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The Impact of Women Education on Economic Growth of Pakistan

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Abstract

Education is an essential factor of economic growth and a fundamental right of every person. No nation can achieve long-term economic expansion without making significant investments in education. Education enhances one's technical aptitude for investigating novel concepts and inventions. It raises people's standard of living and benefits people as well as societies. Education is a basic human right, but unfortunately, in Pakistan, women's education still receives little attention. This study focuses on the value of female education and how women's education affects Pakistan's economic growth. using quantitative study from the period of 1998 to 2021. The autoregressive distribution lag (ARDL) model is applied to estimate the impact. The result shows that in Pakistan, education expenditure has no positive effect on female education. In contrast, a positive relationship between female higher education and GDP growth exists, but this relation is not strong in the short run and long run. The policy recommendation is that government should allocate more of its budget on education and make efforts for improvement of the quality of education at different levels.

Keywords: Economic growth, Female Higher education, Female labor force participation, Education expenditure, Pakistan

Introduction

The most effective tool and pillar of a nation's economy's sustainable growth is education. It is exceedingly difficult to compete and to achieve sustainable economic growth without education and technological advancement. When a nation invests in its human capital, particularly in the research and development sector, it develops its economy, its people's quality of life, and its technological capabilities. The spending on health and education sectors, especially on female education, contributes significantly to the economic growth. There is a strong positive relationship between economic growth and human development of a country; the causal relationship of human development and economic growth of the country is bi-directional, indicating a significant impact from economic growth to the human development (Ranis et al., 2000). Economic growth and development are essential for progress, but it is not supporting situation to human development. Human capital in the form of education is largely contributed to a country’s development. The good quality institutional capital and high level of female education (tertiary education) without gender discrimination is the key to the economic growth and development of the economy while the low

levels of education (primary and secondary education) have no such significant impact on the economy (Alaoui, 2016). The growth and prosperity of the nation depend on men and women having equal access to educational opportunities. Females must have access to basic education since they are responsible for the social development of society (Razmi et al., 2015).

In comparison to metropolitan areas, rural areas do not have as many educational institutions. One of the main causes of gender inequality in education is that girls are not permitted to travel as far to attend schools for girls, especially in rural and isolated areas of the nation. There is also a shortage of educated and trained female teachers in Pakistani educational institutions. School-going girls also help in household chores, which economy is essential for the development of any country.

The economy's development means empowering individuals and communities. Every individual, whether man or woman, is the country's human capital, and human capital refers to talented people who have technical knowledge among the population of the country, including the male and female labour force. For preparing human capital, education is a significant factor in all countries (Hong et al., 2019). The government should build new educational institutions and training centers to improve quality of education from primary to higher education level to enhance the country's economic growth (Shahid, 2014; Nowak and Dahal, 2016). Women empowerment is the increase of freedom of choice and effort to make their own wish, an empowered woman will be one who believe in oneself. It is understandable that the lives of Pakistani woman have changed during the past some years, and they are more empowered. Women empowerment has five components: women sense of self-worth, their right to have choices; easy access to the available opportunities; they have their own control on their lives, and to set their own guide lines to face the social and economic challenges of national and international level (Malik & Courtney, 2011).

UNICEF (2006) explored in his report that the society of Pakistan is male dominated, men are considered comparatively powerful. Rights of females are commonly violated in many areas of the country, there opinion have no value, even if they want to take decision for their personal life i.e. decision about their marriage they faced strong discouragement (Madhani, 2007). Klein and Nestvogel (1992) further concluded that women of Pakistan are being restricted from paid jobs while most of women are being diverted from their property share. There are lots of work required for the women empowerment. By this the status of women will be uplifted in the

society which will also help in economic development.

A nation's economic development is an intentional process of growth, progress, and change undertaken by its citizens, organizations, and governments. In poor countries, female education is crucial for reducing poverty and promoting long-term development. Therefore, it is important to focus on encouraging female education to achieve structural change and economic progress. Education of women also slows fertility growth and population growth (Dauda, 2012). There have been significant cultural, social, and economic developments in recent years in the nations of North Africa and the Middle East, which has led to new advancements for women in socioeconomic life. The position of women in each location affects the participation of women in the labor force. The female labor force participation rate in developing countries has a lot of issues related to multifaceted features of that location (Aboohamidi & Chidmi, 2013). Globally, female labor force participation rates are rising. The proportion of women in the labor force increased from 41% in 1996 to 66% in 2012 (World Bank 2012).

These trends make prospects and challenges for the women for their professional careers. In developed countries, the shares of women employment have been increased and role of women in developing countries can also observe in every field of life and informal activities (Hasani, 2013). Women literacy rate plays a vital role to enhance the economic development of the nationwide. The advancement of the society relay on the efficiency of its educational systems that provides same prospects of getting an education to everyone (Parveen, 2008). Education is an instrument for women toward empowerment, through education women will get a prominent status in the society and as well as in the family. Empowerment, broadly stated, is the process by which women will gain identity in society and become capable of making their own life decisions. The biggest barrier to women's empowerment is a male-dominated society. Pakistani society is one that prevents women from achieving power. Women make up 43% of Pakistan's population, however they are underutilized in national development because of their low skill, lack of education, and lack of empowerment, according to the World Bank's 2019 Population Indicators Report. The majority of men hold the highest positions in Pakistani politics, and women are either ignored or given low profiles, which poses a threat to their empowerment.

Statement of Problem

Economic development and expansion are necessary for progress, but they do not

foster human development. In the past, Pakistan's GDP growth rate has been enough, but on the other hand, the country hasn't been able to gauge its citizens' level of development and has instead concentrated on providing for their fundamental social needs (Husain et al., 2017). One of the key elements for economic growth is human capital. The development of the town is significantly influenced by women, who make up half of the population. The international community became aware of the issues facing women, leading to the passage of legislation in the last ten years to end gender discrimination and ensure women's involvement in all spheres of society (Hasani, 2015). Female education has a great impact on preceding the country's growth and it is necessary to attain the consequences of the social welfare outcomes. The social outcome of education gives opportunities to get the social benefits. According to modern economic theory, education leads to economic prosperity. In developing countries, education is prior for their governments so, they have fiscal policies to spend government revenue on their major educational heads. Moreover, the governments make effort for attaining economic objectives and focusing on an efficiency of human resource allocations (Muktdair-Al-Mukit, 2012). The present study is a try to recognize and investigate how this Macroeconomic awkward nature measured through different macroeconomic variables determine the female education in Pakistan.

Objective of the Study

- To empirically investigate the impact of female education on the economic growth.
- To empirically investigate the impact female labor force participation on economic growth.

Literature Review

Literature provides that strong human capital is significant evidence for economic growth. A strong well-known saying is that if you educate a man, you educate an individual, but if you educate a woman, you educate a nation. When girls are educated, their countries become stronger and more prosperous. A woman must simultaneously perform the duties of being a mother, wife, sister, and daughter, among other responsibilities. In terms of our growth, she is essential to our life. Therefore, it is difficult to envision a productive future generation without female education (Awan and Malik, 2020). According to additional research (Shahid, 2014; Nowak and Dahal,

2016), the government should construct new educational facilities and training facilities to increase education quality from primary to higher education levels in order to boost the nation's economic growth.

Hassan and Rafaz (2017) study the impact of female higher education, education expenditure and fertility rate on economic growth from 1990 to 2016 in Pakistan. Ordinary Least Square (OLS) analysis was employed in the investigation. This study concluded by demonstrating a strong relationship between female labor force participation and economic growth. The outcome of this study demonstrated that investing more in education is a fundamental requirement for the advancement of female education. The Pakistani government should take note of this problem, enhance funding for women's education, and raise the standard of basic, secondary, and higher education for women. Similar to this, Hong et al. (2019) used the Ordinary Least Squares method to examine data for 146 nations from 1950 to 2010 at five-year intervals in order to study the impact of female education on a country's overall growth. Results indicated that reducing gender imbalance in schooling had a favorable effect on economic growth. They recommended that in order to facilitate the sustainable growth of the economy, the government should support female education and provide them with educational facilities. Alike, Awan and Malik (2020) measured the effect of females' education on poverty in Pakistan, and collected data from 1996 to 2016 and analysed the data using ARDL approach. They found a negative relationship between poverty and female education, which means an increase in female education will reduce the poverty level.

In India, literate women are now in a better position than their male counterparts in all fields, according to a study by Deen (2016). As a result, more women are becoming financially independent and contributing more to India's social development, which has resulted in a notable improvement in the country's progress. Every country wants to support measures that create a path out of poverty and toward wealth and economic growth. One of the nine pillars of prosperity, which are responsible for eradicating poverty and fostering economic growth and wellbeing in the economy, is education, according to the Legatum Prosperity Index. A flourishing society need both human and physical wealth as building blocks. The key to fulfilling lives is increased exposure to education. A well- educated labor force is better able to serve their economy.

Alike, El Alaoui (2016) studied the relationship between women's education

and GDP from 1960 to 2012 in Morocco, Egypt, Tunisia, and Algeria. A general panel model and a gender panel model were the two types of panel models employed in the estimation. The study's conclusions suggested that healthy and high-quality female education should remove gender discrimination in the nation and that there is a favorable association between female education and economic growth.

Alike, Hassan and Cooray (2015) examined the comparative effects of education using the data of eighteen Asian countries from 1970 to 2009. The study used endogenous and exogenous growth models and applied Extreme Bounds Analysis (EBA) to estimate models. The result showed a positive relationship between primary, secondary and tertiary enrolment of males and females with economic growth. Findings also showed that males and females equally participate in economic development. Likewise, Oztunc et al. (2015) examined the effect of women's educational attainment on nations' long-term economic growth and gathered information from 11 Asia Pacific nations. They found that female enrollment in schools is a significant determinant for annual per capita income growth after analyzing the data using panel regression.

Shahid (2014) studied to investigate the relationship between labor force participation and economic growth in Pakistan over the time 1980 to 2012. By using Augmented Dicky Fuller and Phillip Perron and Johnson co-integration the result shows that there exists a positive and significant relationship between the variables in the long run. Additionally, there was little correlation in the short term between the factors. The government should construct new educational and training facilities to support skilled labor, which drives economic growth, according to the policy implication.

Dauda (2013) aimed to find out that female education leads to economic growth in Nigeria during the time period 1975 to 2008. The results demonstrate that there is long-run connection equilibrium between variables using co-integration and error correction approaches. The growth of the Nigerian economy is negatively impacted by female education while positively impacted by male education. According to this report, the government should prioritize policies that will strengthen the educational system, attract more female students, and increase female participation in economic growth.

Mujahid and Zafar (2012) investigate to find out the relationship between Female labor force and economic development in Pakistan during the time period

from 1980 to 2010. By using ARDL technique, the results reveal that there is long run U-shaped relationship between Female labor force and economic development. This study shows that education and economic activities lead to labor force participation and further improve the economic development. Muktdair-Al-Mukit (2012) aimed to study the long-run relationship between public spending on the education sector and economic growth in Bangladesh from the time period 1995 to 2009. The results of the cointegration technique show a significant and favorable long-term correlation between the variables. In the long run, a 1% increase in education spending results in a 34% rise in economic growth. This study suggests that the government should spend more money on education and raise the standard of instruction.

Hussin et al. (2012) investigated the relationship between spending on the educational system and economic growth in Malaysia from 1970 to 2010. The results of the Vector Auto Regression (VAR) approach indicate that economic growth and education spending are positively correlated over the long term. The variables also have a short-run Granger cause connection. According to the findings of this study, Malaysia's GDP is significantly influenced by human capital.

Dauda (2012) reported that women have a significant role in the country's economic development by using the data from 1975 to 2008. Results of the analysis, which used co-integration and error-correction approaches, showed that female education has a beneficial impact on economic growth. It was suggested that the government implement measures to enhance the educational opportunities for women and their enrollment so that they can support the nation's economic development.

Cross-country and panel regression analyses were performed by Kalsen and Lamanna (2009) to determine the gender difference in employment and education and how it affected economic growth. The period chosen was from 1960 until 2000. North Africa, the Middle East, and South Asia have had slower economic growth because of the gender gap in employment and education.

In Pakistan, from 1981 to 2008, Khattak et al. (2011) tried to investigate the association between female education and fertility rate. The results of using the multiple regression model and Johansen Co integrations show that female education is significantly contributing to the decline in fertility rates. After government policies, the overall fertility rate decreased to 3.0 in 2008 from 7.0 in 1989. The reproductive rate is negatively correlated with the age of the bride upon marriage. This study suggests that the government focus on the education of both men and women in order

to lower the level of fertility rate.

Abu- Rabia-Queder and Weiner-Levy (2008) documented that people have low income, particularly in rural areas in Pakistan, and there is a huge difference in education equality between males and females. They indicated that the economic growth of the country decreased during 1970 to 1985, and among many factors, insufficient investment on females' education was one of them. The aim of the research was to demonstrate the significance of education for females in a nation's growth. Noureen (2011) explained the function of education in the development of human society. The findings showed that a key element in the economic and social development of the nation is education. In order to improve individual abilities and give the nation leadership, education is essential. Similarly, Fatima (2011) investigated the relationship between female education and the country's GDP growth and examined the effect of female contribution in labor force participation. The number of observations covered 27 years (1980 to 2006). The technique of Ordinary Least Square (OLS), unit root test, Dickey-Fuller (DF) and Augmented Dickey-Fuller (ADF) were used in the study. Findings showed that there was no strong relationship between female education level and economic growth because quality of primary and secondary education was not satisfying the need of the economy of Pakistan. The report recommended that the government increase female learning opportunities, lessen the gender gap, increase literacy rates, and enhance primary and secondary school quality. In the nation, elementary and primary education must be free. Education in the vocational and technical fields is crucial for economic development.
Hill and King (1995) studied the benefits of education provision to females in terms of improvement in economic growth. They investigated how the gender gap affected social well-being from 1960 to 1985 for 96 countries developing countries. The study's estimation using the Ordinary Least Squares method. The analysis's findings indicated that both the gender gap and female education were critical determinants of the nation's economic growth. The study's policy recommendation was that the government create policies to increase employment prospects for women and raise the standard of education for girls in basic and secondary schools. The rising levels of females' education can improve productivity of women in the home, which is helpful for family health and children survival, and ultimately the economic growth of country.

Research Methodology

In this section of the study, the focus will be on descriptive and empirical analysis to capture the relationship between economic growth and macroeconomic variables i.e. Female Higher education, Female labor force participation, Literacy rate, education expenditure. The Autoregressive Distributed Lag (ARDL) model, Unit Root Test (ADF), Bound test and CUSUM test were applied to find the final solution for research problems and their nature of the relation. The time series data used from the period of 1998 to 2021.

Data Collection

The data were obtained from the World Bank, the State Bank of Pakistan, and the Economic Survey of Pakistan. Only numerical data will be used for analysis, and a regression model will be used to measure how strongly the dependent and independent variables are related to one another.

Model of the Study

It will be possible to determine the effects of each independent variable independently using multiple regression models. The results for time series data were previously discovered by numerous researchers using multiple regression models, such as Anam and Nazish (2015), Zahra et al. (2021), Abbas et al. (2011), and Nowak and Dahal (2016).

In this model, the Gross domestic product (GDP) was used as the dependent variable and female higher education, female labor force, literacy rate and education expenditure were independent variables. The explanation of variables is given;

Model

$(\ln GDP) = \alpha + \beta_1 (\ln FHE) + \beta_2 (\ln FLF) + \beta_3 (\ln LR) + \beta_4 (\ln EX) + u$

Where,

β_i Represent the estimated coefficients and μ is the random error term of the model.

GDP = indicate Economic growth

FHE = Female Higher education

FLF = Female labor force participation

LR= Literacy rate

EX = Education Expenditure

Data Analysis and Interpretation

The objectives of the study were achieved by applying mix method approach that

combined different yet interconnected components. The empirical finding of the data by using regression analysis are following.

Table 1: Descriptive statistics

Variables	GDP	EX	FHE	FLF	LR
Mean	7.79	0.25	6.01	2.01	1.51
Median	4.17	0.21	5.21	1.21	1.10
Maximum	6.42	0.42	6.01	1.65	1.81
Minimum	5.61	0.31	4.21	2.87	1.51
Std. Dev.	0.18	0.06	0.75	0.01	0.11
Skewness	0.05	-0.02	-0.31	-0.52	-0.56
Kurtosis	1.12	1.92	1.41	1.26	2.63
Jarque-Bera	2.82	2.12	3.04	2.77	3.26
Probability	0.32	0.42	0.16	0.12	0.41
Observations	23	23	23	23	23

Source: E-views software

In above table the mean value of GDP is 7.79, Standard deviation of GDP is 0.18, skewness of GDP is 0.05 and Kurtosis of GDP is 1.12.The mean value of Education expenditure (EX) is 0.25, Standard deviation of EX is 0.06, Skewness of EX is -0.02 and Kurtosis of EX is 1.92.The mean value of Female higher education (FHE) is 6.01, Standard deviation of FHE is 0.75, Skewness of FHE is -0.31 and Kurtosis of FHE is 1.41.The mean value of Female labor force (FLF) is 2.01, Standard deviation of FLF is 0.01, Skewness of FLF is -0.52 and Kurtosis of FLF is 1.26. The mean value of Literacy rate (LR) is 1.51, Standard deviation of LR is 0.11, Skewness of LR is -0.56 and Kurtosis of LR is 2.63.

Table 2: Correlation Results

	Female Higher Education	Labor Force	GDP	Literacy Rate	Education Expenditure
Female Higher Education	1.0	0.29*	0.51**	-0.21	-0.09**
Labor Force	0.29*	1.0	2.01**	0.21	2.21**
GDP	0.51**	2.01**	1.0	1.24**	1.21*
Literacy Rate	-0.21	0.21	1.24**	1.0	1.25**

Education Expenditure	-0.09**	2.21**	1.21*	1.25**	1.00

***** Show correlation is significant at the 0.01 level (1-tailed),***
**** Show correlation is significant at the 0.05 level (2-tailed).***
Source: E-views software

Table 3: Unit root ADF Test Results

Variables	**Level**		**1st Difference**		
	C	**C and Intercept**	**C**	**C and intercept**	**Decision**
GDP	0.523	0.712	0.010	0.061	Stationary at first difference
FHE	0.412	0.845	0.037	0.048	Stationary at first difference
EX	0.355	0.531	0.060	0.006	Stationary at first difference
FLF	0.539	0.893	0.016	0.016	Stationary at first difference
LR	0.08	0.004	0.003	0.000	Stationary at first difference

Source: E-views Software

Table 4: ARDL Long Run Results

Variable	Coefficient	Std. Error	t-Statistic	Prob.
LNGDP	0.51	0.20	5.83	0.02
LNFHE	0.06	0.08	1.21	0.07
LNEX	0.01	0.22	0.11	0.53
LNFLF	0.24	0.41	0.65	0.61
LNLR	0.17	0.21	0.79	0.24
C	0.12	0.51	2.00	0.09
R-squared:	**0.812**	**D.W**	**2.841**	**Prob. F 0.00**
Adjusted R-squared: 0.820				**F-statistic 321.95**

Source: E-views software

Table 5: ARDL Short Run results

Dependent Variable: GDP				
Variable	**Coefficient**	**Std. Error**	**t-Statistic**	**Prob.**
D(GDP)	0.81	0.21	4.51	0.03
D(FHE)	0.09	0.06	1.51	0.51
D(EX)	0.08	0.21	0.11	0.11
D(FLF)	0.21	0.31	0.14	0.31
D(LR)	0.19	0.17	0.21	0.98
CointEq (-1)	0.31	0.54	1.21	0.09
R-squared:	**0.82**	**D.W**	**2.01**	**Prob F 0.00**
Adjusted R-squared: 0.80				**F-statistic 291.87**

Table 6: ARDL bound test results

Null Hypothesis: No long-run relationships exist

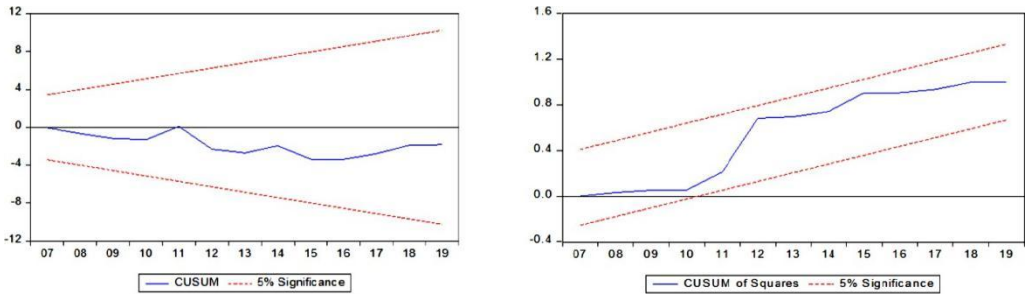
Test Statistic	Value	k
F-statistic	4.5270	5

Critical Value Bounds

Significance	I0 Bound	I1 Bound

10%	1.96	3.35
5%	2.02	3.69
2.5%	1.86	4.18
1%	3.41	4.68

Figure 1:



Interpretation

First, we check estimated correlation Matrix; To find out that either the variables which we used in this study was interlinked in each other or not. Based on the results of the correlation matrix in Table 2. It can be observed that the variable female higher education has significant positive correlation with labor force, GDP and significant negative correlation with education expenditure. The variable labor force has strong positive correlation with GDP and education expenditure. Further education expenditure has significant correlation labor force (2.21**) and weak positive correlation with literacy rate and labor force. While a strong negative correlation with education expenditure and female higher education as (-0.66**).

Secondly, using the unit root results in table 3. For checking the stationary level of the data Augmented Dickey Fuller (ADF) test has been applied. The results showed that GDP turned non-stationary at level, whereas it turned stationary at first difference. The Female higher education (FHE) also turned nonstationary at level, whereas, it turned stationary at first difference. The Education expenditure (EX) turned non-stationary at level, whereas it turned stationary at first difference. The Female labor force (FLF) turned stationary at first difference and Literacy rate (LR) turned stationary at level. Because the results showed a mixed order of integration that's why the appropriate technique for the analysis will the Auto Regressive Distributive Lag (ARDL).

Thirdly run ARDL long run and short run regression in E-views software in table 4 and 5. In table Table 4 shows that in Long run female higher education are

significant while Education expenditure, female labor force and Literacy rate are insignificant. GDP is highly significant in value of 0.02. Further in short run table 5 table show that D(GDP) is highly significant and all other variables are insignificant. The both table data also show the R-Square value is 0.81 and 0.82 which means model are strong goodness of fit. Further results indicate value of Durbin Watson Statistic value is above 2, showing that there is no serial correlation issue in the data. Fourthly, using bound test and show the F-Statistics value is 4.52 which is greater than the upper bound value is 3.69 at 5% level of significance. This rejected the null hypothesis and showing that the long run relationship is present between the variables. Lastly test applied CUSUM test shown in Figure 1 demonstrates the coefficient's stability in the multiple linear regression model based on a sequence of sums, or sums of squares, of recursive residuals, computed. CUSUM test results show that the blue line lies between the red lines within the 5% critical, proving that residual variance is stable. The plots and test results at the command line indicate that coefficient. The result of CUSUM of square reveals that the blue line lies between the red lines within the 5% critical, proving that the model is stable.

Conclusion and Policy Recommnedation

Women make up at least half of the population—roughly 48%—so they play a vital role in society. If women make the same contributions as males do to a nation's economic development, Pakistan would go from being a developing nation to a developed one. And only with authority will she be able to accomplish this. It is impossible to dispute the importance of female education for the advancement of society, and the nation needs to have a higher proportion of female teachers and more students enrolled in female-only programs. The purpose of this study was to determine how female education affected economic growth between 1998 and 2021 utilizing the Autoregressive Distributed Lag (ARDL) model, Unit Root Test (ADF), Bound test, and CUSUM test.

Estimated results showed that education expenditure did not improve the educational system for females because Pakistan's education expenditures are a minor percentage of its GDP. The low proportion of education could not keep up with the nation's education spending, which is why the rate of education is declining. A higher GDP will raise people's standards of living, which will encourage more women to pursue higher education. The findings indicated that while there was no significant

short-term correlation, there was a favorable association between female higher education and economic growth. The degree of female literacy is positively correlated with the growth of a country's economy; so, educated women contribute to the strength and prosperity of their nations. The relatively small contribution that female higher education makes to the nation's economic development is probably going to change in the future. Women will eventually rise above their situation through knowledge and bravery and hard effort in carrying out their duties. Given that women make up half of the population, there is a need to boost the number of women pursuing higher education in Pakistan. They would contribute more to Pakistan's economic progress if they were more qualified. The government should set aside a sizeable amount of money for educational expenses since this will improve the educational prospects for both men and women.As a result of the development of new technical institutions and more work prospects for women, the proportion of women in the labor force is rising. Female labor force participation has positive relationship with economic growth. Female labor force participation can contribute greatly to the economic growth of Pakistan.

Policy Recommendation

- The results of this study indicated that funding for female education is fundamentally necessary. To improve education quality, the government must provide funding for both instructors and students. Therefore, the Pakistani government should enhance public investment on education and focus more on raising the standard of instruction at primary, secondary, and high schools.
- The development of technical and vocational schools would contribute to a rise in the number of women entering the work force.
- It is the responsibility of policymakers to address less developed areas and lower the cost of education for those living in them. Every region in the nation has received the proper amount of funding, which has been used effectively and without engaging in dishonest or fraudulent activities.
- Based on the study's results, the Pakistani government should support measures that enhance education, particularly for women, as they have a major and favorable effect on the country's economy.
- Given the regional differences throughout Pakistan, we must acknowledge that the country truly needs to invest in the education of women. Women's literacy

and access to school are better in some regions of Pakistan than in others, and in some, they lag behind. It is necessary to close this gap.

- The main obstacles to female education in Pakistan are not just technical; they are also organizational in nature, and they must be addressed immediately if we are to provide our women the leadership abilities and vision they need to climb the many development ladders.
- There is growing agreement today to integrate a social viewpoint into our national endeavors to guarantee that women's contributions, both social and economic, become a realistic objective for constructive nation-building.

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