

Gender equity

Objective 3 To promote gender equality and autonomy of women

Goal 4 To eliminate gender inequalities in primary and secondary schooling, preferably by the year 2005, and at all levels of schooling by the end of 2015

Performance Summary

Status of support conditions for attaining goal

Weak but improving

Will the goal be reached?

Very unlikely

Diagnosis and trends

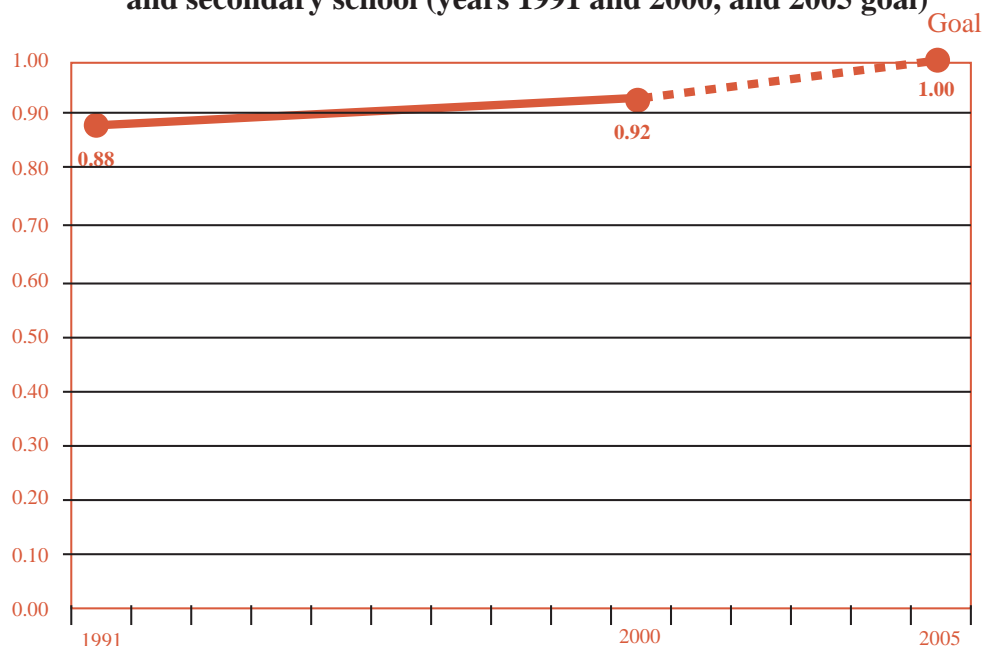
In 2000 the ratio between primary and secondary gross enrollment rates for boys and girls was 0.92,²¹ which means that there was some progress as compared to 1991, when the rate was 0.88.²² If this rate of progress achieved by Guatemala during the decade of the '90s were to be maintained, it is very unlikely that gender parity in primary and secondary schooling could be reached by 2005. Additionally, in 2000 several departments such as Alta Verapaz (0.80) and Baja Verapaz (0.83) were well below the national average.



GRAPH 5

Evolution of enrollment ratio between boys and girls

Ratio between combined gross enrollment rates in primary and secondary school (years 1991 and 2000, and 2005 goal)



Source: Own estimates from 1991 and 2000 Annual Statistical Reports of the Ministry of Education

TABLE 5
 Ratio between combined primary and secondary
 school gross enrollment rates for boys and girls

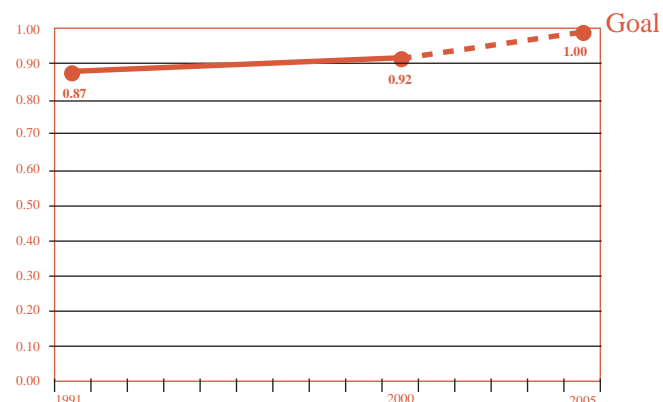
Characteristic	1991	2000
Country	0.88	0.92
Region		
Metropolitan	0.95	0.93
Northern	0.72	0.80
Northeastern	0.96	0.99
Southeastern	0.92	0.94
Central	0.91	0.95
Southwestern	0.82	0.92
Northwestern	0.73	0.84
Petén	0.91	0.99

Source: Own estimates from 1991 and 2000 Annual Statistical Reports, Ministry of Education.

When separately analyzing the rate of progress of the ratio between primary and secondary gross enrollment rates, it becomes evident that efforts required in the future differ. To attain parity between boys and girls in primary school by the year 2005 would require greater efforts than those required for the 1991-2000 period, but these efforts would have to be even greater to significantly and equitably increase secondary school coverage. In primary school, the inequality is due to a lower incorporation of girls into the school system, evidencing the families' preference for educating boys. Gender disparity mainly occurs in the first secondary school cycle (basic cycle) – 0.87 in 2000,²³ –while in the second cycle (diversified cycle) there is a slight disparity favoring women (1.03).²⁴ In 2000 the five departments that lagged behind in enrollment were Alta Verapaz (0.84), Baja Verapaz (0.83), Jalapa (0.86), Quiché (0.85) and Huehuetenango (0.86), while for secondary school, the departments were Alta Verapaz (0.56), Sololá (0.74), Chimaltenango (0.77), Quiché (0.77) and Huehuetenango (0.81).²⁵

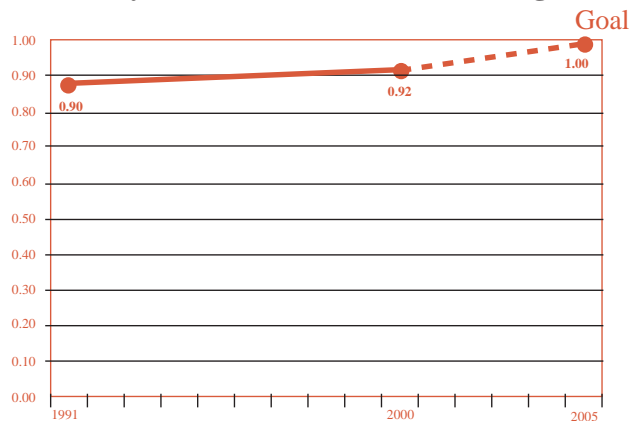
GRAPH 6

**Combined primary and secondary education
 (years 1991 and 2000, and goal 2005)**



Secondary school enrollment

(years 1991 and 2000, and 2005 goal)



Source: Own estimates from 1991 and 2000 Annual Statistical Reports, Ministry of Education.

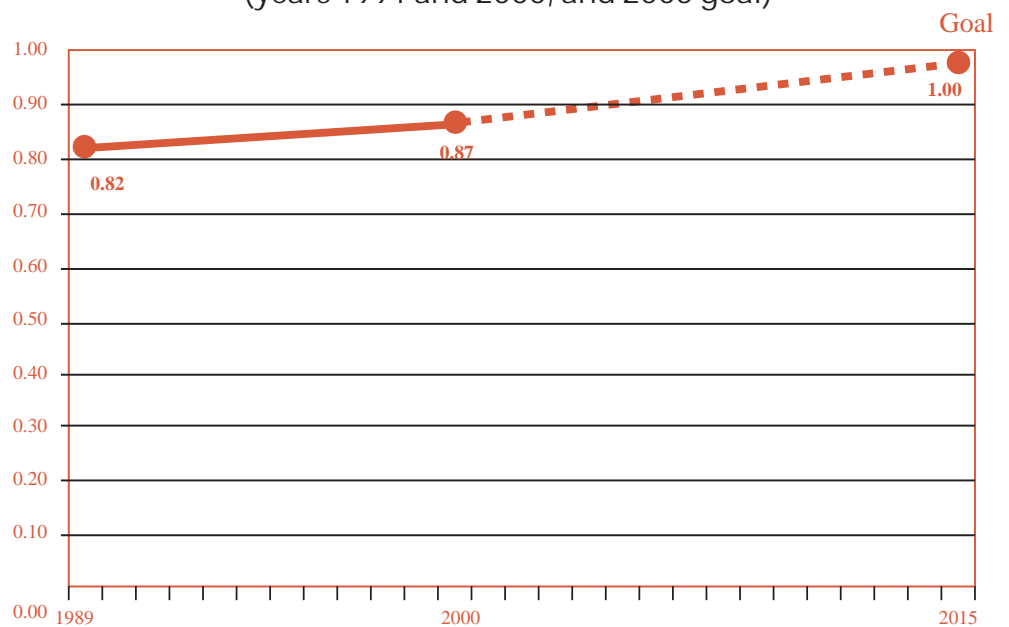
It has been estimated that the ratio between the combined boys and girls primary, secondary, and university gross enrollment rates was 0.85²⁶ in the year 2000.²⁷ Additionally, it is evident that there were disparities relative to ethnic groups, areas and regions. Furthermore, these ratios were well below the national average for the indigenous population (0.75), the rural area (0.82) and the southeastern region (0.83). Finally, the greatest disparity in the ratio between the gross enrollment rates of men and women was found at university level (0.75).²⁹

The ratio between the literacy rates of men and women ages 15 to 24 increased from 0.82 to 0.87 between 1989 and 2000.³⁰ This rate of progress is lower than needed to achieve the goal of having a ratio of 1.00 between the literacy rates of adult men and women by 2015. Furthermore, during that same period the northwestern region experienced a serious setback, as reflected by the reduction of this indicator from 0.70 to 0.63.³¹ Further, there were significant disparities between the ratios of adult literacy rates of people of different ethnic origin (indigenous 0.73, non-indigenous 0.95), and living in different areas (rural 0.80, urban 0.95).³² Finally, the regions with the lowest ratios of adult literacy rates were the northern (0.73) and northwestern (0.63) regions.

GRAPH 7

Ratio between literacy rates of adult males and females between the ages of 15-24

(years 1991 and 2000, and 2005 goal)



Source: Own estimates from ENS 1989 and ENCOVI 2000.

Between 1989 and 2000 the average of women gainfully employed in the non-agricultural sector increased from 35% to 37%. This increase was mainly due to higher participation of women in the manufacturing industry, basically in the maquila industry (toll manufacturing) and financial services, contrasting with the commercial sector, where the number of women gainfully employed dropped from 41% to 34% during this same period.³⁵ In the year 2000 the non-agricultural sectors in which women participated were mostly the manufacturing industry (21%), the commercial sector (19%) and others (51%).³⁶ In contrast with the national trend, in the southeastern region the participation of women gainfully employed in the non-agricultural sector decreased from 33% to 30%.³⁷ In 2000 there were disparities in the participation of women relative to geographic area (rural 28%, urban 41%) and ethnic origin (indigenous 35%, non-indigenous 37%).³⁸

In the agricultural sector the participation of women increased from 11% to 13% between 1989 and 2000³⁹, and in this last year 58%⁴⁰ of the workers in the agricultural sector accounted for unpaid labor performed by women as an extension of their work at home. In the case of indigenous women this percentage reached 64%, and 47% for the non-indigenous.⁴¹

The percentage of jobs held by women in the National Congress increased from 7% to 11% between 1990 and 2001.⁴² In 1999, in the Central American Parliament, 26% of the regular members and 33% of the alternate members were women. Only 1% of all mayors are women. To July 2001, 43% of citizens registered as voters were women.⁴⁴

It must be stressed that there are two additional variables that further illustrate gender inequality in Guatemala. First, more boys than girls were enrolled in primary school between 1991 and 2000. As a consequence, the net enrollment rate for boys increased from 72% to 86%, while the rate for girls went from 71% to 82% during this same period. Second, in 2000 the monthly income for women was equivalent to approximately 60% of the monthly income for men.⁴⁵ Finally, the spread of HIV/AIDS to a significantly higher number of women in Guatemala since 1996 is an indicator of the growing vulnerability of women relative to this scourge.

Policies and Programmes

In a joint effort of the private sector/Ministry of Education, a Program of Scholarships for Girls was established to improve the retention and enrollment indexes of girls. This program has gradually increased its coverage from 5,211 girls in 1996 to 71,386 in 2001. The ongoing Educational Reform implementation process seeks to overcome discrimination against women by including the gender topic as one of the theme axis of curricular transformation.

Challenges and Priorities

An exercise was conducted to obtain a preliminary estimate of the additional resources necessary to attain a ratio of 1.00 between the combined primary and secondary gross enrollment rates of men and women by the year 2005. It is estimated that an additional US\$14 million will be required during the 2001-2005 period to reach this goal for secondary schooling.⁴⁶ This estimate does not include any improvements to the quality of education.

One of the main challenges is to improve universal access to the different school levels, both for men and women, and not focus exclusively in reducing the disparities of the access by women. Furthermore, it is essential to promote the implementation of programmes that foster the early incorporation and retention of women in school (reduce the opportunity cost for women) and break away from the stereotypes that exist in society regarding women (eliminate the stereotyped concepts of the male and female roles at all levels of schooling).

Evaluation and Follow-up Capacity

Evaluation & follow-up capacity elements	Value		
	Very Good	Good	Poor
Amount and regularity of information from surveys		✓	
Data Collection Capacity			✓
Quality of information from recent surveys		✓	
Statistical follow-up capacity			✓
Statistical analysis capacity			✓
Capacity to incorporate statistical analysis to policies, plans and mechanisms to allocate resources			✓
Monitoring and Assessment Mechanisms			✓
Reporting and information dissemination capacity			✓