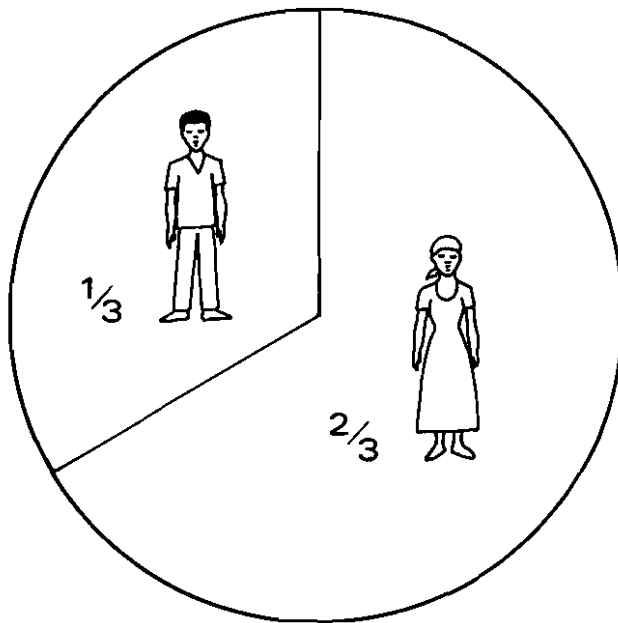
In a few areas of Africa, such as southern Dahomey and the cocoa areas of Nigeria, men do most of the agricultural work while women occupy themselves largely in marketing. In parts of West Africa four out of five petty traders are women. They may walk 80 kilometres or more in a week with heavy baskets or calabashes of goods on their heads and babies on their backs. The market women of West Africa are legendary. They sell their own produce or retail that of others. Some of them are rich, a few own lorries and bicycles and employ men to drive them. They have had the chance to prove themselves efficient at trade and business.

Even in eastern and southern Africa more than half the petty traders are women. However, the majority of women in Africa who take goods to market are not rich. Often the money gained goes to their husbands and it may or may not be used for the family.



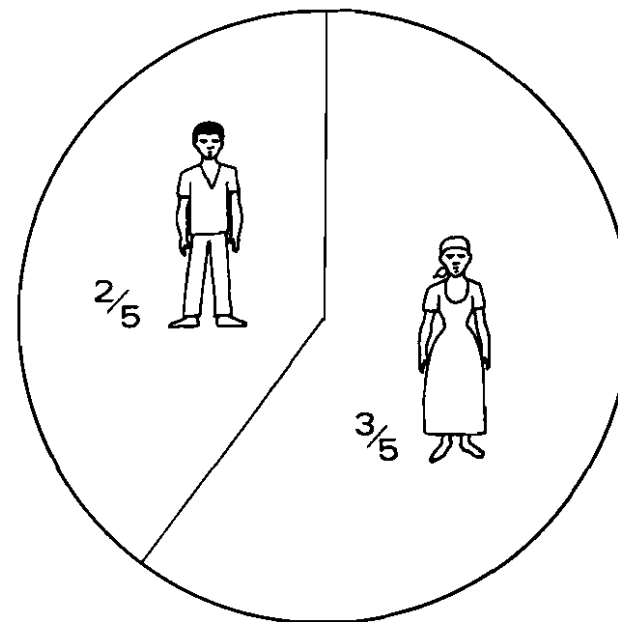
The evidence we have gathered from nearly all countries indicates that the hours of work of men compared with those of women in traditional Africa, in agriculture and in marketing, the dominant economic activities of the majority of Africans, are as follows:

TOTAL HOURS SPENT IN



AGRICULTURE

TOTAL HOURS SPENT IN



MARKETING

HOW DOES THE SITUATION OF WOMEN AFFECT THE WELFARE OF FAMILIES?

One detrimental effect is on the health and nutrition of the peoples of Africa. A well-known African nutritionist recently said:

"In the majority of African countries the problems relating to food and nutrition are very serious. There is no country in Africa south of the Sahara whose people have attained, on the average, a level of nutrition commensurate with good growth and development, good health and satisfactory working efficiency."

Many underweight, tired and listless adults, who are unable to work hard, are not in good health, even if they have no definite sickness which can be pinpointed. The cause is often too little food or a diet of poor quality.

Many children are underweight also and these run the risk of severe malnutrition as a result of infections such as measles, whooping cough, diarrhoea or malaria, some of which could be prevented by immunization. Many children die as a consequence of malnutrition combined with infection. Badly fed children do not have enough energy to run about, to be curious and so to learn. They can not concentrate well in school.

LACK OF EDUCATION MAKES IT DIFFICULT FOR WOMEN TO LOOK AFTER THEIR FAMILIES WELL, TO KEEP THEM IN GOOD HEALTH AND TO INCREASE FAMILY RESOURCES THROUGH PRODUCTIVE WORK IN THE FIELDS, IN SMALL BUSINESSES OR IN JOBS. UNEDUCATED WOMEN CAN NOT HELP THEIR CHILDREN TO LEARN. THEY RARELY UNDERSTAND THE DANGERS OF POOR HYGIENE AND POOR DIETS. THEY ARE MORE LIKELY TO BE CONSTANTLY PREGNANT AS CHILDBEARING IS THEIR MOST REWARDING ACTIVITY AND NO OTHER OPTIONS ARE AVAILABLE.

IGNORANCE OF NUTRITIONAL NEEDS

The majority of women in Africa have not had a chance to learn about how to wean their babies and to feed their preschool children in such a way as to protect them from nutritional deficiency diseases. Those who have learned something about food values during cooking lessons have frequently been taught in situations quite different from their own lives and homes, using equipment which few of them could afford to buy. Few women know that the symptoms of kwashiorkor and marasmus, diseases which kill thousands of children every year, are the result of poor feeding. Few know that dirty dishes, feeding bottles or hands cause infections which make the malnutrition worse or that flies carry dangerous germs.

Many women in Africa spend so many hours in the fields and markets, fetching water and wood and on other tasks, that they do not have time to prepare more than one proper meal a day for their families. Parents do not realize that their young children need three or four good meals daily. Child care facilities are rarely available and the children are often left for many hours with a brother or sister not much older than themselves, and perhaps only a handful or two of cold left-over food. Even if a family eats an evening meal, it is often served when the young children are too sleepy to eat it.

CHILD SICKNESS AND CHILD MORTALITY ARE NOT ONLY AN EMOTIONAL LOSS TO PARENTS, BUT ALSO AN ECONOMIC DRAIN ON FAMILIES AND NATIONS.

The child on the left has kwashiorkor. The child on the right is suffering from marasmus. Most fathers and mothers do not know that their malnourished children can grow up weak and dull in brain and that poor feeding in infancy may make them slow to learn at school in later years. All children should be alert and healthy like the middle child in the picture .



Left, child with kwashiorkor (2 ½ years old), centre, healthy child (2 years old); right, child with marasmus (4 years old)

(Photo David Morley)

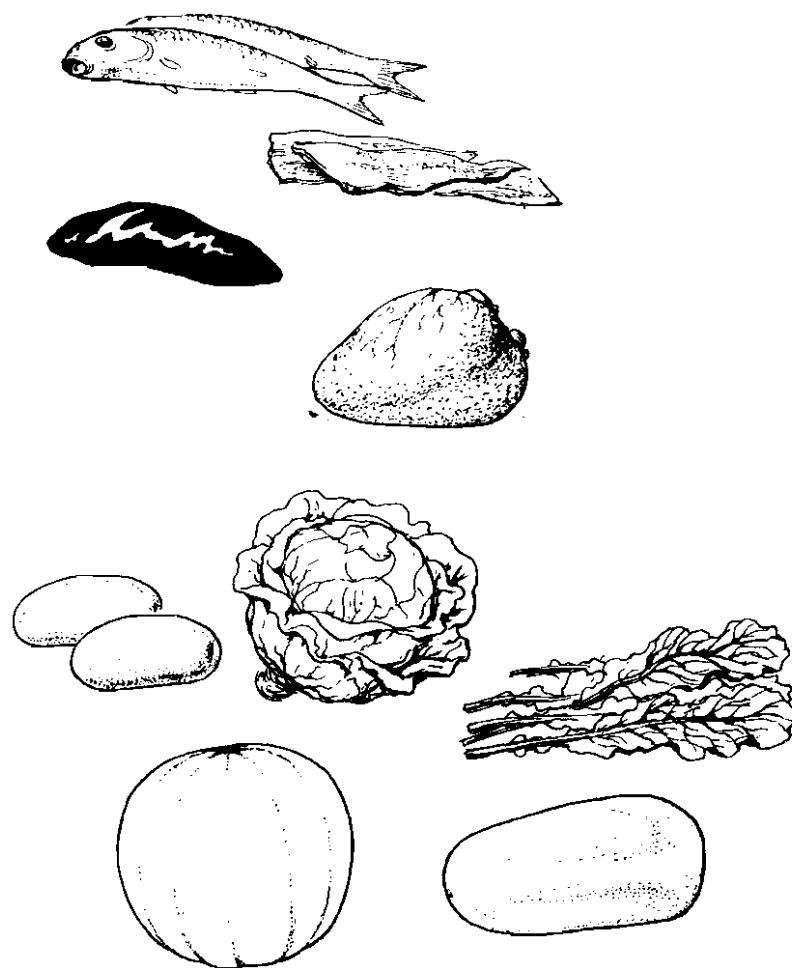
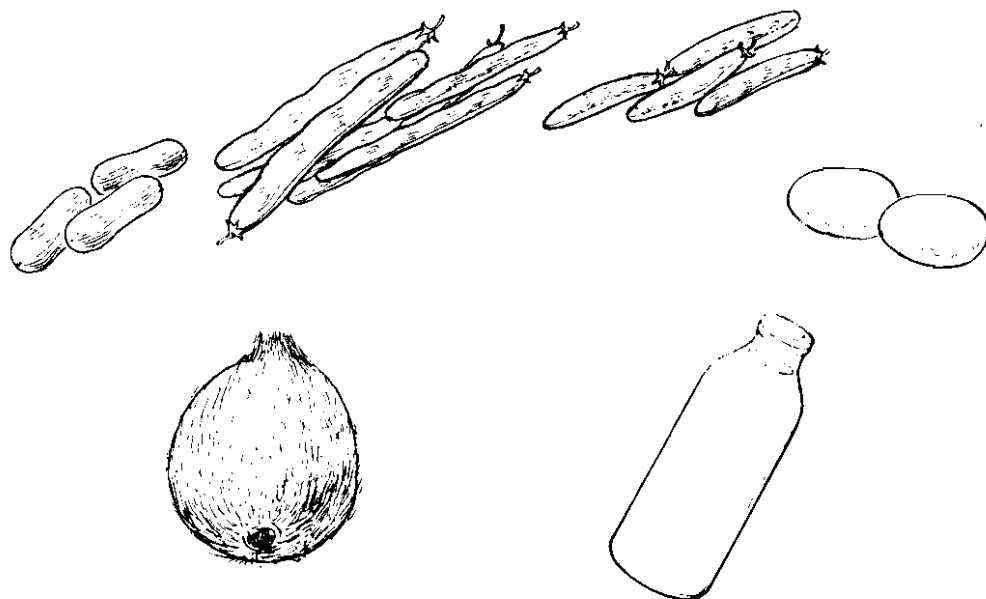
Not only children, but their mothers too are affected by malnutrition. A poorly nourished mother does not rebuild the strength of her own body, after delivery, well enough to allow the next baby to grow properly. Often she can not produce enough milk to feed her infant. She herself is likely to be drained of important nutrients and thus to suffer ill health and to age early. Frequent pregnancies make these dangers much more acute. Very many women in Africa suffer from too little food, too little protein and too starchy a diet. They do not have the energy to be fully productive in their work and they are likely to become tired, breathless and pale from insufficient good red blood.

FREQUENT PREGNANCIES OFTEN LEAD TO MALNUTRITION AND MISERY.

MORE CHILDREN THAN A FAMILY CAN CARE FOR FROM THEIR RESOURCES LEAD TO:

- NOT ENOUGH FOOD
- NOT ENOUGH MONEY FOR CHILD CARE
- NOT ENOUGH MONEY FOR SCHOOLING
- NO OPPORTUNITIES FOR THE CHILDREN AS THEY GROW UP





Custom and ignorance, as well as poverty, are responsible for malnutrition of mothers and children. Good vegetable foods such as beans, groundnuts, simsim and leafy vegetables and animal foods such as eggs, fish, liver and meat are made into relishes, soups, sauces or stews to eat with starchy foods or cereal dishes. Although plenty of food and a generous share of these more nutritious foods are required by women during pregnancy and lactation, custom often dictates that it is bad manners for a woman to eat much of the relish. She serves the men, and then the children. She herself may be left with the scraps. Moreover, in some parts of Africa, good food like eggs and certain kinds of fish are tabbo for women.

LACK OF KNOWLEDGE OF NUTRITIONAL NEEDS OFTEN DENIES WOMEN AND CHILDREN ENOUGH FOOD AND ESPECIALLY ENOUGH OF THE VALUABLE PROTEIN-RICH AND VITAMIN-RICH TYPES OF FOOD SUCH AS THOSE SHOWN ABOVE.

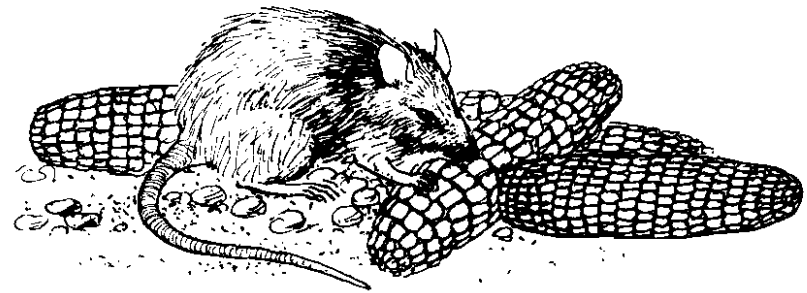
PROBLEMS OF FOOD PRODUCTION, PRESERVATION AND STORAGE

In Africa, total food production only increased by 1 per cent from 1972 to 1973. Although the weather conditions caused shortages and even famines in some areas, traditional methods of farming employed by women were also responsible. Moreover, because of high population growth rates, there are many more mouths to feed every day and the food available has to be shared among a rapidly increasing number of people. Thus, although there was a small total increase last year, the average food supply per capita was less than before. Nor can it be supposed that food is evenly distributed between town and country, between places of easy and difficult access or between rich and poor. When the average food production per capita decreases, therefore, it is likely to be the poor rural families and the poor slum dwellers whose lot becomes worse.

In addition, through lack of knowledge, valuable food is often lost. In most parts of Africa, there is usually an abundance of fresh foods at the time of the rains. Cultivated and wild fruits and vegetables are available in greater quantities than people can eat. In some areas there is more milk than families will drink. Yet much of this good food goes to waste because women are not aware of ways to preserve it or because it is not the local custom to do so.

Further losses are caused during food storage by moulds, insects, rodents and other pests. There are more creatures in the "rival world" of insects than in our own, all threatening food supplies. Rodents take a large toll. One pair of rats often produce 60 to 70 offspring which survive and produce thousands more.

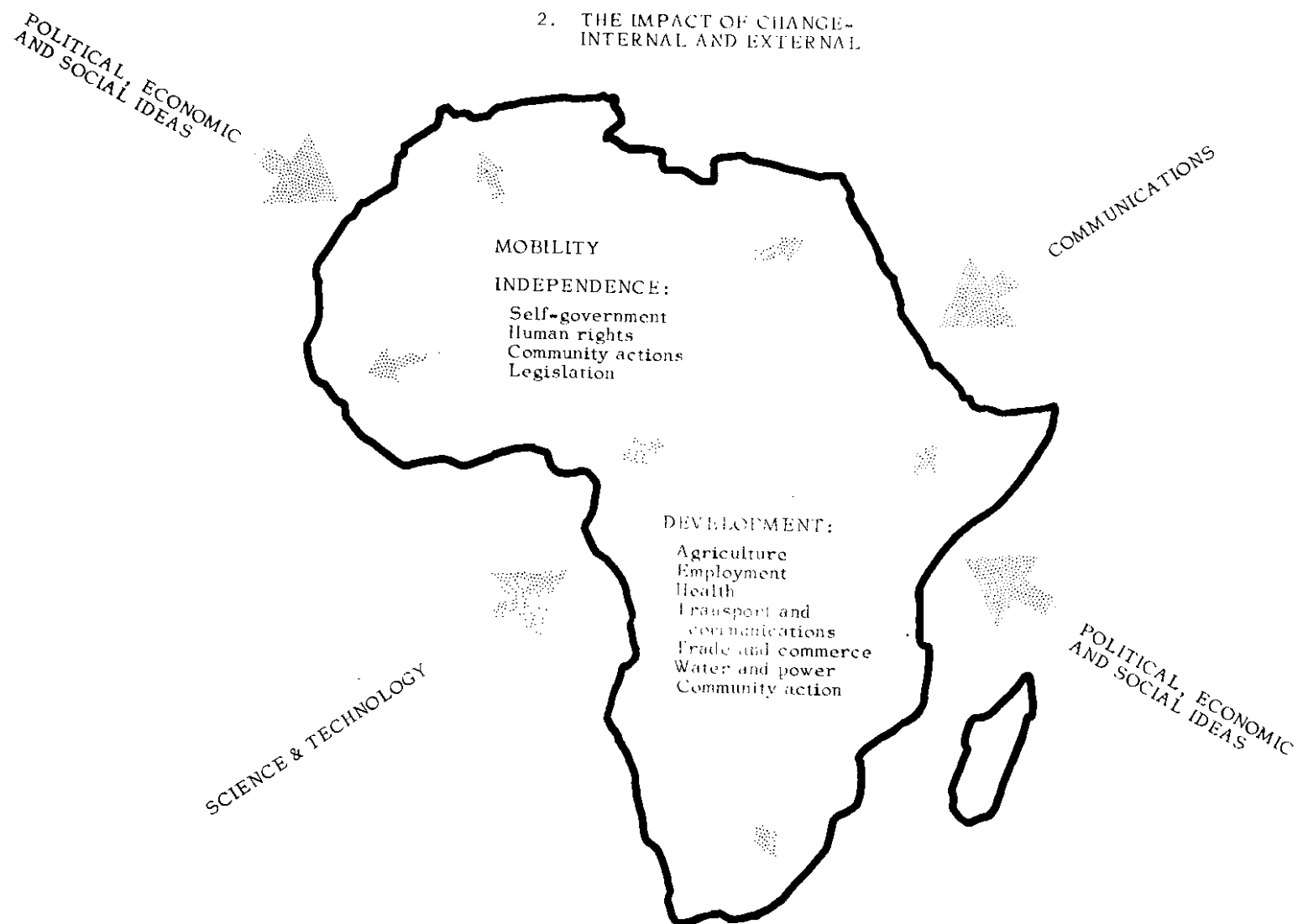
IT HAS BEEN ESTIMATED THAT, IN TROPICAL AFRICA, 30 PER CENT OF ALL CROPS ARE LOST, AFTER HARVESTS AND DURING STORAGE AND HANDLING. THIS MEANS THAT ABOUT ONE PERSON IN THREE WORKS FOR PESTS.



THE TRADITIONAL DIVISION OF LABOUR IN AFRICA DEMONSTRATES BEYOND ANY DOUBT THAT WOMEN MAKE A MAJOR CONTRIBUTION TO THE WORKLOAD AND ECONOMIES OF THEIR COUNTRIES, AS WELL AS BEING RESPONSIBLE FOR FAMILY WELFARE. YET THEIR LIVES CAN BE A PHYSICAL STRAIN AND A STRUGGLE TO MAKE BOTH ENDS MEET WHICH MUST OFTEN BE ALMOST UNBEARABLE. THEIR WORK IS SELDOM ACKNOWLEDGED. EVEN IF THE LAW ALLOWS THEM ACCESS TO EDUCATION, CUSTOM FREQUENTLY DICTATES THAT THEY REMAIN IL-LITERATE AND UNSKILLED. WHILE WOMEN CONTINUE TO BEAR THE BRUNT OF POVERTY, THEIR CHILDREN - THE COMING GENERATION - WILL CONTINUE TO SUFFER AND SO WILL THEIR NATIONS.



2. THE IMPACT OF CHANGE- INTERNAL AND EXTERNAL



AFRICAN SOCIETIES ARE CHANGING

The revolution of communications has made the world a much smaller place. Radios give news from all five continents to remote villages. Aeroplanes bring people from all nations and carry Africans, men and women, to all parts of the globe. In this modern world, ideas spread from people to people; inventions and technologies are shared. The experience of some people benefits others.

African Governments also seek and plan change. Through development plans, they are trying to provide increasing opportunities to all people for a better life. To raise levels of living, they have policies and programmes for education, employment, health, nutrition, housing and the environment. Changes are now beginning to reach the masses of people who live in the rural areas at the mercy of the forces of nature and who have in the past been the underprivileged majority.

ALL THESE CHANGES - THOSE WHICH COME TO AFRICA FROM OUTSIDE AND THOSE WHICH ARE PLANNED BY GOVERNMENTS OR UNDERTAKEN BY PEOPLE THEMSELVES - ARE AFFECTING EVERYONE.

HOW ARE THE FORCES OF CHANGE AFFECTING WOMEN?



SOME CHANGES ARE BENEFICIAL

Changes have brought opportunities to some women. Africa takes pride in the women who are among its leaders:

- | | | | |
|---|---|-----------------------|---|
| ● Aida Gindy | of Egypt, Chief, Social Integration and Welfare Section of the United Nations | ● Jeanne Martin Cissé | of Guinea, the First woman ever to preside over the United Nations Security Council |
| ● Angie Brooks | of Liberia, Second Woman President of the United Nations General Assembly | ● Judith Imru | of Ethiopia, Minister of State in the Ministry for Foreign Affairs |
| ● Annie Jiaggie | of Ghana, Appeal Court Judge | ● Kozi Noge | of Swaziland, started as a factory worker and is now a designer and manufacturer of ladies gowns for export |
| ● Anna Abdulla)
● Bernadette Kumambi) | of Tanzania, Area Commissioners | ● Mary Astles | of Uganda, Principal Secretary, Community Development |
| ● Brigalia Bam | of South Africa, Executive of the World Council of Churches | ● Margaret Kenyatta | of Kenya, Mayor of Nairobi |
| ● Delphine Tsanga | of Cameroon, Government minister | ● Mercy Mlotywa | of Lesotho, Medical Doctor in child health |
| ● Fatima Abdel Mahmoud | of Sudan, Medical Doctor and Vice Minister for Social Welfare in the Ministry of Health | ● Sophie Kanza | of Zaire, has been Minister of Social Affairs |
| ● Fatima Mernissi | of Morocco, PHD in Sociology, University Faculty member | | |

These are some of the African women who have had and used opportunities to perform key roles.



RURAL WOMEN, TOO, ARE CREATING AND BENEFITING FROM CHANGE

We need only to recall the division of rural labour to be assured that village water supplies and maize grinding mills save women hours of back-breaking labour. Health centres, maternity hospitals, creches and farm-to-market roads are great blessings to women. Rural women themselves often supply the self-help labour to make these services possible.

Women who have the means are starting businesses - raising chickens, printing fabrics, preserving foods, hairdressing and opening hotels. Some women join in consumer co-operatives, so that they may buy staples without being victimized by the middle-man; others form producer co-operatives to make it easier to transport produce to markets. They pool their savings to pay school fees or improve their houses.

In many cases, the income-producing activities in which women are involved are modernized types of their mothers' work. In Africa, with its market traditions, women's entry into modern business is a logical follow-up of earlier generations. In a few countries such as Swaziland, small loans and training are available for potential entrepreneurs; and in others, such as Lesotho, co-operative business is encouraged.

HANDICRAFT CO-OPERATIVES HAVE BEEN ESTABLISHED IN SOME RURAL AREAS BUT WOMEN NEED MUCH MORE HELP TO CO-ORDINATE THEIR WORK AND TO ESTABLISH MARKETS FOR THEIR PRODUCTS.



SOME CHANGES ARE ADVERSE

Sometimes change makes women's lives more difficult than those of their mothers:

- As men migrate to find wage employment in towns or outside their countries, women frequently become heads of households, responsible for their own welfare and that of their children.
- As children are sent to school their mothers lose their help in the fields and at home.
- As population increases because of improved health facilities and landholdings are consequently fragmented, women must often walk long distances to grow enough food for their families.
- As cash crops are introduced, it is the men who usually are taught the new techniques and who often keep the profits even though the women do much of the laborious routine work.
- As partial mechanization is introduced in agriculture or new projects are developed, the labour of women may increase without their receiving rewards. For example, they may have larger areas to weed or more water to carry. It is estimated that 100 chickens need approximately 25 litres of clean water per day; the extra water is fetched by women.
- As big commercial undertakings are introduced, women traders are in danger of being squeezed out of business. For example, the percentage of women among people involved in business in Dahomey decreased from 95 per cent to 89 per cent between 1961 and 1967; while in Lagos, Nigeria, the percentage of women among the petty traders decreased from 84 per cent to 70 per cent between 1950 and 1963.
- As child mortality is reduced but family planning is not practised, women's work and responsibilities increase with larger families.
- As children are educated, the "communication gap" between them and their illiterate mothers may be widened; this occurs also between wives held back by tradition and husbands exposed to modern trends in society.

YES, WOMEN CAN AND DO TAKE THEIR PLACES IN MODERN AFRICA WHEN THEY HAVE EQUAL ACCESS TO KNOWLEDGE AND THE OPPORTUNITIES NEEDED FOR FULL PARTICIPATION IN DEVELOPMENT. BUT THESE WOMEN ARE THE FORTUNATE FEW. MOST WOMEN ARE TOO EXHAUSTED AND TOO ILL-EQUIPPED TO PLAY VITAL ROLES IN THE SOCIAL AND ECONOMIC PROGRESS OF THEIR COUNTRIES. MOST WOMEN NEVER HAVE THE CHANCE TO CHANGE THEIR LIVES OR TO USE THEIR POTENTIAL TALENTS FOR THE BENEFIT OF THEIR FAMILIES.

HALF THE ADULT POPULATION OF AFRICA IS COMPOSED OF WOMEN. IF AFRICA IS TO REACH ITS DEVELOPMENT GOALS, WOMEN MUST HAVE THE CHANCE TO MAKE THEIR HALF OF THE CONTRIBUTION TOWARDS CHANGE.

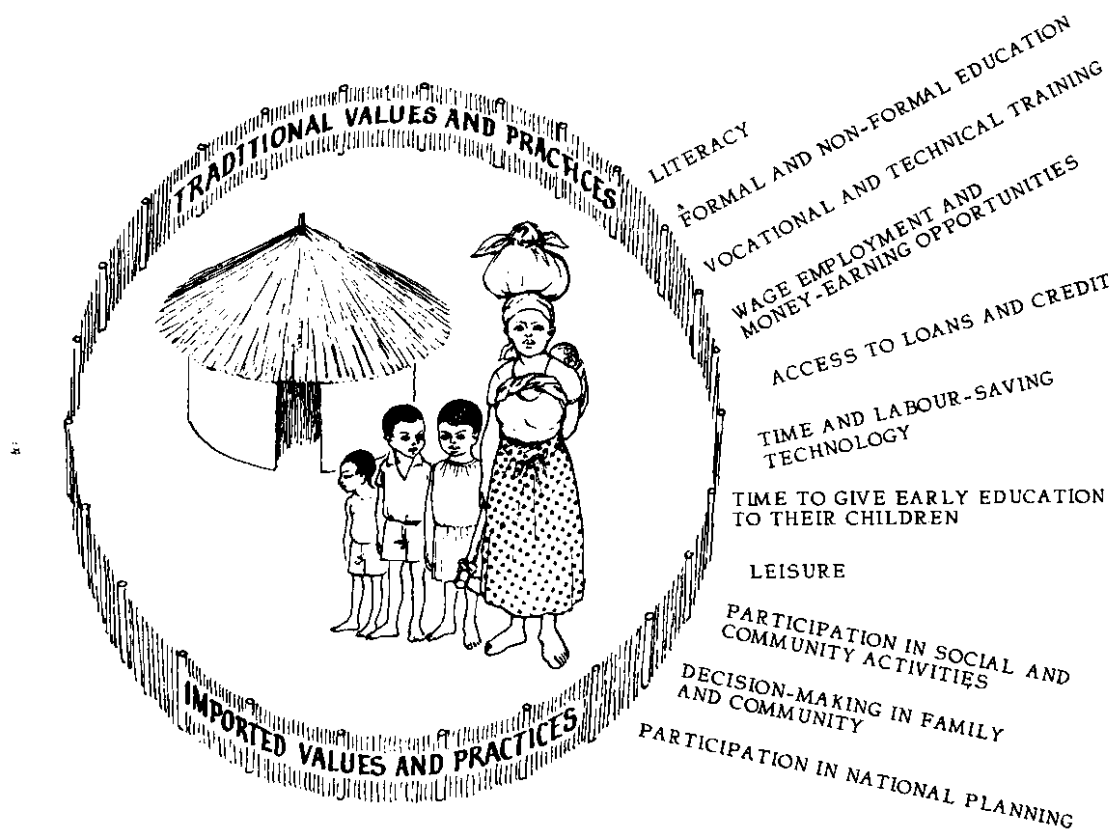


3. BARRIERS TO PROGRESS

WHAT ARE THE BARRIERS TO PROGRESS FOR WOMEN?

Traditional and imported values and practices create attitudes which are barriers to women's progress.

THESE BARRIERS
CONFINE AFRICAN WOMEN
WITHIN THEIR TRADITIONAL
ROLES AND DEPRIVE MANY OF
WIDER OPPORTUNITIES
SUCH AS



ACCESS TO EDUCATION

EDUCATION INFLUENCES WOMEN'S CONTRIBUTION TO NATIONAL DEVELOPMENT

It can affect both their output in national production and their ability to provide for the health and welfare of their families.

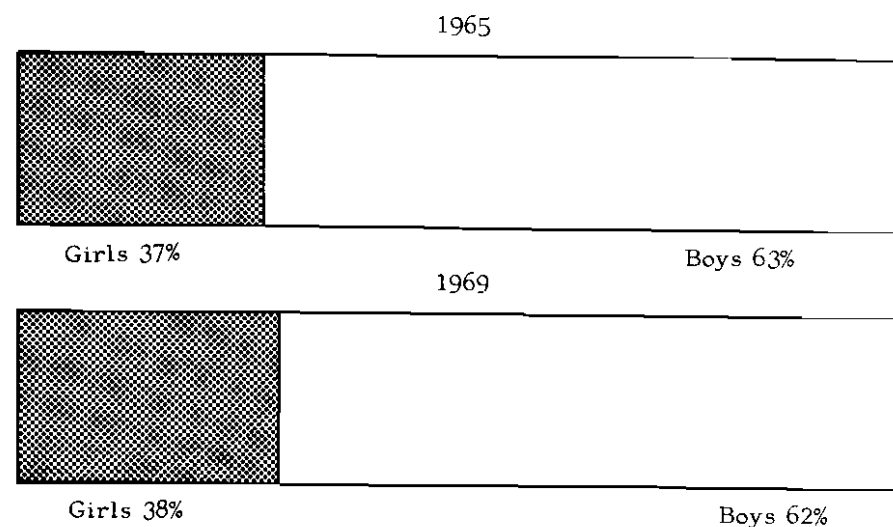
What, then, is the situation of women in Africa with regard to literacy, to formal and non-formal, technical and professional education?

● LITERACY

At present women account for the majority of the illiterates in Africa. The percentage of illiterates among female adults in 1970 was 84 per cent compared to 63 per cent among males.

● PRIMARY EDUCATION

Opportunities for primary education for girls are increasing, but they still lag behind those available to boys. For example, the graph below shows that in 1965, an average of 37 per cent of primary school students in 37 countries in Africa for which data are available, were girls. The percentage had risen to 38 per cent in 1969.



Percentages of girls and boys among primary pupils in 37 African countries.

Source: UNESCO Yearbook, 1972.



● VOCATIONAL AND TECHNICAL TRAINING

Of those children in Africa who have a chance to go to primary school, relatively few can continue their studies. Of those who do, some go to vocational or technical schools or centres. However the majority who have this opportunity are boys. When girls go to technical schools, the type of training they receive is usually confined to domestic skills such as sewing, embroidery, cookery and housecleaning, which relate to only one part of their lives. Girls are rarely taught skills which improve their farming or their management capabilities. Few are trained for gainful employment.

Because of this bias in training and because extension services are almost exclusively given to men, women continue with traditional methods and their productivity in agriculture and in income-generating activities remains low. Men, on the other hand, have more chances to apply new skills and introduce innovations because of their preferential treatment in training.



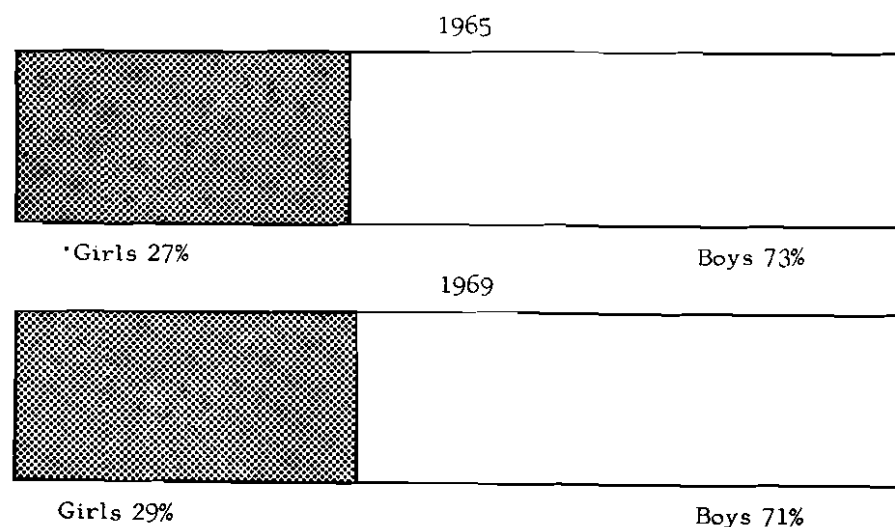
Boys learning agriculture

Girls learning embroidery

● SECONDARY EDUCATION

A very small minority of children have the chance to enter secondary schools. Among these, the proportion of girls is low, although the increase in percentage is slightly higher than in primary schools. In 29 countries for which data are available, the percentage of girls in secondary schools in 1965 was 27 per cent. In 1969 this had risen to 29 per cent.

THE DIFFERENCES BETWEEN PRIMARY AND SECONDARY ENROLMENT SHOW A CLEAR TENDENCY FOR GIRLS TO DROP OUT OF SCHOOL AT A HIGHER RATE THAN BOYS - OFTEN BECAUSE OF EARLY MARRIAGE, PREGNANCY OR TO HELP THEIR MOTHERS AT HOME AND ON THE FARM OR BECAUSE FUNDS ARE SCARCE AND BOYS ARE GIVEN PREFERENCE.



Percentages of girls and boys among secondary school pupils in 29 countries.

Source: UNESCO Yearbook, 1972.

- POST-SECONDARY EDUCATION

This level includes education for professional and technical careers. It includes students at universities, colleges and other equivalent institutions granting degrees or professional diplomas. In 20 African countries the average percentage of girls among post-secondary students was 21 per cent in 1950 and 23 per cent in 1969, a very small increase over a 19 year period.

- NON-FORMAL EDUCATION

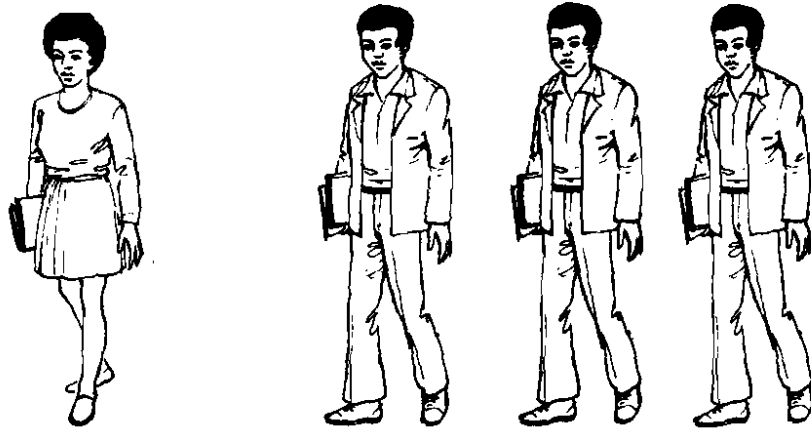
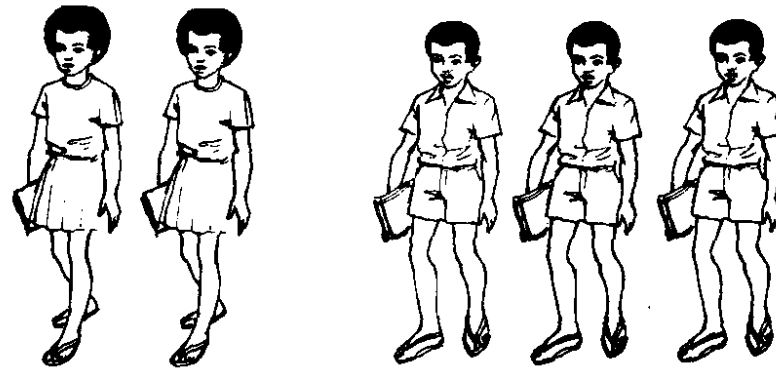
Non-formal education is given to young girls and women in many African countries through Government community development projects and through various women's voluntary organizations and clubs. Often, however, the emphasis in women's clubs is placed on cookery, embroidery, sewing and sometimes gardening and handicrafts. Knowledge and skills in agriculture, animal husbandry, marketing, co-operatives, environmental hygiene, food preservation, family life and other subjects vital for raising levels of living of families in Africa do not form part of club activities often enough.

THE EXECUTIVE SECRETARY OF THE UNITED NATIONS ECONOMIC COMMISSION FOR AFRICA HAS SAID "THERE IS NO POINT IN TEACHING WOMEN TO EMBROIDER PILLOWS WITH 'SWEET DREAMS' WHEN THE MALARIA MOSQUITOS WILL NOT LET OUR PEOPLE SLEEP".

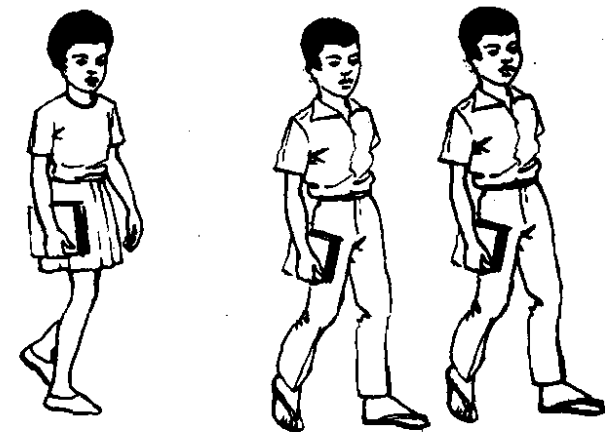


SO, IN AFRICA TODAY ABOUT:

2 of every 5 primary school students are girls



1 of every 4 post-secondary students is a girl



1 of every 3 secondary level students is a girl

IT IS CLEAR THAT, WHILE THE SITUATION IS IMPROVING, THE EDUCATION OF GIRLS STILL LAGS SERIOUSLY BEHIND THE EDUCATION OF BOYS.

EMPLOYMENT

EMPLOYMENT CAN MEAN FAMILY, SELF OR WAGE EMPLOYMENT.

Productive employment of women in developing countries is important because all persons are needed to build their nations.

Productive employment is important to women in Africa because :

- . They can increase the return for their labours and their efforts will be more rewarding;
- . They can augment their family income in kind or in cash and thus raise living standards .



WOMEN'S RESPONSIBILITIES

In very few societies in Africa have women depended completely on their husbands, fathers or brothers for support. In fact, the traditional African pattern is quite different. In most African societies women have provided - in cash or in kind - a large portion of the support for themselves, their children and often also their extended families. They still do so today, with the exception of some of the very "modernized" families.

In West Africa, women are often expected to supply clothing and school fees for their children, and contribute food for their families. In Mali a survey showed that 16 per cent of families depend solely on a woman. In a study among Yoroba families in Nigeria one fifth of the women received no support from their husbands and only two per cent did no work other than domestic activities.

It has been already noted that in eastern and southern Africa, where men migrate to the towns or to the mines for wage employment or graze the animals far away for much of the year, women are left as household heads in fact, although often not in law. In Kenya, the 1969 census showed that more than one third of rural households are headed by women. In Botswana, a village study showed one third of households under women's care.

As African countries move more and more into money economies, what will happen to the women with family responsibilities and to their children? From this perspective, the question of rewarding employment for women becomes more serious.



SELF AND FAMILY EMPLOYMENT

We have already reviewed women's work in the traditional sectors of society. Today, they also share the cash-crop production with their husbands. They are very heavily engaged in activities which are essential for the development of their countries. But despite their economic activities, the statistics of many countries fail to include, as part of the active labour force, women who work on farm and in market as well as in their homes. These women, although not employed for wages, labour for long hours. Their husbands, who may work shorter hours, are counted as economically active. Moreover, many women receive only petty material returns, if any, for their labours.

On the whole, for most women, there remains the need - particularly in rural areas - to improve the productivity and material rewards of their efforts.

WAGE EMPLOYMENT

Only a small proportion of Africans earn wages. For some years to come, economists tell us, most people will have to earn their livings through self or family employment. The participation of women in wage employment is important, however, because this sector will grow over the years, and we need to know present trends in order to predict future possibilities.

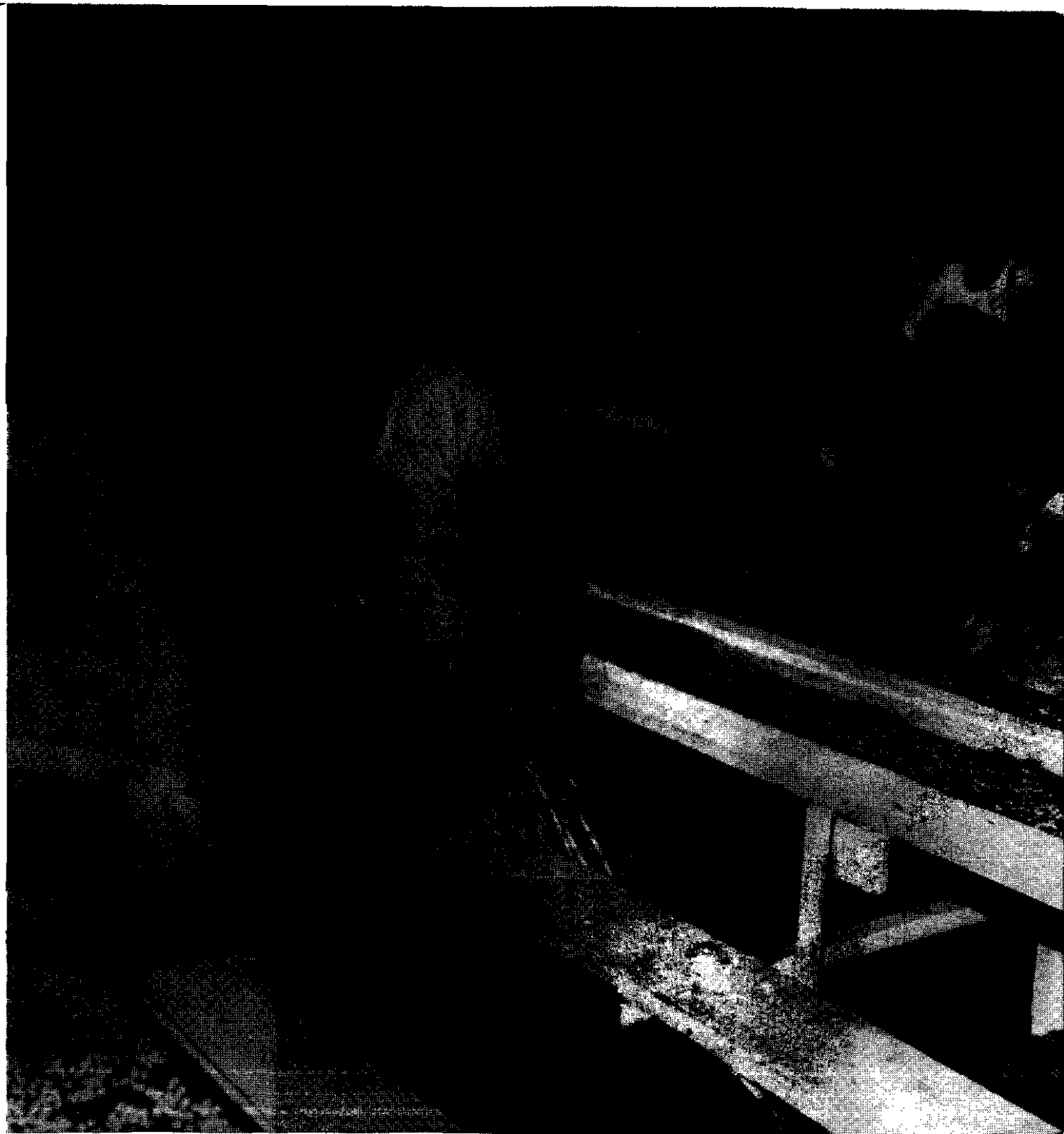
A very small percentage of women, compared to men, have wage employment. The greatest number of employed women are in the services and manufacturing - yet only in three countries where data are available do women form more than a third of all employees in these fields. The median for 19 countries around 1966 was that women accounted for 8 per cent of those employed in manufacturing. In addition, individual case studies show that, in factories, women tend to fill the low-status and consequently low-paying jobs. They often do seasonal work on a daily basis as casual labourers. The percentage of women in industrial employment is increasing only very slowly over the years in most countries.

There are many women with little education in towns who need incomes. Their work was economically useful in the countryside. In the towns, where everything costs money, two salaries are often necessary to support a family. With the scarcity of wage employment, and especially when they must support themselves and their children, town women may have to resort to running bars or prostitution.

Educated and trained women fare much better than do their uneducated sisters. According to the Yearbook of Labour Statistics, 1972, the median of averages of 12 countries with available data was 21 per cent women among all professional and technical workers. But as larger numbers of educated men enter the labour market, the women make the poorest showing in wage employment on the administrative, executive and managerial levels. With a few notable exceptions, the decision-makers are men.

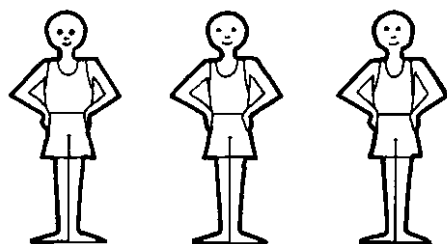
Thus, in the modern sectors of their societies, where wages are the reward, women's participation is in stark contrast to their full participation in traditional work.

*Women in seasonal unskilled work:
sorting groundnuts*

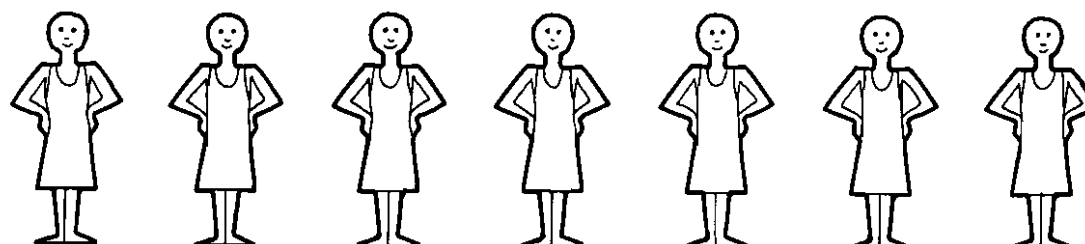


THE DIVISION OF LABOUR IN THE TRADITIONAL
AGRICULTURAL SECTOR CONTRASTS STRONGLY
WITH EMPLOYMENT FIGURES IN THE MODERN
WAGE SECTOR:

TRADITIONAL AGRICULTURAL SECTOR

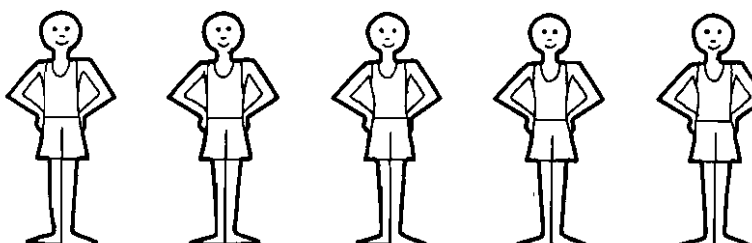
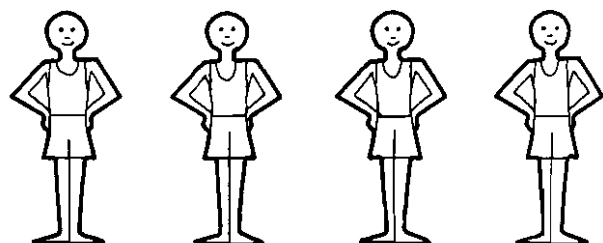


MEN



WOMEN

MODERN WAGE SECTOR



MEN



WOMEN

HOW HAVE THE VALUES, PRACTICES AND ATTITUDES WHICH CREATE BARRIERS TO WOMEN PLAYING THEIR FULL PART IN DEVELOPMENT EVOLVED?

In the distant past, men were the hunters and women gathered the vegetables. With increasing dependence on agriculture, food production became the women's task; women often assumed responsibility for much of the social and economic welfare of the family. Little girls learned their mothers' jobs at a very early age. Now men no longer hunt, but women's tasks have not decreased. Little redistribution of work has taken place.

With the introduction of a money economy, cash was often seen as a reward for men and not always as a part of family resources. Thus women were left outside the money economy and many remain there, even today. Beliefs were built up around established customs; girls and women continued their traditional work and were not exposed to modern ideas.

With the introduction of schools, the boys went first and in some societies especially where religion strongly influenced custom, the girls seldom went to school at all. Girls were too busy helping their mothers at home, in the fields and in the markets, to go to school. They were being prepared for marriage at an early age.

Some of these traditions continue. In addition, with the internationalization of Western education and life style, the European concept that "women's place is in the home" became fashionable although it obviously had no bearing on actual practice in African societies. Nevertheless, it led to the convention in Africa that women and girls should be trained in cooking and sewing but almost never in agriculture and co-operatives.

Even today, as the industrialized world makes its impact on Africa, old-fashioned beliefs such as "women are to be secretaries, not managers" and "nurses not doctors" are being transferred to African societies.

THE AFRICAN WOMEN REPRESENTATIVES
TO THE RABAT CONFERENCE IN 1971 SUMMA-
RIZED THE PRESENT SITUATION OF WOMEN:

"THE TRADITIONAL ROLE OF WOMEN IN
ECONOMIC DEVELOPMENT IS NEITHER
EVIDENT NOR EVEN ACKNOWLEDGED
IN THE MODERN SECTORS OF AGRI-
CULTURE, INDUSTRY, COMMERCE AND
GOVERNMENT."

THEY SAID THAT THE BARRIERS TO PROG-
RESS FOR WOMEN ARE CREATED AND SUS-
TAINED BY ATTITUDES, BOTH WOMEN'S
SELF-IMAGE AND THE IMAGE MEN HAVE OF
WOMEN'S ROLES. THEY AGREED THAT,
WHILE THE PRESENT SITUATION PERSISTS,
THE PACE OF DEVELOPMENT WILL FALL
FAR SHORT OF WHAT IT COULD AND SHOULD
BE. WOMEN HAVE MAJOR RESPONSIBILITIES,
BUT THEY ARE OFTEN DENIED ACCESS TO THE
KNOWLEDGE AND THE RESOURCES TO GO
FORWARD.

• • • • •

II. A NEW TOMORROW - BREAKING DOWN THE BARRIERS TO A FULL LIFE FOR WOMEN

THE AIM IN BREAKING DOWN THE BARRIERS IS WOMEN'S FULL PARTICIPATION IN DEVELOPMENT, SIDE BY SIDE WITH MEN. THE UNITED NATIONS GENERAL ASSEMBLY DEFINED THE AIMS OF DEVELOPMENT IN ITS INTERNATIONAL DEVELOPMENT STRATEGY FOR THE SECOND DEVELOPMENT DECADE, 1970 - 1980:

. . . "to provide increasing opportunities to all people for a better life."

HOW SHALL WOMEN'S OPPORTUNITIES FOR PARTICIPATION IN DEVELOPMENT BE INCREASED? HOW CAN THEY BE HELPED TO CREATE BETTER LIVES FOR THEMSELVES AND THEIR FAMILIES?

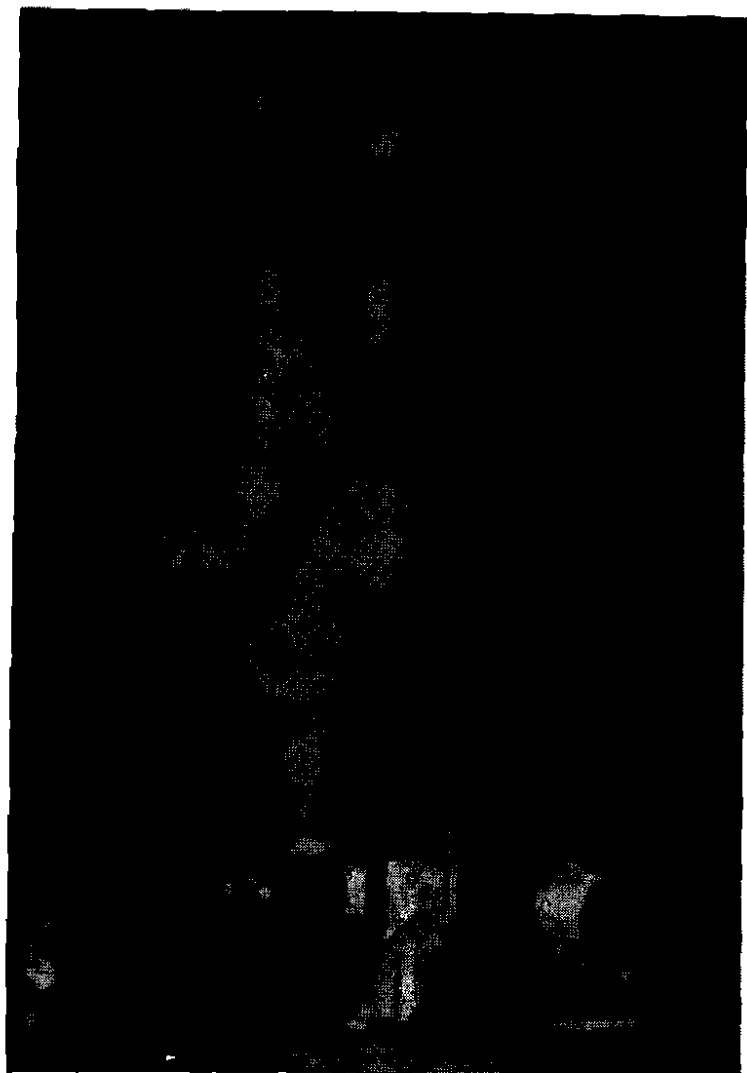
The following pages suggest ways of increasing women's opportunities:

- in EDUCATION AND TRAINING so that their employment may be more productive
- in HEALTH AND NUTRITION so that their families may grow stronger
- in HOUSING AND ENVIRONMENT to make life more livable

THESE ARE THE GOALS OF THE SECOND DEVELOPMENT DECADE. DEVELOPMENT IS NOT JUST A RISE IN GROSS NATIONAL PRODUCT, WHICH MAY BRING BENEFITS TO A PRIVILEGED FEW. IT IS THE ACHIEVEMENT OF THESE GOALS FOR EVERYONE IN A NATION.



*Models showing different costumes at
boutique in Addis Ababa*



FOR WOMEN, EDUCATION AND TRAINING ARE
VITAL FOR OPENING THE DOORS TO WAGE-EARN-
ING EMPLOYMENT AND MORE PRODUCTIVE WORK
ON FARMS AND IN SMALL-SCALE BUSINESS AND
INDUSTRIES.

• • • • •

EDUCATION

THE BARRIERS CAN BE BROKEN DOWN STEP BY STEP AS WOMEN ARE GIVEN THE CHANCE TO ACQUIRE SKILLS AND KNOWLEDGE.

FUNCTIONAL LITERACY, where learning is related to everyday tasks, can change the whole outlook of women and increase their ability to use innovations in such fields as farming, animal husbandry, nutrition, food processing, storage and preservation, health, commerce and small industries - all of which are vital to the process of development.

A literate mother can play a very important role in the pre-school education of her children. She is also more likely to encourage their schooling, particularly that of the girls. A literate mother is more inclined to spare her children for better health and welfare.

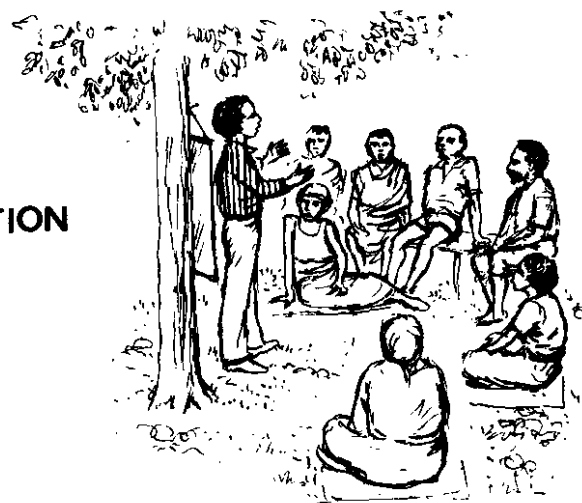
PRIMARY EDUCATION AND/OR NON-FORMAL TRAINING vastly increase a woman's sources of information and give her knowledge to use in her home and in her work. It may also lead to money-earning activities.

SECONDARY EDUCATION allows women to make increasing contributions to family and community life, as well as to be more accomplished home-makers. It widens vocational and professional choices.

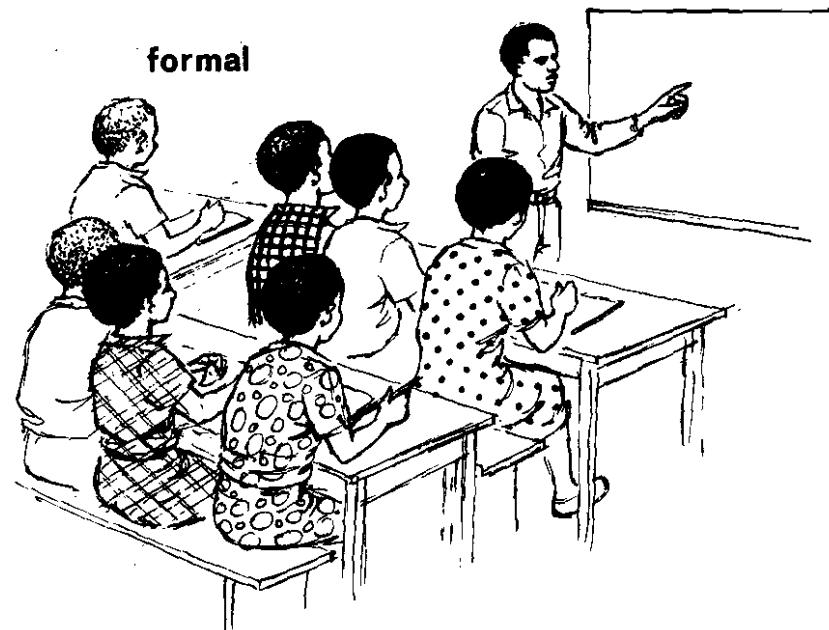
VOCATIONAL AND TECHNICAL TRAINING for women can open many doors to wage-earning jobs or self-employment and can help them to save time and labour and become more productive.

POST-SECONDARY EDUCATION allows women to participate more fully in decision-making and planning at the national level as well as to play key roles as family, community and professional members of their societies and so in the development of Africa.

**EDUCATION
TAKES
PLACE
IN
MANY
WAYS**



non-formal



formal



at home



literacy



on the job



self help

WOMEN EVEN IF ILLITERATE CAN LEARN SKILLS. BUT AS THEY ARE GIVEN MORE EDUCATION THEIR OPPORTUNITIES WIDEN AND THEIR CAPACITY TO CONTRIBUTE TO DEVELOPMENT GROWS GREATER AS EACH BARRIER TO A WIDER RANGE OF PRODUCTIVE EMPLOYMENT IS BROKEN DOWN.

POORLY
PRODUCTIVE
LABOUR

LITTLE OR
NO SKILLS

**PRIMARY EDUCATION
AND/OR NON FORMAL TRAINING**

SERVICES: catering, laundering, hairdressing, electrical and mechanical repairing, plastering, painting, cleaning, working as gas station attendants, waitresses, drivers of lorries or buses.

FOOD AND BEVERAGE PROCESSING; grain milling, baking, brewing, food preserving, processing, tea, coffee, cocoa.

MARKETING AND CO-OPERATIVES: trading, cooked food vending, transporting produce, vending flowers and plants.

CRAFTS: such as weaving, spinning, basketry, leatherwork, pottery, jewellery making, carving, engraving, furniture making, dress making, tapesstry and fabric printing, embroidery, dying and bleaching.

CASH-CROP FARMING; fruit and vegetable growing, small-scale animal husbandry, poultry farming, flower growing, fish farming, bee keeping, collecting and selling animal fertilizer.

SECONDARY EDUCATION

extension workers
cashiers
photographers
secretaries
medical assistants
midwives
transport supervisors
telephone installation workers
broadcasters
printers
journalists
police women
insurance agents
primary school teachers
vehicle mechanics
watch, clock and
precision
instrument makers

POST-SECONDARY EDUCATION

business managers
librarians
translators
architects
city planners
pharmacists
secondary school and
university teachers
economists
development planners
accountants
sociologists
veterinarians
computer programmers
pilots
home economists
doctors
dentists
nurses
scientists
lawyers
senior civil servants

Women and girls must be encouraged to enroll in technical and vocational schools, in courses which prepare them for modern farming and other income-earning activities, as well as for home-making.

Vocational and technical education can also be given through apprenticeships. Girls or women who have missed the opportunity for formal education can still learn particular skills on the job.

Some countries are developing schemes of non-formal or out-of-school basic education to give opportunities to children for whom school places cannot be provided and to adults who have had no chance of formal schooling. The emphasis in this basic education is on skills to improve the quality of life, with literacy and numeracy as tools for achieving this.

Rural women have special needs for equal access with men to the tools of development. Participants at the Seventh Regional Conference of the Food and Agriculture Organization of the United Nations in 1972 recognized the vital role of African women

in food production and advised Governments to give particular attention to the needs of rural women.

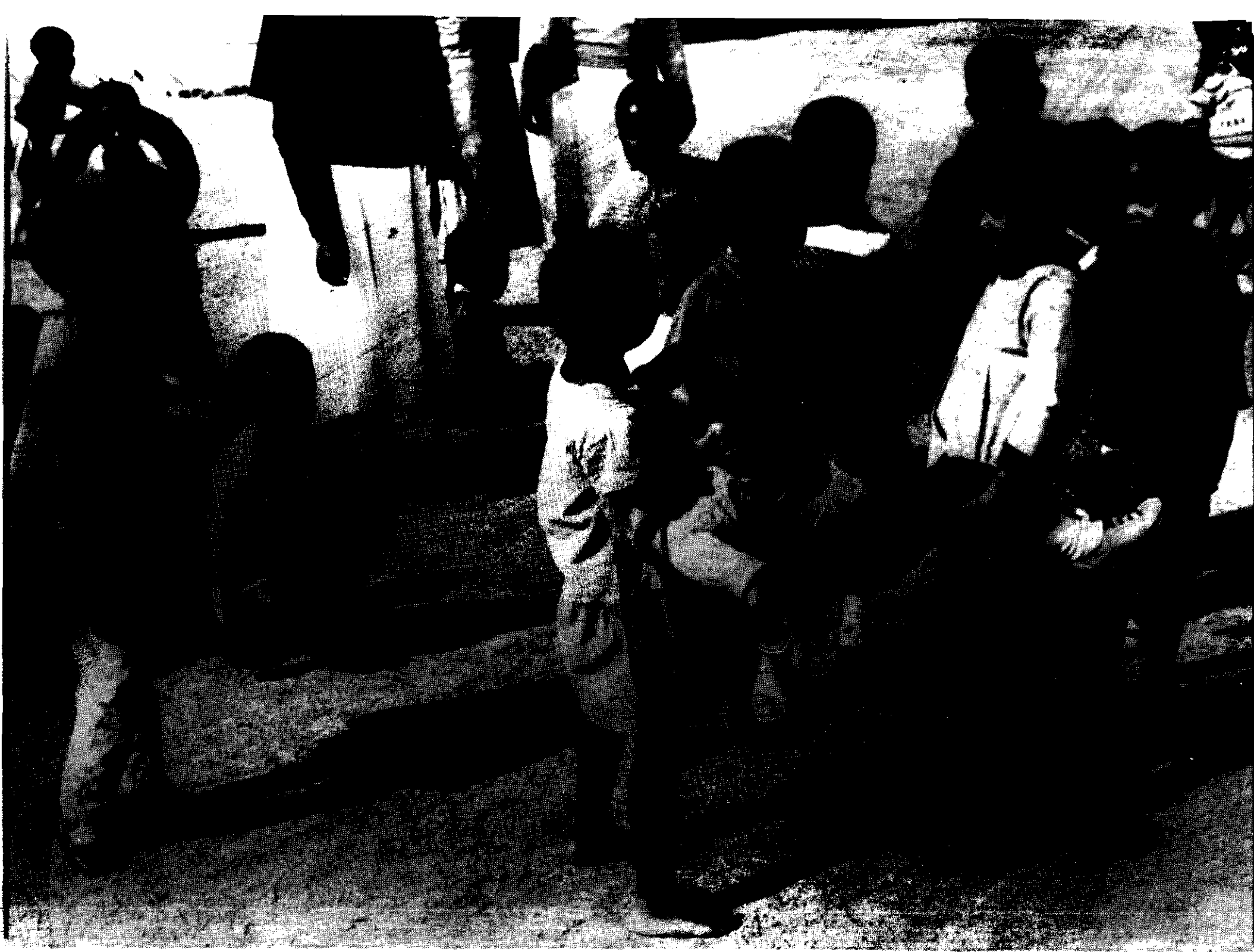
Rural women require:

- training in modern methods of agriculture through extension agents and attendance at farmers' training centres;
- access to small loans for the purchase of improved seeds and fertilizers; and the introduction of small animals and poultry farming;
- training in co-operatives, for production, marketing and consumption;
- efficient means of processing and storing foods for the hungry seasons;
- training in skills for cottage industries and small businesses, to provide incomes for themselves and their children or augment the family income.



THE HEALTH AND NUTRITION LEVELS OF THE WHOLE SOCIETY DEPEND ON THE MOTHER BECAUSE SHE GROWS AND PREPARES THE FOOD FOR THE FAMILY. GOOD HEALTH AND NUTRITION BRING STRONG BODIES AND ALERT BRAINS. THEY HELP ADULTS TO WORK EFFICIENTLY AND CHILDREN TO LEARN WELL.







HEALTH

GOOD HEALTH MEANS POSITIVE PHYSICAL, MENTAL AND EMOTIONAL WELL-BEING, NOT JUST THE ABSENCE OF DISEASE.

Women can learn to prevent some of the commonest killing diseases of children - diarrhoea and vomiting, caused by infection from food or drink, contaminated drinking water, dirty dishes or baby bottles, hook-worm, bilharzia, anaemia, pneumonia and malaria. Although no immunization is available for many of these diseases, a careful mother who understands the causes, can do much to protect her children by giving them a good diet, sandals and enough clothing and by ensuring good hygiene and sanitation in the home and compound.

If a child becomes sick she can prevent the infection becoming dangerous by taking him to the clinic or dispensary immediately. Regular visits to a health unit, even when the young child is well, to check on weight increases and for immunization help to ensure good growth and development and positive good health in children.

KNOWLEDGEABLE MOTHERS RAISE HEALTHY FAMILIES.



FAMILY SIZE AND CHILD SPACING

FAMILIES CAN DECIDE HOW MANY CHILDREN THEY CAN AFFORD AND CAN SPACE THEM TO ALLOW EACH TO HAVE A GOOD CHANCE IN LIFE AND TO MAINTAIN THE MOTHER'S HEALTH.

Family planning activities as part of organized health services can help parents to space their children as they wish.



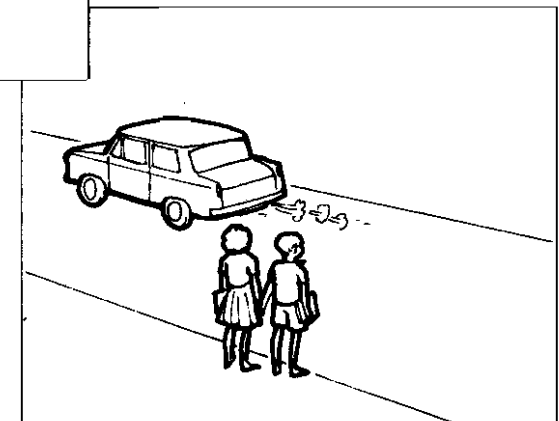
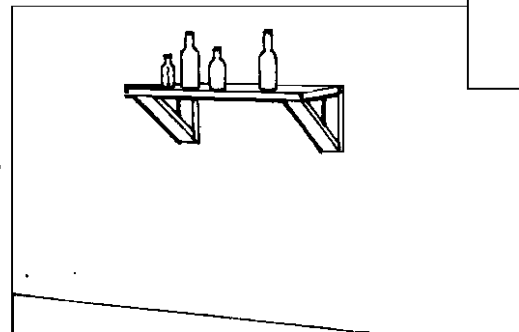
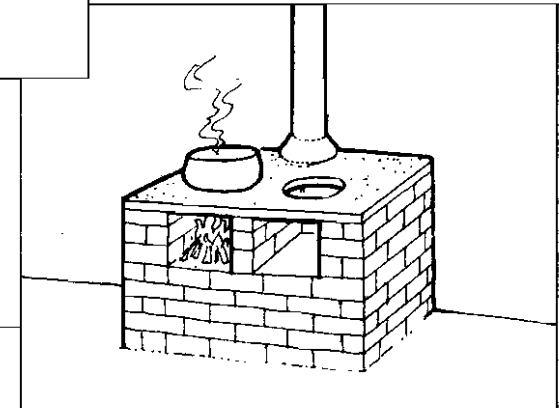
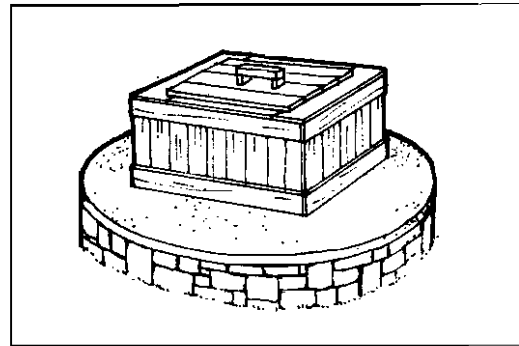
A GOOD WATER SUPPLY

A SUPPLY OF PURE WATER NEAR A HOME-STEAD OR VILLAGE HAS MANY HEALTH ADVANTAGES.

First, for the family, it means protection against water-borne diseases. Second, it allows for irrigation of at least some of the food crops. Third, it saves the woman - the nearly universal water-carrier of Africa - many hours of unnecessary and exhausting labour which she must undertake despite her state of health or maternity.

Provision for water supplies in national development plans is sometimes directed to major agricultural projects - usually cash crops - and to urban and industrial needs. It should also be considered in relation to women's portage tasks and thus to the health of the mother.





PREVENTION OF ACCIDENTS

MANY CHILDREN WHO ARE KILLED OR CRIP-
PLED FOR LIFE BECAUSE MOTHERS DO NOT
KNOW HOW TO PREVENT HOME ACCIDENTS
COULD GROW UP HEALTHY AND STRONG IF
THESE UNNECESSARY TRAGEDIES COULD BE
AVOIDED.

Health services for families aim not only at con-
trolling major diseases, but also at care of infants
and children and the prevention and treatment of
common illnesses and accidents.

A MOTHER CAN LEARN TO ORGANIZE HER
HOME AND COMPOUND TO PREVENT ACCIDENTS.

NUTRITION

GOOD NUTRITION MEANS ENOUGH FOOD OF THE RIGHT KIND FOR GOOD HEALTH FOR EVERYONE IN THE FAMILY.

It means sufficient energy from food to meet each individual's needs, enough protein for growth and maintenance and a diet sufficiently varied to provide the essential vitamins and minerals.

MUCH MALNUTRITION OF MOTHERS AND CHILDREN COULD BE PREVENTED IF:

- CUSTOM AND KNOWLEDGE ALLOWED WOMEN TO SPACE THEIR CHILDREN
- CUSTOM ENCOURAGED WOMEN TO EAT A GOOD SHARE OF RELISHES AND SOUPS
- FOOD TABOOS WERE ELIMINATED
- WOMEN LEARNED HOW TO FEED THEIR CHILDREN TO MEET THEIR NUTRITIONAL NEEDS
- WOMEN WERE GIVEN THE KNOWLEDGE TO USE FOOD ALREADY AVAILABLE OR WHICH COULD BE GROWN LOCALLY TO PREPARE NUTRITIOUS MEALS FOR THEIR FAMILIES



However, knowledge of nutritional needs and of how to make the best use of available foods is not more than part of the solution to malnutrition. Other factors which lead to improved diets are:

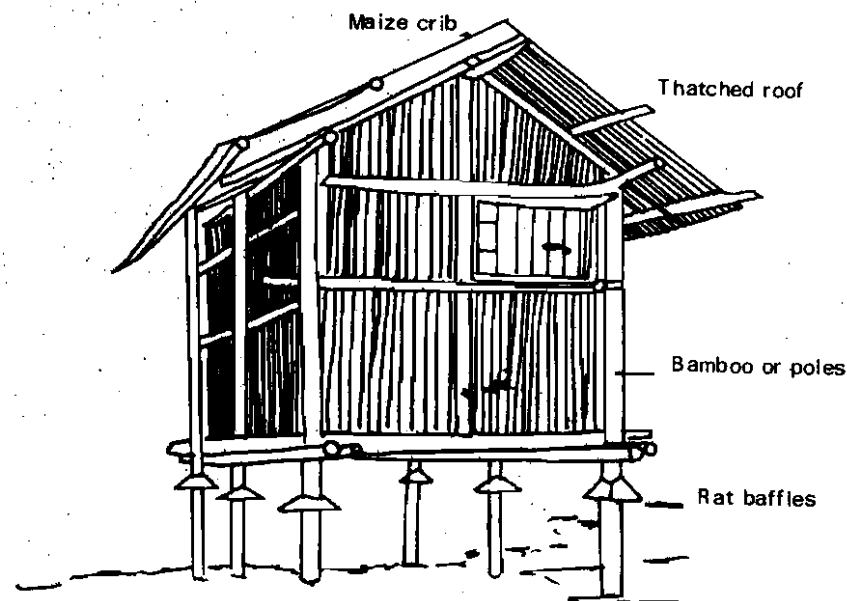
- INCREASING THE QUANTITY OF FOOD PRODUCED

Women could produce more food and more cash to buy foods if given the necessary knowledge and credit, for improved tools, seeds, fertilizers and irrigation and encouraged to form or join savings societies and co-operatives.

ESPECIALLY IN THESE YEARS OF DROUGHT, AFRICA NEEDS MORE FOOD PRODUCTION. AFRICA'S MAJOR FOOD PRODUCERS - THE WOMEN - NEED HELP.

● IMPROVING FOOD STORAGE

New techniques have been developed for preventing losses in food storage in rural homes. They are safe and easy to use. Both women and men need greater access to knowledge of improved methods since women are often responsible for building the family food stores.

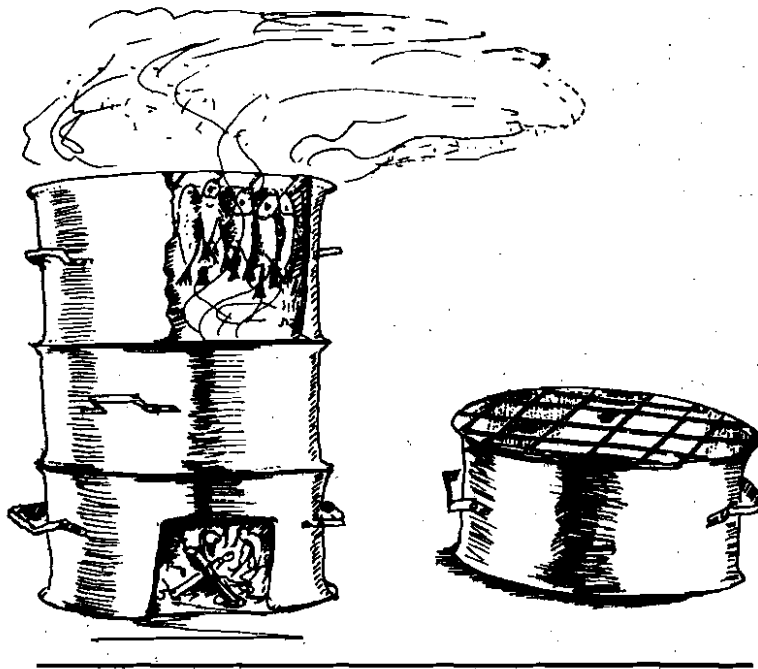


● IMPROVING FOOD PRESERVATION

Much food loss could be prevented by better techniques of food preservation.

Preserving by sun-drying, fermenting, pickling, smoking and jam-making can prevent waste. Some preserved foods can be kept to use in the seasons of shortage. Much progress has been made in developing simple and inexpensive ways of preservation suitable for different climates in Africa. These techniques need to be shared widely.

PROPER FOOD PRESERVATION CAN BE A MONEY-MAKING SMALL INDUSTRY AS WELL AS A SOURCE OF GOOD FAMILY NUTRITION.



*Fish can be smoked and dried and then kept for weeks.
It is a rich source of protein*

● ADEQUATE FUEL SUPPLY

Food must be cooked and so fuel is needed. In the towns, where fuel is sold, it is the man's job to provide the charcoal or bottle gas; he earns the money for it.

In the rural areas, the collection of wood or dung for fuel is usually women's work. As wood supplies are depleted, women must walk further and further from their homes to fetch the fuel.

The need for afforestation is emphasized in a few countries where fuel is in extremely short supply. But the importance of afforestation needs also to be thought of as a factor influencing women's health and allowing them time to care for the future generation personally, or through development activities.



● CHILD CARE FACILITIES

If women are to contribute fully to development without their children suffering and if the children of illiterate mothers are to be prepared for formal schooling, some facilities for community day care for children are necessary.

At the present day-care centres are set up mostly by educated women in the towns. Some are organized by market women.

Bearing children is a social responsibility - so the society should help working mothers, whether they work in the fields, in the markets, with the Government or in the private industry or in slums and shanty towns. Care of their small children is for the sake of the coming generation. Day-care centres can be organized by communities if some professional help is available to them.

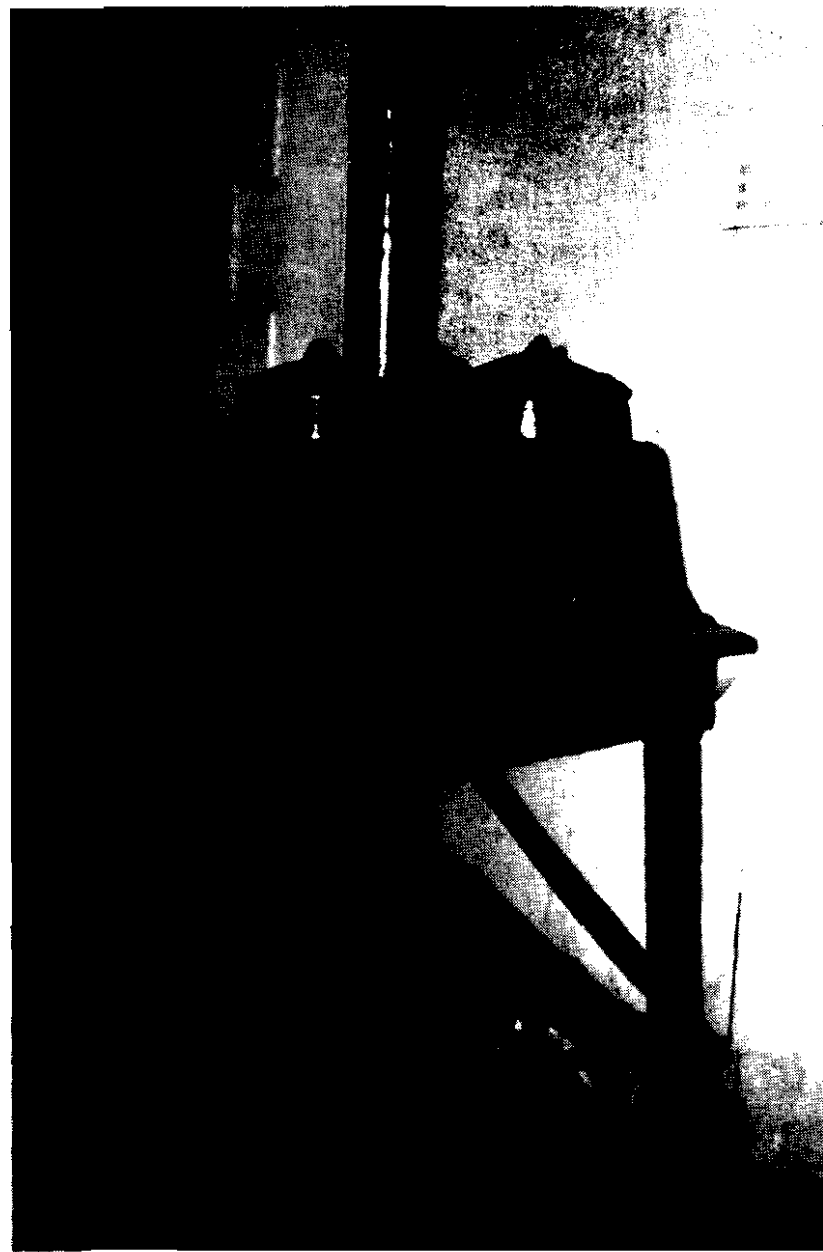


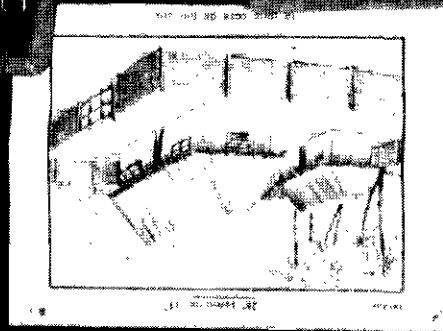
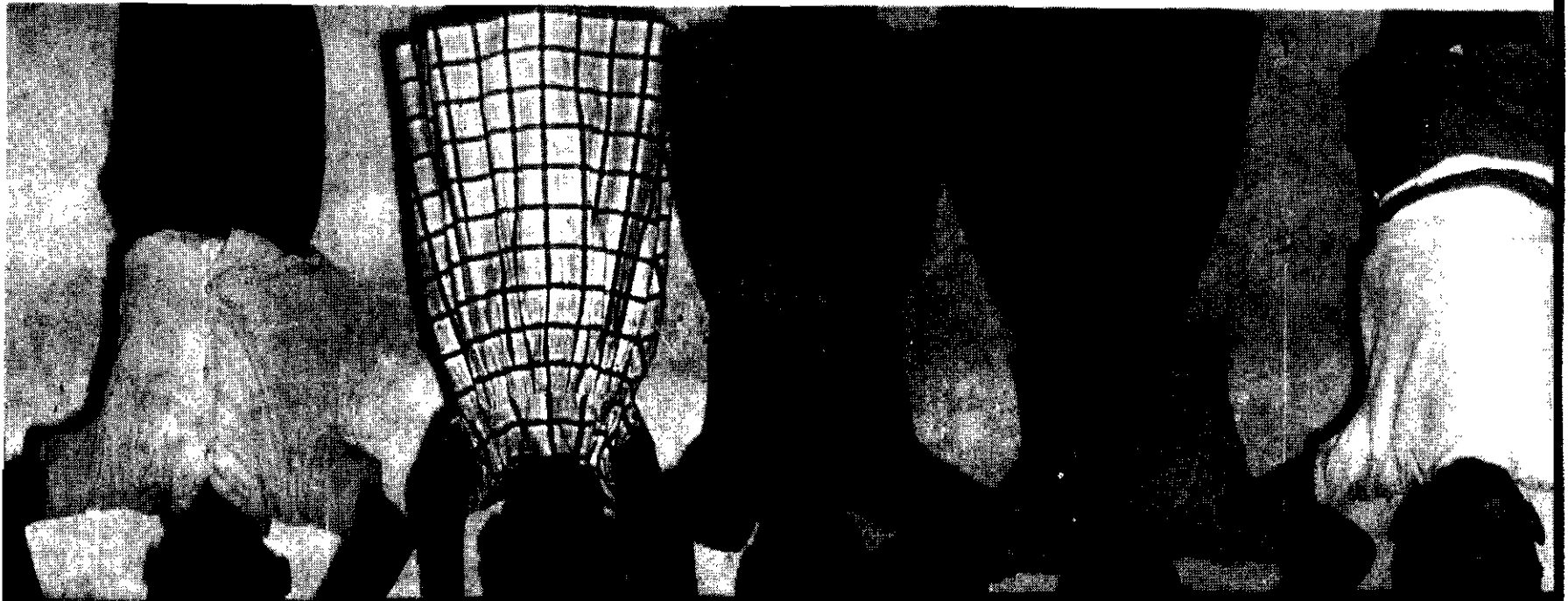
● VILLAGE TECHNOLOGY

African women themselves, in training workshops, conferences, and meetings, have identified the following as possible ways of making the burdens of the rural woman lighter:

- provision of water supplies in rural areas
- reafforestation of land near villages with fast growing trees for fuel
- introduction of light transport facilities for the portage of water, wood, farm produce and other loads
- adoption of efficient agricultural tools
- introduction of improved but cheap cooking and other household utensils and equipment
- establishment of grinding mills and communities
- sharing of duties among men, women and children even if this means breaking the traditional division of labour

In addition to these, low-cost production of ox-drawn ploughs and harrows, hand-operated inter-row cultivators, planters, and winnowers, maize shellers and cassava grinders are among many innovations which would help women. Locally-made sun dryers, smoking drums for fish and meat and improved food stores would ensure that women lost less of their hard-earned food supplies.





HOUSING AND ENVIRONMENT ARE IMPORTANT FOR FAMILY WELFARE

A HOME PROTECTS A FAMILY FROM EXPOSURE AND ALLOWS ITS MEMBERS TO ENJOY THE COMFORTS AND ADVANTAGES CONNECTED WITH A DWELLING.

These advantages include:

Privacy

Mutual security

A place for daily activities

A place for the care, training and play of children

A place to relax and sleep

A place to cook and eat

A place for keeping the family's possessions

A good shelter has space for all these. The rooms are not over crowded.

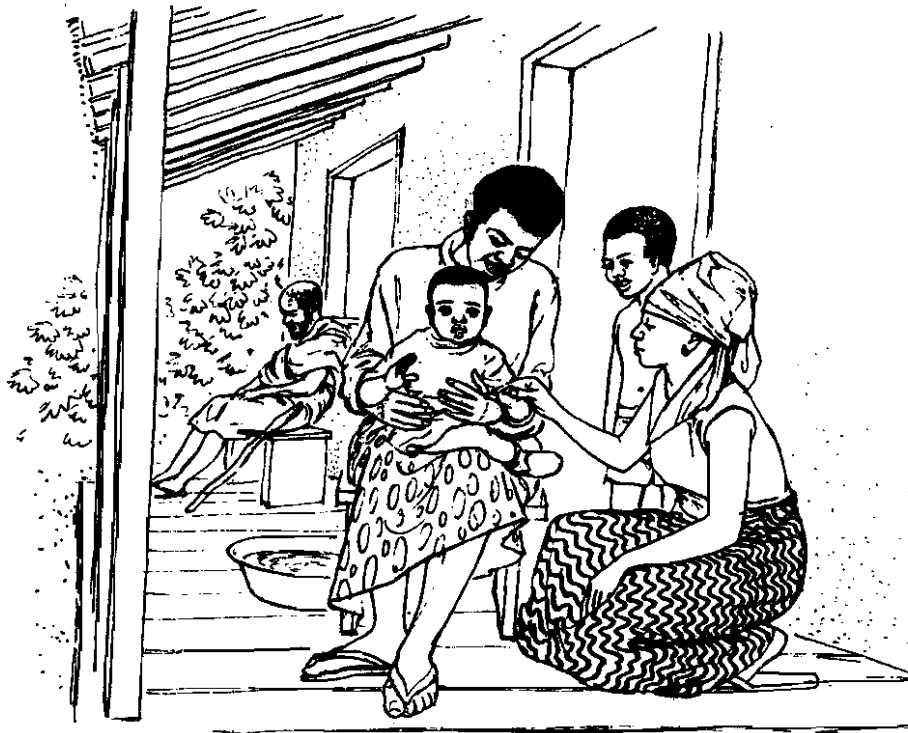
Some Governments now have made available small loans so that people may improve their houses, or build new ones. Sometimes co-operative societies do this too. And women undertake self-help projects to assist one another to earn money to buy more durable roofs. But, on the whole, loans go to large housing enterprises and to the cities and towns. More help for the rural household and the slum dweller is needed.

A home needs good surroundings or environment. Today many people in the world discuss "the environment". They usually refer to the negative effects of over-industrialization - too much air pollution, too many sophisticated weapons of war and too much industry with not enough living space.

In Africa the problems of environment are just as real, but different. There exists the need to conquer nature and her inconsistencies: to prevent soil erosion; to replace trees as they are cut for firewood; to fallow fields and add fertilizers; to assure regular water supplies; to keep compounds and communities clean and free from excreta and rubbish so that fly-borne diseases and hookworm are avoided.

In parts of Africa's fast growing cities, the environment problems are those experienced in slums and shanty towns throughout the world - crowded housing and poor sanitary conditions.

WOMEN'S EDUCATION AND INCREASED CONTRIBUTION TO SOCIO-ECONOMIC DEVELOPMENT WILL LEAD TO IMPROVEMENT OF HOUSING AND ENVIRONMENTAL CONDITIONS.



TODAY THE BARRIERS ARE INDEED BEING
BROKEN DOWN. THE TRADITIONAL ROLE OF
WOMEN IN AFRICAN SOCIETY AND NATIONAL
DEVELOPMENT IS AT PRESENT IN A STATE
OF TRANSFORMATION - MORE THAN AT ANY
OTHER PERIOD OF HISTORY.

THE WOMEN OF AFRICA ARE ALREADY
HELPING THEMSELVES, THEIR FAMILIES
AND THEIR SOCIETIES.

... ● ...

III. ACTION BY WOMEN THEMSELVES

EACH AFRICAN COUNTRY HAS AT LEAST ONE WOMEN'S ORGANIZATION, AND MOST COUNTRIES HAVE MANY. THESE ORGANIZATIONS CAN FORM A POTENT FORCE FOR THE MORE RAPID ADVANCEMENT OF WOMEN.

Women's organizations vary from the traditional small rural mutual aid society to the modern large national organization with branches in the various parts of the country.

TRADITIONAL SOCIETIES

In much of rural Africa women have traditionally formed small groups to help each other. These groups have provided reciprocal services such as tilling the land, harvesting the crops, collecting building materials and assisting during such social occasions as weddings and funerals. Some of these groups still exist. EKUB in Ethiopia is a traditional savings society. All members contribute cash, often monthly, and each member receives the monthly total on a rotation system, the order being chosen by lottery. A similar system called MAKOLLA is used by market women in Ghana as a way of getting cash to enable them to establish businesses.

As some of these societies have become more organized with specific rules, they have evolved into modern consumer co-operatives such as the CORN MILL SOCIETIES of Cameroon.

Women also participate in organizations together with men - but until now they have not often had leadership positions in them.



Mutual help - children take part also

ECONOMIC ORGANIZATIONS

Recently, women have formed groups for farming purposes, like the RICE-FARMING ASSOCIATIONS of Sierra Leone. THE WOMEN'S LEAGUE of Malawi has been successful in setting up farms under the agricultural and settlement schemes. Women also organize and market handicrafts. MAENDELEO YA WANAWAKE (Progress of Women) of Kenya collects and sells articles in a modern Nairobi shop.

In countries where women have a long tradition of market trading, especially in West Africa, strong and vocal associations of market women have been established. In addition to traditional savings purposes, these societies also enable women to obtain cash on credit without the heavy interest charged by private organizations. They regulate trading practices by stabilizing prices and discouraging extreme competition. An outstanding example of this is the MARKET WOMEN'S ORGANIZATION of Ghana, which besides being concerned with economic activities is also influential in public affairs. In Lesotho, handicrafts co-operatives are run almost exclusively by women.

Masai women making traditional handicrafts as an income generating activity



NATIONAL-LEVEL ORGANIZATIONS

National women's organizations serve many purposes. They train women for leadership. They organize or participate in literacy and adult education campaigns. They raise funds for community or national projects. They organize consumer co-operatives. They provide scholarships for needy and deserving girls. They voice their opinions on national legislations affecting women and families. Such organizations as the MOUVEMENT NATIONAL DES FEMMES DU PARTI DU PEUPLE MAURITANIEN, the SUDANESE WOMEN'S UNION, the ETHIOPIAN WOMEN'S WELFARE ASSOCIATION, the UMOJA WA WANAWAKE (UNITY OF WOMEN) and the UNION DES FEMMES DU PARTI DEMOCRATIQUE GABONAIS are examples of organizations which carry out such activities.

In many countries, there are also the national branches of such international organizations as the YWCA, the GIRL GUIDES, UNIVERSITY WOMEN'S ASSOCIATION, SOROPTOMISTS, ZONTA and CONSUMER SOCIETIES. There are also many church-based organizations on both the local and national levels.



SELF-HELP ACTIVITIES

Women's organizations and informal groups of women have been responsible for mobilizing women to participate in self-help programmes on the community or national level. In Somalia women have built a first class hotel. Lesotho women have completed an estimated 90 per cent of the roads, under the Food-for-Work Programme. Women in Kenya have built more than 5,000 day-care centres throughout the country and Gabonese women have helped with the construction of a local airport.



EACH WOMEN'S ORGANIZATION IS FORMED
WITH SPECIFIC PURPOSES - ECONOMIC, SOCIAL,
POLITICAL, CIVIC, CULTURAL.

EACH HAS CONTRIBUTED TO THE ADVANCE-
MENT OF AFRICAN WOMEN.

THROUGH INCREASING THE SUPPORT GIVEN
TO THEIR ORGANIZATIONS, WOMEN CAN MARSHAL
THEIR STRENGTH AND INFLUENCE.

EACH ORGANIZATION CAN PLAY AN ACTIVE
PART IN HELPING WOMEN TO ACCEPT THEIR
RESPONSIBILITIES AND REACH THEIR FULL
POTENTIAL AS CITIZENS CONTRIBUTING TO THE
RAPID DEVELOPMENT OF THEIR COUNTRIES.

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IV . A PLAN OF ACTION FOR TOMORROW

AT THE REGIONAL SEMINAR FOR AFRICA ON THE INTEGRATION OF WOMEN IN DEVELOPMENT WITH SPECIAL REFERENCE TO POPULATION FACTORS, HELD AT ADDIS ABABA IN JUNE 1974, GUIDELINES WERE DRAWN UP BY WHICH GOVERNMENTS, LOCAL GROUPS AND REGIONAL AND INTERNATIONAL ORGANIZATIONS MIGHT TAKE ACTION TO INTEGRATE WOMEN MORE FULLY IN DEVELOPMENT. THESE GUIDELINES ADVOCATE...

.... THE FORMATION OF A PLAN OF ACTION FOR AFRICA FOR THE INTEGRATION OF WOMEN IN DEVELOPMENT, TO INCLUDE:

ORGANIZATIONAL MACHINERY AT THE NATIONAL LEVEL, where this does not exist already, to ensure that women's views are expressed and their needs taken into account in national policy-making and planning.

This machinery should consist of:

- National Commissions for Women and Development whose members, leading men and women, would make policy recommendations and proposals for national action.
- Women's Bureaux to serve as secretariats to these Commissions.
- Interdepartmental bodies of experts from fields such as health, education, agriculture nutrition, employment, social affairs, communications, population, law, trade and industry, to ensure co-ordination of programmes and adequate attention to women's situation within national policies and plans.
- Co-ordinating committees of representatives of non-governmental organizations to help women to play a fuller part in public life and in working towards national development objectives; to influence attitudes; to supplement public resources, and to promote collaboration within and between countries.



Prominent men and women in the Republic of the Sudan discussing the establishment of National Commissions for Women and Development at a Conference conducted by ECA / Women's Programme; November 1974

ORGANIZATION AT THE REGIONAL LEVEL to help African Governments to implement national plans of action.

This machinery should consist of:

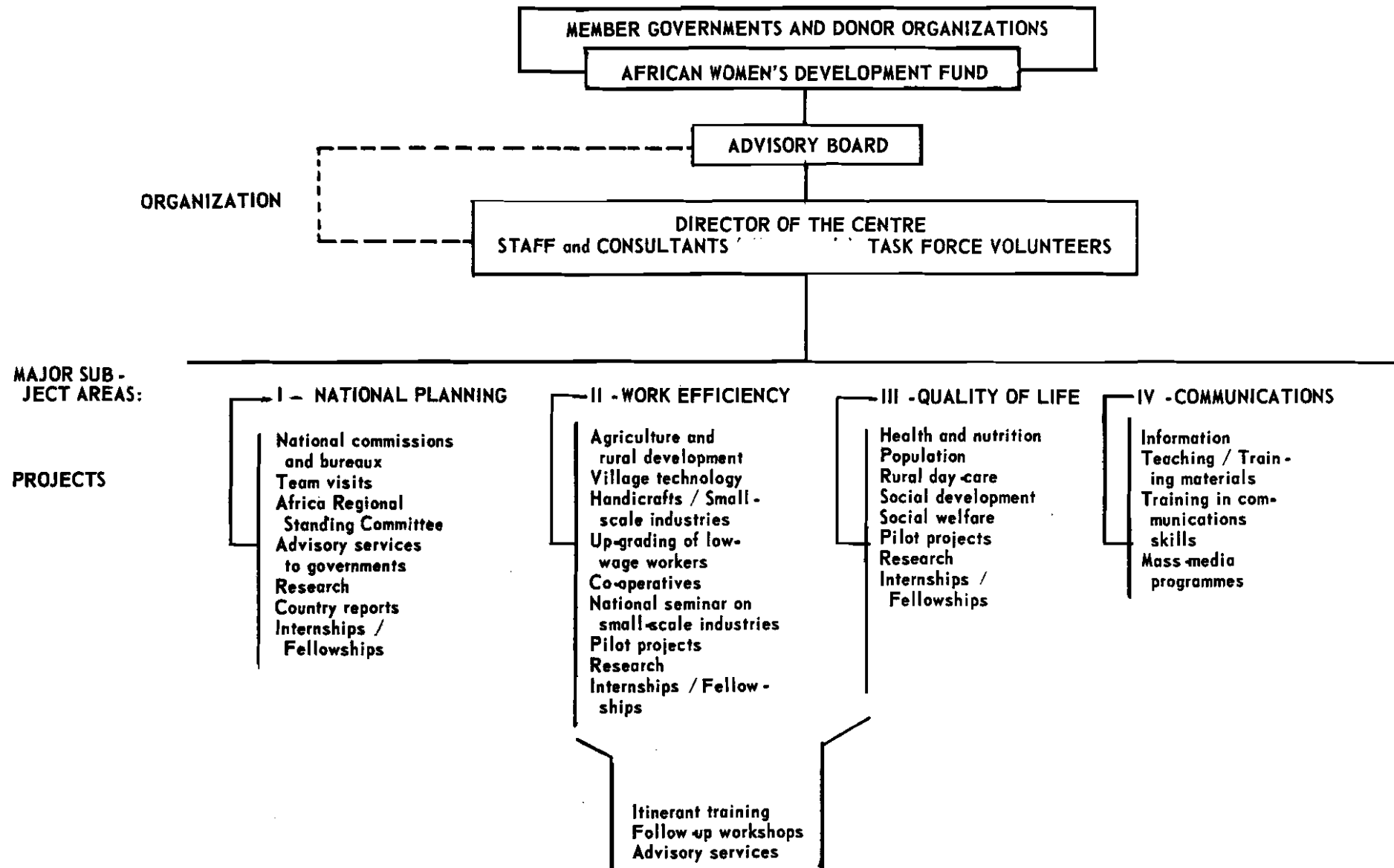
- An African Regional Standing Committee to co-ordinate the work of the National Commissions for Women and Development; and to advise and co-operate with the United Nations Economic Commission for Africa (ECA) and other international and regional organizations working towards the fuller integration of women into the modern sector of national life.
- A Pan-African Training and Research Centre for Women, to assist Governments and voluntary agencies in strengthening the roles of women in raising living standards; the Centre will work through training, research and communication activities and through the establishment of a Task Force of African women volunteers who will help their less fortunate fellow-women in their own and other countries.

The Pan-African Centre for Training and Research for Women will be established at ECA. Its aim will be to assist member States in:

1. developing machinery and action to meet the needs of women in national and project plans and to integrate women more fully in development;
2. increasing the productivity of women's work and their income-generating capacity;
3. improving family life and raising levels of living;
4. equipping staff with the understanding, knowledge and skills needed to help to achieve these aims.

ECONOMIC COMMISSION FOR AFRICA

PAN-AFRICAN TRAINING AND RESEARCH CENTRE FOR WOMEN FOR THE INTEGRATION OF WOMEN IN DEVELOPMENT



FOCUS, INTERNATIONAL WOMEN'S YEAR, 1975:

A FULL-SCALE REGIONAL AND NATIONAL ATTACK TO TRY TO CORRECT THE NEGLECT OF WOMEN'S INTERESTS AND THE UNFORTUNATE WASTE OF HUMAN RESOURCES WHICH CONTRIBUTE TO LOW LEVELS OF FAMILY LIFE AND WHICH HOLD BACK THE RAPID DEVELOPMENT OF AFRICAN NATIONS.

AN AFRICAN WOMEN'S DEVELOPMENT FUND IS BEING ORGANIZED BY ECA. GOVERNMENTS WITHIN AND OUTSIDE THE REGION, UNITED NATIONS AGENCIES, WOMEN'S VOLUNTARY AND OTHER NON-GOVERNMENTAL ORGANIZATIONS, INTERNATIONAL BANKS, PRIVATE BUSINESSES AND INDIVIDUALS ARE INVITED TO JOIN IN SUPPORTING THIS REGIONAL EFFORT.



ANNEX: THE PAN-AFRICAN TRAINING AND RESEARCH CENTRE FOR WOMEN

In order to try to correct the neglect of women's interests, which is an unfortunate waste of human resources, the Economic Commission for Africa has started a FIVE-YEAR PROGRAMME ON PREVOCATIONAL AND VOCATIONAL TRAINING OF GIRLS AND WOMEN TOWARDS THEIR FULL PARTICIPATION IN DEVELOPMENT. Established in 1971, the Women's Programme seeks the integration of women in the total development effort through making their economic labours more productive and their family responsibilities less burdensome and more rewarding so to improve the quality of life for all. THE FIVE-YEAR PROGRAMME has four target areas: 1) rural women; 2) self-employed women; 3) wage-employed women; and 4) planning for the full participation of women in development.

During 1975, the International Women's Year, the ECA Women's Programme will become the Pan-African Training and Research Centre for Women.

The Pan-African Training and Research Centre was recommended by regional meetings of African women:

- at Addis Ababa in 1969
- at Rabat in 1971
- at Addis Ababa in 1974

It was also recommended during Itinerant Training Workshops in 7 African countries during the period 1973-1974.

The Pan-African Women's Organization has emphasized the need for a regional training centre.

WHAT ARE THE OBJECTIVES OF THE CENTRE?

The Centre will be the focal point for the mobilization of African women, for them to broaden their horizons and to strengthen their skills. It will concentrate on services available to African women and will channel them to areas of need. It will be a medium for activating the more skilled and fortunate women into helping others to participate in development.

The Centre will provide in-service training both formally (in large part through itinerant training) and also by the apprenticeship system. It will conduct applied research and establish pilot projects and as the outcome of these activities, function as an information and resource centre.

The Centre is not conceived of as a vast "bricks and mortar" institution. It will serve the States members of ECA, mostly at the country level.

WHAT ARE THE CENTRE'S SUBJECT AREAS?

1. Family life, nutrition and population
2. Agriculture
3. Handicrafts and other small-scale industries
4. Village technology
5. Co-operatives
6. Up-grading wage-employed women
7. Communications and organization skills
8. Integration of women in national and project planning

WHAT IS THE CENTRE'S METHOD OF WORK?

1. ITINERANT TRAINING COURSES AND WORKSHOPS

These follow the model set by the ECA/FAO Itinerant Training Workshops, held in the period 1973-1974 in seven countries and planned for 1975 in 13 additional countries, until all countries have been covered. These workshops will be offered in the subject areas of the Centre. Follow-up studies, courses and workshops will ensure continuity.

2. INTERNSHIPS

The Centre will have up to 12 interns in residence each year, including trainers and administrators of organizations, national planners and university women.

3. RESEARCH

Staff and interns of the Centre are expected to be engaged in research according to their specialities as multidisciplinary teams when possible. Research areas will include:

- the impact of change on the rural woman
- village technology
- marketing and business
- national policies and legislations
- the role of voluntary organizations
- evaluation of training methods
- relationships between education, employment, and family size

4. COMMUNICATIONS

The Centre will serve as an INFORMATION AND RESOURCE CENTRE on aspects relating to African women and their participation in the development of their countries.

The Centre therefore will:

- Publish newsletters on subjects relevant to the work of the Centre
 - Produce teaching aids, materials, manuals, books, etc. from research results and based on African experience
 - Act as an advisory centre in such areas as the legal, medical and educational resources available in different countries
 - Provide a forum for key personnel, for meeting, sharing of common experiences, exchanging and furthering of knowledge and skills.
5. The Centre will also be the headquarters of the AFRICAN WOMEN'S VOLUNTEER TASK FORCE.

WHAT IS THE AFRICAN WOMEN'S VOLUNTEER TASK FORCE?

Many privileged women in Africa are effectively giving their time and money as individuals or through women's groups to care for and educate children, to train school-leavers, to aid the old, the destitute and the maimed. But these are isolated efforts. There has not been a concerted effort to bring the education, skills, leadership qualities and good will of the fortunate few to the service of the poor in rural areas. The time has come for all educated and/or skilled

women to lead the battle against poverty and the neglect of women's interests. What is needed in Africa is a massive effort which can make a real impact on the problems and deprivation of women within the present Second Development Decade.

OBJECTIVES OF THE TASK FORCE:

1. To provide African women's organizations with qualified trainers which they would not otherwise be able to obtain.
2. To make it possible for those who are willing to offer their services voluntarily to go and help in the rural areas when they are not able to do so individually.
3. To stimulate the spirit of voluntary services in development within the member States.
4. To stimulate an awareness of the potentialities of women in the development of the African region.
5. To encourage intra-African technical co-operation in co-operation with other United Nations agencies, the Organization of African Unity and the Pan-African Women's Organization.

HOW IS THE TASK FORCE ORGANIZED?

At the NATIONAL LEVEL, a co-ordinating commission or other body or council of women's organizations may be enlisted or established to mobilize women to serve in the evenings, at week-ends or during holidays. Women with jobs in offices or who are agriculturalists, home economists, doctors, nurses, lawyers, business managers, experts in various crafts or civil servants could contribute some time voluntarily to teaching their fellow women. University and secondary school women students could give part of their holidays. Women who

are self-employed or salaried could invest some of their savings in helping other women to start small-scale businesses and industries.

The organization and financing of this force at the national level will be the responsibility of the Governments and women's organizations in the individual countries.

At the PAN-AFRICAN LEVEL, the volunteers will have specialized skills or training and will be chosen for their experience in areas of special need which may include:

1. Foods and nutrition
2. Earning opportunities for women
3. Family resource management
4. Communications and organization skills
5. Planning at the national and project levels
for the participation of women in development

The organization and financing at the Pan-African level will be the responsibility of the Centre.

HOW WILL THE CENTRE AND TASK FORCE BE FINANCED?

An African Women's Development Fund is being organized by ECA. Governments within and outside the region, United Nations agencies, foundations, women's voluntary and other non-governmental organizations, international banks, private businesses and individuals are invited to join in support of this Africa regional effort to integrate women as human resources for the full development of their communities, nations and the Region.

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Acknowledgment

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