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*An outstanding characteristic of the recent world social conferences—from Cairo to Hamburg—has been the presence of civil society through non-governmental organisations (NGOs) and thematic, regional and global networks. Never before have organised sectors of society had such capacity for influencing global meetings.*

*Complementary to this ample participation and presence is another and equally new process: civil society's commitment to follow up on the agreements reached at these conferences. This follow-up implies, among other activities, monitoring fulfilment of the agreements.*

*Within this framework (following the line launched at the Social Summit by Social Watch), REPEM has set itself the task of monitoring some of the Social Summit agreements on education and gender equity in Latin America—in five countries initially.*

While the Social Summit presented the major themes in these areas, the Fourth International Women's Conference (Beijing) refined the concepts of equity and equal opportunity in gender relationships. The UNESCO Hamburg Conference elaborated on the Beijing agreements and advanced them on more specific levels, such as 'education and adult women'.

## WHAT ARE WE MONITORING?

The fifth and sixth Copenhagen commitments provide the basis for this monitoring activity, as they cover both gender equity and the need to integrate gender equity in the educational development of the whole population.

From Commitment 5, sub-paragraphs (f) and (j) have been selected: «Establish policies, objectives and goals that enhance the equality of status, welfare and opportunity of the girl child, especially in regard to health, nutrition, literacy and education...» and: «Formulate or strengthen policies and practices to ensure that women are enabled to participate fully in paid work and in employment through such measures as positive action...»

## SOCIAL WATCH ON EDUCATION AND GENDER

From Commitment 6, sub-paragraphs (e) and (j) were selected: «Ensure full and equal access to education for girls and women, recognising that investing in women's education is the key element in achieving social equality...» and: «Develop broad-based education programmes that promote and strengthen respect for all human rights and fundamental freedoms, including the right to development, promote the values of tolerance, responsibility and respect for the diversity...»

On the basis of these major principles, some specific agreements related to adult women from the UNESCO Hamburg Conference were also selected. This selection took the following criteria into account:

- they should be representative of substantive areas regarding women's educational opportunities;
- they should be able to be transformed into indicators;
- information on these agreements should be relatively accessible.

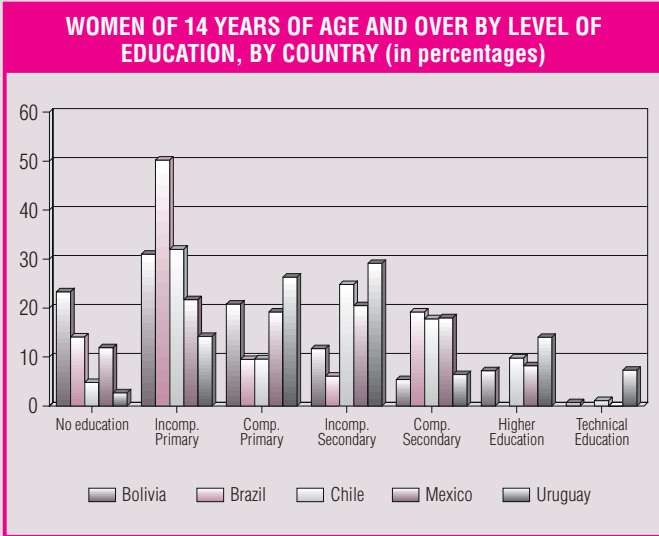
Some of the agreements selected on this basis deal with adult women's education. Others concern the governments' political will to change inequitable and unequal situations.

Various problems exist regarding the information gathered. In the first place, the data concerning situation indicators comes from household censuses or continuous surveys and it has not been possible to unify all the information for the same year. In all cases, however, information was taken for the last year available. In the second place, for indicators on political will, information was not always available and monitoring criteria may not have been totally homogeneous. Where discrepancies occurred, the criteria used in each case is clarified.

Results for the nine indicators monitored for 1998 in Bolivia, Brazil, Chile, Mexico and Uruguay are given below. It is hoped not only to continue, year after year, with the evolution of some of these indicators, but also to extend this monitoring to the whole region.

**AGREEMENT:** To promote the empowerment of women and gender equity through adult learning, by eliminating gender disparities in access to all areas and levels of education.

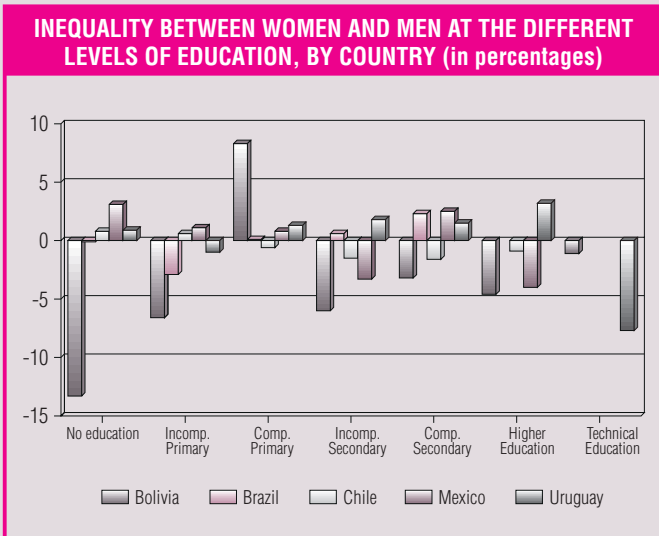
CHART 1.



Sources: Bolivia: *Informe Social, CEDLA-ILDIS, 1994.*  
 Brazil: *IBGE – Contagem da População, 1996*  
 Chile: *Censo de Población y Vivienda, Instituto Nacional de Estadística, 1992*  
 Mexico: *XI Censo General de Población y Vivienda, 1995.*  
 Uruguay: *Encuesta Continua de Hogares, Instituto Nacional de Estadística, 1996*

Bolivia and Brazil have particularly low levels with regard to this indicator. Over 20% of Bolivian women do not have any education and 30% have not completed primary school. 50% of Brazilian women have not completed primary school and approximately 15% have no education. Uruguay and Chile have the highest levels. A chart with information on the total population is included for comparison.

CHART 2.

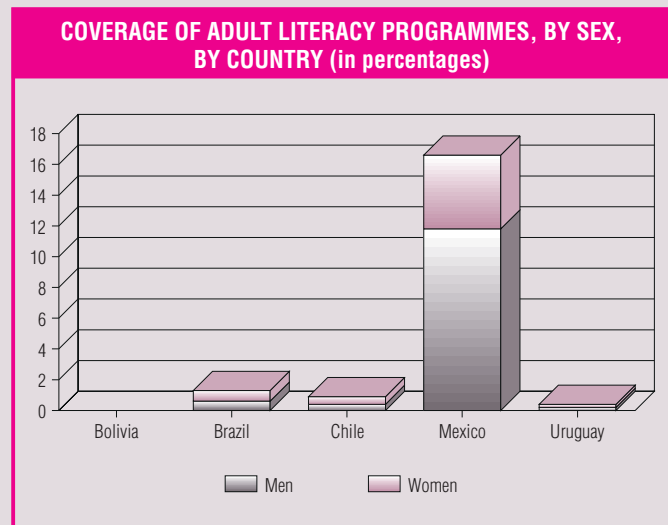


Sources: Bolivia: *Informe Social, CEDLA-ILDIS, 1994.*  
 Brazil: *IBGE – Contagem da População, 1996*  
 Chile: *Censo de Población y Vivienda, Instituto Nacional de Estadística, 1992*  
 Mexico: *XI Censo General de Población y Vivienda, 1995.*  
 Uruguay: *Encuesta Continua de Hogares, Instituto Nacional de Estadística, 1996*

This indicator was built by comparing the level of education reached by adult men and women. For this indicator, Bolivia shows the highest level of inequality, with women ranking lower in all cases but one. The other countries –except for Uruguay where women rank higher than men at nearly all levels– show relatively moderate levels of inequality to the detriment to women.

The gender bias in technical education is remarkable and inequality is extremely pronounced in this field.

CHART 3.



Sources: Bolivia: No data available on people registered in adult programmes  
 Brazil: *IBGE – Contagem da População, 1996*  
 Chile: *Encuesta Nacional CASEN, 1992 and Compendio de Información Estadística, 1996*  
 Mexico: *INEA, 1995 (data by sex are estimated)*  
 Uruguay: *Censo Nacional de Población y Vivienda, 1996 and Gerencia de Programas Especiales, CODICEN-ANEP, 1997.*

This indicator was constructed by comparing enrollment in adult programmes with potential demand at the corresponding levels. Information obtained was not homogeneous. In the cases of Bolivia, Chile and Mexico, data correspond to literacy programmes. Only Brazil presented the information for primary and secondary education by sex, and for this reason it has not been included. In the case of Uruguay, literacy training is carried out through primary schools for adults.

The effort by Mexico to provide sufficient educational coverage to meet potential demand should be noted. In the other countries, coverage is practically non-existent.

AGREEMENT: To encourage and develop leadership capabilities among the adult population and especially among women, enabling them to participate in institutions of the State, the market and civil society.

TABLE 1

Existence of Programmes for Leadership Training, specifically for women, developed by Governmental Bodies, for Civil Servants, Micro-Businesswomen and Community Leaders			
Population/cou	N° of Programmes	Year of initiati	Level of Implementa
<i>Civil servants</i>			
Mexico	2 (1)	1998	National & Local
Uruguay	No		
Chile	2 (2)	1994/199	National
Bolivia	0 *		
Brazil	1 (3)	1998	National
<i>Micro-business</i>			
Mexico	1 (4)		National
Uruguay	1 (5)	1995	National
Chile	5	1992/199	National
Bolivia	0 *		
Brazil	No (6)		
<i>Community leaders</i>			
Mexico	No		
Uruguay	1 (7)	1995	Local
Chile	4 (8)	1995	Nacional
Bolivia	0 *		

\* Bolivia reports that since 1997, this type of programme no longer exists.

- (1) PRONAM, Training for Officials; DIF, Training for Officials
- (2) SERNAM, State Modernisation and Equal Opportunities, Differential Analysis in Project Design and Assessment
- (3) Ministry for Administration, Women as Managers
- (4) Secretariat for Trade and Fund of Solidarity Enterprises, Training for Micro-Businesswomen without a gender perspective.
- (5) Ministry of Livestock and Agriculture, Productive training for women.
- (6) SEBRAE reports that it does not carry out specific training for women «to avoid discrimination».
- (7) Municipality of Montevideo, Training for political and social participation
- (8) PRODEMU, Women and Community Development, school for grass-roots organisation leaders; SERNAM, Programme for Worker Leaders: Office of Municipality Women
- (9) Government of the State of São Paulo, Project Preparation and Monitoring.

Chile is the only country offering sensibilisation and /or training in the three areas. Since 1997, Bolivia has none of these programmes. The majority of the programmes are for micro-businesswomen, but there is no reliable information as to whether they include gender contents. Except for Chile, central governments do not have programmes to train community leaders; only the local governments of São Paulo and Montevideo have programmes of this kind.

AGREEMENT: To take measures to eliminate discrimination in education at all levels based on gender, race, language,

religion, national or ethnic origin, disability, or any other form of discrimination.

TABLE 2.

Incorporation of contents concerning equity and equality in gender relationships in the formal education curricula at its different levels				
Countries	Primar	Year	Secondar	Year
Mexico	No		No	
Chile	Yes	1998	Yes	1998
Brazil	Yes	1997	Yes	1998
Uruguay	No		No	
Bolivia	Yes	1994	N/D	

For this indicator, the existence of a programme or objective explicitly claiming to analyse the subject was taken as positive data. Information shows the existence of such programmes in Brazil after the Beijing Conference; in Bolivia, implementation began in 1994. Neither Mexico nor Uruguay has incorporated this recommendation.

AGREEMENT: To develop education programmes that enable men and women to understand gender relations and human sexuality in all their dimensions.

TABLE 3.

Incorporation of sex education with equity in gender relationships in the formal education curricula at its different levels				
Countries	Primar	Year	Secondar	Year
Mexico	Yes	1998	Yes	1993
Chile	No		No	
Brazil	Yes	1997	Yes	1997
Uruguay	No		No	
Bolivia	Yes	N/D	Yes	N/D

As in the previous case, the explicit incorporation of the programme in official curricula was used as an indicator. In some cases, results differ from those in the previous section. Chile has not incorporated the subject and Mexico has. Here again, Uruguay has not incorporated the subject.

AGREEMENT: To remove barriers to access to formal and non-formal education in the case of pregnant adolescents and young mothers.

TABLE 4.

Existence of mechanisms facilitating access by young pregnant women and mothers to formal and non-formal education				
Countries	Primar	Year	Secondar	Year
Mexico	No		No	
Chile	Yes (1)	1991	Yes (2)	1998
Brazil	Yes (3)	1998	N/D	
Uruguay	No		No	
Bolivia	No		N/D	

- 1) Ministry of Education: flexible hours, deferred exams, flexibility in absences.
- 2) SERNAM, PRODEMU
- 3) Ministry of Education: special treatment for pregnant women and infection carriers. Special treatment during up to three months for mothers, and later by medical prescription.

Given the high rate of teenage pregnancies in the region, it would be important to analyse how far governments are concerned with generating mechanisms to enable young women in this situation to continue their studies. Only two countries, Chile and Brazil, have such mechanisms; the chart shows what they comprise, insofar as they may serve as a model to other countries.

AGREEMENT: To take adequate measures to ensure women’s successful participation in adult education through the removal of obstacles and the provision of supportive learning environments.

TABLE 5.

Existence and dissemination of educational programmes for adult persons near potential populations, with flexible hours and systems				
Country	Zone of Demand	Appropria Timetable	Flexible Systems	Appropria Dissemina
Mexico	Yes	Yes	No	Yes
Chile	Yes	Yes	Yes	Yes
Brazil	No (1)	No	No	No
Uruguay	Yes	Yes	N/D	No
Bolivia	No	No	No	No

- (1) Isolated programmes, depending on the states or municipalities, no concentrated information.

In this case, information is targeted to the entire adult population, women and men, as it is inferred that the existence of such programmes favours adult women and it would not contribute to gender relationships if they were only for women. Mexico and Chile, and to a lesser extent, Uruguay, appear to have programmes more adapted to the needs of adult persons. As we

have seen above, however, these programmes do not have wide coverage except in Mexico.

AGREEMENT: To ensure that work-related adult education provides the specific competencies and skills for entry into the job market and occupational mobility, and improves the ability of individuals to take part in diversified models of employment.

TABLE 6.

Existence of training courses specifically for unemployed women or for on the job retraining				
Country	Programme	Instit	Year	Covera
Mexico	Not specifically for women.			
Chile	On the job training for women heads of households. Qualification in vocational training. Training in trades.	SERNAM	1992	Nation
Brazil	Not specifically for women.			

- (1) Ministry of Labour, programme to promote equal opportunities in employment and labour training in the design stage.

Surprisingly, the only country that has incorporated this aspect is Chile. Uruguay has a programme in the design stage. The rest of the countries do not consider the problem with gender specificities.

- Network for People’s Education Among the Women of Latin America and the Caribbean (REPEM) connects 173 NGOs from the region with their General Coordination in Montevideo, Uruguay.

- \* Monitoring was carried out by the following people: for Brazil, Vera Vieira and María José Lopez from Rede Mulher de Educação (SP), and María Clara Di Pierro from Ação Educativa (SP); for Chile, Pamela Caro from CEDEM; for Bolivia, Carmen Zabalga from IFFI; for Mexico, María del Refugio Ávila from CAMPO; and for Uruguay, Susana Dornel from REPEM. Susana Dornel collaborated in the preparation of the graphs.