THE SAME AS ABOVE.

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The Effects of Gender Inequality in Education (Human capita proxy), Employment (labor market participation Proxy) and its impacts on Economic Growth

Abstract

The paper study cross country analysis for 18 countries to see the effects of gender inequality in education (human capita proxy), Labor force participation (employment proxy) and its impacts on constant growth of Gdp. The regressions are run individual country at a time. The approach is necessary and sufficient conditions to identify the determinants of inequality of each country and the effects on country's growth from 1980 to 2010.The results Shaw that in most countries if we control the direct impacts of gender inequality like openness, pop-growth, and investment, the labor force participation female-male ratios have highest impacts on growth than others employment variables. The results also found out that education with secondary female-male ratios have greater impacts on growth compared to education with tertiary female-male ratios. Another important point to note is that in most of these 18 countries of the world their appeared a problems of collinearity in employment data. This is due to the facts that employment data's are insufficient. Overall, the finding needs further research, but the final results after checking in sampling and outer sampling approaches is that educational impacts on growth is high except for only one employment variable(i.e. LFPFM) have the highest impacts on growth in most of the 18 countries in our analysis.

Introduction

Education is one of the most powerful instrument for reducing poverty and inequality and lays a foundation for sustained economic growth (World Bank 2012)

"There is now a shared understanding within the development community that development policies and actions that fail to take gender inequality into account and fail to address disparities between males and females will have limited effectiveness and serious cost implication." Reports from world Bank 2003

Further, World Bank 2001 reports that gender inequality around the world persistence gender inequality is happening in every regions of the world and gender inequality is higher in the

poorer region of the world. Further, many international organization have had taken notice of gender inequalities. One of the United Nation Millennium Development Goals targets gender inequality specifically. There goals is to eliminate gender disparity in primary and secondary education preferable by 2005 and at all level 2015(United Nation, 2006 by Quentin Brummet 2008)

There is little denying the fact that investing in human capital is one of the most effective means of reducing poverty and encouraging sustainable development. Yet, women in developing countries usually receive less education than men. More so, women in general enjoy far less employment opportunities than men the world over. Any claims and efforts then, to remove poverty, can show results only if they address the issue of gender inequality. In recent decades, there have been large gains, no doubt on comparable levels, in basic rights and opportunities, in life expectancy and enrolment ratios for women. But despite these gains, the stark reality has not changed.

There still are large gender disparities in basic human rights, resources, and economic opportunity, and in political rights- the world over. In South Asia, women have only half as many years of schooling as men. In much of Sub-Saharan Africa women obtain land rights, chiefly through their husbands as long as the marriage endures and women account for only ten percent of seats in Parliaments worldwide.

So until nations are able to address this issue of gender inequality and resolve it, the vicious cycle of poverty will continue to pervade. This is because poverty leads to and aggravates gender discrimination – it is in the poorer sections and nations that instances of gender biases and inequality are more evident. Women and girls, who are at the bottom of the social, economic and political ladder in these societies, get even lesser opportunities to have a command over productive resources such as land or credit. Access to the means to influence the development process is a rare and difficult possibility.

Control it meaning you want the development of societies and all countries will growth at the same level and they will converge at the same of steady state level.

A significant focus of that literature has been to examine the impact of gender inequality in education on economic growth. A number of theoretical contributions have suggested a negative link between gender inequality and economic growth (e.g. Ode Galor and David Weil 1996; Nils-Petter Lagerlof 2003). This literature shows that, largely due to the impact of female's education on fertility and the creation of human capital of the next generation, a lower gender gap will spur economic development. The next section will briefly summarize the main findings from that literature. In parallel, an empirical literature has also examined these effects. While some earlier studies had suggested that gender inequality in education might actually increases economic growth (Robert Barro and Jong-Wha Lee 1994; Barro and Xavier Sala-I-Martin,1995), more recent work has shown that the opposite appears to be the case (Anne Hill and Elizabeth King 1995; David Dollar and Roberta Gatti 1999; Kristin Forbes2000;Stephen Knowles, Paula Lorgelly and Dorian Owen 2002; Stephan Klasen 2002; StevenYamarik and Sucharita Ghosh 2003; Dina Abu-Ghaida and Klasen 2004).

This study is differ from Klasen and Francesca, 2009, 2003, because the numbers of country where reduces and the variables where different about gender inequality in education, employment on economic growth, but also were able to explain why earlier studies had found the opposite effect and why more careful econometric techniques like R by running regression will straight year that gender inequality in education reduces economic growth. There are many reasons to be concerned about existing gender inequalities is an important well-being related dimensions such as education, health, employment, or pay. From a well-being as well as an equity perspective, such gender inequalities are problematic as they lower well-being and are a form of injustice in most conceptions of equity or justice.

Basically, outcome result of any nation will be depend on how it deeds with it growth and this cannot be achieved without looking at some of the obstacles that affects it. For instance, the employment is the mains vital for growth to realize, so if people are not employing, if people are not working, if no opportunities for them, will we expect to growth? No. So we can see now how gender inequality affects growth. So if for example that a position should be handle by the individuals that has a Dr qualification in economics per se, so because of gender parity, you give it to the less qualified person because of gender, in that case, we will notice that the growth will be seriously affect because of poor delivery system or management. We can take note that this is a principle of liability for the breach of Law discussed by (case C- 6 and 9/90 Francovich and Bonifaci v Italy 1991 ECR-5357).

In the principle of transparency and no discrimination principle, there must not be any discriminate in gender or otherwise(EU LAW, NATIONAL LAW).For instance, we can see how Kaldor(1963) Empirical regularities about economic growth as per capital outputs over time, and its growth rate does not tend to diminish, physical capital per capital grows over time, The rate of returns to capital is nearly constant, the ratio of physical capital to output is nearly constant, the shares of labor and physical capital in national income are nearly constant, the growth rate of output per worker differs substantially across countries(Economic growth second edition 2003, Robert J. Barro and Xavier Sala-i-Martin 1:12) However, during the 1970s both political and economic matters in Africa deteriorated. The leadership of many African nations hardened into autocracy and dictatorship. Africa's economies first faltered and then started to decline. While Africa experienced a growth collapse, nations of south Asia modestly improved their economic performance. A good example of this divergence is the comparison of Nigeria and Indonesia.

Until around 1970, the economic performance of Nigeria was broadly superior to that of Indonesia, but over the next quarter-century outcomes diverged markedly, despite the common experience for both countries of an oil boom in a predominantly agricultural economy. Since 1980, aggregate per capita GDP in sub-Saharan Africa has declined at almost 1 percent per annum. The decline has been widespread: 32 countries are poorer now than in 1980. (Collier. Paul and Jan Willen Gunning. 1999).This is a serious impacts of gender inequality in education, even employment In most African countries and they term women as their function is only at home as house wife, caring children, productivity. In that case women lack to saw case there talents in decision making and in education sectors as well. All of this have stagnate the growth rate of Africa. The institutions also lack to promote gender equality, because the leaders do not have quality education and it affects quality of democracy and totally affect the growth level of the continent.

I can notice that growth rate in regions are different, because gender inequality affect sectors performance and this in turn reduce the national GDP and overall decreases the growth. We notice that sector that did not have legal advice and selection for competition for male and female are not take into consideration, they massively have reduction in their daily outcome and its affect the financial statement at the end of the financial year. In this case, sectors will collapse or make solution to take equality into consideration based on employment.

Further, no discrimination is a key foundation that enables equal treatment of male and female in terms of employment opportunities (Article2 and 3(3) TEU (treaty of European Union). This article is applied by the ECJ where there has been arbitrary or unjustifiably unequal treatment

of two persons within an area of EU competence, such as in the context of staff policy. Even in the economic perspectives, we can see the application for single market in EU will also be fruitful if we take gender equality in this region likewise America and sub-Saharan Africa. Positive impacts on economics rationale and positive impact on growth level will occur. In the poorest quartile of countries in 1990, only 5% of adults women had any secondary education, one-half of the level for men. In the richest quartile, on the other hand, 51% of adult women had at least some secondary education, 88% of the level for men (Dollar and Gatti, 1990).Other measures of gender inequality (like health or legal rights also depict the similar situation. The gender inequality affect female than their male counterpart in that case most countries slowdown in productivity of economic growth.

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Some researchers have reported the existence of a positive relationship between gender inequality in wages and economic growth (Cagatay and Ozler 1995; standing 1990; Seguino 2000).For example, seguino(2000) uses panel data from semi-industrialized economies and various econometric specifications and shows that GDP growth is positively related to gender wage inequality. So the gender differential in wage rates can to be a large extent is explained by the fact that women tend to be crowded into lower paying jobs (Seguino, 2000).

All this is reflected that employments for female are not equal to male and the female are mostly employed in lower wages despite their qualification. If that continue to happen Africans countries growth rate will be affected and in generally we will deep to loss in total output. The relationship among gender inequality, employment, and growth are paramount. The following table contains female to male ratios of primary and secondary enrollment average over 2000-2005, broken down by World Bank Income Classification. As can be seen in Table 1, below low income countries have much less female education relative to male than lower middle income countries, while upper middle income and high income countries have no inequality in primarily and secondary education.

Table 1: Gender Inequality by Income

World Bank Classification	Female to Male ratio of primary and secondary enrollment
Low Income	84.4
Lower Middle Income	97.8
Upper Middle Income	100.0
High Income	100.0

Source: World Development Indicator (2008)

Classifications are as follows: Low Income-per capita GNI<$905US; Lower Middle-$906 US < per capita GNI < $3565; Upper Middle -$3566 US < per capita GNI < 11,115; High Income –per capita GNI>11116 US. Note all figures are in 2006 US dollars.

From the regression using Ordinary least square Estimation across section of countries, examine the impact if any the gender inequality in primary and total education on growth. Most of the results if not all show that inequality in primary education has significant effect on growth(Quentin Brummet,2008).This is true because many of earlier and current studied found a negative linkage between gender inequality and economic growth(e.g. Galor and Weil, 1996;Lager1of,1999).Actually many of the study done had concluded gender inequality in education might have positive increment in economic growth(Barro,1991;Barro and Xala-I-Matin,1995;Barro and Lee,1994).This is differed from others studies because there were data error and may be some insufficient data tools that can closely check the impacts of education on growth. In no small way, most recent study found the opposite case, therefore they concluded that gender inequality in education reducing economics growth than increasing it (e.g. Knowles, Lorgelly, and Owen,2002; Forbes,2000,Hill and King;1995 Dollar and Gatti,1999;Klasen,2002;Abu-Ghaida and Klasen,2002).In this study therefore reducing the numbers of countries to 52, and duration from 1980 to 2010 and to explain why the earlier study like found the opposite effects.

Moreover the econometric tools that helps to make the specification more easier is R version 2011 to run the as panel regression. The finding is consistent with earlier study that gender inequality in education reduces growth over a long time interval and is difficult to recover. More so, the rule governing in this paper will be keenly look at from Klasen and updating the data as explained above, but the similar econometric specification used by Klasen,2002, Stephan Klasen and Francesca Lamanna,2003).The primary aim of this paper is to investigating the impact of gender inequality in education its effect on economic growth. For instance, according to Klasen 2002, Middle East and North African region, the update is particular changing because gender gaps in education have being closing more rapidly recently so that one would expect smaller but still remarkable costs for the existing gender gap in education. These negative impacts in education will not have negative effects on growth but some externalities have great impact in economics growth and development. In this instance, the reduction in women education or improve women education has positive and negative impact of the societies in that it increases fertility rate negative impacts, increases population growth negative impacts, increases household consumption, reduces investment and even purchasing power parity.

In contrasts positive impacts is associated with reduces fertility rate, population will be growing with planning and management oriented individuals improve growth, reduces mortality rate

and improve the GDP (gross domestic product) level and overall standards of living for the next generation. Much evidence about gender inequality in school will automatically affect taxes, land reform, investment by the poor and to name but a few. In no small ways, this in turns causes higher level of reduction in growth. The economics growth rate is showing to fall with interest rate of wage gap between male and female. The wage differential is from the level of education and training achieve.

In capital market context the inequality and growth can leads to social conflict in some areas and this in turns causes drastically reduction the level of growth both in the short term phenomenon and long term basis respectively. The paper also point out that several factors hiding female from attaining education like productivity, religious reasons, cultural trends or set up, early marriage make some countries to growth less than the others. This links us how Pakistan has lower GDP(Gross domestic product) than western countries, is because lower values of directly involve that women are not required to receive the same education than male, gives room for the great decline in economic growth. Thus, the growth theories state that human capita is the key foundation for growth. If it mixed, then economic growth will be stagnated.

The Gini coefficient sometime has impacts on economic growth. Let's say for example larger population without equal education will growth lesser than small population that reduces the educational gaps. This takes us to according to Ronald Benabou for example inequality and growth allows for explicit departures from even perfect democracy and embodies the tradeoff between growth cost and benefits of redistribution through taxes, land reform or public school; such policy simultaneously depress savings incentives and ameliorate the wealth constraints which impede investment by the poor (Ronald Benabou,july 1996).Further more according to him inequality is detrimental to long run growth. The magnitude of the effects of inequality is consistent across most studies that a one standard deviation decrease in inequality raises the annual growth rate of GDP per capita by 0.5 to 0.8 percentage points (Ronald Benabou, 1996).

This is parallel for education in all forms has the potential to empower people, by increasing their self-confidence, their capacity to improve their livelihoods and their participation in wider processes of social and economic change. The policy and practice in area such as education quality and access, gender responsive learning environment, parents and community engagement, will all be achieved through equality in education at all level and this

simultaneously will increases growth and development. Education is the key tools in both domestic and international level to eradicate malnutrition, hunger and to name but a few from the growing population by the equal treatment for both male and female at all level, in rural and to urban areas respectively. This will raise nutrition and even the standard of living and bettering the condition of the population. The vulnerable are mostly women and girl suffered geographical and gender discrimination. The strategies to control this is by ways of boost girls participation in educational arena and removing cost barriers, strengthening school as gender sensitive Centre of quality learning, developing gender-sensitive learning content and school environment equally to all.

The education shock yesterday say for example y_{t-1} affect us today. If inequality continuous to exist then growth average for the next generation will continuous to have negative correlation with past. At the same vein, the focus is on education because Illiteracy is strongly correlated with hunger and its hindering the development and wealth of the nation especially the marginalized countries. This in turn threatens productivity and health and limits opportunities to improve livelihood. The paper point out literacy and formal education are linked in that they reduced fertility drastically, improved health and sanitation practices and an increased ability to access information and participate in various social and economic processes (FAO, UNESCO-IIEP,2002, P.25)

In no small way, gender inequality in education serious affected the region s more than the others, in that for example girls and women in south Asia and China suffer from elevated mortality rates which have been referred to as the missing women by Amartya Sen and others (Sen, 1989;Klasen, 1994).In addition, there are large discrepancies in education between sexes in south Asia and Sub Saharan Africa. From Stephan Klasen, 1999 argue that gender inequality in education and access to resource may prevent the reduction of mortality, fertility and expansion of education to next generation. This true because with inequality gap tend to be widening, then gender the children basic need tend to be reduced drastically. This is because an educated parents, gives quality and quantity moral, education and health to their children compare with uneducated parents. More often than not, the uneducated parent's child easily faces the most difficulty of life and this give them no access to community decision but will try to be forced on how to do any bad behaviors that will help to sustained in the material world. In that case will reduce economics growth in the long run for a long period. Meaning, hence their children are not educated will be difficult for them also to educated their children in the next generation. Closely the gaps of inequality will not only changes individuals level of growth in particular but it will transform the societies in general. This takes me to that economic growth, on average further, well-being measured through indicators such as longevity, literacy,

and reduced poverty has being demonstrated many time, although not all types of growth do so to the same extend According to(Dreze and Sen,1989;UNDP,1996;Bruno,Squire, and Ravallion,1996;Pritchett and Summers,1996).

Further, The economist both at growth studies and household studies should be more concern for the policies that improve economic growth and do not harms any of others development goals such as the health(well-being) , investment in human capita(labor force participation) and so on.

Educations impacts on gender inequality are higher and have longevity for the next generation than employment. This is because human capita are difficult to replace. If it replaced, though it takes a numbers of years to regain. As they involve in growth, they can makes a fast changes through the skills, expertise and innovation in knowledge building. Gender inequality in education causes lot of problem in women for example early marriage, at age 14-16 years. This causes problem both psychologically and physically. Psychologically, meaning they are not mature enough to takes the rule as a mother and to takes care of the children. This leads them to frustration, unplanned etc .For physically, is that they are strong to bear children, in that many died at the pregnancy stage. Maternal mortality ratio is the number of women who die during pregnancy and childbirth, per 100,000 live births. The data are estimated with a regression model using information on fertility, birth attendants, and HIV prevalence. Trends in Maternal Mortality: 1990-2010. Estimates Developed by WHO, UNICEF, UNFPA and the World Bank. (Sources World Development Indicators).

More so, if women are educated as the male they will be able to manage and take a maximum care of their family. These will positive have impacts on the child both within and out of the family. As such, the responsibility of the child starts at this stage. This will increases the growth in the society as a whole. The education inequality impacts is difficult to answer as it pointed out by Abhijit V. Banerjee and Esther Duflo in the introduction of their paper that it is often that the most basic questions in economics turn out to be the hardest to answer and the most provocative answers end up being the bravest and most suspect. This is certain gender inequality education affects growth in all the corners as one can see it in clear direction. As saying goes no country is an Island, meaning no one can stand and do all without the involvement of the partner, Therefore women are our partner and they must takes part in growth and developments as the male. This bring us to the level that inequality in any direction reduces growth paramount. The point is that small change inequality can leads economy to move away from the steady state value and the relationship tend to be non-linear.

A stated, the cultural structures will make education, because weather traditional norms or caste system may hindering the female to show case their talent in education arena. According, to Secretary General UN,2008, said one of the best investment that any country can make is to educate girls and women so they can earn more income, improve their family's wellbeing, and show their daughters, and simultaneously in turn, what is possible once you can read and

write. With education, people flourish. Without education world remains trapped in poverty and growth stagnates like stagnant water.

Notwithstanding, employment participation is vital for the growth. This is because with employment indicate that female and male should participate equally in decision making and both should show case their talent. Thus, in certain African's country there are no equalities in taking jobs at academics level or private organization. For example, hence people are from different background therefore according to those from rich background are easily to find employment compared with those from poor family. This happen because the rich's are inherited their parent position. Though, they replace their son and daughter to a position that should be based on merit, than self-selection criteria. The society should be keenly understand that equality is the foundation for growth because women contributions has positive impacts to GDP, child' welfare and the entire family fraternity .This brings to women should participates in public debate, public affairs and to implement of what they said. Employment is a fundamental right.

The Sub-Saharan Africa and Middle East and North Africa women encountering structural and future disturbance. And yet, by the same logic, gender discrimination hinders development. So while denial of basic rights (be it education, employment or health care for women) is detrimental to women, this denial, ultimately also harms the society, the nations at large too, by hampering development(*by Geeta Sharma,).* This may be due to social, cultural, religious and economics norms. To make it short, for social, it may be that female are not require to participation in employment opportunities, because of factors that hindering her from education. In this case for growth to rich at maximum level of growth and development will be difficult. In particular, it might be the case draws women into the labor force rather than increasing female participation increasing economic growth (Stephan Klasen and Francesca Lamanna,2003).

This employment biased is still exist, the poor and rich in term of employment, in terms of access to loan , in terms of investment are widening and the gap for inequality is rising day -in day –out. The poor women report that public institution harassed them, According to the When they assist you they treat you like a beggar….but we aren't….we pay taxes….There must be transparency in government actions, tax money has to be well employed. They invent this useless construction and grab our money (poor man, Via Junqueira, Brazil).The employment growth relationship cannot be over emphasis, with equality in employment, the contribution for taxes will raises and government revenue will increase and GDP will go up and simultaneously growth will prevailed.

Clearly, then gender gaps that are widespread in access to basic rights, access to and control of resources, in economic opportunities and also in power and political voice are an impediment to development. The only solution to this is gender equality, which strengthens a country's ability to grow, to reduce poverty and provide its people – men, women and children a better life. The issue of gender equality then, needs to be at the core of development policies- both in national and international arenas. Just because gender inequality is inextricably linked to societal norms, religion or cultural traditions, it should not be either a deterrent or an excuse to gender sensitive development planning.

This paper is divided into the following format. The next section will identify the gender inequality around the world. The third parts will reviews from theoretical and empirical evidence growth literatures the impacts of inequality on economic growth from numbers of different sources. The fourth will look at the factors hindering the gender inequality in education and employment. Section five describes, analysis, and discusses the final results of the regression (Descriptive statistics, data set uses Methodology, results). Section six conclusions. Section seven Appendixes.

2. Gender Inequality around the World

"Millennium Development Goal 3 for gender equality and the empowerment of women is the goal that was set with the earliest date for achievement – 2005"(Elaine Unterhalter,2006).This is common phenomena in the entire world. The gender inequality bring lots of conflict, like war, hunger, malnutrition, low level of education, lack of employment opportunities, poor health, increases fertility rate, early marriage, poor management of the household, higher productivity, discrimination and it can also lead to the environmental degradation. The societies must be moral and concern about the world population. Increases it more with no skill inculcate into that growing population, may not only causes lower productivity, but simultaneous lower output(GDP, Economics growth) .It will also be associated with high crime rate, high stagflation and poor growth. The inequality should be treating with cautious so as the world could be a better place for all of us to live in. Women and female should be treat fairness and justify in terms of providing and hiring for education and employment respectively.

"No society treats its women as well as its men." That's the conclusion from the United Nations Development Programmed, as written in its 1997 Human Development Report [source: UNDP]. Almost 50 years earlier, in 1948, the United Nations General Assembly had adopted the Universal Declaration of Human Rights, which specified that everyone, regardless of sex, was entitled to the same rights and freedoms.

The 1997 Human Development Report, as well as every Human Development Report that followed, has highlighted that each country falls short of achieving that goal. The severity of the shortfall varies by country; Nordic countries such as Sweden, Norway and Iceland, for example, are routinely hailed as having the smallest gender gaps. In the developing world, however, women face unfairness that can be hard to fathom. In the world at large there is a huge difference between male and female and this serious impact on growth theories especially developing nations.

Despite important gains in education among young women, their employment outcomes continue to lag behind those of young men. Globally, in 2010, 56.3 per cent of young males participated in the labor force, against 40.8 per cent of young females (International Labor Organization, 2011b, p. 10). Where young women do participate in the labor market, they generally confront greater challenges in accessing jobs than do young men, i.e. they face higher unemployment compared to their male counterparts.

When employed, they are also more likely to be in traditionally female occupations and unstable, part-time and lower-paid jobs. In several parts of the world, there remain significant gaps between young men's and young women's earnings. For instance, the hourly earnings of young women aged 15 to 24 are only 82 per cent and 84 per cent of men's in sub-Saharan Africa and East Asia and the Pacific, respectively. In some regions, however, young women are closing the wage gap with men faster than are older women due to their expanded access to educational opportunities over the last several years (World Bank, 2010). The recent economic crisis reduced the unemployment gap between young males and young females in most developed regions. In some of these countries, male-dominated industries were harder hit by the crisis (e.g. building construction).Most of this were basically of women working with less paid work, in the school, at home as a domestic workers, cleaning the house.

Though some did it for less paid and others no paid. As can be seen this is seriously detrimental to economic growth and it therefore will take the societies to the minimum level of growth. In no small way, for the women to be equally with men in education as well as in employment, the societies must takes a strict measure to give quality and quantity for the women education. If female are educated and employed sometimes they are easily fired than men. This is because the employer will think women are to bear children and takes care of the families. This is far from the case that female are equally disseminating the knowledge gained from school. Thus, that will make positive changes in the organization through the skills and expertise they developed the school.

Most young workers in developing countries are in the informal economy, which includes unpaid family work to which young people often contribute (International Labor Organization, 2010, p. 3). Work in the informal economy does not provide access to entitlements such as health insurance, social security and other social protection measures.

The women are the majority that is harassed by both public private sector employers, this is because they lack skill and expertise and are vulnerable. Meaning they cannot sustain themselves. If women are educated, they will be self-sufficiency and be far from the harassments and malnutrition that affects them. The research shows that majority of the poor people in the world are women, due to lack of basis necessity in life like education.

Education will leads to employment and employment will leads to self-sustained and self-sustained will leads to growth and development of the country economics performance at the short, medium and long term. The evidence is numerous that women are busy but earn less that the work they do, due to lack training and education. For example "The officials of the social assistance department are impolite and even crude with ordinary people from the village. I go there for my social benefits for my children. I have to wait for two hours; they treat ne very badly. If I cry and shout that my child is ill, they will give me something. But it happens seldom"(-Women, Novy Gordok, Russian Federation).This indicated that women are marginalized at home and even in the society. We should treat women that they are equal with men in all the development oriented. Thus, the world should say no to condemnation of violence, harassment, discrimination**,** exclusion**,** stigmatization, and prejudice based on sexual orientation and gender identity that undermine personal integrity and dignity

Women are the domestic worker and they wake up early to take care of the child and sell at the market. This evidence is true in many countries of the world. For example, According to this mother," we in the country get up at 6 a.m. to take the collective bus. We arrive. We go to the doctor at the hospital. You arrive at 8 a.m. or sometimes not until 1 p.m. You are stuck there until the afternoon, without eating, without being able to drink…..you spend hours and hour hungry. You have to go back before the doctor has seen you. You miss the bus. You have to go however you can…..(-Twenty-five-year-old mother ,Los Juries, Argentina)".If they are educated this will not happen, because the will be able to plan their time effective and efficiency and they will plan the number of children and how they can manage and take good care of the family without going any much defaults. The nurse, the legal services, and so on treats them badly, due to illiteracy level.

The below Table2 indicate that in some regions like south Asia for example enrollment ratios for girls raises, you can clearly be viewed that country like Bangladesh for example registered growing numbers of girl's enrollment 33 percent compare to Pakistan which is 19.5 percentage

point. The table shows that in three countries in the region by around 2000 nearly 90 per cent or more girls of the appropriate age were in primary school. In another two between two-thirds and three quarters of all girls in this age group were in school, indicating considerable difficulties in enrolling all girls in school. In Pakistan there appeared to have been a fall in NER with only 50 per cent of girls in the age group enrolled. It also shows that through the 1990s all countries in the region for which there is data, with the exception of Pakistan, made percentage gains in the levels of girls' enrolment.

For some countries like Nepal, despite the decade being marked by conflict, these gains were enormous. For India and Bangladesh the percentage gain was sizeable. Only in Pakistan is there a large percentage fall. From the data held by UN bodies we cannot determine whether this is because of incomplete data or data that has been wrongly processed. With the exception of Pakistan, using only girls' NER the picture for the region would be one of steady growth and reasonable optimism. However, the problems with NER outlined above entail some doubts about whether this is an adequate enough picture of levels of gender equality in education.

TABLE 2: Percentage gain in girls' NER(Net Enrollment Ratio), in South Asia: 1990–2003

Country	Girls' NER c.1990 %	Girls' NER c.2001 %	Percentage Improvement of Girls' NER c.1990–c.2001 %
Sri Lanka	90	100	11
Bangladesh	66	87.5	33
India	61	75.7	24
Nepal	41	66	61
Pakistan	62	50	19.5

Source: Derived from Unterhalter, Rajagopalan and Challender, 2005; UNDP, 2004; Maldives, 2000;

World Bank, 2005.Note: NER is the net enrollment ratio for girls.
* 2003 figure

Women fought for decades to take their place in the workplace alongside men, but that fight isn't over yet. According to the most recent statistics from the U.S. Census, women earn just 77 percent of what men earn for the same amount of work (source: National Committee on Pay Equity). In addition to this gender wage gap, women often face a glass ceiling when it comes to promotions, which is evident when you survey the lack of women in leadership positions at major companies. Women who have children often find themselves penalized for taking time off; if they're not dismissed, they may face discrimination and outdated ideas of what a woman can accomplish if she's pregnant or a mother. And jobs that are considered traditional women's work, such as nursing and teaching, are often some of the lowest-paying fields. This is referred to as professional obstacle. It distracts both careers, education or otherwise (labor force participation etc).

Still, women in the workplace have one right that women in other countries lack -- the right to leave their own homes.

The World Economic Forum measures gender equity through a series of economic, educational, and political benchmarks. It has ranked the United States as 19th (up from 31st in 2009) in terms of achieving gender equity. Household and intra-household knowledge and resources are key influences in individual's abilities to take advantage of external livelihood opportunities to threats high education levels and socials integration significantly improve the productivity of all members of the household and improve equity throughout society.

The inequality were categories as follows, violence against women is rampant in many societies which make women vulnerable and its open doors to many internal and external opportunities like access to quality education, employment opportunities to be in decision making process to participate both domestic and international to give their views about the structural framework of the world and what are some of the measures that we need to combats gender inequality amongst at home in the societies and so on. All of this cannot be achieved if women are left behind without human capital like skill, training, education, experience technological oriented individuals etc.

In terms of the likelihood of being engaged in informal employment, a World Bank (2001) report notes that there are countries in which women's share in informal employment is less than their share in total employment (Burundi, Costa Rica, Egypt, Kenya, Korea, Mali, Panama, Tanzania and Vietnam), countries in which women's share in informal employment is greater than their share in total employment (Botswana, Brazil, Colombia, Ghana, Honduras, Indonesia, Jamaica, Malaysia, Peru, Philippines, Zambia and Zimbabwe),

and countries in which the two shares are roughly similar (Congo, Fiji, Gambia, Mexico, Thailand, Uruguay and Venezuela).Still female are vulnerable in employment opportunities. They contribute the lion shares of the family's sustainability. Female engage in different jobs to make sure their family is saving and children are not hungry. Doing so, if they are educated what will be there contribution to growth and development the answer is it will be numerous.

The discrimination amongst others are the majors determinants that causes inequality and it's reduce the economic growth, the output and even contributes to high inflation (stagflation) fluctuation level. The discrimination is not only based on education but the wages gaps between male and female is widening day by day. According Barrie Thorne 1993."Boy and girls together----but mostly apart"(In gender play: Girls and Boys in school).Meaning the separation start at an early age in the school.

Therefore, we must start to fight for no discrimination from home to school, school to the societies and so on. At the end the world will be free from gender biased in education and employment, in that all the countries will converge at the same steady state level of development. This takes to Myra Sadker and David Sadker.1994 Failing at Fairness: How our school Cheat girls? We should be aware that "From development perspective, investing in the education of females has the highest rate of return of any possible investment in developing countries"(David Acker and Lavinia Gasperini,2009).There is an evidence in the United State that male receive income level is higher than female, education and even to be hired more than female. The table 3 below supports this point.

According to Shelley and J. Correl; The Medium Annual income of the year round full time workers, by years of school completd and sex, 1990.

Table3:

Year	Women($)	Men	Women/Men
< 9yrs	12,251	17,394	.70
1-3yrs high school	14,429	20,902	.69
4 yrs high school	18,319	26,653	.69
1-3 yrs college	22,227	31,734	.70
4 yrs college	28,017	39,238	.61
>4 yrs college	33,750	49,304	.68

Source US Bureau of census, "Money income of families and person in the United State", current population reports, series p-60,no: 174.1991

The table indicated that despite whatever reason there still exists gender inequality in the United States. Female are income level is less than male counterpart because the employer term female as lower class than male. The results is that female, should have propagation mechanism tools that will helps the societies to aware that female should only be considered as lower income

earner, but higher income depending on the skills and knowledge of the individuals. Thus, there contribution will boost the revenues of the country and this in turn will raise the GDP.

Increases the equality to the access for education and employment meaning that households, markets, and the society, right and resources will be managed and utilize in direct manner. Likewise, in that they will have positive correlation between the past economics phenomenon and the future. For sure, saving, investment, consumption will increase. This to say overall poverty will reduce and productivity of the current and future generation will increase.

Table4: Indicated the literacy Rate, youth total (% of people ages 15-24)

Regions	%-years
East Asia and Pacific	99-2010
Euro Area	100-2010
Sub-Saharan Africa	73-2010
South Asia	79-2010
Middle East and Noth Africa	91-2010
Latin America and Caribbean	97-2010
World	90 in 2010

Sources; reports WDI (World Development Indicator) 2010.

Finally, according to table 4 , still there are gender biased in access to primary school in sub-Saharan Africa, compared to the others regions of the world in which 67 percent of female completed primary education. Compared to Arab region and even Euro area in which 81 and 100 percent complete the primary education. In no small way, Euro areas is free from any discriminations at lower level in terms providing education for both male and female

According to the Annalise Moser July, 2007 'Another world is possible' in 2000, a group of village women in Andhra Pradesh, India, defined their visions of social change and worked out ways to measure that change. The women drew pictures inside a large circle to depict gender inequality in the world today as they perceived it: the pictures included girls working in cotton fields outside a school full of boys, and a woman begging for work from the landlord. In another big circle, the women showed how the world would look if gender equality became a reality: these pictures depicted girls going to school, a woman yoking bullocks to a plough, and a man doing housework while his wife attends a meeting. The women used these pictures to develop an action plan, but how could they tell if their desired changes were actually happening? To measure if they were on the right track, they

decided to note whether more women were agreeing to sign on to a pledge to send their daughters to school, and whether training in hand-pump repair was organized for women's groups. To tell if they were getting where they wanted to go, the women counted any increase in the number of days of agricultural work for women, and increases in the number of girls enrolled in school. These are all indicators to measure changes."Annalise Moser" Adopted from "Menon-Sen" 2006.

This is clear indication that the world could be free from gender discrimination, if the men see that they equally can participate in the office, at household jobs, in farming, at the garden, equally with female. This is achieved in many parts of Europe per se, so far because female and male mostly equally participate in household jobs, like taking care of the children, takes him/her to school, cooking and so on. This is why those countries are far ahead of the countries that treat women as only to be at domestic workers at home, or bearing children etc. The evidence above could be reduces if policy makers and publics works hand in hand together to reduce gender discrimination at all level, education and employment alike.

Literature Review

The relation between gender inequality and economic growth is complex and covers several plausible direct and indirect links. There are several studied done inequality in education, labor market participation (employment) and their linkages with growth and economic performance. The discussion will be summarized below from following the paper of Stephan Klasen and Francesca Lamanna (2003, 2009) and Stephan Klansmen (,1999,2002) and various papers like Abhijit Banerjee and Esther Duplo (june,2003) on inequality and growth, follow by Ronald Benabou (July, 1996) inequality and growth using econometrics tools what the data said. Thus, according to Stephan Klansmen and Francesca Lamina the first point is that gender inequality has negative impacts on human capital and therefore reduces the education level of the societies and in turn affects the societal growth level for the long period of time.

The theory is also can be based on the opportunities rather the outcome based. What I means here is that the gender inequality should not only be look at the discrimination and vulnerability but should at the opportunities level of both men and women in terms of education opportunities and as well as employment opportunities and what will that affects the growth level. Equal opportunity is basically on the opportunities the agent has and what will that be in the societal welfare. Inequality there for in opportunities for men and women can have the effects on the economics growth performance in the futures. The relationships can also be derived from the space of final achievement to the space of opportunities in education for women are important to the growth and development of the societies. The more

they are equally educated the more the competition for the labor market will realized and the more the outcome will show and the gender inequality will reduces small by small. Thus, the center stages of this paper is the relationship of inequality in education employment impacts on growth-

The lost for education is the loss of the economic well-being for the societies and can even put the economics to downturn for long periods of time before regaining back thereto. The reduction happened if you excluded girls that brilliant and talent to contributes more that the selected boys, then obviously this affect the growth, as the saying goes the best will deliver the best and the worst will delivered the worst. More so as the scale of preference told us that as an economist you should select according to the most important for the societies. The marginal benefits for the qualified girls are far higher than qualified boys and vice versa. This takes us to the details explanation see Dollar and Gatti(1999).This is follow by the second point is that of externalities, basically increases female education will reduces fertility level, reduces child mortality rate, increases the revenues of the overall population, increases productivity, reduces the gender gaps and promotes the education for the next generation.

At the same vein, it points the lag operators of today economics performance was due to the past values and therefore the today reducing gender gaps in education, employment will boost the human capital and will make the female to be self-sufficiency and it will reduces poverty, hunger, malnutrition, income gaps and overall positive economic growth will prevail in the future. On one hand, the reduction in gender gaps in education increases the labor force participation rate for female, increases the employment for female after tertiary education, avoid vulnerable employment for female, and so on, will increases the growth level in the societies. For details see, Galor and Weil (1996), Francesca and Stephan Klansmen (2009), Lagerlof (2003) World Bank (2001).

On the others hand, reduction in fertility rate will helps to reduces the poverty, reduces the population growth, reduces early marriages, reduces migration, increases investment, increases employment and reduces the crime rate. The reduction in fertility after twenty years to come will leads to boom in economics performance, which according to David E. Boom and Williamson (1998) as “demographic gift.

The finally argument for the Stephan and Francesca Lamina, is that education performance may leads to international competiveness. This is, because in East Asia countries like China, japan, north Korea, South Korea, Hong- Kong, Taiwan etc, has being competitive in the world market through the use of women intensive export oriented manufacturing industries (example follows Stephanie Seguino, 2000), the strategies is now follow by south Asia and individuals countries across the east, northern and western Europe and even the United states. This opportunity to be actually achieves in the long run women needs to be well educated and well informs and for sure there will be no barrier to their employment in such sectors (details see Stephen Klasen and Francesca Lamina, 2009).The gender. Thus, gender equality in education and employment will make the countries to uses wisely this opportunities and it will improve growth performance.

For the Stephan Klasen (1999) point out that if one belief that boys and girls have similar inner abilities, then in that case less inabilities boys will be equal to more ability girls and in that it will reduces the growth for the societies. This in turns will lower the human capital basis for the societies and will lower the economics growth. The selection should not be based on gender but should be based on quality and the quantity of the individuals, in that there will be positive outcome in economics growth variables like education and employments. It should lower the impacts of male education has on economic growth and raises the impacts of female education (Stephan Klansmen, 1999 found by Dollar and Gatti (1999).This misallocation of economics growth leads to the lower growth in the economics (Dollar and Gatti, 1999).This will automatically reduce the investment rate, will reduces the consumption and will reduces the overall human capital and will reduces the economics growth.

At this point in time lowering gender inequality in education means that lowering the male education at each time, without distorting the quality of both educations. Thus, the female education is with no iota of doubt its promote the quantity and quality of education by way of how the mother can provides a suitable and caring environment for the children. We can even notice that the father who is educated marriage to the uneducated mother, after divorced it will be difficult for their children to be educated, because most father and mothers roles towards children is different. Mother, feel most sympathetic than the father, because they know the consequences of the pregnancy and up to maturity breast feeding and so on.

Moreover, the similarities in education level in the household level generates positive external effects on the quality of education, reduces gender inequality may be one way to promote such external effects (Stephan Klasen, 1999).To add on this point is that people of the same educational quality are likely to support their children to be more educated than they are and those children will over admired their parents through education. As saying goes you like more what you see every day. If you are seeing your dad and mum is learning and encouraging being educated then obviously you will do. Thus, educated households already there will be no gender biased in education and even employment opportunities, because they know how education and employment can contributes to the wellbeing of their children and how that has positive impacts on in the societies through by the reflection and meditation of themselves. As saying said low schooling for girls not to attained school, slow growth for all. Providing education for female and male equally, reduces crime rate and increases the employment and growth.

This take me to the indirect effects via demographic effects, reduces fertility reduces the dependency ratios, and thereby increase saving and investment. For example, Africa there is high dependency ratios amongst youth. If all of those youth were educated, then that will reduce the burden to the individuals and it will boost growth in the economics.

Also, reducing fertility will make the societies to be able to provide education and training investment and employment opportunities for the population at less cost. There is solid evidence that gender inequality is detrimental to growth .If higher demand is met by the increased domestic savings or capital inflows, these factors will allow investment to expand which should boost growth (Bloom and Williamson, 1998).In no small way, Boom and Williamson estimate that between 1.4-1.9% of high annual per capita growth in East Asia and 1.1 – 1.8% in south East Asia was due to this demographic effects. According to Klansmen, 1999 high female education was among most important causal factors bringing about this fertility decline, it could account for a consideration share of the economic boom generated by demographics gift. For instance, this is true for the above case that gender inequality leads to higher fertility and simultaneously to higher mortality rate in children as well as mothers. This is because as explained in the introductive parts are due to early marriage, at the age of 14-16 years of age. By that time they are not physically mature and physically strong to bear children. As such many died in pregnancy, born immature baby.

From the point of early marriage simultaneously early pregnancy. A pregnant woman has all the rights that someone who is not pregnant has, but employers may try to push her out of the jobs unfairly or treat her badly.

For this end, the evidence that women are easily sympatric than male, is that they make sure to contributes their counters to the development of the sectors by ways of self-disciplinary, self-services, interaction. For banks for example, they interacts with customers to increase the profits. Overall satisfies household and workplace. This improves growth through peace building into societies and encouragements of investors to invest and turns to have positive impacts in the level of consumption and transmission mechanism of growth propagation.

The gender gaps in education and employment are closely related. The male and female education has positive and negative impacts in their participation in employment opportunities. The lower rate of female education will leads to the lower rates in competition at labor markets. We should also examine if there were no gender inequality in education in some parts of the world, so are, they receives the same treatment when it's come to participation on labor force? The negative impacts may also exist sometime, because the longevity or the length of the schooling may affect female fertility level and may over affects population growth and economics growth simultaneously. This is to say, there is also a time frame for the female to bear quality and mature kids, if that time frame is past it may be difficult to bear mature kids and will also involvement negatives impacts to the society's growth.

Though, the societies should not be biased in towards any sexes especially women, because women contribution has seriously positive impacts on the societal welfare. Therefore, women should participate in publics, debate, public affairs, employments, education to name them, to see their decision and implement what they said. This is fundamental human right. Thus, In the Middle East and North Africa and Sub-Saharan Africa, women are encountering structural future disturbance(Stephan Klasen and Francesca Lamanna,2003).This may be due to the fact that social, cultural, religious reason.

Further, the empirical literature for Klasen and Lamanna, 2003 genders gaps in education have fewer effects than gender gaps in employments. This is because the gender gaps in educations lead to gender gaps in employments. Further According to Klasen and Lamanna, 2003, gender gaps in education affects the economics performance and as such it has decreasing order of insignificant level. There is empirical evidence that many literature done showing that gender gaps in education reduces growth. King, Hill 1993, Knowles et al. 2002,Dollar and Gatti 1999, Forbes 2000, Appiah and McMahon 2002, Stephan Klansmen 2002 and Stephan Klansmen Francesca Lamanna 2003 and 2009 respectively. In their 2003 finding gender gaps in employment have larger impacts than gender gaps in education all on economics growth (Stephan and Francesca, 2003).

Moreover, According to Stephan Klasen 1999, gender inequality in education prevents female progress in reducing fertility and child mortality rates thereby compromising progress in well-being in developing countries. There were many finding that indicated a negative effects of inequality in cross-country regressions and by Alesina, and Rodrik, 1994 and Persson and Tabellini 1994, by perotti's 1992, 1994 and 1996, methodical testing of the main theories (from Ronald Benabou, 1996).Some factors may have even more impacts on growth like productivity, fertility, openness (export plus import), investment, political situation, quality of democracy and governance, conflicts etc. The above may leads both to the positive and negative impacts on growth. Initial inequality can have marginal effects well in excess of the average slope estimated by linear regression and significantly influence long run outcomes, as it was pointed out by (Ronald Benabou, 1996 growth and inequality).

In the same vein, the effect of inequality via labor force participation has impacts on economic growth. The contribution of female in labor force boosts not only the welfare of them, but it boosts the societal growth and development. In that employments opportunities gives female to be more responsible, and contributes both at home and the nations a whole. Meaning and allocation of resources for her will be easier to care and the wellbeing of the family and societies as a whole. In the societies at the national and international arena, she can involve in decision making, contributes to GDP through taxation from her income. This will in turns increases the investments and saving in an economics and it will directly have positive impacts in GDP and growth.

Thus, according to some literature indicated the gender gaps in employments appear to have increasing effects than gender gaps in education(Klasen and Francesca(2003).In no small way, less female participation rate in the labor markets may be due to discrimination, it may be productivity or fertility, it may early marriage it may also be the environment. This is true because some countries female are not allow to work in the offices, private and public alike or even to work at all.

So in that case female case female education will be fruitless at the end of the long terms academics education. Therefore, as rational economists, in that types of environment to educate the female child will be useless. These problems can be solving by ways of addressing the population that the gender inequality hurt growth.

Thus, gender discrimination is a great issues to the whole world both nationally, internationally, governments, private, NGO's(Non-Governmental Organization), international organization like UN, UNHCR, UNICEF, WB, IM FAO,WTO and many more. Larger literature examines the effects of gender inequality on productive efficiency (Quentin Brummet,2008).Adeoti and Awoyemi(2006) examine the effects that gender inequality in employment has on productive efficiency for the rural cassava farmers in southwest Nigeria. They concluded that increased in gender inequality decreases productivity. This takes to if country regions have different gender inequality; those with higher inequality have lower GDP. This is true from the findings of Esteve-Volart(2004), finds that when studying different states in India, those with higher rates of gender discrimination exhibits lower GDP growth rates compared to others(From, Quentin Brummet,2008).

It clearly to see that discrimination brings lower level of employment and lower level of employments brings about lower growth vis-à-vis. To this point to attained maximum level of growth there should be no discrimination in employments, but selection criteria should be based on quality. This takes to according to (William A Darity Jr. and Patrick L. Mason, march 1998) stated that in US, the advertisement for occupation the discrimination is that they classified the jobs for men and women. Men are requested for a position that included restaurant cooks, managers, assistance mangers, salesmen, sales in general, accountants, junior's accountants, design engineers, retailers, die makers, drivers, and welders. Women

were requested for the positions at included households and domestic workers stenographers, secretaries, typist, bookkeepers, occasionally accountants ("for girls good at figure") and waitresses.

These small changes can leads to larger effects on economics growth to be far away from the steady state level or maximum level of growth. This now very clear countries that growth lesser are those that have larger inequality ration in terms of literacy and employment (e.g. Sub-Saharan Africa).

For instance the gender gaps in employment and investment in education and others investments oriented strategies, simultaneously increase the growth performance. Positive increases growth, negatives reduces growth. According to, Tzannatos(1999) investigated the effects of underinvestment in women's employment on productive efficiency in the economy group Latin American countries. He found out that if no segregation biased in employment ended by gender, then incomes for males will reduces slightly. This is true, if the wages of female rises then the country growth will rises as well statistically through paying taxes that will add value to GDP to be surplus in the short and long run.

Nevertheless, the direct and indirect effects of gender inequality in education and employment have both significant impacts and insignificant impacts. Significant in the case if the rate of education and employment based on gender is consistent. The results will be that countries will converge at the same level. In contrast cases, if the results are statistically insignificant, meaning not enough evidence to support that gender inequality has significant effects on growth. Likewise in the latter case, there countries will be divergence in growth. Meaning in perpendicular in direction. In that case it will be stable or unstable for the growth to push back at the normal maximum level. At this point it can be briefly interpreted that efficiency related to equality in employment and inefficiency related to discrimination and in turns to slow growth.

Finally, education employments impacts on growth cannot be over emphasis as mention by many literatures that study the negative and positive outlook on gender biased in education and employment. This multiple studies done in this areas identified lots of factors hindering to the developments of the world growth. It is clearly notice that some variables have positive

impacts of on education if you regress with it like investment level, labor force participation rate. You will see that the histogram are normally distributed and with means zero.

Thus, still no clear evidence were found because some said education reduces growth or said it decreases growth. On the others hand, if they control some variables some said employments have larger impacts on growth. This indicated that the results for previously finding were not consistent this may be due to the data being collect from different sources. In no small ways, different controls variables that are added by different authors also cause this inconsistency in results. Carefully, controlling the variable is the key foundation for this study. The data are collected from two mains data sources PWT 7.1 Alan Heston, Robert Summers and Bettina Aten, Penn World Table Version 7.1, Center for International Comparisons of Production, Income and Prices at the University of Pennsylvania, July 2012 and WDI (World Development Indicator).

The theoretical literature suggests that gender inequality will reduce average human capital and this will harm economic growth. Given different talents of children, declining education equally-talented female must mean that marginal returns to educating girls must be higher than boys. Which is inefficient (Knowles et al.,2002).While Barro and Lee(1994) found negative coefficients for female education in growth regressions, the subsequent literature showed that this result was due to the inclusion of some outliers(Dollar and Gatti,1999) and multicollinearity between male and female school attainment(Klasen,2002). If education quality will be considered in that case we avoid gender inequality and give equal treatment for both male and female to attainment higher level and that must be justified in there employments status and will increase the growth.

Moreover, female education might have positive additional effects, such as reduced fertility, lower child mortality or higher education of the past offspring, which by themselves are all fostering long-term growth perspectives of a country (Schultz, 1997, Galor and Weil, 1996, Lagerlof, 2003). If the generation that were past are not educated or encourage male education as in African, for example especially in that case female will continue to have the require

education and it will affect their employments opportunities and this will continue to have detrimental effect on growth.

Somewhat less robust are results concerning females' access to employment. Klasen and Lamanna(2008) investigate the growth implications of employment gaps. In a cross- country study covering the time period 1960-2000 they point out the high costs of low female labor force participation for Middle East and North Africa, which is found to be a major factor explaining growth difference with East Asia. Esteve-Voltart (2009) shows for Indian regions that gender gaps in access to managerial positions and to employment more general distorts the optimal allocation of talent and reduces growth. This is applied if female did not have access to education to the same level as male and if law is not justifiable to make equal treatment for both.

There is a large amount of literature on unequal access of female to education, the labor market and other productive assets(such as land, credit, etc,), there is less literature on direct effects of gender wage differentials or discrimination on growth. One argument in favor of gender wage equality invokes market distortions because of wage discrimination. There are efficiency losses concerning the potential of an economy's workforce: If discriminated against, women might hesitate to participate in the labor market because their reservation wage is not met (Baldwin and Johnson, 1992). It will take female to hide and to have a barrier not to enter competition with male, because they will notice that there application have not outcome at the end. So will they take part? Furthermore, existing wage gaps in employment could affect human capital investment negatively.

The macro studies are also consistent using micro data showing that girls have higher marginal returns to education which is even higher if the impact of female education on fertility and education of the next generation is included (Hill and King 1995, World bank 2001; King, Klansmen and Maria porter 2008)

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How? see household play a part (Sinha, Raju and Morrison (2007)), Thomas(1997), Galor and Weil 1996); compared it with Seguino (2000) , Blecker and seguino, 2002). Standing (1999), as well as Mitra-Kahn and Mitra-Kahn (2009)

Factors and causes affecting gender inequality in education

1. Fertility rate/Productivity:

The fertility rate for the female in some parts of the world is different from the others. For instance, women are highly fertile in bearing the children. The research shown that this is due to the early marriage. Moreover, the earlier the female marriage the higher the rate of fertility and vice-versa. The literacy level and education affect fertility and this in turn causes the biased in gender inequality. In that such a society parents gives priorities to male than female to go to school. That being a case female have unequal treatment with male child and there were dispersion in inequality. In some countries for example female bearded two children per year. In that population rising at increases rate and the labor force participation rate will be lowered. This true because for details see Klasen 2003, 2009 etc.

The fertility with gender inequality are related either positivity or otherwise. In that increases in fertility reduces growth in most countries that have of gender inequality. Likewise decreases raises growth, according to Malthus, The term "paradox" comes from the notion that greater means would necessitate the production of more offspring as suggested by the influential Malthus. Roughly speaking, nations or subpopulations with higher GDP per capita are observed to have fewer children, even though a richer population can support more children.

If more of those children were girl and parents are still biased in education and then the societies will be in myth and growth will decrease at alarming rate. Malthus held that in order to prevent widespread suffering, from famine for example, what he called "moral

restraint" (which included abstinence) was required. The demographic-economic paradox suggests that reproductive restraint arises naturally as a consequence of economic progress.

The notice is that sometime women bearer lots of children in her life time .The management and planning nature for those children are difficult. This is another point that raises inequality. To that end the planning methods of the families significantly reduces. Nay of those children cannot attain education equally with their counter. In the same vein, some authors argue that fertility is related to the intelligence and that gives some women to be less active in sciences and mathematically related courses. See for details explanation from (Weyl and Possony, 1963, Daniel Vining 1982, Retherford and Sewell 1988).All of these found negative linkages between fertility and intelligence in education, and all. Notwithstanding, the higher the education for female, the lower the fertility and the lower the inequality and the simultaneously the higher the growth. See some details in the WorldFactbooks, 2012).

2. Social –Economics Situation:

The social status domain and economics condition may interplay a positive and negative impacts of inequality in education. Thus, education plays important roles in skill sets for acquiring jobs. This social economics situation affects education in two main ways. First, those with higher social and economic status in the societies have the positive opportunities to learn at higher level despite gender inequality. In this regards, those with lower social and economic condition will be affects. This is because the societies look at the values of the incoming status, as pointed out by economics the marginal benefits marginal cost approach. This takes to the for example male that cannot pays school fees but intelligence and women that can pays school fees but not intelligence.

In these scenarios, the selection will be based on the social and economic condition. This will automatically affects the growth performance, because less qualified but higher economics level gives only short term benefits to the societies. The long terms benefits will be that inculcating education positively equal distributed to all will have value in the societies because human capital is the key foundation for the growth to realized

It is notice that middle class income's parents takes an active role in bringing their children's education and through encourage discussion. This has positive effects in education and in turns reduces the gender biased in education. This far from lower class income's parents where everything's depending on the child themselves. In this types of societies then priorities are given to male than female, because they always had the belief that female function is mainly in the household and marriage. In such a situation there is biased exist and the equality of gender inequality did not holds and the growth is to attain compared to middle class.

Note: there are various cultural and socioeconomic issues that prevent women from having adequate access to education. According to work done by Denga, one prominent cultural view is that it is better for the woman to stay home and learn to tend to her family instead of attending school.

3. Discrimination in education:

An education is a basic human right and has being recognized as the mains tools that reduces gender gaps between male and female. The research has showing the positive correlation exists between the enrollment level of the girls in primary school and the GDP and those leads to an increases in life expectancy rate. Because of these positive linkages, enrollments in school represent the lion share of the investment in human capital in any given nations. It is notice that the socio-economics developments of any nations depending on the equality basic .This in turn depending on the caliber of women and their education in those nations.

So to this end discrimination in terms of education will have long terms negative effects of any nation and its people. This is because; Gender-based discrimination in education is both a cause and a consequence of deep-rooted disparities in society. Poverty, geographical isolation, ethnic background, disability, traditional attitudes about their status and role all undermine the ability of women and girls to exercise their rights. Harmful practices such as early marriage and pregnancy, gender-based violence, and discriminatory education laws, policies, contents and practices still prevent millions of girls from enrolling, completing and benefitting from education as a whole. Gender must therefore be integrated at all levels of education, from early childhood to higher education, in formal and non-formal settings and from planning infrastructure to training teachers in order for economic growth to prevail.

This takes to how the international organization like UNISEF addresses this issues, discrimination at all level of education can be eradicated through the promotion of equal opportunities based to quality learning, free from gender based violence. This by doing so indicates the followings:

- Promotes gender equality in national education laws, policies and plans. This meaning that the government should implement laws that has legal right to equal opportunities for the assessment in education like equal opportunities to sponsor male and female and the like.

- Seeks to expand access to learning opportunities, in particular for girls and women, in both formal and non-formal education. Obviously this will reduces the disparities between male and female and in will have positive correlation with growth.

- Develops the capacity of education policy-makers, planners, teachers and other education personnel regarding gender-sensitive approaches. This is true because sensitizing the public and the private sector the negative impacts of inequality and lay a foundation stone to remove this epidemics.

- Supports countries to make education content gender-sensitive and free from discrimination. The call for the NGO'S and the others International organization to address the issues of gender inequality in those countries who are not awarding the important of equal education like Pakistan, Saudi Arabia and to name but a few.

- Seeks to address obstacles to learning such as gender-based violence and HIV & AIDS.

Note also that, as we all know education how its helps men, is the same ways it helps women by bestows on women a disposition for a lifelong-acquisition of knowledge, values attitudes, competency, skills and expertise's.

4. Educational enrollment and resources differences:

The enrollment and resources differentials are crucial for gender inequality. As it was estimated that the enrollment rate for girls are lower than boys in some region. Then, the gaps are stills exist and this will have negative less than men (around 25 per cent less, to be more precise). That doesn't mean they work less, on the contrary. The problem is that much of the work they do is not valued and remunerated accordingly. In fact, most rural women are unpaid family members. This not only lowers their labor income but also is likely to increase their stress and fatigue. Impacts on growth. Thus, the research has showing that 35 million girls of primary school age and 37 million girls of lower secondary

school age were not enrolled in school in 2009.This may be due to factors that hindering the inequality between males and females.

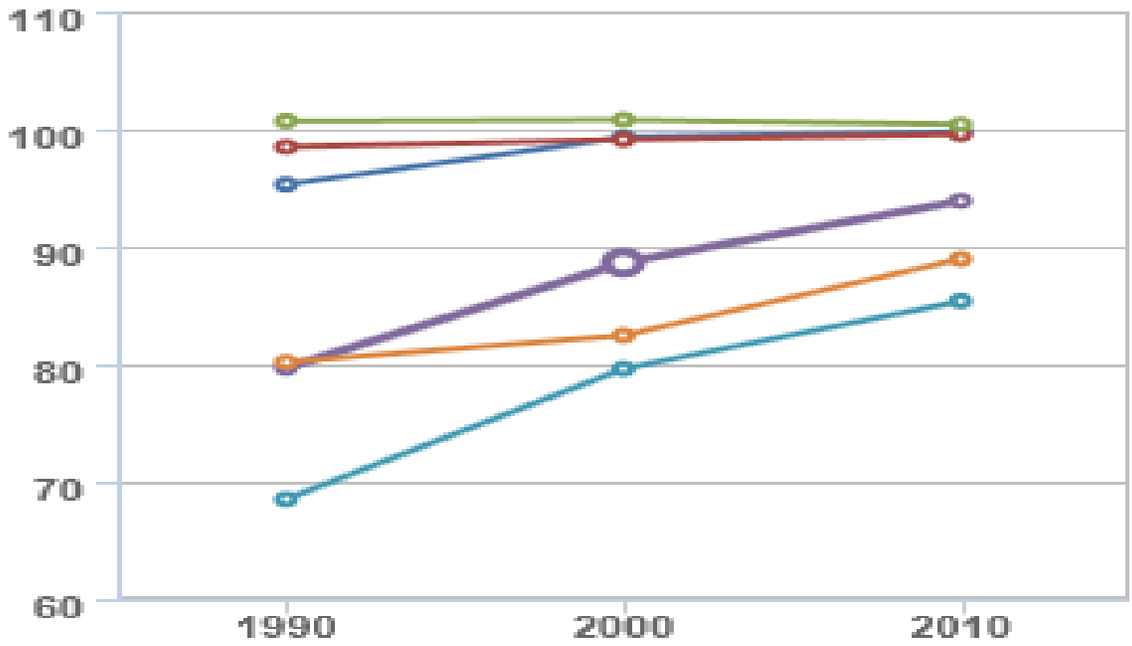
In no small ways, this extend to the rate that most girls are disproposionately excluded from school at higher secondary level than primary level than their male counter parts. This may be due to the determinants like early marriage, cultural reasons etc. Thus the research has showing that the central African Republic, Niger, Chad and Malawi, fewer than one in 200 girls go to school(UNICEF).Meaning that the enrollment rate is declining drastically, due to many factors may be resources constraints, marriage, pregnancy etc. So if higher literacy rate were women and they were women then in terms of enrollment in education will be unattainable. In that inequalities in education will be difficult and the growth realization will also be in questions. According to UNICEF two third of the world's 792 million illiterates adults are women. In no small, concerning deals will women in these paragraphs because they are more vulnerable to inequalities than men do.

Though, at the sub-Saharan Africa, the gender gaps is widening significantly at the secondary level, where around six girls are enrolled for every ten boys. This means that the drop out ratios for girls to boys is increasing at alarming rate and this continues to rise at tertiary level. This may due to the factors above. As now the gaps is reducing, because girl's enrollment in primary education has been increasing at increasing rate than that of boys. This will obviously help to reduce and close the gaps. Could we now tell what about the level of poverty? The poverty has made the two to be divided and this affect the growth. See below on factors affecting employment based on gender inequality.

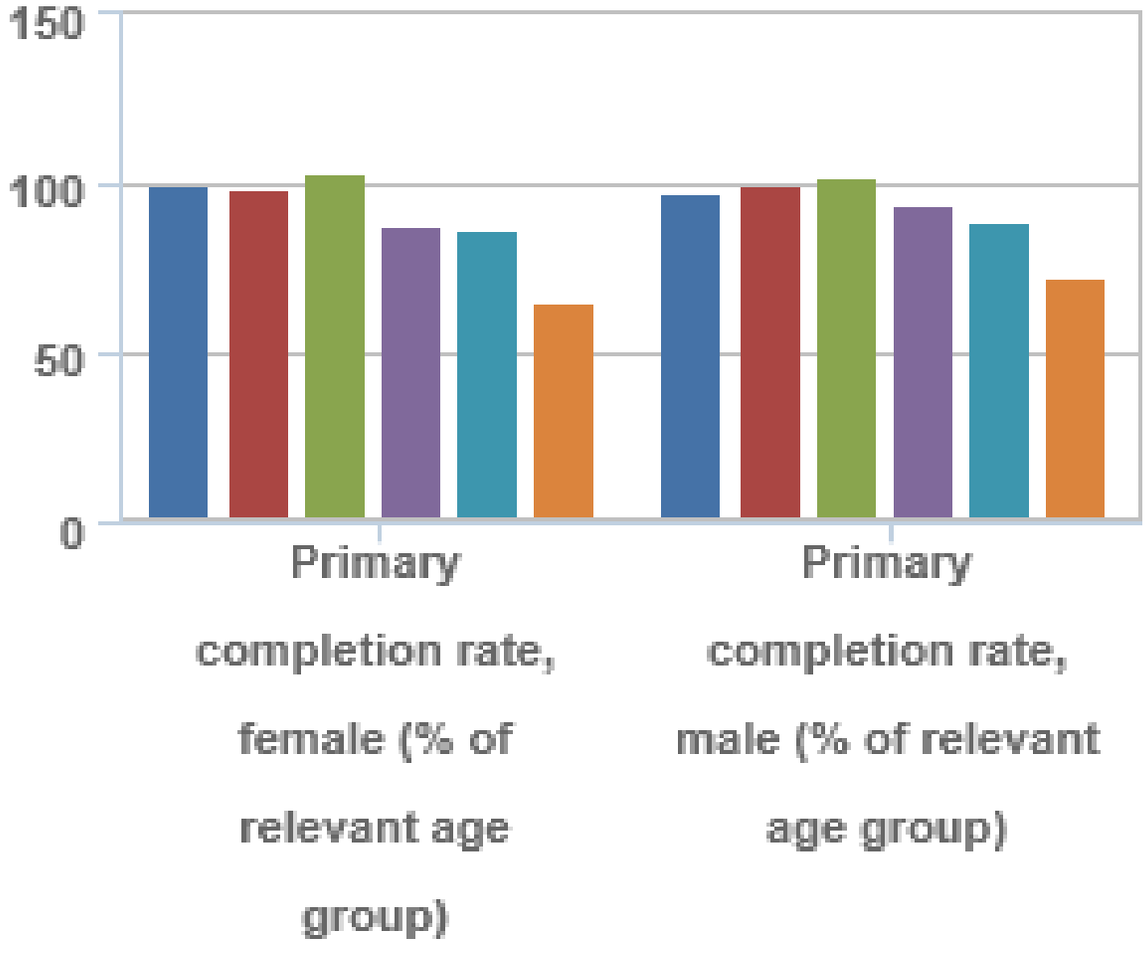
Finally if enrollment rates are equal the opportunities for growth will be widening. More often than not, girl's education improved by the factors that causes the maternal health, reduced infant mortality and fertility rate, reduces early marriage and improves growth and development.

Figure : 1 Consists Of The Following:

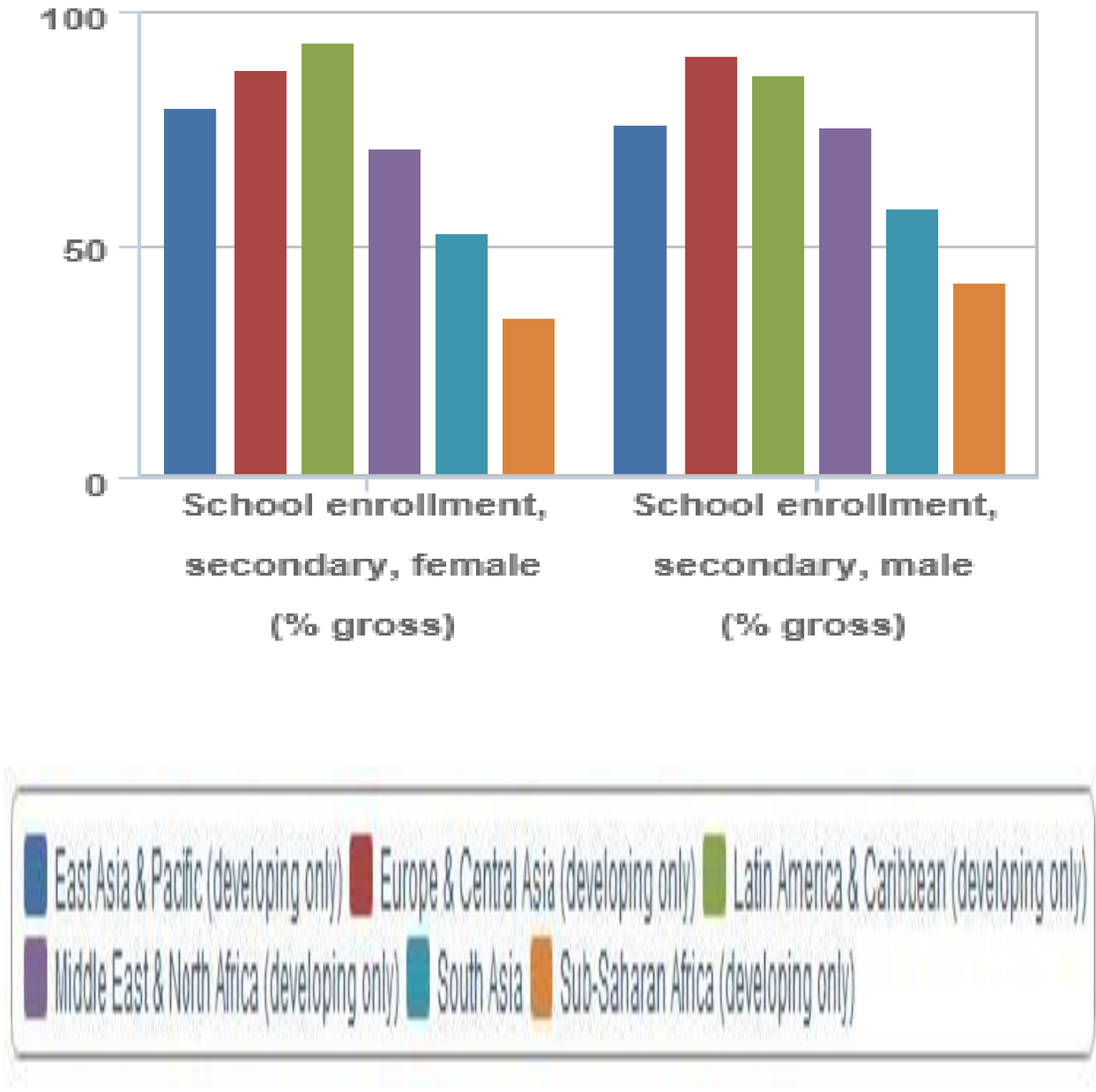
(i) Ratio of young literate of females to males (%ages 15-24)



(ii) Primary Completion Rate (% of relevant age group)



(iii) Gross Secondary Enrollment Ratio (% of relevant age group)



Sources: i, ii and iii UNESCO Institute for Statistic

The table 6s above can be summarized as follows. Through the concerted efforts by governments and the development community , girls enrollment at all levels of schooling has significantly were the last decade's most low-income countries, for example, made substantial progress during the 1990s in achieving gender parity in primary school enrollments and literacy.Meanwhile,new challenges have emerging male disadvantages occurs at the secondary and tertiary levels in some countries of East Asia,Europe,and Central Asia and Latin America and the Caribbean. In addition, large gender gaps in schooling persist among disadvantaged and excluded groups, even when there is gender parity at the national levels (Source WDI, 2010).

Further, is clear that Sub-Saharan Africa and South Asia respectively are at the low rate secondary enrollments for male and female. Though South Asia, has improve drastically for the secondary enrollments for females at approximately 51 per cent compare with Sub-Saharan Africa which is below 50 per cent.

Factors and causes affecting Gender Inequality in Employment

1. Discrimination in Employment in labor force:

As a cause for income disparities and gendered inequality in the workplace. Statistical discrimination indicates the likelihood of employers to deny women access to certain occupational tracks because women are more likely than men to leave their job or the labor force when they become married or pregnant. Women are instead given positions that dead-end or jobs that have very little mobility. In Third World countries such as the Dominican Republic, female entrepreneurs are statistically more prone to failure in business. In the event of a business failure women often return to their domestic lifestyle despite the absence of income. On the other hand, men tend to search for other employment as the household is not a priority.

The gender earnings ratio suggests that there has been an increase in women's earnings comparative to men. Men's plateau in earnings began after the 1970s, allowing for the increase in women's wages to close the ratio between incomes. Despite the smaller ratio between men and women's wages, disparity still exists. Census data suggests that women's earnings are 71 percent of men's earnings in 1999. The gender wage gap varies in its width among different races. Whites comparatively have the greatest wage gap between the genders. With whites, women earn 78% of the wages that white men do. With African Americans, women earn 90% of the wages that African American men do. With people of Hispanic origin, women earn 88% of the wages that men of Hispanic origin do.

There are some exceptions where women earn more than men: According to a survey on gender pay inequality by International Trade Union Confederation (ITUC), female workers in the Gulf state o Bahrain earn 40 per cent more than male workers. Reducing inequality that causes discrimination will change the level of country towards the steady state level.

Discrimination also plays out with networking and in preferential treatment within the economic market. Men typically occupy positions of power within the job economy. Due to taste or preference for other men because they share similar characteristics, men in these positions of power are more likely to hire or promote other men, thus discriminating against women. Discrimination against men in the workplace is rare but

does occur, particularly in health care professions. Only an estimated 0.4% of midwives in the UK are male and according to cbs only 1% of all trainee nurses and only 2% of Secretaries are male.

Discrimination against women in the workplace also occurs. Only an estimated 1% of roofers in the US are female. Hiring, promotion, job assignment, termination, and compensation are all forms of factors that cause discriminations that the gender inequalities are based.

2. Gender pays difference:

The gender pays are the majors causes that leads to gender biased in work place, provides employment opportunities and so on. This pays difference and discrepancies make inequalities between male and female to increase. This is because people tend to give lower pays jobs to women compare to the male.

The research has also showing that male are employed has full time staffs while the part time is provided to women. Moreover, regardless of generation, the pay discrepancy is greater for part-timers than for full-timers. This means that if they were categories as part time jobs, then the probability to find them as jobs seeker will be part timers, while their counter parts will be full timers. The placement between the two should be based on qualification not biological differences or otherwise.

3. Vulnerability condition

There are various reasons. For starters, women are disproportionately employed in low-quality jobs, including jobs in which their rights are not adequately respected and social protection is limited. Another reason related to the above is that women tend to get paid less than men (around 25 per cent less, to be more precise). That doesn't mean they work less, on the contrary. The problem is that much of the work they do is not valued and remunerated accordingly.

In fact, most rural women are unpaid family members. This not only lowers their labor income but also is likely to increase their stress and fatigue. This must be reduces in other that we attain the millennium development goals.

4. Barriers for women not to participate in labor force:

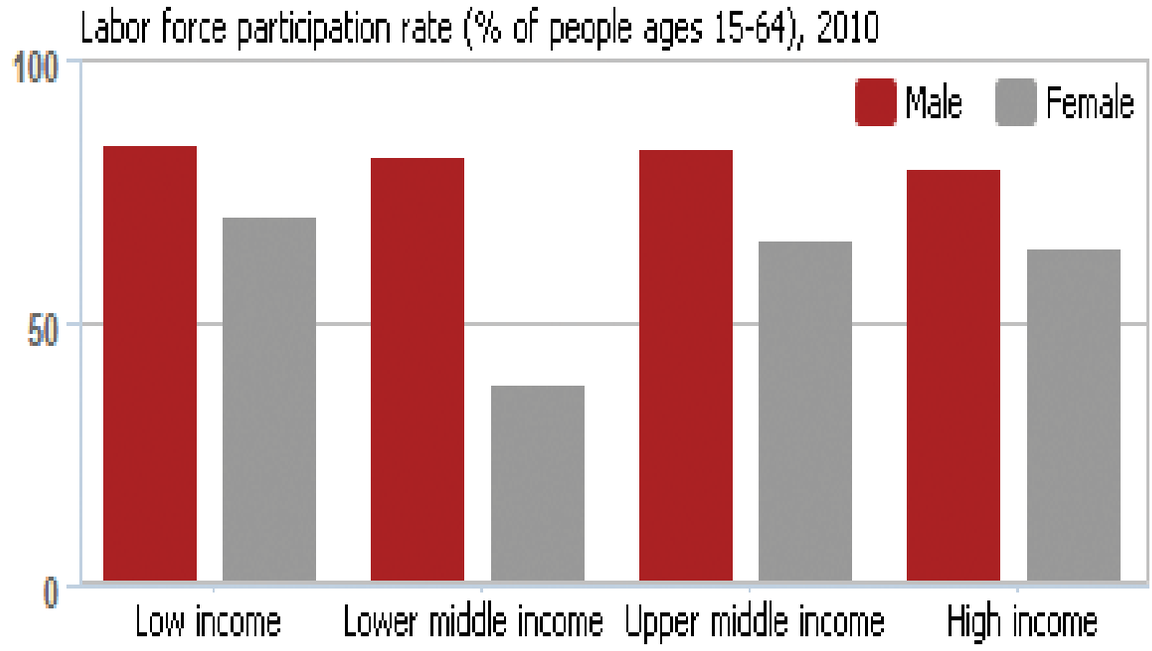
There are major barrier that hindering the participation of women equally to men in the labor force. Example may include caring children, poor training, lack of facilities, social and cultural constraints, husband' view on the work and to name but a few. These barriers reduce growth substantially and thereby lower growth at increasing amount. As pointed out by Talwar et al 2009 state: When women are not fully involved in the workforce equally with the men, only a part of the workforce is being utilized and thus economic resources are wasted. Continuous to say that gender equality allows for an increase in women in working sector, thereby leading to an expansion of the labor force and an increase in economic productivity"(Talwar et al 2009).

Maximizing participation based on equality in employment will not only have impacts on growth, but simultaneously will have positive impact in the well-being of women in particular and the societies in general. In the same vein, this will reduces stress, reduces mortality by ways of good standard of living and good working conditions. As research has showing that malnutrition, hunger and the like may be due to the facts that employments rate for women compare to men is less.

As according to (Löfström,2009), when reviews for many studies between gender and GDP,, calculates that if women participate equally with men the GDP, on average of the EU(European Union) would increase by 30%.This true because for Greece according to (Professor William Scott-Jackson,prof. Bashar Kariem,prof. Andrew Porteous and prof. Amira Harb in February, 2010) with lower participations of women in the labor force of around 20%, the potential GDP impacts is over 45%.The notice is that this figures can only be reduced if equality arising in workforce between male and female.

Finally, male and female participation will leads to increasing in flexibility, productivity and efficiency for the societal production function.

Figure 2:



Source: WDI (World Development Indicator, 2010)

The table 5 above describes those countries. The chat indicated this in clear order that is most countries women are less likely than men to participate in the labor market that is less likely to be employed or to have employed. This may be due to numerous reasons as above. Those factors are the one hindering the equal participation of male and female in sorts of employment types. As some are close to the targets to eradicate the gender bias in labor force like low income' countries, upper middle and high income respectively. On the hand this is not the case of lower middle, they are still behind for the equal participation of female and male labor and therefore they are in a state of conditional convergency.This is because there saving rate and the real GDP per capita are not at the same levels as the others.

Commons factors affecting both education-employments via Gender inequality

1. Gender inequality and economic performance evidence and theory.

There have been a number of theoretical and empirical studies finding that gender inequality in education and employment reduce economic growth's mains argument from the literature which are discussed in details by Klansmen(1999,2002,2006) and it states and is summarized as follows:

The theoretical literature suggests that gender inequality reduces the average amount of human capital in the society and thus harm economic wellbeing .We all know that as human capital is the key player to any country socio-economic performance, if it is affected positively

or negatively will either have positive or negative effects on economic development and the output or outcome will substantial reduce.

This was also point out by Dollar and Gatti 1999; it does so as by artificial restricting the pool of talent from which to draw for education and thereby excluding highly qualified girls (and taking less qualified boys instead.

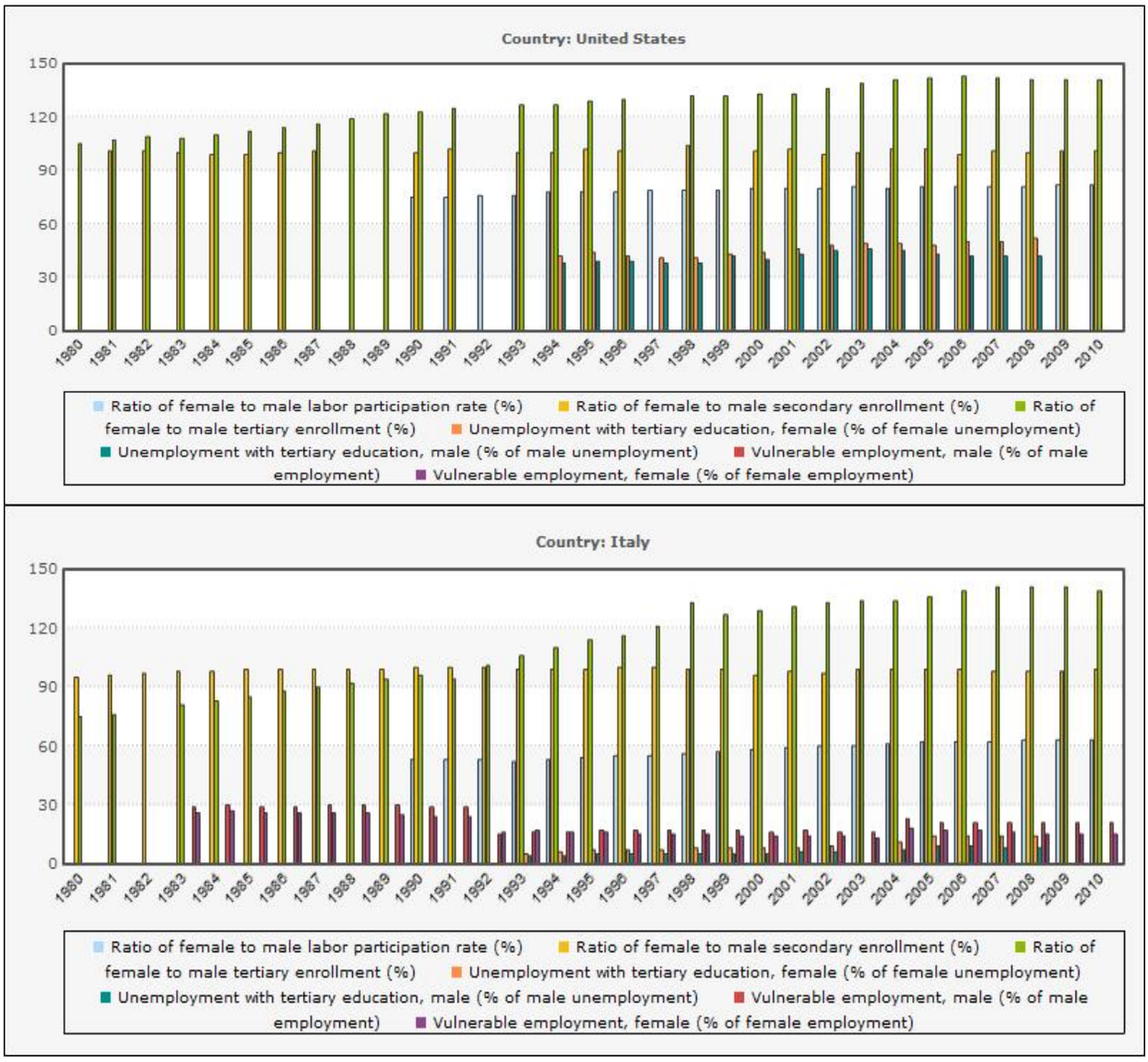
There is still dispute in gender inequality have negative impacts on the growth performance. The inequality causes lower GDP per capital, investment which can leads for jobs opportunities for youth will be lower and the progress for the democracy state, the institution level, the skill and the management of the country performance and therefore reduces the growth. Thus,

2. Inequality in education and labor market.

There are various reasons that lead to causes the inequality in education and labor market. The female are more vulnerable in the societies in which they lived and as such they are affected by productivity, child-bearing, early marriage (especially in Sub-saran Africa).That being a case, they are drop out of school. The low education that is inculcated in them compared to their male counterpart will unable for them to have a competitive job in the labor market. The another important point I would like to make is that most employers especially employed active workers and they did not want to have lost in TFP(total factor productivity) as such they want to have constant profit at all time and they focus more on employing male rather than female.

We can see that female lack the basic quality of high education and have negative impacts on labor market and therefore causes labor market friction and technological shocks and overall will cause decline in the growth level. We notice that from Robert J. Barro and Xavier Sala-i-Martin, that labor input can increase if the number of hours worked in a given period increases or if the quality of the workers increases (10: 436). We can see for participation for labor market to be succeeded we need not be biased in employment but employ the individuals capable and can make change in your sectors to increase in quality and quantity per seeing this case we need to employ either status(male or female) based on qualification and motivation not based on inequality concepts. These concepts will be clearer if you look at the graph below for the country Italy and United states and compare the education and employment status between male and female. This will gives you more glue about the growth performance of these two countries.

Figures3:



Source: WDI (Author Computation from WDI, 2012)

3. Human capital and inequality.

Several studies have presented evidence to this effect (education/technology).Dollar and Gatti (1999) empirical evidence indicating that increases in per capital income lead to reductions in

ender inequality. They focuses on four different types of measures of gender inequality: (1) access and achievement in education(2) improvement in health(3) indexes of legal and economic equality of women in society and marriage(4) measures of women's empowerment(representation in parliament, right to vote, right to make decision on managerial level).Easterly(1997) estimates fixed effects panel regression in which the gender variables is the female to male secondary school enrolment ratio and only right hand side variable is per capita income. He shows that there is positive relationship between income and gender equality.

All this result found out that for the country development to perform substantially in education priorities must be given to both sexes to have quality education. I education for female play a role in not only sector, but at home as they are the main controller of the family and they will continue make sure that both child have quality education and we will move to a level that will maximize the equilibrium level of development and growth.

4. Discrimination and inequality and its effects on economic growth.

Gender inequality and discrimination is argued to cause and perpetuate poverty and vulnerability in society as a whole. Household and intra-household knowledge and resources are influences in individuals' abilities to take advantage of external livelihood opportunities or respond appropriately to threats High education levels and social integration significantly improve the productivity of all members of the household and improve equity throughout society. Gender Equity Indices seek to provide the tools to demonstrate this feature of poverty.

Despite acknowledgement by institutions such as the World Bank that gender inequality is bad for economic growth; there are many difficulties in creating a comprehensive response. It is argued that the Millennium Development Goals (MDGs) fail to acknowledge gender inequality as a cross-cutting issue. Gender is mentioned in MDG3 and MDG5: MDG3 measures gender parity in education, the share of women in wage employment and the proportion women in national legislatures. MDG5 focuses on maternal mortality and on universal access to reproductive health.

However, even these targets are significantly off-track. Addressing gender inequality through social protection programmes designed to increase equity would be an effective way of reducing gender inequality. Researchers at the Overseas Development Institute argue for the need to

develop the following in social protection in order to reduce gender inequality and increase growth:

- Community childcare to give women greater opportunities to seek employment;

- Support parents with the care costs (e.g. South African child/disability grants);

- Education stipends for girls (e.g. Bangladesh's Girls Education Stipend scheme);

- Awareness-raising regarding gender-based violence, and other preventive measures,

- such as financial support for women and children escaping abusive environments (e.g. NGO pilot initiatives in Ghana);

- Inclusion of programme participants (women and men) in designing and evaluating social protection programmes;

- Gender-awareness and analysis training for programme staff;

- Collect and distribute information on coordinated care and service facilities (e.g. access to micro-credit and micro entrepreneurial training for women); and finally,

- Developing monitoring and evaluation systems that include sex-disaggregated data.

However, politics plays a central role in the interests, institutions and ideas that are needed to reshape social welfare and gender inequality in politics and society, limits governments' ability to act on economic incentives.

It is interesting to note that NGO's tend to protect women against gender inequality and Structural violence. During war, the opposing side targets women, raping and even killing them. This could be because women are associated with children and killing them prohibits there being a next generation of the enemy.

Another opportunity to tackle gender inequality is presented by modern Information and communication technologies. In a carefully controlled study , it has been shown that women embrace digital technology more than men, disproving the stereotype of "technophobic women". Given that digital information and communication technologies have the potential to provide access to employment, education, income, health services, participation, protection, and safety, among others (ICT4D), the natural affinity of women with these new communication tools provide women with a tangible bootstrapping opportunity to tackle social discrimination. In other words, if woman are provided with modern information and communication technologies, these digital tools represent an opportunity for women to fight longstanding inequalities in the workplace and at home.

Gender inequality is a result of the persistent discrimination of one group of people based upon gender and it manifests itself differently according to race, culture, politics, country, and economic situation. It is furthermore considered a causal factor of violence against women. While gender discrimination happens to both men and women in individual situations, discrimination against women is an entrenched, global pandemic.

In the Democratic Republic of the Congo, rape and violence against women and girls is used as a tool of war. In Afghanistan girls have had acid through in their faces for attending school. Considerable focus has been given to the issue of gender inequality at the international level by organization such as the united nation (UN), organization for Economics and cooperation and development (OECD) and the World Bank, particularly in developing countries. The causes and effects of gender inequality vary by countries as the solution for combating it.

The discrimination plays negative impacts in socio-cultural development in any give societies and therefore in turns has impacts in the economics. The impacts will be such women can contribute to household participation, investment opportunism, training to take parts how to control lower output levels in the nations will automatically detract the performance in both short and long run macroeconomic stabilization.

Table5: shows the variables names, definitions of those variables what they means and the data sources.

Variable Names	Definitions	Data Sources
Cgdp	Real Gdp per capita Purchasing Power Parity (PPP) terms in 1980-2010.	**PWT 7.1 Alan Heston, Robert Summers and Bettina Aten, Penn World Table Version 7.1, Center for International Comparisons of Production, Income and Prices at the University of Pennsylvania, July 2012.**
Ci	Investment Share of PPP converted GDP Per Capita at current price (Cgdp),(%)	**PWT 7.1 Alan Heston, Robert Summers and Bettina Aten, Penn World Table Version 7.1, Center for International Comparisons of Production, Income and Prices at the University of Pennsylvania, July**

		2012.
Pop	Population Growth	**PWT 7.1 Alan Heston, Robert Summers and Bettina Aten, Penn World Table Version 7.1, Center for International Comparisons of Production, Income and Prices at the University of Pennsylvania, July 2012.**
Openc	Openness(Average of export plus import as a share of GDP)	**PWT 7.1 Alan Heston, Robert Summers and Bettina Aten, Penn World Table Version 7.1, Center for International Comparisons of Production, Income and Prices at the University of Pennsylvania, July 2012.**
Fer	Level of fertility 1980-2010	WDI 2012.
Life	Life expectancy at birth measured in years.	WDI 2012
EdT_{FM}	Ratio of female to male tertiary enrollment(%)	WDI 2012
EdS_{FM}	Ratio of female to male in secondary enrollment(%)	WDI 2012
LFP $_{FM}$	Ratio of female to male labor force participation rate	WDI 2012
UTE_F	Unemployment with tertiary education	WDI 2012

	female(% of female unemployment)	
UTE_M	Unemployment wit tertiary education male(% of male unemployment)	WDI 2012
VE_F	Vulnerable employment female (% of female employment)	WDI 2012
VE_M	Vulnerable employment male(% of male employment)	WDI 2012

"WDI is an abbreviation meaning world development indicator".

Description of the variables from the above table:

In the table above the variable uses are from two different data banks, Penn world table 7.1 and WDI (world development indicators).First, the Cgdp is the GDP per capita based on Purchasing Power Parity (PPP).It is important because it helps to identify the numbers of currencies units of one units that can be buy for the good equivalent to what can be bought by the currencies unit of the country. Therefore, is the gross domestic converted to the international dollars using PPP. It is basically added to my analysis, because it is the gross value added by all the resident producers in the economy and it will therefore help to identify the contribution of both genders in the GDP of the country.

In the same vein, the investment share were added because of its gross product is devoted to investment to the output level. This is so because the investment is one of the mains variables for the GDP of any given nation and investment in human capital like education in this case and investment in employments of people plays a crucial roles in determined the performance of the country growth at both short terms and long terms phenomenon. For details explanation for both referred to Penn world table 7.1 and WDI (World Development Indicators).

This takes to the share of export plus import referred to as openness. This is added, because its indicates how export and import are related to inequality and impacts on GDP.As investment, the openness level for male and female are not the same and for that being a case its direct

effects on education is that by exposing firms and products for internationals competition, economics are encourage to focus areas of comparatives advantages. If the contributions for male are higher than female, then it will be a rational to outsourcing more male than women. See more on BIS (Department for Business Innovation and Skills).

Though, the fertility rate represents the numbers of children that would be born to a women I her life time.as explained above in many cases it impacts on growth is paramount important. Check for details in the following links (1) United Nations Population Division. World Population Prospects, (2) United Nations Statistical Division. Population and Vital Statistics Report (various years), (3) Census reports and other statistical publications from national statistical offices, (4) Eurostat: Demographic Statistics, (5) Secretariat of the Pacific Community: Statistics and Demography Programme, and (6) U.S. Census Bureau: International Database. Catalog Sources World Development Indicators.

Further, life expectancy at birth is the number of infant will lives from birth. Therefore, it is important to add these variables as it will helps to know the contributions level of the individuals, the periods and what will that affects the economics growth. For example if the periods for expectancy is longer, the growth therefore will increase simultaneously. On the other hand if growth is lower like sub-Saharan African's countries, where conflicts is higher the life expectancy affects reduces growth drastically. See more on WDI.

For instant, the unemployment, female and male(%of the x labor force) where x could be male or female were added into the regression because as can be seen from World Development Indicators(WDI) is refers to the share of the labor force that is without work, but available for and seeking employments. This are female our male that are not employed, but are looking for jobs. Note also that the definition for labor force and unemployment differs by country.

This brings to vulnerable employment (% of x employment) where x could be male or female. It refers to the numbers of people employed without any paid. This is often done in many place where people either female or male did not have works but works as family workers and own-account workers as a percentage of total employments. This affects growth, because there contributions are very low to GDP. For details about that look WDI and International Labor Organization key indicators of labor market database.

Finally, the labor force participation rate is the proportion of population that is working and economically active. This can be simply defining as all those who supply labor for the production of goods and services during a specified period. The rate therefore can be those who have job or jobless and seeking to have jobs. As unemployment, the labor force can be structural or cyclical in that it depends on the changes of demand for labor and the fluctuation of the economics condition of the sectors. Therefore, as economics is booming the employments rate will raises and vice-versa. This can be clearly notice that at the time of recession, employment or labor force participation is lower compare to the time of economics(for details referred to the followings sources www.epi.org or WDI)

The impacts of gender inequalities in education (as proxy of human capita) on growth:

$$g = \propto + \gamma_1 ci + \gamma_2 pop + \gamma_3 GrowthRateofpop + \gamma_4 EdT_{FM} + \gamma_5 EdS_{FM} + \gamma_6 X + \varepsilon \quad \text{.....(1)}$$

$$ci = \propto + \gamma_7 pop + \gamma_8 EdT_{FM} + \gamma_9 EdS_{FM} + \gamma_{10} X + \varepsilon \quad \text{.....(2)}$$

$$pop = \propto + \gamma_{11} openc + \gamma_{12} EdT_{FM} + \gamma_{13} EdS_{FM} + \gamma_{14} X + \varepsilon \quad \text{.....(3)}$$

$$LFP_{FM} = \propto + \gamma_{15} openc + \gamma_{16} EdT_{FM} + \gamma_{17} EdS_{FM} + \gamma_{18} X + \varepsilon \quad \text{.....(4)}$$

$$G = \propto + \gamma_{19} openc + \gamma_{20} EdT_{FM} + \gamma_{21} EdS_{FM} + \gamma_{21} X + \varepsilon \quad \text{.....(5)}$$

Where:

g Is the growth Av. Growth rate of the Cgdp

The impacts of gender inequalities in employment (Labor force participation proxy) on growth:

$$g = \propto + \beta_1 ci + \beta_2 pop + \beta_3 LFP_{FM} + \beta_4 UTE_F + \beta_5 UTE_M + \beta_6 VE_F + \beta_7 VE_M + \beta_8 X + \varepsilon \quad \ldots(1)$$

$$ci = \propto + \beta_9 pop + \beta_{10} LFP_{FM} + \beta_{11} UTE_F + \beta_{12} UTE_M + \beta_{13} VE_F + \beta_{14} VE_M + \beta_{15} X + \varepsilon \quad ..(2)$$

$$pop = \propto + \beta_{16} openc + \beta_{17} UTE_F + \beta_{18} UTE_M + \beta_{19} VE_F + \beta_{20} VE_M + \beta_{21} X + \varepsilon \quad \ldots\ldots\ldots\ldots\ldots\ldots(3)$$

$$LFP_{FM} = \propto + \beta_{22} openc + \beta_{23} UTE_F + \beta_{24} UTE_M + \beta_{25} VE_F + \beta_{25} VE_M + \beta_{26} X + \varepsilon \quad \ldots\ldots\ldots\ldots (4)2w$$

$$G = \propto + \beta_{27} openc + \beta_{28} UTE_F + \beta_{29} UTE_M + \beta_{30} VE_F + \beta_{31} VE_M + \beta_{32} X + \varepsilon \quad \ldots\ldots\ldots\ldots\ldots\ldots(5)$$

The regressions and the equations were simultaneously links; to start with, gender inequality in education (human capital) and its impacts on growth? Another is how gender inequality on labor force/ market participations (employment) and its effects on economic growth? The impact of education inequality and growth relationships. Equation one above measures the direct impacts of education and gender bias in education on economic growth and investment in the future. Therefore, the equations highlight the population relation to the growth meaning increases in population what will that have on growth level. In that scenario it is notices that with potential population growth will raises and impotential population there will be mass reduction in the growth.

Though the enrollment level for the tertiary and secondary education is also added to the growth to help to pick the impacts of gender inequality in education relation to the investment

in human capita correlated to the growth of the societal welfare. After controlling some variables like population growth and investment the linkages between genders bias in education variables (i.e. education with tertiary enrollments and education with secondary enrollments).

Education and gender bias in education could however, influence population growth and investment in the future. Therefore, it is even notices that country with no investments or small investment per se in education equality will have serious growth implication compare to the country that invests more on human capital base like education for example. According to Barro and X. martin chapters five, country can easily regains physical capita like infrastructure, industries and services sectors in general, but its takes a lots of years if the human resources are destroy by wars, ignorance and so on. This is true because is clear that the country that have less educated people are likely to be less develop than its counter parts does. Thus, openness import plus exports also have impacts on the gender biased in education through international oriented agreements.

Therefore, there is a substantially needs to consider not only the directs impacts but also indirect impacts in education on growth and gender inequalities on education 2 to 4.Though this equation were vitals because as they control the most important parts that affects the growth entirely because of inequality in education. Further, as point by Klansmen and Francesca lamanna, 2003 and 2009, that the total effects will consists of direct + indirect effects of gender inequality. The last but not the list, is the reduced form regression. In this equation I omit all indirect effects on gender bias in education like investment share (ci), and population and look keenly the impacts on education variables on growths.

The model is then re-estimated using OLS(ordinary Least Square Method) where the endogenous variables or dependents and explanatory variables is from 1980 to 2010.This thirty years estimation of data gives glue to have consistent and persistent estimators of β.The OLS is basically used because in econometrics the studies and measuring of economics variables tell us that to control the measurement errors and to control some disturbance terms with endogeneity variables and this will address the unobserved heterogeneity or measurements error using country specific effects as pointed out by Klasen and Francesca lamanna, 2003, and 2009.This will automatically help because the variables in some countries were not indicated by the data sources.

In similar vein, employments variables were small in most countries and in some not at all. This is so because the data for the employments were collected no long ago compare to education. Therefore its impacts also have effects on growth at substantially rate. In the first instance, the impacts of direct and indirect effects of employments on growth .As in education, the variable for indirect effects on gender inequalities were investment, population and labor force growth. The others employments variables like female to male ration for vulnerable and employment for those with tertiary and secondary education respectively. This variable as explained above helps to look at employments related to those who have jobs, those who are employs but little or no paid.

Moreover, the specification that gives to have the impacts of female labors are unemployment's of female with high or tertiary educations. More often than not, this will identify how many female are employed, if any after the completion of tertiary education and how much were categories as vulnerable to employments.

Finally, the analysis from Klansmen and Francesca lamanna, the labor force available are increases and the numbers of country reduces gives consistent of the data. As education, the errors were more in employments, because of insufficient employments variables and that case the results will be not be consistent in most if not all of the places. Therefore, by doing so will reduces the measurements errors for the employments error.

The Data

The paper study cross sectional data from 18 countries developed and developing countries for the duration of 1980 to 2010.A list of all the countries are list in Chronological order in this research paper is in appendix table1.The time frame is 31 years and the regression is run individuals country at a time and in which the past studies do not. The data is from two main data banks world development indicators and the Penn world table 7.1 respectively.

As measures of gender inequality in education (human capita proxy), labor force participation (Employment proxy) and its impacts on economic growth (positive or negative).This paper uses the CGDP (Growth rate of Gdp at constant price) as dependent variable and ci (investment share to Gdp), openness (export plus import), pop. Growth, vulnerable employment (male and female), Unemployment tertiary education female, unemployment tertiary education male and labor force participation female-male ratios and education for secondary and tertiary female-male ratios, respectively. Similar techniques are used by Klasen (2003, 1999), Quentin Brummet (2008), but with different variables, different set of countries and even the different ways of running the regression. For them cross country regression, but in this analysis the country are regressed individually to see the extend the impacts of growth performance via inequality in education and employment(labor force participation).The CGDP is selected as the dependent variable, to check the conditional convergence theory for this 17 countries. By doing so will indicated the relationship between the CGDP and the rest of the independent variables. Though, if control some variables, the variations that explained the impacts of growth via inequality in education or employment respectively reduces at lower rate, sometimes reduces significantly and sometimes slightly changes respectively.

The investment is included in the regression to indicate whether education and employment have impacts on the country's level of investment and the impacts of investment directly to CGDP verse-versa. Though, openness (export plus import) is the ratios for export versus import added to the analysis to identify the level of the relationships between country openness via CGDP. The regression was running in this ways in most countries CGDP again all exogenous variables (see description parts of the analysis).The regressed the CGDP again education and employment variables only and the CGDP again employment variables and again educational variables. If other variables are control the significant level of CGDP changes as well. (See the results for the analysis).

Methodology

This dissertation examines the impacts of gender inequality in education and employments and their impacts on growth performance for 18 countries of the world. Since, different studies analysis the correlation between gender inequality at different level of labor force and education, this paper study considered the inequality in secondary education and tertiary and some employment variables that hindering the impacts of inequality.

The regression is run individually and the test for normality is applied to all the countries to satisfy the classical linearity assumption that the means, the kurtosis are unbiased and consistent and the model is well fit to the data. This is not the case for if you see how some country's has different level of symmetry. The quantiles, the qnorm, NPP (normal probability plot), qqplots, the histogram, the kernel density estimates, respectively uses to test the normality for any outliers and to test the goodness of fit for the model.

The regressions are all estimated using OLS from Stata11.There is uncorrelated between variables in the earlier studies and even in this study. There appeared some variables that have negative correlations, non-correlation, and highly positive correlation with GCDP respectively. Thought, the result tends to have problems of misspecified errors and as well as unequal variance in the regressions. Thus, the

problems is due to employments variables in most of this 18 countries were lacking and this leads to collinearity problems and the variables are automatically omitted by the software(Stata11).

Results

The regression results are runs individuals and in that will be analyzed individually. The results for India are analysis as follows. First, regressed CGDP again all the others variables. There was collinearity problems occurred and the vulnerable employment male (VEM) was omitted. This is due to the fact that the data is unavailable or the data for this is very small. The population growth (pop) and the CGDP are significant at 99.9% level of alpha; because of the p-value is zero. Indicating that in India population growth and the growth rate of GDP are positively correlated. The coefficient is positive, if we increase the population by 1 percent, the CGDP increases by 0.6452 percent approximately 1 percent. In India, the population and the GDP are positively correlated. This statistically significant results Shaw that the null hypothesis is rejected and there is enough evidence that pop and the CGDP are related. The share of investment is significant, because the p-value is small. At 99% we reject the null hypothesis. Meaning that there is enough evidence that ci and CGDP are related. This is very important, because it indicates that Indian's investment and the growth rate are positively correlated. As notice, investment is important in growth analysis and the important to what extend the inequality in education and employment have impacts on county's growth. Openness is insignificant, because lower t-value and associated higher p-value. This means that in India, the openness and CGDP are uncorrelated. Therefore, we accepted the null hypothesis that there is not enough evidence that CGDP and openness is related. The labor force participation female-male ratios are slightly insignificant. The p-value is small, but not significant. This means that there is negative relationship between LFPFM and CGDP. If LFPFM is increases by a percent, the CGDP is reduces by 58.3%.The employment and educational variables are all insignificant if we regressed all the variables together. And therefore it indicated that if all the variables investment, population growth, education and employment level has no impacts for the growth in India. The F-test is larger and the r-square is lager. There is 97.8% explained that the variation between the dependent variables and independents variables fit the model.

If we control the educational variables and the openness, the result for investments and the LFPFM is significant. There p-value were lower and 99.9% and 99% respectively to reject the null hypothesis. This means that CGDP and ci and LFPFM are positively correlated. The R-square reduces slightly from 97.8 without controlling any variables to 88 percent went controlling educational variables. This slightly changes does not have any impacts on the model and therefore, 88 percent explained that the variations in CGDP is explained by the independent variables in the regression. Thus, now went we control investment share to cgdp,the education with secondary female-male ratios is highly significant at 99%, with very lower p-value indicated that secondary education for female and male are significant and the null hypothesis is rejected. There is statistically significant and enough proof that EdSFM and CGDP are related. This means that secondary education is more valuable in India for equality to increase growth. The coefficient is also positive. The tertiary education has surprising positive sign, but not significant. The labor force participation is now significant at 99.9% level of alpha. The p-value is zero and the null hypothesis is rejected. The LFPFM is related with CGDP in India from 1980 to 2010, if we control investment and openness. This result could be true because Indian's labor force participation is increases globally. All others employment variables have positive signs but not significant. This may be

due to the facts that the employment data's are insignificant or may be due to misspecification errors. For instance, when controlling all variables and regress CGDP with educational variables the EdSFM is always significant. The LFPFM is also significant. Though, the R-square is lower to explain EdSFM has directly impacts on growth. In all and all LFPFM, CI, POP. And EdSFM are all statistically significant. This means that there is enough evidence that these variables are related to the growth in India. The result is not surprising, because the pop. Growth is expecting to link with the growth of CGDP. This is because the more the population, people with different talents and expert will be borne. This is also true for the Ci and CGDP is expected to be positive. The result for EdSFM is positive and persistent to gender equality growth of India.

Table 1: "The results for India"

a.

regress Cgdp pop ci openc LFPFM UTEF UTEM VEF EdTFM EdSFM					
Source |	SS	df	MS	Number of obs =	29
				F(9, 19) =	93.72
Model |	22941837.6	9	2549093.07	Prob > F =	0.0000
Residual |	516755.516	19	27197.6588	R-squared =	0.9780
				Adj R-squared =	0.9675
Total |	23458593.1	28	837806.898	Root MSE =	164.92
Cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]
pop |	.006452	.0014522	4.44	0.000	.0034125 .0094916
ci |	39.83632	21.03613	1.89	0.074	-4.192798 83.86544
openc |	-5.869732	21.84007	-0.27	0.791	-51.58153 39.84207
LFPFM |	-5.829414	3.769463	-1.55	0.138	-13.71899 2.060163
UTEF |	6.151837	25.53051	0.24	0.812	-47.28414 59.58781
UTEM |	-23.89552	28.56122	-0.84	0.413	-83.67483 35.88379
VEF |	1.310212	2.57939	0.51	0.617	-4.088513 6.708937
EdTFM |	-.087772	1.6217	-0.05	0.957	-3.48203 3.306486
EdSFM |	-1.108738	1.719383	-0.64	0.527	-4.707448 2.489972
_cons |	-4669.887	898.0302	-5.20	0.000	-6549.486 -2790.288

b.

regress Cgdp EdTFM EdSFM					
Source |	SS	df	MS	Number of obs =	29
				F(2, 26) =	8.26

Model |	9115768.57	2	4557884.29		Prob > F	= 0.0017
Residual |	14342824.6	26	551647.099		R-squared	= 0.3886
					Adj R-squared	= 0.3416
Total |	23458593.1	28	837806.898		Root MSE	= 742.73
Cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
EdTFM |	8.889654	6.660855	1.33	0.194	-4.801929	22.58124
EdSFM |	15.9655	6.122851	2.61	0.015	3.379798	28.5512
_cons |	209.0826	360.4987	0.58	0.567	-531.9331	950.0983

Regressed Cgdp again others variables that directly or indirectly affects the gender inequality in education and employment. The pop. Growth is highly significant in Italy. It is significant at 99.9% level of alpha. Therefore, the coefficients are positive and a percent increases in pop. In Italy the Cgdp will growth by approximately 3.43%.The null hypothesis is rejected and there is enough evidence that population growth and Cgdp are related. The ci is significant because the p-value is very low and significant at 90% level. This means that there is enough evidence the investment share to Cgdp (ci) and the growth rate are related. The labor force participation is highly significant at 99.9% level. The p-value is very low zero and the null hypothesis is rejected. This means that the labor force participation and the Cgdp are related and positively correlated. Though, the result for openc is positive, but not significant. Thus, in Italy the openness (openc) and the Cgdp are negatively correlated and the coefficient is negative. A percent increases in openness the Cgdp goes down by 64.6%.The R-square is reasonably well and the F-test is high. There is 98% that explained that the variation is dependent variable (Cgdp) is explained by Independent variables. When we now control Ci, openc, pop and the educational variables. The employments variables show that the LFPFM ratios are still highly significant. The vulnerable employment female (VEF) significant and the VEM is highly significant at 99% and 99.9% respectively. Though UTEF and UTEM are not significant, but positive. This means that this variable is not highly related with inequality impacts on growth. There is 92% that the dependent variable is explained by the employment variables. Thus, when we control the openc, the employments variables, the EdTFM is highly significant and the coefficient is positive. The EdSFM is positive but not significant. It means that the tertiary education there is no problem for gender inequality in Italy and its impacts on growth. The null hypothesis is rejected at 99.9% significance level. This may be due to the factors that female and male have similar skills, and tertiary background as a whole. There should be a room for both sexes to participate in decision making at both private and public-own enterprise. When we now control ci and openness only, then LFPFM, VEF, VEM, and EdtFM are all significant. This means that the null hypothesis is rejected and the variables and the Cgdp are related. The R-square that explained this variations is 94%.The correlation between Cgdp and others variables are positive, but negatively correlated with EdSFM ratios. Overall, the results show that in Italy for equality to realize there should be positive mechanism in place for male and female to participate in secondary level as well as UTEF and UTEM respectively.

Table2:"The Results for Italy"

a.

regress Cgdp popgr ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM

Source	SS	df	MS	Number of obs = 30
				F(10, 19) = 79.43
Model	1.4463e+09	10	144632108	Prob > F = 0.0000
Residual	34597300.6	19	1820910.56	R-squared = 0.9766
				Adj R-squared = 0.9643
Total	1.4809e+09	29	51066151.1	Root MSE = 1349.4

Cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
popgr	3.429468	.6313137	5.43	0.000	2.108114	4.750823
ci	453.584	258.0404	1.76	0.095	-86.50082	993.6689
openc	-64.64901	107.3322	-0.60	0.554	-289.298	159.9999
LFPFM	98.16768	19.38278	5.06	0.000	57.59906	138.7363
UTEF	-373.9133	572.2297	-0.65	0.521	-1571.604	823.7772
UTEM	817.5283	893.8524	0.91	0.372	-1053.326	2688.383
VEF	-4.752322	308.4693	-0.02	0.988	-650.386	640.8813
VEM	67.15835	256.9852	0.26	0.797	-470.7179	605.0346
EdTFM	21.2427	18.73756	1.13	0.271	-17.97548	60.46087
EdSFM	-11.4055	15.57043	-0.73	0.473	-43.99479	21.18378
_cons	-191947	36656.77	-5.24	0.000	-268670.5	-115223.5

b.

. **regress Cgdp LFPFM UTEF UTEM VEF VEM**

Source	SS	df	MS	Number of obs = 31
				F(5, 25) = 53.81
Model	1.4551e+09	5	291020839	Prob > F = 0.0000
Residual	135219727	25	5408789.06	R-squared = 0.9150
				Adj R-squared = 0.8980
Total	1.5903e+09	30	53010797.4	Root MSE = 2325.7

Cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]
LFPFM |	180.938	21.51305	8.41	0.000	136.631 225.245
UTEF |	591.9369	875.2801	0.68	0.505	-1210.736 2394.61
UTEM |	-510.2151	1402.065	-0.36	0.719	-3397.822 2377.392
VEF |	-1355.161	340.2226	- 3.98	0.001	-2055.863 -654.4598
VEM |	1259.666	292.1428	4.31	0.000	657.9865 1861.345
_cons |	11181.95	1302.523	8.58	0.000	8499.353 13864.54

c.

.	**regress Cgdp LFPFM UTEF UTEM VEF VEM EdTFM EdSFM**					
Source |	SS	df	MS		Number of obs =	30
					F(7, 22) =	45.84
Model |	1.3859e+09	7	197985788		Prob > F =	0.0000
Residual |	95017862.4	22	4318993.74		R-squared =	0.9358
					Adj R-squared =	0.9154
Total |	1.4809e+09	29	51066151.1		Root MSE =	2078.2

Cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]
LFPFM |	129.2167	26.2009	4.93	0.000	74.87935 183.554
UTEF |	761.5205	799.8598	0.95	0.351	-897.2872 2420.328
UTEM |	-824.7938	1274.05	-0.65	0.524	-3467.012 1817.424
VEF |	-1023.511	332.8707	-3.07	0.006	-1713.843 -333.1796
VEM |	914.9613	291.1029	3.14	0.005	311.2508 1518.672
EdTFM |	64.65846	25.97742	2.49	0.021	10.78458 118.5323
EdSFM |	2.529831	22.09962	0.11	0.910	-43.30198 48.36164
_cons |	7188.316	2910.923	2.47	0.022	1151.43 13225.2

For Algeria, when we regressed all the variables, the pop is highly significant and is positive. The p-value is very low and significant at 98% level. The result for investment share to Cgdp (i.e.ci) and the growth rate of Algeria is not significant, but positive. Though, this is a surprising result, because investment is important for growth achievement in any country. The openness is highly significant and is positive. The null hypothesis is rejected and there is statistically enough evidence that the openc and the Cgdp are related. The LFPFM is significant. The EdTFM is highly significant approximately 98% level, the null is rejected. All others variables are positives but not significant. The UTEM is omitted due to collinearity problems. The R-square that explained this variation is 88%.For instance, when we control openc, ci, pop, the labor force is still significant and positive correlated with Cgdp. The EdTFM is highly significant at 99.9%.It means that there is enough evidence that the EdTFM and the Cgdp in Algeria are related. The result for EdSFM is positive, but not significant. When we now control educational variables the LFPFM is still significant 99% level. Others employments variables are not significant but positive. When we control some of the employment variables except LFPFM, ci, openc and pop, the EdTFM is highly significant and even the result for EdSFM is also highly significant at 97% level. For all and all the Educational variables are related with the Cgdp in Algeria even though we removed the LFPFM.The R-square that explained slightly reduces from 74% to 69% that explained the variation of Cgdp is explained by educational variables. There is gender equality in education in Algeria is progressive.

Table3 : “The results for Algeria”.

a.

regress cgdp pop ci openc lfpfm utef utem vef vem edtfm edsfm						
Source |	SS	df	MS		Number of obs =	31
					F(9, 21) =	16.81
Model |	54834706.6	9	6092745.18		Prob > F =	0.0000
Residual |	7613625.92	21	362553.615		R-squared =	0.8781
					Adj R-squared =	0.8258
Total |	62448332.5	30	2081611.08		Root MSE =	602.12
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
pop |	.2660787	.0745673	3.57	0.002	.1110076	.4211498
ci |	32.43174	31.10782	1.04	0.309	-32.26051	97.12398
openc |	39.97283	13.19417	3.03	0.006	12.53405	67.41161
lfpfm |	-90.22012	44.15679	-2.04	0.054	-182.0492	1.608958
utef |	167.0228	215.0805	0.78	0.446	-280.2616	614.3072
vef |	-59.31935	69.65391	-0.85	0.404	-204.1726	85.53388
vem |	-96.57996	205.9926	-0.47	0.644	-524.965	331.8051
edtfm |	8.670914	3.419305	2.54	0.019	1.560081	15.78175
edsfm |	-5.43817	3.25515	-1.67	0.110	-12.20763	1.331286
_cons |	-5615.484	2402.295	-2.34	0.029	-10611.33	-619.6381

b.

. regress cgdp lfpfm utef utem vef vem edtfm edsfm						
Source |	SS	df	MS		Number of obs =	31
					F(6, 24) =	13.27
Model |	47984083.8	6	7997347.3		Prob > F =	0.0000
Residual |	14464248.7	24	602677.029		R-squared =	0.7684

					Adj R-squared = 0.7105
Total |	62448332.5	30	2081611.08		Root MSE = 776.32
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]
lfpfm |	40.85825	20.98573	1.95	0.063	-2.454164 84.17067
utef |	309.5272	273.9275	1.13	0.270	-255.8313 874.8857
vef |	-120.7573	87.93471	-1.37	0.182	-302.2456 60.731
vem |	-143.7361	265.0432	-0.54	0.593	-690.7584 403.2862
edtfm |	18.62019	3.224104	5.78	0.000	11.96597 25.27442
edsfm |	-9.011356	3.918167	-2.30	0.030	-17.09806 -.9246566
_cons |	3624.87	358.0782	10.12	0.000	2885.832 4363.907

c.

. regress cgdp lfpfm edtfm edsfm					
Source |	SS	df	MS		Number of obs = 31
					F(3, 27) = 26.01
Model |	46395739.6	3	15465246.5		Prob > F = 0.0000
Residual |	16052592.9	27	594540.479		R-squared = 0.7429
					Adj R-squared = 0.7144
Total |	62448332.5	30	2081611.08		Root MSE = 771.06
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]
lfpfm |	46.71077	20.00206	2.34	0.027	5.669936 87.75161
edtfm |	17.73386	2.990183	5.93	0.000	11.59851 23.86921
edsfm |	-7.699496	3.505216	-2.20	0.037	-14.8916 -.5073873
_cons |	3526.458	336.8628	10.47	0.000	2835.272 4217.643

d.

regress cgdp edtfm edsfm					
Source |	SS	df	MS		Number of obs = 31
					F(2, 28) = 31.31
Model |	43153343.3	2	21576671.6		Prob > F = 0.0000
Residual |	19294989.2	28	689106.758		R-squared = 0.6910
					Adj R-squared = 0.6690
Total |	62448332.5	30	2081611.08		Root MSE = 830.12
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]
edtfm |	20.90167	2.868905	7.29	0.000	15.02499 26.77836
edsfm |	-8.556595	3.752956	-2.28	0.030	-16.24418 -.869014
_cons |	4009.977	286.0738	14.02	0.000	3423.982 4595.973

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e.

regress cgdp lfpfm utef vef vem					
Source |	SS	df	MS		Number of obs = 31
					F(4, 26) = 3.62
Model |	22322373.9	4	5580593.49		Prob > F = 0.0180

Residual |	40125958.6	26	1543306.1		R-squared	= 0.3575
					Adj R-squared	= 0.2586
Total |	62448332.5	30	2081611.08		Root MSE	= 1242.3
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
lfpfm |	107.656	29.24097	3.68	0.001	47.55033	167.7617
utef |	154.3786	402.1268	0.38	0.704	-672.2049	980.9622
vef |	35.18766	134.1301	0.26	0.795	-240.5207	310.896
vem |	-201.9487	379.1851	-0.53	0.599	-981.3748	577.4773
_cons |	2877.477	385.6753	7.46	0.000	2084.71	3670.244

For Iran when we regressed all the variables the results is bit surprising because the p-value is slightly higher than the t- statistic, but all were positive except EdTFM is highly significant and the p- value is extremely smaller. The null is rejected and there is statistically enough evidence that the EdTFM and the Cgdp in Iran are related. Though, the coefficient for ci is negative meaning that if we increases the ci by a percent, the Cgdp in Iran goes down by 15%.When we control educational variables, LFPFM which was not significant when we did not control is now significant at 98% level of alpha. The coefficient is positive as well. All others variables are not significant, but positive. When we control ci, the LFPFM, and the EdTFM are significant at 99.9% and 99% respectively. When we control the employment variables the EdTFM is highly significant and is positive. The null hypothesis is rejected and there is significant evidence that the EdTFM and the Cgdp are related. The R-square that explained is 68%.

Table4: “The results for Iran”.

a.

.	regress Cgdp pop ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM					
Source |	SS	df	MS		Number of obs =	31
					F(10, 20) =	9.91
Model |	142130895	10	14213089.5		Prob > F =	0.0000
Residual |	28675384.1	20	1433769.21		R-squared =	0.8321
					Adj R-squared =	0.7482
Total |	170806280	30	5693542.65		Root MSE =	1197.4
Cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
pop |	.0485269	.0853582	0.57	0.576	-.1295271	.2265809
ci |	-15.18279	35.82622	-0.42	0.676	-89.91497	59.54938
openc |	18.1201	35.28349	0.51	0.613	-55.47997	91.72018
LFPFM |	40.59741	110.6821	0.37	0.718	-190.2814	271.4762
UTEF |	76.6705	185.3621	0.41	0.684	-309.9881	463.3291
UTEM |	-138.3821	577.4007	-0.24	0.813	-1342.819	1066.055
VEF |	161.0334	161.4957	1.00	0.331	-175.8408	497.9077
VEM |	-195.0692	183.0787	-1.07	0.299	-576.9647	186.8262
EdTFM |	22.58439	8.322802	2.71	0.013	5.223325	39.94545
EdSFM |	-9.531408	9.834803	-0.97	0.344	-30.04645	10.98363

_cons |	1166.222	4978.621	0.23	0.817	-9218.999	11551.44

b.

regress Cgdp EdTFM EdSFM

Source |	SS	df	MS		Number of obs =	31
					F(2, 28) =	29.08
Model |	115303054	2	57651526.8		Prob > F =	0.0000
Residual |	55503226	28	1982258.07		R-squared =	0.6751
					Adj R-squared =	0.6518
Total |	170806280	30	5693542.65		Root MSE =	1407.9

Cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
EdTFM |	40.64387	7.781214	5.22	0.000	24.70478	56.58297
EdSFM |	9.914537	7.608479	1.30	0.203	-5.670725	25.4998
_cons |	2907.344	468.4114	6.21	0.000	1947.847	3866.841

The result for Indonesia stated that pop is highly significant at 99.9% level of alpha and is positive correlated with the Cgdp. If population is increases by 1% percent the Cgdp increases by approximately 4%.The p-value is zero and the null hypothesis is rejected at 99.9%.There is statistically evidence that the pop. And the Cgdp in Indonesia are related. All variables are not significant, but positives. There are 98% that explained this variation. When we control ci, openc, pop, the LFPFM is highly significant and positive sign. The VEF and the VEM are all significant with negative and positive sign respectively. The EdTFM is also significant at 99% level. This means that the null hypothesis is rejected for LFPFM, VEF, VEM and EdTFM.There, is statistically evidence that this variables and the Cgdp in Indonesia are related. When we control educational variables with ci, openc, and the pop, then LFPFM, UTEF, and VEM are all significant at 99.9%, 91%, and 91% respectively. Thus, when we now control employment variables, EdTFM is highly significant and positive. The EdSFM is positive but not significant. When we control the employment variables except for LFPFM, EdTFM is highly significant and is positive. The variation that explained is 79% and only 21% are unable to explain this variation in Cgdp is explained by educational variables.

Table5 : “The results for Indonesia”.

a.

. regress cgdp pop ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM

Source |	SS	df	MS		Number of obs =	30

						F(10, 19) = 94.03
Model	30482478.1	10	3048247.81			Prob > F = 0.0000
Residual	615912.031	19	32416.4227			R-squared = 0.9802
						Adj R-squared = 0.9698
Total	31098390.2	29	1072358.28			Root MSE = 180.05
cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
pop	.038478	.0035303	10.90	0.000	.031089	.0458669
ci	12.11938	13.43722	0.90	0.378	-16.00506	40.24381
openc	.5941484	5.714159	0.10	0.918	-11.36572	12.55402
LFPFM	.1567011	2.567803	0.06	0.952	-5.217773	5.531175
UTEF	63.35083	51.58504	1.23	0.234	-44.6179	171.3196
UTEM	-116.1504	84.06269	-1.38	0.183	-292.0956	59.79483
VEF	-52.98406	48.5619	-1.09	0.289	-154.6253	48.65716
VEM	56.48875	54.42302	1.04	0.312	-57.41994	170.3974
EdTFM	2.31252	1.544857	1.50	0.151	-.920903	5.545943
EdSFM	-1.346681	1.35231	-1.00	0.332	-4.177098	1.483736
_cons	-5614.323	948.6423	-5.92	0.000	-7599.855	-3628.792

b.

regress cgdp LFPFM UTEF UTEM VEF VEM EdTFM EdSFM						
Source	SS	df	MS			Number of obs = 30
						F(7, 22) = 16.74
Model	26182993.4	7	3740427.62			Prob > F = 0.0000
Residual	4915396.8	22	223427.127			R-squared = 0.8419
						Adj R-squared = 0.7916
Total	31098390.2	29	1072358.28			Root MSE = 472.68
cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
LFPFM	19.54171	4.335558	4.51	0.000	10.55031	28.5331
UTEF	134.7088	128.5612	1.05	0.306	-131.9108	401.3284
UTEM	-149.6897	199.2257	-0.75	0.460	-562.8586	263.4792
VEF	-217.1572	120.9877	-1.79	0.086	-468.0704	33.75599
VEM	246.1563	134.9659	1.82	0.082	-33.74585	526.0584
EdTFM	9.666927	3.640891	2.66	0.014	2.11618	17.21767
EdSFM	-1.268713	3.524568	-0.36	0.722	-8.57822	6.040794
_cons	962.2449	204.1904	4.71	0.000	538.7799	1385.71

c.

. regress cgdp LFPFM UTEF UTEM VEF VEM						
Source	SS	df	MS			Number of obs = 31
						F(5, 25) = 17.87

Model |	24300763.5	5	4860152.7		Prob > F	= 0.0000
Residual |	6799342.41	25	271973.697		R-squared	= 0.7814
					Adj R-squared	= 0.7376
Total |	31100105.9	30	1036670.2		Root MSE	= 521.51
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
LFPFM |	21.61503	4.038038	5.35	0.000	13.29854	29.93153
UTEF |	231.6964	133.583	1.73	0.095	-43.42297	506.8157
UTEM |	-286.8023	202.5152	-1.42	0.169	-703.8901	130.2856
VEF |	-219.0597	129.8603	-1.69	0.104	-486.512	48.39267
VEM |	255.5708	145.1331	1.76	0.090	-43.33641	554.478
_cons |	1088.194	164.884	6.60	0.000	748.609	1427.779

d.

. regress cgdp EdTFM EdSFM						
Source |	SS	df	MS		Number of obs	= 30
					F(2, 27)	= 13.33
Model |	15451145.4	2	7725572.71		Prob > F	= 0.0001
Residual |	15647244.7	27	579527.583		R-squared	= 0.4968
					Adj R-squared	= 0.4596
Total |	31098390.2	29	1072358.28		Root MSE	= 761.27
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
EdTFM |	18.34103	4.814245	3.81	0.001	8.463019	28.21905
EdSFM |	.2881845	4.83051	0.06	0.953	-9.623203	10.19957
_cons |	1409.942	281.2264	5.01	0.000	832.9132	1986.971

The result for Cameroon, there was collinearity problems with most of the employment variables. Those variables were all omitted from the result of the regression. This is due to the facts that the employments data in most countries have problem of endogeneity. The result is interpreted as follows; the growth of the Cgdp and the growth of the population are positively correlated in Cameroon. The null hypothesis is rejected at 99.9% level of alpha. The ci is also significant and is positive. This means that there is enough evidence that the ci and the Cgdp in Cameroon are related. The labor for is significant but has negative coefficient. Meaning if LFPFM goes up by 1%, the Cgdp goes down by 2.14%.The R-square that explained this is 95%.When we control the employment variables, the pop, ci and the EdSFM are all significant at 99.9%, 97% and 93% respectively. This means that there is no problem for gender bias in secondary education in Cameroon. When we now control all the variables except educational variables, there appeared surprising result. That is EdTFM which is not significant is now highly significant at 99.9% level of alpha. The null hypothesis is rejected and there is enough evidence that the Cgdp and EdTFM are related in Cameroon. For all and all education is important tools that improve equality and growth relationship in Cameroon from 1980 to 2010.The variation that explained the result is 86%The correlation between Cgdp and the others variables are positive, but the

correlation between Cgdp and openness in Cameroon is negative. Even the pairwise correlation between Cgdp and openness is negative.

Table6: “The results for Cameroon”.

a.

regress cgdp LFPFM pop ci openc EdTFM EdSFM						
Source	SS	df	MS		Number of obs =	29
					F(6, 22) =	65.66
Model	2324183.71	6	387363.951		Prob > F =	0.0000
Residual	129781.996	22	5899.18165		R-squared =	0.9471
					Adj R-squared =	0.9327
Total	2453965.7	28	87641.6322		Root MSE =	76.806
cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
LFPFM	-2.140242	1.012708	-2.11	0.046	-4.240471	-.0400137
pop	.0942686	.0176392	5.34	0.000	.057687	.1308501
ci	37.71143	16.26245	2.32	0.030	3.985182	71.43768
openc	4.233827	3.83269	1.10	0.281	-3.714685	12.18234
EdTFM	1.032626	1.320528	0.78	0.443	-1.705982	3.771234
EdSFM	.7401369	.5350231	1.38	0.180	-.3694332	1.849707
_cons	-587.0545	438.8851	-1.34	0.195	-1497.246	323.1374

b.

. regress cgdp EdTFM EdSFM						
Source	SS	df	MS		Number of obs =	29
					F(2, 26) =	82.40
Model	2119585.23	2	1059792.61		Prob > F =	0.0000
Residual	334380.474	26	12860.7875		R-squared =	0.8637
					Adj R-squared =	0.8533
Total	2453965.7	28	87641.6322		Root MSE =	113.41
cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
EdTFM	7.956349	.6321953	12.59	0.000	6.656853	9.255845
EdSFM	.7806792	.7567456	1.03	0.312	-.7748337	2.336192
_cons	1209.835	49.36024	24.51	0.000	1108.374	1311.297

The result for Malaysia shows that the population growth is highly significant at 99.9% level. This means that the pop and the Cgdp in Malaysia are related and the null is rejected. The ci is significant and the null hypothesis is rejected. There is enough evidence that the ci and the Cgdp in Malaysia are related. The result for VEF and VEM are all significant at 94% and 92% level respectively. The EdSFM ratio is a significant. The R- square that explained is 98%.All others variables were positive but not significant. The result for openness in Malaysia is slightly significant and is positive. Meaning that for the Cgdp growth in Malaysia the openness is important. Now, when we control the pop, the ci and the openc, the LFPFM, VEF, EdTFM and EdSFM are all significant because the p- value is very low especially for LFPFM and the

EdSFM at 99.9% and 99% significance level respectively. The R-square that explained this is 84%.When regressed Cgdp again employment variables only, the LFPFM is highly significant and positive. All others employment variables are positives but not significant. There is 75% that explained these variations. Though Malaysia is not that affected by the misspecifications errors or endogeneity problems because employments variables were all good. When we now control employment variables except LFPFM, the LFPFM, the EdTFM and EdSFM are all statistically significant in Malaysia. The null hypothesis is rejected and there is enough evidence that the Cgdp and the educational variables are related. There is 79% that explained this variation that Cgdp is explain by educational and the LFPFM.When we now control the LFPFM the EdTFM and EdSfm are all significant at 99% and 98% respectively. The coefficient of secondary education in Malaysia is negative. This means that if EdSFM increases by 1%, the Cgdp reduces by 0.5%.The correlation and covariance between Cgdp and all others variables are positive except for ci, which is negative.

Table7 :"The results for Malaysia".

a.

. regress cgdp pop ci openc LFPFM UTEF UTEM VEF VEMù VEMù EdTFM EdSFM					
Source |	SS	df	MS	Number of obs =	31
				F(10, 20) =	87.27
Model |	396163996	10	39616399.6	Prob > F =	0.0000
Residual |	9079308.94	20	453965.447	R-squared =	0.9776
				Adj R-squared =	0.9664
Total |	405243305	30	13508110.2	Root MSE =	673.77
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]
pop |	.9859738	.1023562	9.63	0.000	.7724625 1.199485
ci |	72.29212	30.77825	2.35	0.029	8.089814 136.4944
openc |	-24.98874	14.69157	-1.70	0.104	-55.63481 5.657332
LFPFM |	-5.508442	17.23611	-0.32	0.753	-41.46235 30.44546
UTEF |	69.70343	114.9627	0.61	0.551	-170.1045 309.5113
UTEM |	-46.05153	196.7642	-0.23	0.817	-456.4945 364.3914
VEF |	-172.6518	89.16009	-1.94	0.067	-358.6364 13.33294
VEMù |	148.2946	81.66893	1.82	0.084	-22.06383 318.653
EdTFM |	2.431086	4.487149	0.54	0.594	-6.928942 11.79111
EdSFM |	-12.90671	6.201098	-2.08	0.050	-25.84197 .0285543
_cons |	-11209.9	2746.841	-4.08	0.001	-16939.71 -5480.091

b.

. regress cgdp LFPFM EdTFM EdSFM					
Source |	SS	df	MS	Number of obs =	31
				F(3, 27) =	32.87
Model |	318137182	3	106045727	Prob > F =	0.0000
Residual |	87106122.5	27	3226152.68	R-squared =	0.7851

					Adj R-squared =	0.7612
Total |	405243305	30	13508110.2		Root MSE =	1796.1
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
LFPFM |	95.83762	13.02316	7.36	0.000	69.11631	122.5589
EdTFM |	30.48025	6.494415	4.69	0.000	17.15482	43.80569
EdSFM |	-44.02514	13.25428	-3.32	0.003	-71.22068	-16.8296
_cons |	5451.572	1358.06	4.01	0.000	2665.064	8238.081

. regress cgdp EdTFM EdSFM

Source |	SS	df	MS		Number of obs =	31
					F(2, 28) =	7.67
Model |	143424507	2	71712253.5		Prob > F =	0.0022
Residual |	261818798	28	9350671.34		R-squared =	0.3539
					Adj R-squared =	0.3078
Total |	405243305	30	13508110.2		Root MSE =	3057.9
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
EdTFM |	40.5806	10.8068	3.76	0.001	18.44387	62.71732
EdSFM |	-54.13394	22.44348	-2.41	0.023	-100.1073	-8.160567
_cons |	9314.804	2132.328	4.37	0.000	4946.927	13682.68

c.

regress cgdp LFPFM UTEF UTEM VEF VEMù

Source |	SS	df	MS		Number of obs =	31
					F(5, 25) =	15.02
Model |	304041099	5	60808219.9		Prob > F =	0.0000
Residual |	101202205	25	4048088.21		R-squared =	0.7503
					Adj R-squared =	0.7003
Total |	405243305	30	13508110.2		Root MSE =	2012
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
LFPFM |	96.71865	19.12986	5.06	0.000	57.31997	136.1173
UTEF |	-110.484	264.8005	-0.42	0.680	-655.8509	434.8828
UTEM |	520.4841	472.0915	1.10	0.281	-451.8066	1492.775
VEF |	-202.9836	208.45	-0.97	0.339	-632.2944	226.3272
VEMù |	66.51365	209.3691	0.32	0.753	-364.6901	497.7174
_cons |	2654.36	635.8853	4.17	0.000	1344.729	3963.99

The result for Ethiopia is interpreted as follows; the UTEF is highly significant and positive. The UTEF and the Cgdp in Ethiopia are positively correlated and related. Therefore the null hypothesis is rejected and there is enough evidence that the Cgdp and the UTEF are related. The pop is highly significant and is positive. The null is rejected at 99.9%.The result for ci Shaw that it is statistically significant, but the coefficient if negative. This means that if ci goes up by 1%, the Cgdp goes down by 7% in Ethiopia. The LFPFM is highly significant and the null is rejected at 99.9% level of alpha. All others variables are slightly

close to significant, but not significant and their signs are positive. The R-square that explain this is 94%.After controlling the pop, ci, openc only LFPFM is significant and positive. All others variables are positive but not significant. For instance, when we now control the educational variables with pop, ci, openc, the LFPFM and the UTEF are now significant at 99.9% and 94% significant level. Though the R-square reduces from 63% to 59% that the variation in Cgdp in Ethiopia is explain by the employment variables. When now the employment variables and the pop, ci and openc are control, the EdTFM and the EdSFM are highly significant at 99.9% and 93% level. This means that EdTFM and EdSFM are related with the Cgdp in Ethiopia. The result for correlation between the Cgdp and others variables are positive except for UTEM, VEF and VEM negative.

Table8:"The results for Ethiopia".

a.

regress cgdp UTEF pop ci openc EdTFM LFPFM UTEM VEF VEM EdSFM						
Source |	SS	df	MS		Number of obs =	31
					F(10, 20) =	32.77
Model |	617140.605	10	61714.0605		Prob > F =	0.0000
Residual |	37661.8604	20	1883.09302		R-squared =	0.9425
					Adj R-squared =	0.9137
Total |	654802.465	30	21826.7488		Root MSE =	43.395
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
UTEF |	47.61857	18.51702	2.57	0.018	8.992748	86.24439
pop |	.019249	.0019156	10.05	0.000	.0152531	.0232448
ci |	-7.078693	3.473376	-2.04	0.055	-14.32403	.1666431
openc |	-1.898907	2.166533	-0.88	0.391	-6.418217	2.620402
EdTFM |	1.765508	1.392811	1.27	0.220	-1.139845	4.670862
LFPFM |	-4.323471	.7900288	-5.47	0.000	-5.971442	-2.6755
UTEM |	-11.49224	7.114591	-1.62	0.122	-26.33302	3.348534
VEF |	-17.37113	11.08329	-1.57	0.133	-40.49047	5.748219
VEM |	17.96086	11.60418	1.55	0.137	-6.245026	42.16675
EdSFM |	-.3386163	.3521096	-0.96	0.348	-1.073104	.3958715
_cons |	-385.7266	82.89449	-4.65	0.000	-558.6415	-212.8117

b.

. regress cgdp EdTFM EdSFM					
Source |	SS	df	MS	Number of obs =	31
				F(2, 28) =	13.70
Model |	323798.834	2	161899.417	Prob > F =	0.0001

Residual |	331003.631	28	11821.5583		R-squared	= 0.4945
					Adj R-squared	= 0.4584
Total |	654802.465	30	21826.7488		Root MSE	= 108.73
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
EdTFM |	7.596723	1.908936	3.98	0.000	3.686445	11.507
EdSFM |	1.129953	.6039134	1.87	0.072	-.1071077	2.367013
_cons |	157.6724	46.89826	3.36	0.002	61.60564	253.7391

c.

regress cgdp UTEF LFPFM UTEM VEF VEM						
Source |	SS	df	MS		Number of obs =	31
					F(5, 25) =	7.43
Model |	391472.764	5	78294.5528		Prob > F	= 0.0002
Residual |	263329.701	25	10533.1881		R-squared	= 0.5978
					Adj R-squared	= 0.5174
Total |	654802.465	30	21826.7488		Root MSE	= 102.63
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
UTEF |	-41.78277	21.84399	-1.91	0.067	-86.77131	3.205765
LFPFM |	3.051689	.5451543	5.60	0.000	1.928922	4.174455
UTEM |	2.244388	12.63635	0.18	0.860	-23.78065	28.26943
VEF |	-.3738767	21.34532	-0.02	0.986	-44.33539	43.58764
VEM |	.382927	22.38222	0.02	0.986	-45.71412	46.47998
_cons |	268.9097	34.2431	7.85	0.000	198.3847	339.4347

The result for Kenya is that some variables are affected with collinearity problems and therefore they were omitted from the regression. The pop is highly significant and is positive. The null is rejected at 99.9% level of alpha. The result for ci is significant and positive. The EdTFM is highly significant but the coefficient is negative. The result for EdSFM is also significant, but negative coefficient. All others variables are statistically positive, but not significant. When we control the pop, the ci and the openc, the result show that the LFPFM is highly significance at 99.9% and the sign is positive. This indicates that in Kenya LFPFM is positive related with the cgdp.The EdSFM is also statistically significant and positive. It means that secondary education is valuable in Kenya to achieve the disparity between male and female in secondary education. When we control educational variables and all others variables, for LFPFM is highly significant and is positive. The VEF is positive but not significant. There is 59% that explain this variation. The coefficient for VEF is negative as well, indicating that as VEF goes up by a % the Cgdp drop down by 47%.When we now control the employment variables i.e. the VEF, the LFPFM and the EdSFM are significance and positive. The correlation is surprising because the Cgdp and others variables are positive correlated and even the pairwise correlation is also positive except for EdTFM ratios in Kenya.

Table9 : “The results for Kenya”.

a.

regress cgdp pop ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM						
Source |	SS	df	MS		Number of obs =	31
					F(7, 23) =	342.50
Model |	1995392.24	7	285056.034		Prob > F =	0.0000
Residual |	19142.2801	23	832.273049		R-squared =	0.9905
					Adj R-squared =	0.9876
Total |	2014534.52	30	67151.1507		Root MSE =	28.849
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
pop |	.0390616	.0018141	21.53	0.000	.0353087	.0428144
ci |	6.098966	2.673996	2.28	0.032	.5673841	11.63055
openc |	-.3103927	1.068509	-0.29	0.774	-2.520772	1.899986
LFPFM |	-.3344606	.3301028	-1.01	0.322	-1.01733	.348409
VEF |	.3743749	.4328073	0.86	0.396	-.5209552	1.269705
EdTFM |	-.7086117	.2487327	-2.85	0.009	-1.223154	-.1940689
EdSFM |	-.3903851	.1743389	-2.24	0.035	-.7510327	-.0297375
_cons |	-174.074	35.94342	-4.84	0.000	-248.4286	-99.71934

b.

. regress cgdp LFPFM VEF						
Source |	SS	df	MS		Number of obs =	31
					F(2, 28) =	20.02
Model |	1185625.29	2	592812.646		Prob > F =	0.0000
Residual |	828909.228	28	29603.901		R-squared =	0.5885
					Adj R-squared =	0.5591
Total |	2014534.52	30	67151.1507		Root MSE =	172.06
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
LFPFM |	4.868545	.772582	6.30	0.000	3.285982	6.451107
VEF |	-.4737421	2.260032	-0.21	0.835	-5.103208	4.155723
_cons |	631.727	54.4081	11.61	0.000	520.2771	743.1769

c.

. regress cgdp EdTFM EdSFM						
Source |	SS	df	MS		Number of obs =	31
					F(2, 28) =	0.49
Model |	67631.3328	2	33815.6664		Prob > F =	0.6200
Residual |	1946903.19	28	69532.2567		R-squared =	0.0336
					Adj R-squared =	-0.0355
Total |	2014534.52	30	67151.1507		Root MSE =	263.69
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
-						
EdTFM |	1.87014	2.090407	0.89	0.379	-2.411865	6.152145
EdSFM |	.0375428	1.223782	0.03	0.976	-2.46926	2.544346
_cons |	884.2855	75.6013	11.70	0.000	729.4233	1039.148

Like the other countries, the result for Greece is bit surprising because the UTEF, UTEM which is not statistically significant in some countries is significant for Greece. The pop. Growth has lowest p-value and therefore significant at 97% level of alpha. The null id rejected and this means that the growth of

pop. And the Cgdp are correlated and positive. As the investment share of Cgdp(.i.e. ci) is statistically significant. As not surprising the ci and the Cgdp should be positive correlated for any country to achieve the discrimination against the gender inequality in all at education and employment. The result for labor force is statistically significant, but the coefficient is negative. This means that if LFPFM goes up by a percent the Cgdp goes down by 9.77%.The UTEF and UTEM are both significant at 97% and 95% significant level and therefore the null is rejected. There is enough evidence that these variables and Cgdp are related and correlated .The EdSFM ratios is highly significant in Greece because the p-value is extremely smaller and the null hypothesis is rejected at 99.9% level of alpha. Therefore for the achievement of equality in secondary level, Greece is among the forefront. All others variables are not significant, but positive sign. The R-square that explained is 96%.This means that 96 percent of the variation in Cgdp is explain by the EdSFM ratios, ci, openc, UTEF, UTEM and the pop. The F-test is higher as well to support the rejection of the null hypothesis. When we now control the pop, ci, and openc, the labor force which was significant and positive is now not significant but positive. The UTEF, UTEM, VEF, VEM and as well as EdSFM are all statistically significant. This mean that when the pop, ci, openc is control in Greece the achievement for gender inequality will be very easy. The null hypothesis is rejected and there is enough evidence the Cgdp and the educational and employment variables are related. The R-square that explain is 91%.Thus, when we control the educational variables, still the LFPFM is not significant, but positive sign. There is disparities between male and female in terms of labor force participation and therefore in terms of salaries differentiations etc. All the others employment are highly significant. There is enough proof that the VEF, VEM, UTEF and UTEM and the Cgdp in Greece are related. When we now control the employment variables with openc, ci, and pop, all of the educational variables are highly significant. It means that the education is not a problem to solve gender inequality, but it is already a solution.

Table10 : “The Results for Greece”.

a.

regress cgdp pop ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM						
Source |	SS	df	MS		Number of obs =	31
					F(10,	20) = 50.16
Model |	1.4709e+09	10	147086423		Prob > F	= 0.0000
Residual |	58643139.2	20	2932156.96		R-squared	= 0.9617
					Adj R-squared	= 0.9425
Total |	1.5295e+09	30	50983578.8		Root MSE	= 1712.4
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
pop |	21.49966	6.228729	3.45	0.003	8.506763	34.49256
ci |	442.1082	238.0745	1.86	0.078	-54.50637	938.7228
openc |	-29.98432	114.3606	-0.26	0.796	-268.5363	208.5677
LFPFM |	-93.84408	46.2771	-2.03	0.056	-190.3764	2.688262
UTEF |	-977.0976	429.5713	-2.27	0.034	-1873.168	-81.02746
UTEM |	1093.643	513.0015	2.13	0.046	23.54064	2163.745
VEF |	-323.9924	535.386	-0.61	0.552	-1440.788	792.8032
VEM |	349.0806	696.9893	0.50	0.622	-1104.813	1802.975
EdTFM |	20.90986	19.58033	1.07	0.298	-19.93398	61.75371
EdSFM |	-84.94527	29.60486	-2.87	0.009	-146.6999	-23.19061
_cons |	-204512.6	59702.08	-3.43	0.003	-329049	-79976.24

b.

```
regress cgdp LFPFM UTEF UTEM VEF VEM EdTFM EdSFM
      Source |       SS       df       MS                              Number of obs =      31
                                                                        F(  7,    23) =   34.95
       Model |  1.3981e+09     7   199725075                            Prob > F      =  0.0000
    Residual |   131431838    23  5714427.72                            R-squared     =  0.9141
                                                                        Adj R-squared =  0.8879
       Total |  1.5295e+09    30  50983578.8                            Root MSE      =  2390.5

------------------------------------------------------------------------------
        cgdp |      Coef.   Std. Err.      t    P>|t|     [95% Conf. Interval]
-------------+----------------------------------------------------------------
       LFPFM |  -28.31557   61.27032    -0.46   0.648    -155.0629    98.43174
        UTEF |   -1873.26   495.8981    -3.78   0.001    -2899.103   -847.4165
        UTEM |   2284.623    583.142     3.92   0.001     1078.302    3490.944
         VEF |  -1530.037   509.6211    -3.00   0.006    -2584.269   -475.8054
         VEM |   1909.546     643.01     2.97   0.007     579.3787    3239.714
       EdTFM |   56.27331   23.64435     2.38   0.026     7.361256    105.1854
       EdSFM |  -137.3169   28.31569    -4.85   0.000    -195.8924   -78.74147
       _cons |   17453.87   2006.356     8.70   0.000     13303.41    21604.33
------------------------------------------------------------------------------
```

c.

```
. regress cgdp LFPFM UTEF UTEM VEF VEM
      Source |       SS       df       MS                              Number of obs =      31
                                                                        F(  5,    25) =   20.83
       Model |  1.2334e+09     5   246679817                            Prob > F      =  0.0000
    Residual |   296108280    25  11844331.2                            R-squared     =  0.8064
           - -------------------------------------------------------------Adj R-squared =  0.7677
       Total |  1.5295e+09    30  50983578.8                            Root MSE      =  3441.6
------------------------------------------------------------------------------
        cgdp |      Coef.   Std. Err.      t    P>|t|     [95% Conf. Interval]
-------------+----------------------------------------------------------------
       LFPFM |  -52.18403   87.08655    -0.60   0.554    -231.5421    127.1741
        UTEF |   -2450.08   696.9637    -3.52   0.002    -3885.504   -1014.657
        UTEM |   2866.751   823.2562     3.48   0.002     1171.223    4562.279
         VEF |  -2120.373   716.4106    -2.96   0.007    -3595.848   -644.898
         VEM |   2626.483   905.4352     2.90   0.008     761.7047    4491.262
       _cons |   10010.31   1955.611     5.12   0.000     5982.656    14037.97
------------------------------------------------------------------------------
```

d.

```
regress cgdp EdTFM EdSFM
      Source |       SS       df       MS                              Number of obs =      31
                                                                        F(  2,    28) =    9.44
       Model |   615881647     2   307940823                            Prob > F      =  0.0007
    Residual |   913625718    28  32629489.9                            R-squared     =  0.4027
                                                                        Adj R-squared =  0.3600
       Total |  1.5295e+09    30  50983578.8                            Root MSE      =  5712.2
------------------------------------------------------------------------------
        cgdp |      Coef.   Std. Err.      t    P>|t|     [95% Conf. Interval]
-------------+----------------------------------------------------------------
```

EdTFM	119.0711	51.32162	2.32	0.028	13.94353	224.1987
EdSFM	-249.3591	62.85783	-3.97	0.000	-378.1175	-120.6007
_cons	28327.87	3268.822	8.67	0.000	21631.99	35023.75

The result for Rwanda is not bit surprising because they went for war for couple of years. The pop growth is not significant but positive. This means the correlation between Cgdp and the pop in Rwanda is positive, but very small. If pop increases by a prevent, the Cgdp goes up by 2.9%.The null is not rejected in others word it is accepted and the is not enough evidence that the pop and the Cgdp in Rwanda is related. The ci, UTEF are positive and significant at 99% and 95% respectively. The null hypothesis is rejected and there is enough evidence that the ci, UTEF and the growth of Cgdp is related. Note, because of measurement errors UTEM and VEM are omitted. This due to the collinearity problems. May be because the data for employment is not available in most countries , as do the one that goes through wars for several years. All other variables signaling positive, but not significant. Though the R square that explain is 78%.When we now control the ci, openc, pop, the educational with secondary female-male ratios is highly significant at 99%.The null hypothesis is rejected and there is enough evidence that the Cgdp and the EdSFM related. Though the employment variable/(UTEF) is not significant but close to be significant. All the others are where not significant and positive. The R square reduces from 78% to 42% the explain this variations. When we control educational variables all of the employment variables are not significant in Rwanda, but have positive sign. When we now control employment variables except of LFPFM , the EdSFM ratios is highly significant at 99.9% level. Though the coefficient are all positive as well. When we now removed the LFPFM ratios, still EdSFM is statistically significant. The null hypothesis is rejected and there is enough evidence that the EdSFM and the growth in Rwanda are a ways to achieve gender inequality in education. The correlation and covariance between the Cgdp and the ci, pop, openc, LFPFM, EdTFM and EdSFM were positive correlated. The employment variables excluding the LFPFM are negatively correlated with the growth rate in Rwanda. This is the case of civil wars and there may be still higher level of discrimination in employment in Rwanda.

Table11 :"The results for Rwanda".

a.

Rwanda. regress cgdp pop ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM						
Source	SS	df	MS		Number of obs =	31
					F(8, 22) =	9.50
Model	823343.256	8	102917.907		Prob > F =	0.0000
Residual	238253.816	22	10829.7189		R-squared =	0.7756
					Adj R-squared =	0.6940
Total	1061597.07	30	35386.5691		Root MSE =	104.07
cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
pop	.0292051	.039264	0.74	0.465	-.0522235	.1106336
ci	41.36048	15.13961	2.73	0.012	9.962859	72.7581
openc	-2.995243	2.408453	-1.24	0.227	-7.990069	1.999584
LFPFM	-.3092504	.9942056	-0.31	0.759	-2.371107	1.752606
UTEF	-25.27585	12.43825	-2.03	0.054	-51.0712	.5195129
VEF	-.5378947	1.233355	-0.44	0.667	-3.095716	2.019927
EdTFM	-.177272	.9685177	-0.18	0.856	-2.185855	1.831311

EdSFM	.5075439	.7934072	0.64	0.529	-1.137882 2.15297
_cons	193.1295	128.947	1.50	0.148	-74.29024 460.5491

b.

. regress cgdp LFPFM UTEF VEF EdTFM EdSFM

Source	SS	df	MS	Number of obs = 31
				F(5, 25) = 3.57
Model	442445.885	5	88489.177	Prob > F = 0.0142
Residual	619151.188	25	24766.0475	R-squared = 0.4168
				Adj R-squared = 0.3001
Total	1061597.07	30	35386.5691	Root MSE = 157.37

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]
LFPFM	.7919352	.6378362	1.24	0.226	-.521713 2.105583
UTEF	-27.46787	18.70054	-1.47	0.154	-65.98236 11.04661
VEF	-.0329322	1.79307	-0.02	0.985	-3.725829 3.659964
EdTFM	1.22367	1.383061	0.88	0.385	-1.624798 4.072137
EdSFM	2.800438	.9891695	2.83	0.009	.7632052 4.837671
_cons	466.9738	86.51254	5.40	0.000	288.7979 645.1497

c.

regress cgdp LFPFM UTEF VEF

Source	SS	df	MS	Number of obs = 31
				F(3, 27) = 0.86
Model	92859.6739	3	30953.2246	Prob > F = 0.4724
Residual	968737.399	27	35879.1629	R-squared = 0.0875
				Adj R-squared = -0.0139
Total	1061597.07	30	35386.5691	Root MSE = 189.42

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]
LFPFM	.6266732	.7369773	0.85	0.403	-.8854794 2.138826
UTEF	-22.01954	21.59988	-1.02	0.317	-66.33883 22.29974
VEF	-2.300304	2.021115	-1.14	0.265	-6.447289 1.846681
_cons	700.6719	59.88186	11.70	0.000	577.8044 823.5393

d.

. regress cgdp EdTFM EdSFM

Source	SS	df	MS	Number of obs = 31
-				F(2, 28) = 7.36
Model	365934.638	2	182967.319	Prob > F = 0.0027
Residual	695662.435	28	24845.087	R-squared = 0.3447
				Adj R-squared = 0.2979
Total	1061597.07	30	35386.5691	Root MSE = 157.62

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]

EdTFM	1.991536	1.313104	1.52	0.141	-.6982358	4.681307
EdSFM	2.270678	.8871361	2.56	0.016	.4534624	4.087894
_cons	536.8691	63.26619	8.49	0.000	407.2742	666.464

The result for Pakistan is very surprising that we are not expecting. The pop growth is highly significant at 99.9% level. The null is rejected and there is statistically significant that the pop and the Cgdp in Pakistan are related. Another surprising but is not very surprising is the result for investment(ci) not significant. As we expecting this because the country always inn wars and there is no ways for positive feedback from investment. As investors are looking at the country with stable atmosphere and better political and peaceful environments with great landscape. The openc is significant. The UTEF,UTEM are all significant at 98% and 94% level of alpha respectively. Another things is that the VEF and VEM are highly significant at 99.9% level. The null hypothesis is rejected and there is numerous evidence that VEF, VEM and the Cgdp in Pakistan are related. The R-square that explain is 99.6%.When we now control the ci, pop, openc, the result is that the LFPFM is highly significant and positive. As similar the EdSFM are significant. The R-square that explain is 91%.When we now control educational variables, the LFPFM is highly significant at 99.9% level. All the others employment variables are not significant, but positive except VEM which is negative. When we control the employment variables except the LFPFM the EdSFM is highly significant. The R-square that explain this is 89%.The correlation and covariance between pop and others variables are positive and negative correlated with investment as expected in Pakistan.

Table 12: "The results for Pakistan".

a.

regress cgdp pop ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM						
Source	SS	df	MS		Number of obs =	31
					F(10, 20) =	516.04
Model	8397734.72	10	839773.472		Prob > F =	0.0000
Residual	32546.9302	20	1627.34651		R-squared =	0.9961
					Adj R-squared =	0.9942
Total	8430281.65	30	281009.388		Root MSE =	40.34
cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
pop	.0187476	.0009364	20.02	0.000	.0167942	.020701
ci	4.055882	7.909674	0.51	0.614	-12.44341	20.55517
openc	14.31534	5.329156	2.69	0.014	3.198916	25.43176
LFPFM	-2.594427	2.389782	-1.09	0.291	-7.579425	2.390571
UTEF	-27.62875	11.11058	-2.49	0.022	-50.80502	-4.452478
UTEM	12.89243	6.569259	1.96	0.064	-.8108026	26.59567
VEF	13.2696	2.989003	4.44	0.000	7.03465	19.50455
VEM	-16.15012	3.70755	-4.36	0.000	-23.88393	-8.416304
EdTFM	.2528829	.5338092	0.47	0.641	-.8606236	1.366389
EdSFM	.5878438	.5186171	1.13	0.270	-.4939725	1.66966
_cons	-1517.578	203.0886	-7.47	0.000	-1941.214	-1093.943

b.

```
. regress cgdp LFPFM UTEF UTEM VEF VEM

      Source |       SS       df       MS              Number of obs =      31
-------------+------------------------------           F(  5,    25) =   34.41
       Model |  7360712.04     5  1472142.41            Prob > F      =  0.0000
    Residual |  1069569.62    25  42782.7846            R-squared     =  0.8731
-------------+------------------------------           Adj R-squared =  0.8478
       Total |  8430281.65    30  281009.388            Root MSE      =  206.84

------------------------------------------------------------------------------
        cgdp |      Coef.   Std. Err.      t    P>|t|     [95% Conf. Interval]
-------------+----------------------------------------------------------------
       LFPFM |   45.32207   4.971716     9.12   0.000     35.08262    55.56151
        UTEF |   7.766207   39.88065     0.19   0.847    -74.36952    89.90194
        UTEM |    1.58559   27.13248     0.06   0.954     -54.2948    57.46598
         VEF |   18.49509   11.60335     1.59   0.124    -5.402449    42.39263
         VEM |  -22.75391   13.52459    -1.68   0.105    -50.60832     5.1005
       _cons |   818.0674   64.05209    12.77   0.000     686.1497    949.9852
------------------------------------------------------------------------------
```

-

c.

```
. regress cgdp LFPFM  EdTFM EdSFM
      Source |       SS       df       MS              Number of obs =      31
-------------+------------------------------           F(  3,    27) =   74.31
       Model |  7519546.07     3  2506515.36            Prob > F      =  0.0000
    Residual |  910735.586    27  33730.9476            R-squared     =  0.8920
-------------+------------------------------           Adj R-squared =  0.8800
       Total |  8430281.65    30  281009.388            Root MSE      =  183.66

------------------------------------------------------------------------------
        cgdp |      Coef.   Std. Err.      t    P>|t|     [95% Conf. Interval]
-------------+----------------------------------------------------------------
       LFPFM |   46.47969   3.501086    13.28   0.000     39.29605    53.66332
       EdTFM |  -.1360436   1.261544    -0.11   0.915    -2.724519    2.452432
       EdSFM |   4.089413   1.398757     2.92   0.007      1.2194    6.959425
       _cons |   680.4412   65.07444    10.46   0.000     546.9194    813.9629
------------------------------------------------------------------------------
```

d.

```
. regress cgdp EdTFM EdSFM
      Source |       SS       df       MS              Number of obs =      31
-------------+------------------------------           F(  2,    28) =    3.22
       Model |  1574581.62     2  787290.812            Prob > F      =  0.0553
    Residual |  6855700.03    28  244846.43             R-squared     =  0.1868
-------------+------------------------------           Adj R-squared =  0.1287
       Total |  8430281.65    30  281009.388            Root MSE      =  494.82

------------------------------------------------------------------------------
        cgdp |      Coef.   Std. Err.      t    P>|t|     [95% Conf. Interval]
-------------+----------------------------------------------------------------
       EdTFM |   3.330997    3.32525     1.00   0.325    -3.480468    10.14246
       EdSFM |   4.859675   3.765312     1.29   0.207    -2.853217    12.57257
       _cons |   1188.135   141.8558     8.38   0.000     897.5565    1478.713
------------------------------------------------------------------------------
```

The result for Japan is interpret as follows; When regressed all the variables, the pop growth and Cgdp are correlated and is positive. Therefore, there is 99% significant level the null hypothesis is rejected. There is very surprising result for Japan it seems that the investment share of the Cgdp is uncorrelated and the result is not significant. The openc is very vital in Japan and therefore the it is significant at 99.9% level. The null is rejected and there is enough evidence that the openc and Cgdp are related. This means that Japan have recognition in store exchange as well as in others market oriented values. As we expected the gender unbiased to be appeared in the labor force participation female-male ratios. The result for LFPFM is highly significant at 99% level of alpha. Therefore, the null is rejected and there is enough evidence that the Cgdp and the LFPFM are related and correlated. The result for employment variables like VEF and VEM are all significant at 99% and 97% respectively The EdSFM is not significant but positive. We now control ci, pop, openc, still the LFPFM is highly significant and is positive. The result for UTEF and UTEM are all statistically significant. This means that if ci, pop and openc are excluded from the regression the UTEF and UTEM play a crucial roles in expanding the Cgdp in Japan.The result for both EdSFM and EdTFM are all significant at 99% each. For instance, when we control the Educational variables still LFPFM ratios is highly significant and positive. Though the others employments variables are not significant. This mean that without the labor force participation female-male ratios, the employment variables does not solve the gender inequality in Japan.The R-square that explain is 81%.When we control employment variables the result for educational variables are highly significant at 99.9%.The null hypothesis is rejected and there is enough evidence that the growth of the Cgdp and the educational variables are related. This means that education is key players in socio-economics development in Japan and therefore the key player in growth and gender equality to realize. The correlation between Cgdp and others variables positive except for ci in Japan.Even without ci in Japan, the education ,employment and other variables will boost the Cgdp in Japan and will reduces the gender inequality in all level education as well as employment level. The result is efficiency and unbiased.

Table13:"The result for Japan".

a.

regress cgdp pop ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM						
Source |	SS	df	MS		Number of obs =	31
					F(10, 20) =	206.37
Model |	1.7816e+09	10	178157207		Prob > F =	0.0000
Residual |	17266083.1	20	863304.153		R-squared =	0.9904
					Adj R-squared =	0.9856
Total |	1.7988e+09	30	59961271.9		Root MSE =	929.14
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
pop |	2.337736	.2165744	10.79	0.000	1.88597	2.789503
ci |	31.88798	140.9018	0.23	0.823	-262.0279	325.8039
openc |	521.4101	57.76171	9.03	0.000	400.9213	641.8989
LFPFM |	49.52223	13.83802	3.58	0.002	20.65663	78.38783
UTEF |	-28.26504	93.14277	-0.30	0.765	-222.5575	166.0274
UTEM |	33.17768	90.6099	0.37	0.718	-155.8312	222.1866

VEF	728.5941	284.9026	2.56	0.019	134.2977	1322.891
VEM	-1267.495	570.7945	-2.22	0.038	-2458.151	-76.83818
EdTFM	-17.20934	14.54576	-1.18	0.251	-47.55127	13.13259
EdSFM	14.3659	13.5558	1.06	0.302	-13.911	42.6428
_cons	-281516.2	29738.96	-9.47	0.000	-343550.6	-219481.8

b.

. regress cgdp LFPFM UTEF UTEM VEF VEM

Source	SS	df	MS		Number of obs =	31
					F(5, 25) =	21.48
Model	1.4592e+09	5	291833558		Prob > F =	0.0000
Residual	339670366	25	13586814.6		R-squared =	0.8112
					Adj R-squared =	0.7734
Total	1.7988e+09	30	59961271.9		Root MSE =	3686

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
LFPFM	194.8995	33.62907	5.80	0.000	125.6392	264.1599
UTEF	-499.0753	303.6331	-1.64	0.113	-1124.419	126.2687
UTEM	442.3617	335.8927	1.32	0.200	-249.4222	1134.146
VEF	-1140.324	902.0336	-1.26	0.218	-2998.097	717.4486
VEM	2199.085	1898.958	1.16	0.258	-1711.892	6110.061
_cons	13877.98	1333.402	10.41	0.000	11131.79	16624.17

c.

. regress cgdp EdTFM EdSFM

Source	SS	df	MS		Number of obs =	31
					F(2, 28) =	15.66
Model	949756320	2	474878160		Prob > F =	0.0000
Residual	849081837	28	30324351.3		R-squared =	0.5280
					Adj R-squared =	0.4943
Total	1.7988e+09	30	59961271.9		Root MSE =	5506.8

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
EdTFM	276.1296	50.01703	5.52	0.000	173.6744	378.5849
EdSFM	-222.7114	52.10272	-4.27	0.000	-329.439	-115.9838
_cons	26055.68	3892.833	6.69	0.000	18081.57	34029.78

The pop and the Cgdp in Nigeria are related and correlated and positive. Though, if the pop goes up by a percent, the Cgdp growth by 2%.The ci is highly significant and is positive. The null hypothesis is rejected at 99% level. The LFPFM is not significant in Nigeria. This may be due to the factors that the inequality in labor force participation may be due to corruption, but not based on compentency.It may also due to high volume of conflicts between religious in Nigeria. The others employment variables are omitted due to problems of collinarity.This is due to the facts the lacks of employment data for Nigeria periods 1980 to 2010.This causes problem of endogeneity for employment data. When we control the openc, pop, ci, the LFPFM and EdSFM are both significant at 99.9% each. The result for tertiary education is not significant but positive. This means that there is still gender biased in tertiary education in Nigeria. If we control those variables, we seen that educational at secondary level and the labor force participation reduces the bias in education at secondary level. When we now control the LFPFM, still secondary education is vital for growth in Nigeria. The result for tertiary is not significant and the coefficient is negative sign. This mean that if the EdTFM goes up by a percent the Cgdp in Nigeria drop by approximately 3%.The null hypothesis is not rejected and there is not enough evidence that the EdTFM and the Cgdp in Nigeria are related. This may be due to political reasons, religious reasons and social reasons as well at high level of education and it has negative impacts on growth in Nigeria.

Table14 : “The Results for Nigeria”.

a.

. regress cgdp pop ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM					
Source |	SS	df	MS		Number of obs = 31
					F(6, 24) = 23.67
Model |	4179134.04	6	696522.34		Prob > F = 0.0000
Residual |	706305.864	24	29429.411		R-squared = 0.8554
					Adj R-squared = 0.8193
Total |	4885439.91	30	162847.997		Root MSE = 171.55
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]
pop |	.0226667	.0040742	5.56	0.000	.014258 .0310753
ci |	26.76024	8.162715	3.28	0.003	9.913228 43.60726
openc |	-4.666874	3.116161	-1.50	0.147	-11.09831 1.764566
LFPFM |	-2.298114	2.778663	-0.83	0.416	-8.032992 3.436765
EdTFM |	-1.070574	1.462726	-0.73	0.471	-4.089493 1.948344
EdSFM |	1.423871	1.175345	1.21	0.238	-1.001923 3.849664
_cons |	-1538.861	402.2118	-3.83	0.001	-2368.986 -708.7372

b.

. regress cgdp LFPFM EdTFM EdSFM					
Source |	SS	df	MS		Number of obs = 31
					F(3, 27) = 16.62
Model |	3169258.44	3	1056419.48		Prob > F = 0.0000
Residual |	1716181.46	27	63562.2764		R-squared = 0.6487
					Adj R-squared = 0.6097
Total |	4885439.91	30	162847.997		Root MSE = 252.12

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
LFPFM	6.914329	1.458302	4.74	0.000	3.922141	9.906518
EdTFM	-2.105942	1.87048	-1.13	0.270	-5.94385	1.731967
EdSFM	5.301576	1.341885	3.95	0.001	2.548256	8.054896
_cons	450.5839	92.53963	4.87	0.000	260.7082	640.4595

c.

. regress cgdp EdTFM EdSFM

Source	SS	df	MS	Number of obs =	31
				F(2, 28) =	7.75
Model	1740349.39	2	870174.695	Prob > F =	0.0021
Residual	3145090.52	28	112324.661	R-squared =	0.3562
				Adj R-squared =	0.3102
Total	4885439.91	30	162847.997	Root MSE =	335.15

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	
EdTFM	-2.799695	2.478895	-1.13	0.268	-7.877481	2.278091
EdSFM	6.814818	1.732639	3.93	0.001	3.265668	10.36397
_cons	697.8173	101.6283	6.87	0.000	489.6412	905.9935

The result for Malawi is that pop and ci are highly significant 99.9% and 99.9% respectively. There was a problems of multicollinearity and some of the employment variables were drop and omitted. When we now control openc, ci, and pop, the LFPFM which is not significant is now slightly significant and is positive. The EdSFM is now significant at 98% significance level. The VEF and the EdTFM is not significant and their coefficient is negative. When we control educational variables, the LFPFM is highly significant and is positive. This means that in Malawi, the Cgdp and LFPFM are related positively. When we now control the employment variables, the EdSFM is highly significant at 99%.This means that, the secondary education, the inequality is reduces drastically. The correlation between the pop and ci is negative, but between pop and Cgdp is positive. So in Malawi, there is still gender bias in tertiary level than secondary level.

Table15 :"The results for Malawi".

a.

regress cgdp pop ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM

Source	SS	df	MS	Number of obs =	31
				F(7, 23) =	17.49
Model	323391.046	7	46198.7209	Prob > F =	0.0000
Residual	60740.1404	23	2640.87567	R-squared =	0.8419
				Adj R-squared =	0.7938
Total	384131.187	30	12804.3729	Root MSE =	51.389

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]	

pop	.0424289	.0095638	4.44	0.000	.0226446	.0622132
ci	7.930045	1.470926	5.39	0.000	4.887203	10.97289
openc	-1.354774	1.411929	-0.96	0.347	-4.275571	1.566024
LFPFM	-.407617	.454409	-0.90	0.379	-1.347634	.5323997
VEF	.1056499	.5775057	0.18	0.856	-1.089012	1.300311
EdTFM	-.3433792	.5875724	-0.58	0.565	-1.558865	.872107
EdSFM	-.080228	.5370264	-0.15	0.883	-1.191152	1.030696
_cons	-90.24924	62.33519	-1.45	0.161	-219.1994	38.70093

b.

regress cgdp LFPFM VEF EdTFM EdSFM

Source	SS	df	MS	Number of obs = 31
				F(4, 26) = 3.56
Model	135984.062	4	33996.0155	Prob > F = 0.0191
Residual	248147.125	26	9544.12019	R-squared = 0.3540
				Adj R-squared = 0.2546
Total	384131.187	30	12804.3729	Root MSE = 97.694

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
LFPFM	.7574402	.4289954	1.77	0.089	-.1243726	1.639253
VEF	-.0763143	1.073669	-0.07	0.944	-2.283273	2.130645
EdTFM	-.5684244	1.074631	-0.53	0.601	-2.777359	1.640511
EdSFM	1.935831	.8091616	2.39	0.024	.2725759	3.599087
_cons	317.2525	51.48413	6.16	0.000	211.4254	423.0797

c.

. regress cgdp LFPFM VEF

Source	SS	df	MS	Number of obs = 31
Model	80614.1939	2	40307.0969	Prob > F = 0.0370
Residual	303516.993	28	10839.8926	R-squared = 0.2099
				Adj R-squared = 0.1534
Total	384131.187	30	12804.3729	Root MSE = 104.11

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
LFPFM	1.126322	.427056	2.64	0.013	.251538	2.001107
VEF	.0309721	1.142969	0.03	0.979	-2.310294	2.372238
_cons	389.4267	34.63649	11.24	0.000	318.477	460.3763

d.

. regress cgdp EdTFM EdSFM

Source	SS	df	MS	Number of obs = 31
				F(2, 28) = 5.15
Model	103335.772	2	51667.8862	Prob > F = 0.0124

Residual |	280795.414	28	10028.4077		R-squared	= 0.2690
					Adj R-squared	= 0.2168
Total |	384131.187	30	12804.3729		Root MSE	= 100.14
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
EdTFM |	-.748839	1.096965	-0.68	0.500	-2.995871	1.498193
EdSFM |	2.468323	.7739406	3.19	0.003	.8829779	4.053669
_cons |	340.8422	50.30538	6.78	0.000	237.7963	443.8881

The result for Mali is very surprisingly due to the facts that the country is unstable. The UTEF and UTEM are omitted as usually due to collinearity problems. The pop, openc, VEF, VEM EdTFM and EdSFM are both significant. This means that the Cgdp and the above name variables are related. The R-square that explain the variations is 99%.The ci is not significant but positive. When we now control the pop, ci and the openc, the LFPFFM is now significant and is positive. The VEF and VEM are both significant. The EdTFM is highly significant and is positive. The result for secondary education is not significant, but positive. When we now control the educational variables the LFPFM is highly significant and positive. When we control the employment variables, all the educational variables are highly significant. There is inequality unbiased and efficiency outcome in education level of Mali. This means that for Mali there is no problem for inequality in education but still there is a problem for employments. The correlation between the Cgdp and others variables positive but negative with the investment share to Cgdp (.i.e. ci).

Table16 :"The results for Mali".

a.

regress cgdp pop ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM						
Source |	SS	df	MS		Number of obs	= 29
					F(8, 20)	= 481.75
Model |	1661673.71	8	207709.213		Prob > F	= 0.0000
Residual |	8623.19141	20	431.15957		R-squared	= 0.9948
					Adj R-squared	= 0.9928
Total |	1670296.9	28	59653.4607		Root MSE	= 20.764
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
pop |	.124447	.0040944	30.39	0.000	.1159063	.1329877
ci |	.2952881	1.502861	0.20	0.846	-2.839625	3.430201
openc |	-4.919783	.9120221	-5.39	0.000	-6.822228	-3.017338
LFPFM |	.1876077	.2296587	0.82	0.424	-.2914519	.6666673
VEF |	7.998671	3.601092	2.22	0.038	.4869243	15.51042
VEM |	-8.593194	3.949444	-2.18	0.042	-16.83159	-.3547986
EdTFM |	-.8329651	.3761672	-2.21	0.039	-1.617636	-.048294
EdSFM |	-.7514253	.2574404	-2.92	0.008	-1.288437	-.214414
_cons |	-261.8341	71.75765	-3.65	0.002	-411.5179	-112.1502

b.

. regress cgdp LFPFM VEF VEM EdTFM EdSFM					
Source |	SS	df	MS	Number of obs	= 29

				F(5, 23) =	12.06
Model |	1209243.85	5	241848.771	Prob > F =	0.0000
Residual |	461053.045	23	20045.7845	R-squared =	0.7240
				Adj R-squared =	0.6640
Total |	1670296.9	28	59653.4607	Root MSE =	141.58

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
LFPFM	2.583757	1.309899	1.97	0.061	-.1259754	5.293489
VEF	39.4917	21.653	1.82	0.081	-5.3019	84.28529
VEM	-41.74587	24.03524	-1.74	0.096	91.46655	7.974811
EdTFM	7.023789	1.705842	4.12	0.000	3.494986	10.55259
EdSFM	2.567521	1.501333	1.71	0.101	-.5382227	5.673265
_cons	235.4652	74.31905	3.17	0.004	81.72453	389.2059

c.

. regress cgdp LFPFM VEF VEM

Source |	SS	df	MS	Number of obs =	31
				F(3, 27) =	10.84
Model |	1020762.95	3	340254.317	Prob > F =	0.0001
Residual |	847415.542	27	31385.7608	R-squared =	0.5464
				Adj R-squared =	0.49
Total |	1868178.49	30	62272.6164	Root MSE =	177.16

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
LFPFM	5.936012	1.245493	4.77	0.000	3.380471	8.491553
VEF	21.96771	26.41646	0.83	0.413	-32.23439	76.16981
VEM	-21.63283	29.32068	-0.74	0.467	-81.79389	38.52824
_cons	399.0193	55.95887	7.13	0.000	284.2012	513.8374

d.

. regress cgdp EdTFM EdSFM

Source |	SS	df	MS	Number of obs =	29
				F(2, 26) =	18.47
Model |	980388.988	2	490194.494	Prob > F =	0.0000
Residual |	689907.911	26	26534.9196	R-squared =	0.5870
				Adj R-squared =	0.5552
Total |	1670296.9	28	59653.4607	Root MSE =	162.9

cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
EdTFM	8.206196	1.702214	4.82	0.000	4.707246	11.70515
EdSFM	4.642781	1.526221	3.04	0.005	1.505589	7.779973
_cons	230.455	84.07868	2.74	0.011	57.62882	403.2812

The result for Gambia is interpreted as follow; the UTEF,UTEM, VEF and VEM were all omitted due to collinearity problems. This is a common problems for most of the developed and as do the underdeveloped countries. The pop is highly significant 99.9% level of alpha. The openc to international market is significant and is positive. The EdSFM ratio is highly significant and is positive. The EdTFM and

the ci are not significant and negative and positive signs respectively. When we now control the pop, ci and openc, the LFPFM is highly significant and positive in the Gambia. It means that there is very low discrimination against female and male participation in labor force from 1980 to 2010.When we now control LFPFM the educational variables are not significant, but positive. This result indicated that still there is gender bias in in education in the Gambia. This due to the facts that in the Gambia many ethnic groups prefer early marriage, traditional or cultural reasons that hindering the increment for female education in the Gambia. Some parents also prefer female to either helps their parents at home or in the farm. The poor performance for female in secondary school also plays negative impacts for their participation in high level of education. Others may due to economic situation, poor performance as mention earlier on, parent's knowledge, productivity etc.

Table17 :"The results for The Gambia"..

a

regress cgdp pop ci openc LFPFM UTEF UTEM VEF VEM EdTFM EdSFM						
Source |	SS	df	MS		Number of obs =	31
					F(6, 24) =	57.37
Model |	1026361.4	6	171060.233		Prob > F =	0.0000
Residual |	71554.8955	24	2981.45398		R-squared =	0.9348
					Adj R-squared =	0.9185
Total |	1097916.3	30	36597.2099		Root MSE =	54.603
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
pop |	.8284796	.1020854	8.12	0.000	.6177857	1.039174
ci |	.0707178	2.287324	0.03	0.976	-4.650088	4.791523
openc |	2.815485	1.328918	2.12	0.045	.0727335	5.558237
LFPFM |	-1.448418	.5239112	-2.76	0.011	-2.529717	-.3671179
EdTFM |	-.9671529	.9257936	-1.04	0.307	-2.877897	.9435912
EdSFM |	1.02518	.3406963	3.01	0.006	.3220175	1.728343
_cons |	-138.3115	192.0176	-0.72	0.478	-534.6163	257.9932

b.

. regress Cgdp LFPFM EdTFM EdSFM						
Source |	SS	df	MS		Number of obs =	31
					F(3, 27) =	10.19
Model |	583086.542	3	194362.181		Prob > F =	0.0001
Residual |	514829.754	27	19067.7687		R-squared =	0.5311
					Adj R-squared =	0.4790
Total |	1097916.3	30	36597.2099		Root MSE =	138.09
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
LFPFM |	3.517536	.6480531	5.43	0.000	2.187841	4.847231
EdTFM |	-2.742667	2.179437	-1.26	0.219	-7.214502	1.729169
EdSFM |	1.214614	.8395005	1.45	0.159	-.5078987	2.937127
_cons |	760.7676	53.71131	14.16	0.000	650.5611	870.9741

c.

. regress Cgdp EdTFM EdSFM							
Source |	SS	df	MS			Number of obs =	31
						F(2, 28) =	0.28
Model |	21320.0406	2	10660.0203			Prob > F =	0.7599
Residual |	1076596.26	28	38449.8663			R-squared =	0.0194
						Adj R-squared =	-0.0506
Total |	1097916.3	30	36597.2099			Root MSE =	196.09
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]		
EdTFM |	.0193337	3.009328	0.01	0.995	-6.144995	6.183662	
EdSFM |	.8792995	1.188884	0.74	0.466	-1.556018	3.314617	
_cons |	961.7387	55.25334	17.41	0.000	848.5574	1074.92	

The result for Spain is that when we regress all variables directly and indirectly affected the gender inequality, the pop, ci, openc, LFPFM are all highly significant and positive. Like the VEF and VEM are also significant. The EdTFM is also significant and positive. When we control the ci, pop, openc, the UTEF, UTEM, VEF and VEM are all significant. The EdSFM is now slightly significant, but not significant. When we control educational variables, still employment variables are highly significant except for LFPFM ratios. This is not surprising because in Spain there is higher volume of problem of employment in labor force It is due to the facts that the tradeoff between LFPFM and the Cgdp in Spain. When we control employment variables, the EdTFM is statistically significant and is positive. The EdSFM is not significant and has negative coefficient. But when we added the LFPFM ratios to educational variables to the regression, the LFFPFM is highly significant and positive. The EdSFM is also significant, but the tertiary education is not significant but positive. This means that Spain should solve inequalities that are in labor force and simultaneously in secondary education for co-movement to occur between gender equality and the Cgdp.

Table18 : “The results for Spain”.

a.

. **regress cgdp pop ci openc lfpfm utef utem vef vem edtfm edsfm**							
Source |	SS	df	MS			Number of obs =	31
						F(10, 20) =	1130.80
Model |	1.9205e+09	10	192046289			Prob > F =	0.0000
Residual |	3396634.21	20	169831.71			R-squared =	0.9982
						Adj R-squared =	0.9974
Total |	1.9239e+09	30	64128651			Root MSE =	412.11
cgdp |	**Coef.**	**Std. Err.**	**t**	**P>|t|**	**[95% Conf. Interval]**		
pop |	1.75357	.090832	19.31	0.000	1.564098	1.943043	
ci |	178.9247	57.15731	3.13	0.005	59.69666	298.1528	
openc |	129.1274	29.66648	4.35	0.000	67.24423	191.0106	
lfpfm |	45.25776	7.065575	6.41	0.000	30.51923	59.99629	
utef |	52.47024	74.8519	0.70	0.491	-103.6681	208.6086	
utem |	-19.90187	86.83149	-0.23	0.821	-201.0292	161.2254	
vef |	-261.7341	93.71938	-2.79	0.011	-457.2293	-66.23888	

vem	375.7191	115.1543	3.26	0.004	135.5114	615.9269
edtfm	8.670587	4.866638	1.78	0.090	-1.481043	18.82222
edsfm	-73.82134	61.29486	-1.20	0.243	-201.6802	54.0375
_cons	-60772.19	7335.742	-8.28	0.000	-76074.28	-45470.1

b.

. **regress cgdp lfpfm utef utem vef vem edtfm edsfm**						
Source	SS	df	MS		Number of obs =	31
					F(7, 23) =	32.85
Model	1.7489e+09	7	249844235		Prob > F =	0.0000
Residual	174949884	23	7606516.71		R-squared =	0.9091
					Adj R-squared =	0.8814
Total	1.9239e+09	30	64128651		Root MSE =	2758
cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
lfpfm	56.78826	45.79436	1.24	0.227	-37.9446	151.5211
utef	-981.2233	353.4678	-2.78	0.011	-1712.427	-250.0194
utem	1293.728	447.4834	2.89	0.008	368.0377	2219.417
vef	-1417.051	481.4679	-2.94	0.007	-2413.044	-421.059
vem	1875.664	609.9314	3.08	0.005	613.9247	3137.403
edtfm	8.52155	30.75501	0.28	0.784	-55.10003	72.14313
edsfm	-541.7548	380.6343	-1.42	0.168	-1329.157	245.6473
_cons	68545.91	38289.89	1.79	0.087	-10662.76	147754.6

c.

. **regress cgdp lfpfm utef utem vef vem**						
Source	SS	df	MS		Number of obs =	31
					F(5, 25) =	45.41
Model	1.7330e+09	5	346605407		Prob > F =	0.0000
Residual	190832494	25	7633299.76		R-squared =	0.9008
					Adj R-squared =	0.8810
Total	1.9239e+09	30	64128651		Root MSE =	2762.8
cgdp	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
lfpfm	57.4887	45.54254	1.26	0.218	-36.30791	151.2853
utef	-1090.005	342.4432	-3.18	0.004	-1795.28	-384.7303
utem	1412.206	440.6485	3.20	0.004	504.6734	2319.738
vef	-1440.773	481.3014	-2.99	0.006	-2432.032	-449.5144
vem	1810.259	608.896	2.97	0.006	556.2145	3064.304
_cons	13770.22	2055.647	6.70	0.000	9536.537	18003.9

d.

regress cgdp edtfm edsfm					
Source	SS	df	MS	Number of obs =	31
F(2, 28) =	1.47				
Model	182927133	2	91463566.5	Prob > F =	0.2469

Residual |	1.7409e+09	28	62176157		R-squared	= 0.0951
					Adj R-squared	= 0.0304
Total |	1.9239e+09	30	64128651		Root MSE	= 7885.2
cgdp |	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
edtfm |	119.9276	70.26425	1.71	0.099	-24.0022	263.8574
edsfm |	-780.9242	779.2323	-1.00	0.325	-2377.109	815.2609
_cons |	88995.17	79233.65	1.12	0.271	-73307.61	251297.9

Conclusion and Recommendations

The inequality has greater impacts of the growth in any given societies. The equal participations for both male and female will improved the socio-economics developments and it will have necessary and sufficient effects on the growth. To increase the economics growth of any given nations we should avoid discriminations at all level such as discriminations in labor force, gender pay difference, vulnerability conditions, fertility rate (productivity),social-economics situations and as well as discriminations in education.

In most of countries, especially Iran for example their appeared a surprising result because the gender gap in employment and education have insufficient impacts on growth. This may due to the fact that the country is not very stable despite any war but political conflict with other country. This could have significant impacts on inequality in education and employment.

The educational and employment impacts on growth is not an issues for only social, cultural, progressive and peace for the societies, but it is and issues for growth to realize in any given countries. Overall we find the following results.

First, the direct and indirect impacts on the growth we find out that pop, labor force, sometime education with either secondary or tertiary of most of the countries have positive correlation with the growth.

Second, if we now control the directs impacts, the regression of employments impacts we find out that labor force participations female- male ratios have the highest effects on the societies growth and developments. Thus, the result is not very clear because employment data affects by either insufficient or collinearity problems .This is true in most developing countries of our analysis. For example Rwanda, which goes for war for many years due to conflict of interest, civil wars? The same is true for Nigeria as having conflicts due to religious , tribes , politics to name but a few.

Third, if we now regress only educational variables, the secondary impacts on growth is larger. This is due to the facts that in most of the 18 countries secondary education play an important role for society growth. The female and male participation is important for growth. This is not the case if we considered only developing countries, the results is that tertiary education is sufficient and necessary condition for growth (eg Mali).

Further, from the largest literature suggest that and in this finding we see that some educational variables and employment variables have negative correlation and covariance with the economic growth. This may alter others development-oriented goals such as reduces the standard of living, child mortality, reduction in fertility and poor nutrition. This reduction in gender inequality in education and employment will not only promote growth and development in the societies, but may have further impacts on these factors.

Finally, lots of works need to be done , because the employment data is insufficient and have problems of collinearity.Thus, data changes day-in-day out, with new data coming in. it may prevents problem and better results may arise as well. Further researchers of this analysis should also consider others factors and add them into the model like religious, cultural reasons, and traditions set-up of each country's as well

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Appendix 1:

List of countries for the analysis:

The Gambia	Cameroon
Pakistan	Mali
Malawi	Algeria
Japan	Spain
Malaysia	Greece
India	Ethiopia
Kenya	Italy
Iran	Rwanda
Nigeria	Indonesia

Appendix Table2: Descriptive statistics for cross countries analysis periods from 1980 to 2010.

country	Av.Growth Rate	pop1980	Av. Growth rate of POP	cgdp1980	Av.ci	Av. openc	LFPFM	UTEF	UTEM	VEF	VEM	EdTFM	EdSFM	Religious
Algeria	0.035504	18806.06	0.012123	2772.63	38.65065	55.68581	20.50209	33	7	48.9	32	145	101.788	1
Argentina	0.043143	28369.80	0.012634	4272.88	20.39194	24.60903	62.75	23	15.9	16.9	21.5	151.176	112.456	0
Australia	0.053781	14615.90	0.010031	10390.92	27.01258	36.38871	80.96552	21.1	17	6.9	10.8	135.063	95.077	0
Austria	-0.00537	7549.43	0.015027	11057.32	25.36419	81.53806	79.49852	7.8	8.3	8.6	9.3	118.239	96.274	0
Barbados	0.004581	251.97	-0.00579	13198.83	25.51387	98.85161	84.92792	11.2	5.6	9,9	17.9	238.457	109.038	0
Belgium	-0.00225	9846.80	0.013066	10414.38	25.4129	137.0777	78.28947	20.1	17.9	9	11.4	125.14	96.967	0
Bolivia	0.020956	5441.30	0.021471	1638.28	11.08613	53.92194	78.76543	2.9	6.3	66.8	49.1	83.947	99.308	0
Botswana	0.012005	900.48	-0.00902	1552.53	45.34032	100.8887	87.85276	29.8	26.2	38.9	32.9	115.109	106.306	0
Burundi	0.005359	4298.21	0.034824	252.15	15.0271	21.89032	102.1978	0	0	97.6	89.9	54.099	71.713	0
Cameroon	0.006199	8762.49	-0.00613	963.73	15.83774	42.5429	82.66494	0	0	87.8	64.4	81.491	83.372	0
Canada	0.009813	24593.30	0.005343	11531.43	22.07419	63.82774	86.43357	38.7	28.1	0	0	135.739	97.838	0
Denmark	0.006544	5123.03	0.012787	9956.19	22.96871	78.77581	86.45533	19.5	22.3	3.7	6.6	145.217	101.935	0

Dominican Republic	0.002475	5696.85	0.012416	2355.86	19.45516	80.24194	65.54892	20.64314	17.9504	30.2	48.8	158.764	112.487	0
Ethiopia	0.02819	36036.46	0.03388	240.50	16.14968	30.69258	87.09678	2.3	5.7	93.3	89.3	36.084	81.711	0
Finland	-0.00583	4779.53	0.010243	9314.33	26.22323	65.19516	86.97674	21.8	12.9	6.9	11.5	122.134	104.616	0
France	-0.00177	55110.24	0.007632	10405.33	21.35548	48.19742	82.44767	20	16.4	5.5	8.4	127.929	100.895	0
Gambia, The	0.11978	652.46	-0.02217	560.41	9.289032	76.9071	87.01924	0	0	0	0	22.215	94.635	1
Germany	-0.00517	78297.90	0.025029	10309.82	22.87677	58.76871	79.31035	2-Nov	10.6	5.8	7.5	88.51	94.687	0
Greece	-0.01006	9642.50	0.00128	7965.92	25.17613	52.19774	68.56702	23.2	21.1	27.2	28.5	110.182	94.778	0
Hong Kong	-0.0055	5063.10	0.032485	6688.07	33.65226	280.3697	74.67057	18.9	15.9	4.6	9.9	104.404	101.588	0
India	0.019034	684887.7	0.042143	492.36	23.75677	24.68871	35.93557	34.7	32.8	87.8	80.7	72.607	91.714	0
Indonesia	-0.00399	150467.24	0.01499	748.77	26.07355	49.9471	60.57007	12.5	8.4	67	61.8	89.226	100.226	1
Iran	-0.00564	39708.73	0.028194	3808.31	36.26581	39.65097	22.4234	52.3	14.9	52.4	39.9	100.839	85.857	1
Ireland	-0.01763	3401.00	0.021191	6883.22	27.28387	133.6887	76.72035	25.6	13.4	5.2	17.6	122.304	104.996	0
Italy	-0.00223	56451.25	0.010025	9321.97	25.51613	45.8012	63.25504	14.3	7.9	14.9	21	140.996	98.643	0
Japan	-0.00939	116807.31	0.007163	9169.98	30.88548	22.83871	68.75	36.9	30.7	11.4	9.8	89.131	100.105	0
Kenya	0.005265	16330.54	0.011756	546.04	14.29	50.78548	85.59441	0	0	77.7	50	70.309	90.351	0
Malawi	0.007148	6258.93	0.024636	401.54	27.82097	54.76516	104.6798	0	0	0	0	61.679	90.981	0
Malaysia	0.000683	13460.0	0.0184	2086.65	34.881	160.389	56.679	32.3	20	19.7	23.1	129.1	107.3	1

		9	64		29		64					53	45	
Mali	0.026696	68261.61	0.004216	290.96	19.54419	53.39613	52.79771	0	0	89	76.5	41.578	69.807	1
Mauritius	0.006951	963.70	0.002636	1513.04	30.45935	119.24	57.99208	7	9.6	14.4	16.8	123.817	99.797	0
Mozambique	0.04453	12102.62	0.103608	233.26	14.8771	48.37452	103.9759	0	0	95.9	78.1	49.582	81.783	0
Netherlands	-0.00013	14143.90	0.013295	11632.63	21.17097	118.6955	81.53846	18	20.3	9.5	12.5	112.165	98.846	0
Nigeria	-0.0096	74821.27	0.045729	829.85	12.06419	54.76452	75.87301	0	0	0	0	71.175	88.091	1
Norway	-0.00397	4085.62	-0.00372	12571.71	28.35097	72.70419	87.60684	23.3	13.2	3.3	7.6	162.663	98.209	0
Pakistan	-0.00579	85219.12	0.006567	631.23	17.45774	30.05194	26.89075	22.4	30.9	77.8	59.3	83.048	75.587	1
Portugal	-0.00397	9777.80	0.010546	5057.70	28.04839	62.89903	82.94118	17.6	8.5	17.2	18	119.021	103.765	0
Rwanda	0.045588	5139.84	0.050644	557.05	9.651613	29.55032	101.2911	9.4	2.8	95.5	88.9	76.567	101.535	0
Sierra Leone	0.145689	3335.03	0.019152	509.49	10.46968	44.25194	96.37155	0	0	96.3	88.7	38.691	68.165	0
South Africa	-0.00086	29251.59	0.000939	3146.40	20.72613	51.52484	72.51655	6.3	4.9	16.5	15.3	0	104.831	0
Spain	0.002313	37488.36	0.020822	7379.27	26.95097	46.30871	76.4094	25.6	19.8	14.4	13.1	123.813	102.184	0
Sweden	0.004581	8310.47	0.016124	11102.21	17.63226	74.34581	86.95015	21.9	16.8	5	11	153.866	98.935	0
Togo	0.058678	2625.51	0.006904	572.70	16.19355	85.19	98.89163	0	0	94.3	83.4	20.231	52.552	0
Turkey	0.035337	45047.97	0.049074	2576.87	17.37484	35.91839	39.35574	24.9	9.5	61.1	42.7	79.277	91.497	1
United Kingdom	0.006126	56314.00	0.007598	8148.30	17.58806	54.13839	80.90379	16.2	12.9	7.6	14.6	139.699	102.448	0
Unite	0.00	227	0.0	121	21.	22.6	81.	51.9	42.	0	0	14	10	0

d States	3346	224.68	13161	80.01	56355	1129	90884		2			0.637	1.405	
Uruguay	-0.00789	2930.49	0.021238	3417.71	21.21387	42.89226	72.32376	27.1	28.6	24.8	29.8	175.121	116.109	0
Venezuela	0.028629	14767.89	0.002692	4227.53	22.54419	50.47774	64.33915	0	0	39.7	32.6	169.414	114.9	0
Zambia	0.045104	5642.78	0.008371	600.47	13.49516	69.59129	85.53093	0	0	90.9	73.7	46.511	59.456	0
Zimbabwe	0.033084	7169.97	0.028717	199.82	3.697742	59.0529	92.6257	1.2	0.7	81.6	46.5	79.686	88.067	0

Sources author computations based on the data from WDI (world Development Indicators) And Penn World Table 1.7(PWT 7.1 Alan Heston, Robert Summers and Bettina Aten, Penn World Table Version 7.1, Center for International Comparisons of Production, Income and Prices at the University of Pennsylvania, July 2012.).

Note the data that are available are sometimes insufficient, sometimes sufficient as well in some periods during the analysis e.g. employment data. The assignment of the dummy variables (1 if the country is Islamic country and 0 otherwise) to the countries is important, because it will tell us how religious have impacts in gender inequality.

Appendix Table3:Years from 1980-2010

1980, 1981, 1982, 1983 .1984, 1985, 1986 .1987, 1988, 1989, 1990, 1991, 1992, 1993 1994

1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008 2009, 2010.

PWT 7.1 Alan Heston, Robert Summers and Bettina Aten, Penn World Table Version 7.1, Center for International Comparisons of Production, Income and Prices at the University of Pennsylvania, July 2012.

Cgdp (Real Gdp per capita Purchasing Power Parity (PPP) terms in 1980-2010)

Ci (Investment Share of PPP converted GDP Per Capita at current price (Cgdp), (%))

Pop(Population Growth)

Openc ((Openness (Average of export plus import as a share of GDP))

Variables from World Development Indicator (WDI 2012) Below:

Level of fertility 1980-2010
Life expectancy at birth measured in years.
Educational Variables and Employment (Labor force participation) variables:
Ratio of female to male tertiary enrollment (%)
Ratio of female to male in secondary enrollment (%)
Ratio of female to male labor force participation rate
Unemployment with tertiary education female (% of female unemployment)
Unemployment wit tertiary education male (% of male unemployment)
Vulnerable employment female (% of female employment)
Vulnerable employment male (% of male employment)
Sources: Penn World 1.7 and WDI as above.

Appendix Table 4: Primary completion rate, female (% of relevant age group)

Arab World	80% 2011	
Caribbean small states	83% 2011	
East Asia & Pacific	99% 2010	
Euro area	100% 2011	
European Union	99% 2011	
Europe & Central Asia	98% 2011	
Latin America & Caribbean	102% 2011	
Least developed countries: UN classification	62% 2011	
Middle East & North Africa	87% 2011	

OECD members	101% 2011	
Other small states	77% 2011	
Pacific island small states	92% 2010	
Small states	80% 2011	
South Asia	87% 2010	
Sub-Saharan Africa	67% 2011	
World	89% 2011	

Source: WDI (World Development Indicator)