

から1つを週8時間×3年半学ぶ。

- ・教育目標は、①科学的な研究を学生が独自に行うこと、②学生が自分の意見を自由に言えるようにすること。

ハバロフスク国立経済法科アカデミー（対応者：V. リホバピン学長、L. コルニエンコ研究担当副学長）

- ・学生数9,000人。講座には、公認会計士、危機管理、市場競争、不動産取引、銀行、保険業務などがあり、修士・博士課程もある。
- ・特に力を入れている研究テーマは、①労務管理、②極東の発展とアジア太平洋地域、③経済危機からの脱出など。

ハバロフスク国立教育大学（対応者：M. ローゼンクランツ東洋語学部長ほか。学生との意見交換もあった。）

- ・設立は1980年。東洋学部学生数は300人。日本語学科は1991年設立。
- ・学費は年15,000ルーブル（約70,000円）無償学生は各学年5人。
- ・日本語の授業は5年間で1,000コマ（1コマは100分）
- ・日本人から学生への質問と回答
Q「日米どちらが好き？」
A「数年前まではアメリカ。しかし旧ユーゴ事件以来、アメリカ派が減ってきている。」

CURES Topic

Gender Gap in Education Impact on Economic Development

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Developing nations of today are discovering that their neglect and apathy in spreading basic education is proving costly in terms of the lost economic opportunities and hence development.

If one were to see the lack of the spread of basic education between the sexes, usually women's education lags much behind men in these countries. The price paid by them when they neglect women's education could be much more than the one if they were to neglect men's. The gap in the educational attainments

between the sexes in a country is usually termed as the gender gap in education. Countries or regions that have high gender gaps in education tend to develop slowly compared to those with a lesser gender gap. What follows is based on recent surveys and research studies of the various states of India. With a little imagination one can arrive at broader conclusions that would apply to most of the developing world.

There is no gainsaying the fact that education

plays a vital role in the process of economic development. The build-up of human capital, for which education is a crucial input, is a necessary pre-condition for any country to have substantial economic development. The diffusion of technology, which is a basic requirement in any society attempting modernization, is facilitated if the majority of the population is lettered. The greater the educational spread and the higher the educational level of the population, the faster will economic development take place.

It has been empirically found that there are larger benefits that accrue to society when girls/women get educated as compared to boys/men. The widely known reasons are that the knowledge and awareness level of women about sanitation, health etc., increases leading to a healthier population. The birth rates, which are high in developing countries, tend to drop when educational attainments of men increase; they drop much faster when the educational attainments of women increase. The educated mother goes to greater lengths than the father to ensure that her children go school even if it is at great personal cost and sacrifice.

To turn to the concrete ways by which investing in female education helps in economic development we can cite the following. Firstly, the rate of return on investments in female education, as seen in

economic productivity, is at least as high as the rates of return on investments in male education. Second, there are important positive effects of female education on non-market factors that are related to human resource development (namely health, nutrition and children's education) and population growth (namely, reduction in fertility and infant and child mortality). Educated women process information better and use goods and services effectively. Further, they are better prepared to provide health care, educate their children and reduce their fertility to the desired levels. Third, this leads ultimately to a more equitably society. Typically, in any developing country the control that women wield over resources is less compared to men. Female access to education is an important way of reducing the inequities. Increased access to education increases women's productivity and strengthens their bargaining position.ⁱ

What has been proved in recent research in India is that the gender inequality in education should be reduced not just for equity or ethical considerations only. It makes tremendous economic sense to invest in women's education as against men's education as the returns to society are higher. The returns to female education in the developing world in certain areas are much higher as compared to the developed world.ⁱⁱ Just to give one instance, it has been found that while superior resources

and learning acquired by the female was not translated into a health advantage in the developed world, the extreme opposite is true in the developing world. There is an astonishing sensitivity of survival to the length of formal schooling of the mother. After factoring out the economic determinants, it was found that 1 – 3 years of schooling of the mother resulted in a fall of 20 percent in the childhood risks of death. This fall becomes progressively larger with additional increments of education of the mother. This strong relationship was seen in all major regions of the developing world.ⁱⁱⁱ

The different states of India are quite unequally developed, economically and educationally. The gap between the best performing and worst performing states in India is substantial. When we arrange the different Indian states on the basis of the female literacy rates, we find that the larger the literacy rate the larger are the life expectancies of both males and females. Both the infant mortality rate and maternal mortality rates show negative correlation with female literacy rates. This is only to be expected as the empirical studies from other parts of the world have pointed to such trends earlier. What is interesting is the fact that we reach similar conclusions when we sort the different states on the basis of gender gap in literacy rates. A fall in gender gap in literacy is accompanied by a rise in life expectancies of both females and males. Likewise, the fall in

gender gap in literacy is associated with a fall in the infant mortality rate.

Gender disparities decline as the general level of literacy rises. In states/regions where male literacy levels are high, the gender gap in literacy is narrow or in other words female literacy rates tends to be high. On the other hand, in places where male literacy levels are low the gender gap is wider with female literacy rates being very low. Once male literacy rates rise over a critical threshold, they rapidly drag female rates close to them. Below this level, they tend to suppress female literacy rates. The policy implication could be that in regions/states with very large gender gap in education, a massive one-time effort is called for. Once the general literacy levels reach a substantial level, not much further effort might be needed as there seems to some kind of a self-sustaining momentum.

It has been known for quite some time that the enrolment rates and the duration of the completed education increase with economic status as measured by per capita consumption. What has been found recently is that gender disparities for both enrolment rates and duration of the completed education are much lower among the more prosperous rural households than the poor ones.

With the liberalization efforts in India since the early 1990s, women in rural areas have come to understand more and more about the

benefits of education. What they demand now is functional literacy: namely the ability to read numbers, communicate with officials, write letters etc. In short, they want to use education in all of the diverse ways in which literacy and numeracy are essential in a monetized and increasingly urbanized economy.

Elementary education has to be rapidly spread all over by supplying high quality education, which is easily accessible in proper schools with good facilities. This obvious point needs a lot of emphasis, because the low quality of school affects the girl child much more than it does the boy child. The typical response of parents in rural India where the quality of school education is poor is to stop the education of the girl child. In the case of the boy child, they tend to send him to a private school which might be expensive, but where some effective schooling takes place. The extra investments needed for the education of the girl child were she to be sent to a private school is something the poor rural households are unwilling or unable to undertake. The potential huge benefits that flow from educating the girl child do not enter their calculus. Likewise when there is no facility for secondary or higher education in the same village, the parents usually take the girl child off the school, but send the boy child to the school outside the village. Thus the easily availability, accessibility and quality of the school affect the girl child drastically.

The importance of education is well and truly recognized in a society when women demand educational facilities for themselves and their children. Such a society hardly needs any exhortation to go in for mass education. Once such conviction in the efficacy and importance of education seeps into a society from below as it were through the female agency, the situation rapidly changes for the better. In fact, the evidence from the better performing states of India suggest that the State might have problems in responding quickly to the various demands and expectations of such an awakened society.

ⁱ Behrman, Jere R. "Investing in Female Education in Development", *Journal of Educational Planning and Administration*, (New Delhi), Vol.7, no.3, October 1993, pp.393-411.

ⁱⁱ For more on this and related issues see my "Gender Gap in Literacy and Economic Development: A Preliminary Exploration", *Journal of Educational Planning and Administration*, (New Delhi), Vol.12, no.3, July 1998, pp.289-311.

ⁱⁱⁱ Clelend, John G., and Ginneken, K. van., "Maternal Education and Child Survival in Developing Countries: The Search for Pathways of Influence", *Social Science and Medicine*, 1988, Vol.27, no.12.

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