Working Party on Gender Equality

REVIEW OF PROGRESS IN THE IMPLEMENTATION OF THE DAC HIGH LEVEL POLICY STATEMENT 'GENDER EQUALITY: MOVING TOWARDS SUSTAINABLE, PEOPLE-CENTRED DEVELOPMENT'

Corrigendum

Document DCD/DAC/GEN(2000)1/REV1 was approved by the WP-GEN at its 21st meeting (February 2001) with the understanding that any additional information would be provided as a corrigendum. Other than the attached updates provided by USAID, no information has been forthcoming, so this document is now considered complete.

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Corrigendum

Paragraph 48 -- Delete 'Nine'. Replace with: **A growing number** of United States Agency for International Development (USAID) missions are now supporting programs specifically focused on women’s rights.

Paragraph 65 -- Delete final three sentences. Replace with: USAID has made progress in integrating gender into its staffing considerations. For example, decisions on promotion, retention and pay increases for junior foreign service officers take into account whether those officers possess a "working understanding of the importance of gender in development assistance."

Paragraph 71 -- delete the reference to USAID.

Paragraph 78 -- include USAID among those agencies in which the Jomtien agenda is increasingly reflected.

Paragraph 84 -- delete the reference to USAID in the last sentence. Add a new sentence at the end of the paragraph: USAID’s sector support for education in Africa is another instance in which an effort has been made to integrate gender concerns.

Box following Paragraph 84 -- Please use the following text to replace what is presently in the box:

USAID’s education sector support in the Africa region:

Objectives are to improve girls’ and rural children’s basic education by supporting changes to government policy, institutional reform, and resource allocation in Benin, Ethiopia, Ghana, Guinea, Malawi, Mali, Namibia, Nigeria, South Africa, Uganda and Zambia.

Results have been encouraging:
* Since 1990, increases in girls’ enrolment rates range from 44 per cent to 71 per cent in Benin, Guinea, Malawi and Mali.

* A gender-based approach to education planning and an increasing number of women teachers and teacher trainers have improved the learning environment for girls in Ethiopia and Guinea.