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HUMAN RESOURCE TRAINING AND GENDER-BASED DIFFERENCES
IN SUCH TRAINING *

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INTRODUCTION

At the beginning of the new decade, Latin America and the Caribbean are facing the challenge of returning to the road to development, which has profoundly changed as a result of the crisis of the 1980s.

"The task of overcoming the crisis brings with it an extraordinary mass of demands. For example: on the one hand, it is necessary to strengthen democracy, while on the other countries are called on to adjust their economies, stabilize them, bring them into a world of intensive technological change, modernize their public sectors, increase savings, improve income distribution, introduce more austere consumption patterns, and moreover do all this within the context of environmentally sustainable development."^{1/}

This formulation may be found in ECLAC's new proposal for "changing production patterns with social equity" aimed at returning the region to the road to development during the 1990s.

In this context, human resources training for the purpose of changing production patterns is aimed simultaneously at both of the two major goals of the proposal --growth and social equity.

Human resources training should be considered not only on the basis of the future economic output of the trainees but also in terms of the realization of greater social compatibility, more participation by citizens in political life and access to cultural capital for a wider segment of the population. This broad view of human resources development has been given the seal of approval of the United Nations, which defines human resources as the development potential of people and as a means to and end of development.

From the perspective of women, this view of human resources constitutes a tremendous challenge. Many obstacles still remain to be surmounted since women are still at a disadvantage in respect of economic participation, are unequally represented in social life and are limited in their participation as citizens. In this document, therefore, special attention is paid to the status of women in all the machinery involved in manpower training --the formal education system, the system for training human resources in general and the system for human resources training in the

informal sector. Within that framework, special importance is attached to human resources training in the so-called "gender studies" because of the irreplaceable role of human resources in the development of critical awareness of the cultural inequalities between men and women and in the efforts made to overcome those inequalities.

I. GENDER-BASED DIFFERENCES IN THE DEVELOPMENT OF HUMAN RESOURCES

According to an ECLAC report,^{2/} "the development of human resources must now be viewed in terms of two basic features of the large majority of societies in the region: first, the increasing social and economic heterogeneity within each society in that a considerable number of people are engaged in the informal sector and levels of productivity and income are very uneven; and, second, the transnationalization of a growing number of sectors of their economies, which makes it necessary to give priority to incorporation in world markets on a selective and competitive basis at a time when Latin America's place in the international economy is particularly disadvantageous".^{3/} Thus, the problems facing the region call for the training and mobilization of two categories of human resources --persons specializing in specific tasks and the least productive members of the labour force.

Efforts to develop human resources should co-ordinate the two objectives of development --the modernization of production and integration into society. This means that fuller use must be made of the female population, which must first be granted greater opportunities to equal access both to training and education and to the labour market.

People acquire abilities through the process of training, which is in operation from the time an individual is born and throughout his entire life, enabling him to develop his inherent aptitudes and to incorporate new knowledge and the applications derived from it. The process begins in the family and the social system, and is conducted in such a way that at each stage of development a cultural value system is built up; it continues when the individual enters primary school, where national values are instilled, his capacity to learn is stimulated and he acquires the basic knowledge needed for social interaction. In secondary school training begins to be channelled in specific directions, with one stream directed towards technical/industrial education at the secondary-school level and towards participation, with some degree of specialization, in the labour system and the other stream, towards more general studies in preparation for a university education. Finally, higher studies at institutes and universities are aimed at the acquisition of more sophisticated knowledge.

Human resources training continues with the acquisition of the skills acquired through, inter alia, the communications media, the exercise of one's civic rights and duties and the performance of a job. In certain cases, skills are sharpened through post-graduate studies; through courses, seminars and conferences and through reading about the progress made in one's field of specialization.

While the formal educational system functions in the manner described above, human beings may also be trained through an informal or extra-curricular system, in which they may participate in training programmes offered by different institutions in their own areas of activity. At the same time, as noted above, job experience may be regarded as a fundamental feature of human resources training.

An analysis of human resources training and the acquisition of human skills conducted from the perspective of gender shows that differences between the sexes exist at each stage in those processes. Those differences are based on cultural patterns on which one's sexual identity is structured and in which different attitudes, patterns of behaviour and work are assigned to men and women. This differentiation is responsible for the inequality in the value assigned to the male's role in production and to the female's role in reproduction, the greater value being attached to the male's role. Socialization within the family in early childhood is a major contributor to this inequality.

The family is one of the main contributors to people's value system. In most cases, the orientation it provides will be decisive in people's future development as concerns both their personal affairs and the other areas in which they will have to move, i.e., in their schooling and employment and social and political life.

In Latin America, the family reinforces traditional patterns and stereotypes concerning the role of the sexes, which later on will have an important impact on study options and decisions relating to employment.

This situation is compounded by the formal educational system since during the school years, patterns of traditional conduct for both sexes are reinforced. Preconceived ideas concerning the supposed ability of women to perform some tasks are in the long run negative in that they strengthen pre-existent tendencies towards the division of labour by sex. Specialization or division of labour on the basis of sex tends to discriminate against women although it is supposed to provide them with comparative advantages in some sectors. Other social sectors, such as the mass communications media, also help to build up inequality between the sexes by reproducing and recreating stereotypes of men's and women's roles.

To achieve social equity, understood as being the elimination of factors which create unequal conditions among human beings, gender-based inequalities should also be eliminated. From this point of view, women constitute half of a country's potential human resources, and the more rational use of their ability would be a great development incentive in all areas. Equality of opportunity for women therefore means being able to accede, on equal terms, to basic education; to guidance at school and on the job; to general, technical and vocational training and, subsequently, to retraining and on-going advanced training. In such circumstances they can be trained not only for a vocation (a basic goal), but also for the full exercise of their rights and duties as citizens.

II. WOMEN IN FORMAL EDUCATION AND THE IMPORTANCE OF TRAINED HUMAN RESOURCES

The availability of trained human resources is of decisive importance for all countries; however, in many of them there is a lack of adequate planning with regard to the preparation, development and use of human resources. This problem is rooted in imbalances in respect of the needs of the labour market for trained human resources and the needs of society itself. Some of these imbalances are due to the lag in respect of the time the system of education takes to show results --at least 10 years-- and the time in which the system of production must meet its needs for any given type of human resources --immediately. These imbalances suggest the need to establish policies for the preparation, development and use of trained human resources. Policies for regulating the processes involved must be designed, and instances of failure to co-ordinate human resources training institutions with the economic system must be eliminated or reduced.

Consideration will be given below to aspects of the process of human resources training which relate to the status of women in the formal education system and in the extra-formal system.

According to figures contained in a number of specialized studies,^{4/} the position of women with regard to access to primary and secondary education is now very close to that of man. At the tertiary level, the situation has gone from one in which the participation of women was very low to one in which they account for more than 40% of enrolments.^{5/}

Although equal access to education has been achieved at the primary and secondary levels, some more subtle forms of inequality still persist and in one way or another affect the living conditions and job situation of people of both sexes after they have completed their studies. It is a proven fact that women occupy subordinate posts in some areas of public life and earn lower incomes in comparison with men with the same degree of training.^{6/}

This shows that women's potential is not tapped as it should be in adult life, which has a negative effect in the majority of

the countries of the region today, when they need to make use of all the manpower available to them.

The system of education should be directly related to technological change. One effect of the introduction of technology is that it awakened many individuals to their need to develop technological skills. Technological changes are more and more becoming components of competitiveness which must be applied both in the exercise of one's profession and in one's daily life.

The rapidity with which these changes are being introduced in various realms of life has forced the system of education to begin to act as a mediator between an industrial/technological society supported by aggressive advertising and the individuals who live in such a society.

Two aspects of this phenomenon are of particular concern for the system of education. First, the people in a society must be prepared to assimilate the advantages of technological change and its repercussions in terms of a higher level of development; second, influence must be exerted to ensure that these advantages are utilized equally by the various social sectors, including women.

At present, for instance, knowledge concerning computational technologies is imparted in primary and secondary schools in the countries of the region on an experimental basis, and still selectively and unequally between boys and girls. Specialists in education and gender are concerned about this, and there are plans to investigate the way in which sexual stereotypes are introduced or strengthened within the schools themselves. Unequal treatment in the formative stages tends to lay the foundations for unequal development. It is clear that the new information and communications technologies will play an important role in presentday education, and an attempt must therefore be made to see that the patterns of inequality which now prevail in the methods used for imparting knowledge are not perpetuated.^{7/}

1. Secondary and vocational education

Secondary and vocational education is that branch of formal education in which young people are prepared either to embark on a higher education or to exercise a trade.

In some countries of the region, the training provided for women in secondary schools is beginning to be more expensive than that provided for men, except in the case of that intended for women from low-income groups.^{8/} Various explanations have been given in this regard, including that of the greater need of young men to be incorporated in the labour force because that is their traditional calling and their wage-earning prospects are greater.^{9/}

This region-wide trend should not, however, be allowed to conceal the diversity which exists from country to country and within countries, in some of which the percentage of women in the rural areas with a secondary education is no higher than 2%.

Generally speaking, a giant step was taken in the region when women were incorporated into secondary education on a massive scale. However, when the types of education included are analysed, it may be seen that the traditional choice of vocations for both sexes persist. In looking at the case of Chile (see figure 1),^{10/} it may be seen that in 1985, 52.1% of the students studying the sciences and humanities and 49.6% of those enrolled in technical/vocational courses were women. In analysing enrolment by discipline, it may be seen that the traditional options still stand --close to 70% of the students enrolled in commercial courses were women, whereas in industrial studies, only 3% were women; what is known as technical education was also almost totally dominated by women (90%), while only 20% of the students in agriculture were women (see figure 2).

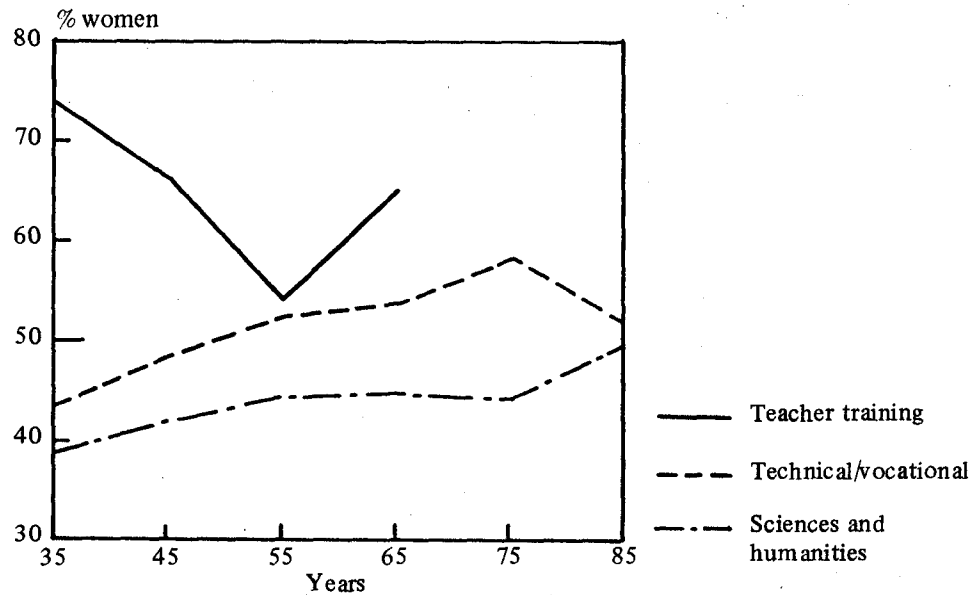
2. Higher education ^{11/}

In Latin America the share of women in the total number of higher education graduates has increased considerably and in some countries has begun to constitute a majority.^{12/}

Up until a few years ago in the majority of countries of the region, higher education was available only in universities; now in a number of countries this branch of education has been extended to another type of institution in either the public or the private sector. Thus, for example, in Chile higher education has been provided by professional institutes and technical training centres as well as by universities since 1981. Such training centres have begun to constitute an educational alternative, which although less prestigious than their university counterparts, play an important role and have their equivalents in the developed countries.^{13/}

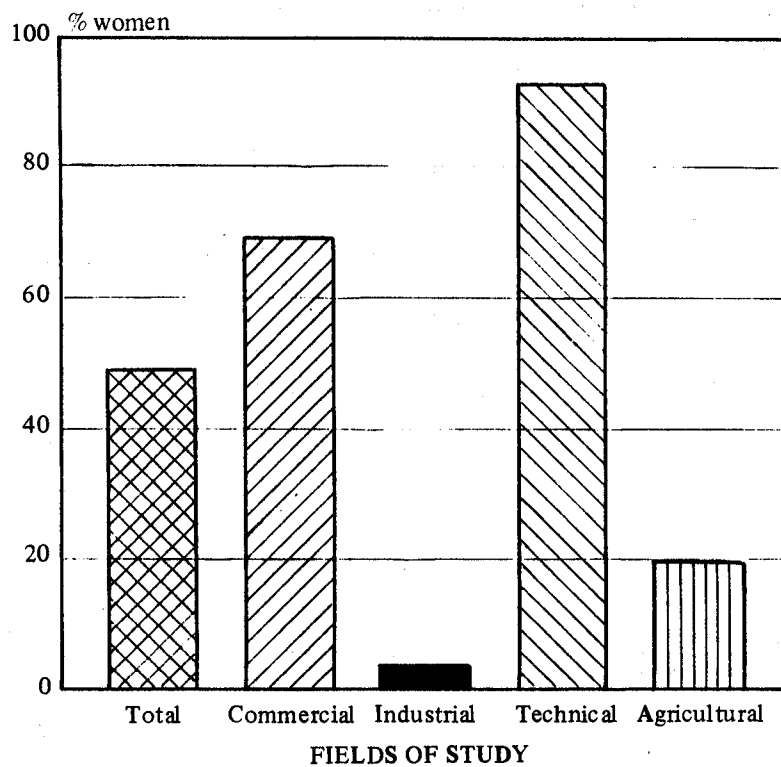
In Chile, for persons of both sexes the preferred places of enrolment are the universities, their second choice being the technical training centres with the professional institutes ranking third. The non-university alternatives are more important for women than for men; according to a CEM study, in a period of three years selected for analysis (1984-1986), these alternatives absorbed close to 49% of the enrolment of women and only 36% of that of men. In the universities, which might be assumed to offer greater possibilities in terms of employment, women constitute a smaller percentage of the total number of students than men (see figure 3). In the professional institutes (see table 3), a larger concentration of women than of men (10% more) may be found, and in the technical training centres, the proportion of men and women is relatively even.

Figure 1
PERCENTAGE OF WOMEN IN TOTAL NUMBER
OF STUDENTS IN EACH STREAM OF
SECONDARY EDUCATION IN CHILE, 1935-1985



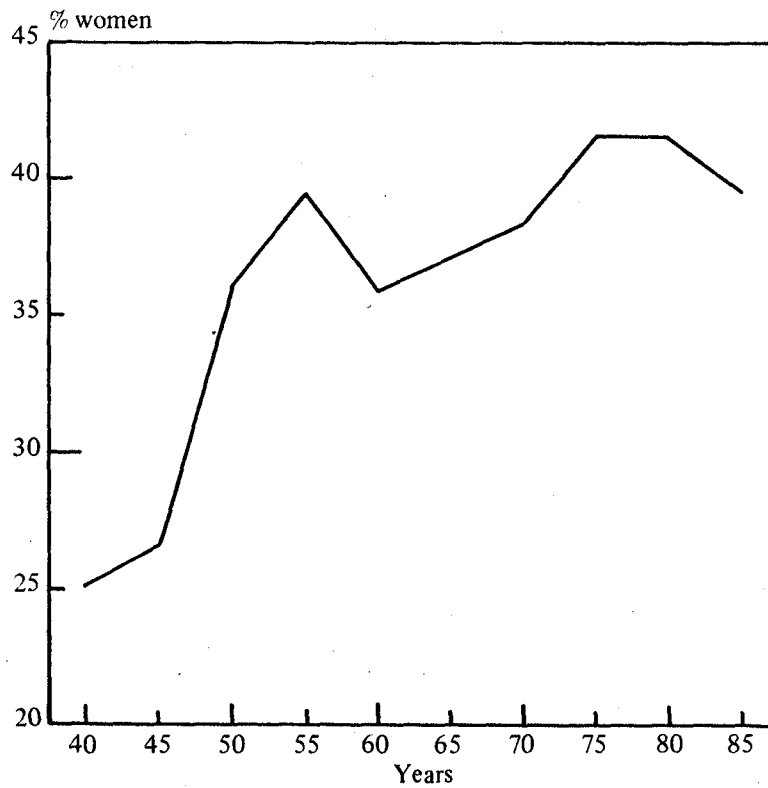
Source: Centre for Women's Studies (CEM), *Mundo de mujer: continuidad y cambio*, Santiago, Chile, 1988, p. 118.

Figure 2
PERCENTAGE OF WOMEN IN TOTAL NUMBER OF STUDENTS
IN EACH FIELD OF STUDY IN THE TECHNICAL/VOCATIONAL
STREAM OF EDUCATION, CHILE, 1985



Source: Centre for Women's Studies (CEM), *Mundo de mujer: continuidad y cambio*, Santiago, Chile, 1988, p. 121.

Figure 3
PERCENTAGE OF WOMEN IN TOTAL NUMBER OF STUDENTS
ENROLLED IN UNIVERSITIES, CHILE, 1940-1985



Source: Centre for Women's Studies (CEM), *Mundo de mujer: continuidad y cambio*, Santiago, Chile, 1988, p. 122.

UNESCO figures on the percentage of women in the total number of university graduates show that the majority of women graduates tend to be concentrated in fields relating to education (in Argentina 92% of the enrollment in education is made up of women), the fine arts and the social sciences. Although these figures are beginning to decline, the downward trend is slow (see table 4).

Consideration of the figures given above will corroborate the existence of stereotypes which reinforce the idea that suitable professions for women are probably those in which their role in the home (responsibility for the education, care and health of their children) can in some way be duplicated. It may, however, be noted that women are displaying greater interest in courses of study related to the exact sciences and technology. For example, statistics for Cuba show that 55.3% of the close to 30 000 graduates in 1988 were women, a high proportion of whom were enrolled in non-traditional branches of education, such as technology, the natural and agricultural sciences and mathematics. The low percentage of women in physical culture (22.7%) and art (39.1%), is also significant.^{14/}

III. WOMEN AND THE TRAINING OF HUMAN RESOURCES

As noted above, the training of human resources is a complex task calling for a combination of many agencies and a variety of media, including governmental and non-governmental bodies, lay and religious organizations, private and public organizations and the mass communications media (the press, television, radio, periodical publications, and others).

The International Labour Organisation, in its Recommendation No. 150, defines vocational training as "being directed to identifying and developing human capabilities for a productive and satisfying working life and, in conjunction with the different forms of education, to improve the ability of the individual to understand and, individually or collectively, to influence working conditions and the social environment".^{15/}

Training activities for women are conceived of as being based on an integral process directed towards three central objectives --more effective incorporation of women in the working world, personal growth and active social and political participation.

Of these three objectives, the analysis will focus on programmes and activities designed to help to strengthen, both cumulatively and quantitatively, the incorporation of women in the working world.

A. EDUCATION FOR THE MASSES AND ADULT EDUCATION

The people to whom this type of training is directed include young people and adults from urban and rural low-income sectors. It is conducted by means of short courses (three to six months) which allow the participants to raise the productivity of their work, to gain access to the labour market in better conditions and/or to participate in community development programmes. It uses a participative methodology, makes use of popular knowledge and involves trainers in community problems. Education for the masses is one educational alternative for many women, especially in rural localities and tends to lay stress on specific areas of education

such as literacy, primary health care, self-help construction, entrepreneurial training and appropriate technologies.

In the majority of these experiments with education for the masses in which women are involved, the incorporation of the gender dimension in training has begun to be frequent. In these experiments it is postulated that the subordinate position in which women live can be changed if they enhance the importance of their role and increase their ability to produce alternatives to that position. The incorporation of women into labour does not always create conditions in which this can be done and may even reinforce their old position if relationships in which males are dominant are replicated within the production unit. Remunerated work may help to increase the independence and self-esteem of women provided that certain conditions are met --a decent, stable income; proper working conditions; increased social relations; increased opportunities to participate in decision-taking and the development of aptitudes and abilities. Education for the masses may be a suitable tool for facilitating the process of change.16/

A variety of experiments with education for the masses are being carried out in the region; however, these have not been sufficiently documented and systematized. Some of them are described in the inset below as an illustration. While some of them are more deeply committed to men than to women, others have been designed fundamentally for women.

The Meso-American Centre for the Study of Appropriate Technology (CEMAT) has, as its central purpose, the transfer of appropriate technical know-how from more advanced countries to Guatemala and from Guatemala to the rest of the region. It advocates the adoption of a sustainable development model based on the application of appropriate ecological technologies to households (cookers/stoves), businesses (solar dryers, management of enterprises) and communities (environment, alternative housing, health). The Centre designs and executes appropriate technology projects and information systems for urban and rural low-income groups while at the same time promoting the exchange of experience, at national and international level, in this area.

The Urban/Local Programme (PUL) of the Centre for Experimentation in Appropriate Technology (TEKHNE) in Chile is oriented towards the delivery of integrated support to low-income community organizations, and its specific objectives are to provide training and to promote the incorporation of appropriate food technologies and home energy-saving technologies and to encourage recipient groups and raise their organizational levels by teaching them how to apply useful technologies in their daily routine.

The Catholic University of Chile is conducting an adult education experiment using mass communications media. The TELEDUC programme aimed at children, young people and adults of both sexes and at teachers is aimed at bringing a formative pedagogical experiment into schools and households. The courses cover three areas --training, general education and advanced teacher training.

In Costa Rica, the Information and Action Centre for Women (CEFEMINA) is conducting a self-help construction project in various neighbourhoods in San José. Organized on the initiative of women's groups, this centre has obtained the support of governmental organizations and international co-operation agencies. The women have also organized to ensure that integral health centres and working groups on violence against women are formed.

The Women's Network of the Latin American Council for Adult Education (CEAAL) made up of organizations of low-income women, support centres for such women and centres for research on women, was organized in 1982. Fourteen countries participate in it, and contact is maintained with close to 300 groups in the region. It deals with the problem of education from a gender perspective and strives to incorporate other groups engaged in education for the masses which work with various sectors of the population (trade unionists, members of the co-operative movement, peasants, young people and indigenous groups).

In short, many achievements and limitations of education for the masses may be noted. Its achievements include the fact that it is a decisive factor in the mobilization and organization of low-income groups in support of any alternative educational or social project. As for its limitations, attention might perhaps be drawn to the difficulty experienced in integrating it into a formal process of education and the fact that it still consists in a number of experiments which, although useful, are few and far between.

B. VOCATIONAL TRAINING FOR THE EMPLOYED, REFRESHER COURSES AND RETRAINING

The activities included in this type of training are directed at young people and adults in the labour force. Its primary objectives are to assist workers vocationally and culturally by increasing their opportunities for training and enhancing the quality of that training and to help to raise the productivity of enterprises and to improve the quality of life. At present, this kind of training is conducted primarily outside of enterprises, in specialized centres, without distinction as to sex and by means of a teaching/practical action methodology of learning by doing. It includes such disciplines as administration, agriculture and livestock raising, forestry and fisheries, art and handicrafts, trade and services, construction, basic science, technology and applied science, mining and industrial technology and processes. The certificates offered for this type of training lack academic accreditation but are beginning to be recognized in the labour market.

In most countries the State regulates these activities on the basis of the law of supply and demand, keeping them strictly within the private sector and ensuring that they serve the interests of society. In addition to providing training for enterprises, State agencies grant scholarships to members of the most underprivileged sectors of the economically active population.

Less time is used for vocational training for the employed than for the vocational training offered in secondary schools, and its focus is on the development of more specific skills, with greater attention paid to market requirements.

Vocational training for employed women has another advantage in that it makes it possible to overcome recurrent vacancies on the job for which their reproductive and productive functions within the family nucleus are responsible. Although a higher share of women than men participate in this kind of course, the result is not that they constitute a higher share of the labour force. In this type of training, the cultural patterns in which more importance is attached to the domestic role of women than to their role in the labour force are strongly emphasized. This, in addition to impeding the expansion of the labour market, produces results which are different in the case of men than in that of women.

C. TRAINING OF THE INFORMAL SECTOR

Studies carried out on the informal sector in recent years indicate that women and young people are the groups most severely affected by the economic model prevailing in some countries of the region.

Because of the conditions in which they live, these groups are increasingly in need of programmes and projects which include technical training as a means of increasing job opportunities or opportunities for organized and trained members of the unemployed to take over small production firms.

1. Training in the operation of self-managed production workshops

This kind of training is designed especially for the informal sector and in most cases is provided within community associations whose main objective is to generate income. It is offered in small units with little formal structuring where responsibilities are shared and a basic level of technology is maintained.

These initiatives are still found in isolation and are taken primarily in response to demands made from time to time by poor women, primarily heads of household. Such projects are implemented primarily within women's collectives, small production and service firms and marketing networks.

Many experiments have been conducted in the region with self-managed production workshops supported by international co-operation agencies, non-governmental organizations and women's organizations. Some examples of such experiments are described in the inset below.

In Peru, the Programme for the Advancement and Training of Rural Women conducted by the Research Centre for the Advancement of Farmers concentrates primarily on two lines of action (health and production) with a view to improving the quality of life of women through courses on nutrition, sanitation campaigns and the provision of first aid, on the one hand, and teaching the techniques of food production and small-livestock raising, on the other.

In Honduras, the Foundation for the Advancement of Women provides technical, entrepreneurial and marketing training to urban women in such activities as weaving, commerce and the dairy business with a view to diversifying their field of action.

The Agrarian Reform Research and Study Centre (CIERA) in Nicaragua offers training programmes for women engaged in crop farming (cotton, coffee and tobacco) who, as part of the country's campaign to bring more women into its labour force, have had to undertake productive tasks without the necessary qualification.

A noteworthy project in the field of training for entrepreneurs is the one being carried out in Chile by SERCAL, a professional association which specializes in supporting the management of firms in the informal sector. It makes management aids and appropriate technologies available to small and medium-sized enterprises with a view to increasing their productivity, the number of people they employ and their income. In addition to the technical input it provides, it is concerned with giving entrepreneurs a new way of looking at problems relating to their firm, developing their ability to seize opportunities and preparing them to cope with a changing environment effectively. This support project hinges on technical assistance seen as a process of personalized, individual training in the special environment of the entrepreneur.

Although no in-depth assessments of these experiments are available, some achievements and difficulties which appear to be pivotal may be noted. The achievements include the establishment of a women's organization which has contributed to personal growth and to a higher degree of participation and the acquirement of know-how and specific skills which enable women to improve their quality of life. The drawbacks include the sparse attention paid to management and marketing, the lack of resource continuity and the failure to incorporate national training facilities of a more permanent nature.

2. Vocational training for the self-employed

Like the training associated with self-managed workshops for the production of goods, vocational training for the self-employed is directed towards the informal sector; however, unlike the former type of training, it is initiated on the basis of an analysis of market demand for specific goods and services.

Its main purpose is the incorporation of trainees in the labour market, and for that reason it is oriented towards the systematization of the experience acquired in the practice of their vocation, the institutionalization of the know-how they have acquired and the development of their skills in areas characterized by investment and marketing.

An experiment which illustrates this kind of training is the Technical Training for Women Project (CATEMU) initiated in Chile in 1986. This initiative is designed to support women with a low level of resources who, as a result of the crisis, have had to act as heads of their household and is carried out within a framework of the stated aspirations of women to exercise a stable, paid vocation and to be trained to do so. The training

provided lays stress on two areas (clothing and footwear) in which an unmet demand for skilled manpower was identified through a study carried out in industrial organizations and by questioning municipal placement agencies. In addition to receiving training in the use of machines used in workshops, industrial tools and overlock, the women benefit from child-care programmes and the transport of their younger children to special centres where those programmes are conducted. Within three months of terminating the course, a high percentage of the participants find stable work. Household workshops were also created which absorbed a smaller percentage of the students.

The Jesuit's Institute of Popular Training (INFOCAP), in Chile is aimed at young adults, with no distinction made as to sex, employment or skills. The project provides broad, integral training geared to self-employment or to the construction of small production units or microfirms and includes an adult literacy programme. Although a broad spectrum of disciplines are offered, some degree of traditional differentiation may be noted in the distribution by sex of the enrollees in the various courses.

The most important achievements with this kind of experiment include:

- the provision of training in areas in which there is need for skilled labour so that the trainees' prospects of obtaining employment are more realistic;

- acquisition of the ability to construct and put into operation mechanisms for controlling labour supply and demand: The establishment of links with the State apparatus (training institutions, municipal placement agencies); and of contacts with the industrial sector, labour exchanges and various types of community organization (parishes, labour unions, etc.);

- the emergence of alternative ways of generating income by setting up small units of production or home workshops in which a certain percentage of the recipients of training can be employed;

- the establishment of a link between training institutions and the recipients of training. This is shown in student follow-up and in the continuity given to the training provided through advisory services obtainable after the period of training.

IV. REFERENCES TO THE TRAINING OF HUMAN RESOURCES IN GENDER STUDIES

Although studies on women have proceeded relatively slowly in Latin America and the Caribbean, research and training and action programmes have enjoyed sustained growth as the result of the United Nations Decade for Women. The role of the United Nations system in promoting and carrying out gender-based training exercises is especially important. A number of training activities have been carried out in specialized centres and universities. The holding of regional seminars on the subject has made it possible to assess the experience acquired and draw guidelines for the future.^{17/}

The United Nations has held seminars, courses and workshops in the region for the purpose of incorporating the gender dimension into development analysis. INSTRAW, ILPES and the ECLAC Women and Development Unit have played a particularly important role in the promotion and giving of courses relating to the incorporation of the gender dimension in planning. A number of training seminars have also been arranged on such topics as women, water and sanitation; women and energy and women and the environment, and training workshops have been held for users and producers of statistics. The Joint Committee Group for Policies, whose membership is drawn from United Nations bodies and agencies, has trained officials from UNDP and the Governments of the region in the incorporation of the gender dimension into development projects. FAO and other United Nations organizations have devised awareness programmes on the gender dimension for their staff.

In the academic world, women's study programmes sought to promote the development of paradigms, categories and variables which took gender into account in the consideration of development programmes. A full-scale debate has emerged on the incorporation of the studies conducted under these programmes in teaching programmes. Alternatives under discussion include their incorporation in undergraduate or graduate courses. Discussions have also been held on the possibility of designing multidisciplinary or disciplinary courses in this regard.

New approaches are now being sought, in which the most rigorous theory and methodology are combined with non-academic

experiments carried out by groups of women with a view to learning about new problems and bringing them under analysis (research/action).^{18/}

There are many such centres or programmes; they exist in the majority of countries in the region, including Argentina, Brazil, Colombia, Costa Rica, Cuba, El Salvador, Guatemala, Mexico, Nicaragua, Panama, Puerto Rico and the Dominican Republic.^{19/} Joint exercises are also being carried out, such as that which has resulted in the Women's Studies Subprogramme of the Central American University Council (CSUCA) and the exercise conducted by the Network of Latin American and Caribbean University Programmes for Studies on Women, established in November 1989.

The following inset contains a description of each of these experiments.

The Interdisciplinary Programme for Studies on Women (PIEM) of the College of Mexico was created in 1983 in order to provide theoretical and methodological tools for people interested in studying and doing research on the status of women. For this purpose, activities were carried out in the following areas: documentation, teaching, research, organization and participation in events, and publications.

In the area of documentation, materials dealing solely with women are collected and classified and services are provided for users of the Programme and of other national bodies. In the teaching area, workshops and courses are held for the purpose of bringing research workers from the College of Mexico and other institutions in Mexico City and the provinces together to find out about, work on and discuss papers, projects, studies and research on women in a number of disciplines. Summer courses for foreigners have also been held in the area of teaching. A three-month graduate course in women's studies scheduled to open in 1991 is now being organized. In the area of research, a national programme for the provision of financial and academic support to research work and scholarships in connection with master's and doctor's theses has been under development for the past five years. In the course of this work, some documents have been prepared for publication and much progress has been made in the field of research. The publications area is responsible for preparing the Directory of Women Engaged in Social Research and of Study and Research Programmes in Latin America and the Caribbean, two editions of which have already been issued, with a third in preparation.

The membership of the CSUCA Women's Study Subprogramme, established in 1988, includes the gender research and

studies programme of the University of Costa Rica, the Women's Research and Studies Centre of the University of Costa Rica and the Women's Studies Commissions of the Universities of Panama, Nicaragua, El Salvador, Honduras and Guatemala.

With regard to teaching activities, a few courses have been held in various universities, including courses on approaches to gender-directed research on women; rural women; women and habitat; women in the urban informal sector and violence against women.

These courses have elicited marked interest on the part of experts and are recognized as being a valid way of tackling the subject. The university authorities have, for their part, supported this venture by granting official recognition to the offices of the heads and deputy-heads of these women's studies commissions, centres and programmes.

The University Women's Studies Network in Latin America was established in October 1989 and is made up of the following programmes: Interdisciplinary Graduate Programme Specializing in Women's Studies of the University of Buenos Aires, Interdisciplinary Women's Studies Programme of the College of Mexico, Women's Studies Programme at Cayey University College at the University of Puerto Rico, Co-ordinated Women's and Gender Studies at the University of Los Andes in Colombia, the Interdisciplinary Gender-base Studies Programme of the University of Costa Rica and the Women's Studies Programme of the Santo Domingo Technological Institute.

The objectives of these programmes include the strengthening of the implementation and development of women's studies programmes in Latin American universities, the rational utilization of the manpower and documentation in the region, the establishment of systematic and scientific exchange and co-operation and the provision of support to teaching initiatives and research which help to give a Latin American perspective to these programmes.

So far the programme has completed a number of dissemination and co-operation activities and has participated in technical seminars and meetings in different countries. Two comparative research projects relating to women and health and the publication of a book containing a study programme, a bibliography and an inventory of research work on women in the region are also under way.

With regard to non-governmental organizations which incorporate a gender-based dimension in their research and training activities, attention may be drawn to the following bodies, among others: the Centre for Women's Studies, in Chile; the Paraguayan Women's Study Group in the Paraguayan Centre for Sociological Studies; the Flora Tristán Women's Centre, in Peru; the Centre for Studies on the State and Society (CEDES), in Argentina; the Study Group on the Status of Women in Uruguay (GRECMU) and the Centre for Population Studies (CENEP) and the Centre for Women's Studies in Argentina. Some of these bodies have experience in providing education for the lower classes while others direct their activities towards other sectors related to women.

Whatever the focus of their activities, these bodies meet with success but also encounter difficulties. One of their achievements is that they constitute an innovative alternative to the traditional methods applied in the majority of informal education projects for adults. They try to break with authoritarian structures and look at the personal, daily experience of the participants with new eyes in an attempt to find points in common. Another achievement is the high degree of self-examination and self-criticism attained.

Their methodological difficulties include a failure to plan and develop the contents of their training programmes properly. Work done collectively poses new problems to which good solutions have not yet been found. Trainers find it difficult to allow participants to assume responsibilities as they see fit. Learning to confront and accept the possibility of failure to meet the objectives originally set in the course also presents a problem.

Another problem which has emerged in connection with training for women is related to the mass communications media. For women, most of whom are still engaged in domestic work, whether remunerated or not, the mass communications media take on particular importance. Television and/or radio keep them in daily and direct contact with the rest of the world; however, the images the media transmit tend to distort reality and to reinforce traditional values which contribute nothing to the comprehensive training of women. Something similar happens in the case of the printed communications media, which, for purposes of advertising and marketing, give a stereotype of women based on their physical appearance.

Two projects in this connection are described below:

In 1986, CENECA in Chile carried out a workshop for women inhabiting low-income districts, the main purpose of which was to bring about a gradual change in their attitudes as television viewers, changing them from being passive recipients into active recipients, able to criticize and make choices. The workshop was aimed at

giving women the background they needed to engage in a programming exercise, the results of which would be ideal from the point of view of their expectations and needs. The objective of the workshop was the democratization of the communications system, and for that reason it was specified that different social sectors should participate in its design and execution.

In 1989, ISIS International organized a workshop in Nicaragua entitled "Central American Workshop on Women and Communications: Training in the Techniques of Producing Photographic Slide Displays", the purpose of which was to support the activities of women's groups by providing them with the background they needed to produce audiovisual material for discussion by their members as they considered the status of women in society. At the workshop consideration was given to two of the problems facing women --women as seen by the mass communications media and the use of violence against women.

V. RECOMMENDATIONS

1. An effort should be made to ensure that, in content and practice, formal and informal educational facilities, the social communications media and all institutions which participate in human resources training, instead of contributing to discrimination against women, take positive steps to overcome all forms of discrimination which now exist.
2. The information existing in the region on formal and informal educational institutions which contribute to human resources training should be collected and systematized. In order to do this, it will be necessary to carry out a separate analysis of the quantitative and qualitative aspects of training.
3. The present need of the labour market for skilled human resources should be determined and projected, with consideration given to the time required for training.
4. On the basis of the findings of the diagnostic studies referred to above, an assessment should be made of the present availability of skilled human resources and of the shortfall in such resources in terms of meeting the demand on the labour market.
5. On the basis of the diagnostic studies referred to above, policies aimed at promoting the training of women in all areas should be designed and executed, with special emphasis laid on technology and business management, with a view to promoting greater flexibility in terms of the sex of job holders.
6. Experience with formal and informal training offered by various bodies (governmental and non-governmental organizations, especially women's groups) should be systematized and assessed with a view to using them to further horizontal co-operation and the rational use of resources, especially through the establishment of networks.
7. Academic and research activities on the sexual dimension, which are now being carried out in various universities in the region and in private research centres concerned with problems relating to women, should be strengthened. The systematization and

assessment of the experience acquired so far might be of help in this connection.

8. The establishment of links between the formal education system and alternative bodies should be promoted through seminars, networks and all kinds of joint activity.

9. An effort should be made to strengthen centres specializing in training through the use of audiovisual materials aimed especially at women in rural sectors with high levels of illiteracy since this is an excellent way of approaching such sectors and has not yet been used to full advantage.

Notes

1/ Economic Commission for Latin America and the Caribbean (ECLAC), Changing Production Patterns with Social Equity. The Prime Task of Latin American and Caribbean Development in the 1990s (LC/G.1601-P), Santiago, Chile, March 1990. United Nations publication, Sales No. E.90.II.G.6.

2/ ECLAC, El desarrollo de los recursos humanos como eje articulador entre la modernización y la integración social (LC/R.836), Santiago, Chile, 1989.

3/ Ibid.

4/ ECLAC, The Decade for Women in Latin America and the Caribbean. Background and Prospects (LC/G.1372), Santiago, Chile, May 1988. United Nations publication, Sales No. E.86.II.G.5; CEM (Centro de Estudios de la Mujer), Mundo de mujer: continuidad y cambio, Santiago, Chile, 1988; UNESCO (United Nations Educational, Scientific and Cultural Organization), Statistical Yearbook 1989, Paris, 1989.

5/ ECLAC, The Decade for Women..., op. cit.

6/ CEM, op. cit.

7/ Instituto de la Mujer, "La educación para el futuro tecnológico", El impacto y las nuevas tecnologías en la formación y el trabajo de las mujeres, Pilar Escario and Inés Alberdi, Madrid, 1986.

8/ ECLAC, The Decade for Women..., op. cit.

9/ CEM, op. cit.

10/ The figures used in comparing the graphs may be found in tables 1-5, which are annexed to this document. The graphs were prepared by Ms. Eliana Barraza as support material for the seminar entitled "Communications and Information: Strategy for the Establishment of Networks and Exchange Programmes", organized by ISIS International and ISIS/WICCE and held from 13 to 31 August 1990.

11/ Some universities divide their fields of study into the following categories: postgraduate, university and technological. Although the studies in the last category can be completed in less time than those in the other categories, they are still regarded

as being studies at university level. In accordance with the definition contained in the UNESCO Statistical Yearbook, this type of education includes studies at level 6 in its standardized classification (ISCED) ("Education at the third level, first stage, of the type that leads to a first university degree or equivalent").

12/ Eulalia Donoso de Conde, "Women's choice of university careers in six Latin American countries", Statistical Bulletin of the OAS, vol. 8, No. 3-4, July-December 1986.

13/ CEM, op. cit.

14/ Federación de Mujeres Cubanas, Mujer y sociedad en cifras, 1975-1988, Havana, 1990.

15/ ILO (International Labour Organisation), Recommendation No. 150, Geneva, 1975.

16/ CEAAL (Consejo de Educación de Adultos de América Latina), Red Mujer-Uruguay, "Seminario sobre educación popular y feminismo", October 1988, mimeo.

17/ UNESCO, Centro de Estudios de la Mujer, Universidad de Buenos Aires, Desarrollo de currícula y preparación de materiales de enseñanza en estudios de la mujer para la educación superior en América Latina y el Caribe. Document presented at the Regional Seminar for Latin America and the Caribbean, Buenos Aires, 4-7 June 1986.

18/ ECLAC, Information and Communications at the service of Women in Latin America and the Caribbean (LC/L.461(CRM.4/3)), Santiago, Chile, September 1988.

19/ The centres or programmes concerned include a Special Programme in Women Studies, University of Buenos Aires; Co-ordinated Programme of Studies on Women and Gender, University of Los Andes of Colombia; Women's Studies Group, Catholic University at Rio de Janeiro, Brazil; Centre for Research and Studies on the Advancement of Women (CIEM), National University of Costa Rica; Department of Women and Development of the Félix Varela Pedagogical Institute of Cuba; Project on Post-doctorate Studies on the Family, Catholic University of Chile; Interdisciplinary Programme for Studies on Women, Colegio de México; Women's Studies Project, Cayey University College, University of Puerto Rico; Women's Studies Programme, Technological Institute of Santo Domingo.

ANNEX

Table 1

PERCENTAGE OF WOMEN IN TOTAL NUMBER OF STUDENTS IN SELECTED
BRANCHES OF SECONDARY EDUCATION, CHILE, 1935-1985

Year	Sciences and humanities	Technical/ professional	Teacher- training
1935	43.3	38.6	74.0
1945	48.3	41.8	66.5
1955	52.2	44.4	54.1
1965	53.5	44.7	65.0
1975	58.2	44.2	-a/
1985	52.1	49.2	-a/

Source: Centre for Women's Studies (CEM), Mundo de mujer: Continuidad y cambio, Santiago, Chile, 1988, p. 118.

a/ Preparation of teachers for the third level of education in 1967.

Table 2

PERCENTAGE OF WOMEN IN TOTAL NUMBER OF STUDENTS IN DIFFERENT
TECHNICAL/PROFESSIONAL FIELDS OF STUDY, CHILE, 1985

Field of study	Percentage of women
Total	49.6
Commercial	69.7
Industrial	4.1
Technical	93.2
Agricultural	20.3

Source: Centre for Women's Studies (CEM), Mundo de mujer: Continuidad y cambio, Santiago, Chile, 1988, p. 121. .
Description of different fields, p. 118.

Table 3

PERCENTAGE OF WOMEN IN TOTAL NUMBER OF UNIVERSITY STUDENTS,
CHILE, 1940-1985

Year	Percentage of women
1940	25.1
1945	26.6
1950	36.0
1955	39.4
1960	35.9
1965	---
1970	38.3
1975	41.5
1980	41.5
1985	39.5

Source: Centre for Women's Studies (CEM), Mundo de mujer:
Continuidad y cambio, Santiago, Chile, 1988, p. 122.

Table 4

PERCENTAGE OF WOMEN IN TOTAL NUMBER OF STUDENTS ENROLLED IN HIGHER EDUCATION
IN LATIN AMERICA, CIRCA 1986 a/

Country	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Argentina (86)	92.4	78.9	78.6	49.4	57.5	41.5	--	--	--	62.4	72.0	55.7	11.8	43.7	29.5	--	--	77.8
Barbados (86)	62.7	66.9	65.2	55.6	66.8	--	--	100.0	65.7	40.4	--	62.7	3.4	--	30.0	--	7.8	68.5
Chile (87)	69.0	52.6	65.2	29.5	58.7	35.8	66.3	98.1	91.6	81.4	28.2	59.0	19.5	33.8		34.9	11.1	35.9
Colombia (87)	67.3	51.7	61.1	5.7	--	51.4	--	--	--	38.9	--	58.9	27.0	--	26.6	--	--	--
Cuba (87)	61.7	67.4	55.4	66.5	51.2	67.8	55.9	--	--	68.5	51.6	63.0	34.3	51.3	46.9	9.3	76.3	24.8
Ecuador (87)	55.4	71.0	48.3	30.8	44.1	51.0	55.2	--	61.1	38.7	23.1	39.8	12.4	14.4	16.8	--	49.6	55.7
El Salvador (86)	43.9	21.4	86.4	13.4	26.2	33.6	47.7	--	57.7	7.0	1.0	19.6	9.1	38.4	4.1	--	5.7	59.3
Guyana (86)	71.0	60.8	--	52.0	47.2	44.2	33.3	--	0.0	32.8	26.7	41.8	7.6	0.0	27.5	--	--	50.0
Haiti (86)	30.9	28.5	--	25.9	26.9	41.2	--	--	--	--	--	44.5	15.4	--	14.4	--	--	--
Honduras (86)	69.9	55.9	18.8	34.5	47.1	42.6	38.1	100.0	--	51.7	49.8	51.9	15.8	--	0.0	--	--	55.0
Mexico (87)	59.8	48.3	63.2	36.8	57.2	48.1	63.5	--	--	54.0	42.2	48.3	13.7	31.3	18.9	--	--	66.9
Nicaragua (87)	65.2	81.5	71.7	48.6	51.7	57.6	88.4	91.4	--	71.6	69.9	65.7	26.5	63.0	55.2	--	68.5	22.4
Panama (80)	82.3	74.7	46.5	36.9	52.4	59.9	64.0	100.0	--	40.1	49.6	71.8	23.0	26.8	24.1	--	16.4	69.5
Suriname (86)	60.8	--	33.3	65.6	66.2	51.7	44.4	46.3	--	3.7	--	42.7	-	4.3	47.4	--	--	--
Trinidad and Tobago (86)	63.8	--	70.6	47.1	59.3	--	--	--	--	46.9	--	--	14.0	--	47.5	--	--	--
Uruguay (80)	78.7	74.7	56.1	61.4	77.7	49.1	92.9	--	--	55.5	35.9	56.1	8.9	38.5	34.7	--	0.0	92.3

Source: UNESCO, *Statistical Yearbook, 1989*, Paris, 1989.

a/ Percentage calculated on the basis of the total number of students enrolled in each field of study.

- | | | |
|---|--|---------------------------------------|
| 1. Education | 7. Household economy | 13. Architecture and town planning |
| 2. Humanities | 8. Commercial sciences | 14. Agriculture, Forestry and Fishing |
| 3. Fine Arts | 9. Natural sciences | 15. |
| 4. Law | 10. Mathematics and information sciences | 16. Transportation and communications |
| 5. Social sciences | 11. Medicine | 17. Trade Craft and Industry |
| 6. Business administration and Commerce | 12. Engineering | 18. Other and unspecified |

Table 5

PERCENTAGE OF WOMEN IN ECONOMICALLY ACTIVE POPULATION IN SELECTED COUNTRIES,
TAKEN FROM CENSUSES CARRIED OUT CIRCA 1980

Occupation	Argentina	Chile	Colombia	Ecuador	Panama	Paraguay	Peru	Venezuela
<u>Professional, technical and related workers</u>	59.7	53.7	43.2	42.5	54.3	49.0	37.0	54.9
Architects and engineers	--	5.5	--	5.2	6.6	--	6.0	10.7
Chemists, biologists, veterinarians	--	38.1	--	27.7	25.3	--	15.7	13.8
Doctors, dentists, surgeons	--	31.5	--	26.8	24.9	--	46.0	29.3
Paramedics, nurses	--	84.6	--	62.2	74.5	--	84.8	85.5
Teachers, social scientists	--	63.8	--	54.9	70.0	--	46.8	63.2
Lawyers, judges, jurists	--	14.1	--	12.6	15.7	--	12.5	36.2
Artists, writers, workers in religion	--	46.1	--	26.8	18.7	--	32.6	28.3
<u>Administrative and managerial workers</u>	7.9	15.5	11.8	29.4	19.8	14.8	7.9	12.3
Legislative officials and government administrators	--	33.6	--	11.8	21.7	--	--	32.8
Managers	--	13.1	--	30.1	19.2	--	--	10.7
<u>Economically active in all occupations</u>	27.5	29.3	29.3	20.8	27.6	20.5	25.4	26.8

Source: Eulalia Donoso de Conde, "Education and high-level employment: the case of Latin American women", Statistical Bulletin of the OAS, vol. 8, No. 1-2, January-June 1986, p. 4.