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Annotations - Individual countries

Brunei

Gender and Education	
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BURMA (see MYANMAR)

Cambodia

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Gender and Education

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Indonesia

Gender

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Gender and Education

ODEY-GARDINER, Mayling and SUPRAPTO, Riga-Adewoso (1996)

"Indonesia", in: MAK, Grace, C.L. (ED), **Women, Education and Development in Asia: cross-national perspectives**, Garland, New York and London, 95-118.

Laos

Gender

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Malaysia

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Gender and Education

BRIEN,	"Education, Marriage and First Conception
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Myanmar

Gender	
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Papua New Guinea

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Gender and Education

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Phillipines

Gender	
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Singapore

Gender	
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Lenore (ed) (1983)	economics and everyday life in Indonesia, Malaysia and Singapore, Australian National University, Canberra.
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Gender and Education

CHIEW, **Educational and Occupational Attainment of**

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Thailand

Gender	
ASIA WATCH AND WOMEN'S	A Modern Form of Slavery: trafficking of Burmese women and girls into

RIGHT PROJECT (1993)	brothels in Thailand , Human Rights Watch, New York.
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Gender and Education

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Vietnam

Gender	
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Annotations - Individual countries

Indonesia

Malaysia

Indonesia

ODEY-GARDINER, May ling and SUPRAPTO, Riga Adiwoso (1996), Indonesia, in:

MAK, Grace C.L. (ed), **Women, Education and Development in Asia: Cross-National Perspectives**, Garland Publishing, New York and London, 95-118.

Indonesia is, in demographic terms, one of the largest countries in the world. Geographically it is incredibly fragmented, comprising over 1000 islands and at least 300 distinct ethnic groups. Gender is another aspect of disparity, females not having the same access as men to education, employment and social standing.

This chapter first provides a sustained gender-based analysis of Indonesian education. Quantitative and qualitative data are provided with the problems laying clearly in the area of the latter. Not surprisingly, dislocated communications and the insularity of many of the smaller national components lead to

deepened disparities. Such contexts tend to overcome a long standing policy of equal access to education, traditional roles for the majority of females result in interrupted attendance and lower attainments than their male counterparts

In general however, recent improvements in educational participation and qualifications have led to credentials outstripping employment opportunities in the modern sector. So unemployment of the educated tends to be more prevalent in urban than in rural areas and affects both sexes. A tendency to remain even longer in education prolongs the problem. As female superiority of attainment runs right through to the highest levels, the benefits of higher education for women are higher than for men. In Indonesia there is little cultural constraint against women working outside of the household, However, financial rewards for comparable occupations are not equal, and favour males.

Positive development trends in education and the economy

have led to the phenomenon of 'open unemployment', and more among women than men. It is possible, though, that the currently booming economic growth of the country may provide sufficient private sector jobs to satisfy the highly educated of both sexes. It is clear that strong policies of human resource development across the whole population of Indonesia, but especially in the major cities, is one of the pillars of economic growth in Indonesia. This has relied on liberal general education supporting diverse skills but it is thought that future growth needs to be reflected more to science and technology. This could disadvantage females depending on whether or not traditional choices prevail as between subjects to be studied and skills acquired.

Malaysia

BRIEN, Michael J. and LILLIARD, Lee A. (1994), Education, Marriage, and First Conception in Malaysia, **Journal of Human Resources**, XXIX (4), 1167-1204.

This paper examines cohort and ethnic differences in education, the timing of marriage, and the timing of first conception for women in Peninsular Malaysia. The authors examine the roles of education and enrolment in delaying marriage and first conception, and dropping out of school. The focus is on the joint nature of these decisions by controlling the endogeneity of one outcome as it affects the others. Changes in education and enrolment account for a substantial portion of the cohort trend towards later age of marriage in this part of Malaysia. Further, most of the rise in the age of first conception across cohorts and ethnic groups is fully accounted for by cohort and ethnic differences in the age of marriage.

All this is set against a picture of rising educational attainment for both sexes and the evidence of a wider spread of curricular interests and therefore employment opportunities among females. However the authors merely ask whether either educational development or economic development, or

both have a causal connection with the marriage and conception trends recorded? Substantial amounts of data are provided and various statistical models employed.

After this detailed descriptive analysis they are prompted to select a number of questions as being of first order significance: is endogeneity important? what about the age at marriage? what is the role of marital status? The fix on the last one is significant in that in Malaysia, marital status is critical to understanding the timing of first conception because there is very little childbearing outside of marriage. They conclude with the following summary: "We find that marital status is a very significant predictor of the decision to continue in school, but that its importance is reduced by the rarity of marriage before leaving school. A number of other explanatory factors are found to influence continuing in school, including educational policies, family background characteristics, and the availability of schools of the appropriate level." Availability is an important issue in spatial

terms and in respect of female take up. The usual structure of urban advantage over rural is present in Malaysia and clearly enhances the prospects of women continuing in education, especially as further and higher education opportunities tend to be in towns and cities anyway.

SIDIN, Robiah (1996), Malaysia, in MAK, Grace C.L. (ed). **Women, Education and Development in Asia: Cross-National Perspectives**, Garland Publishing, New York and London, 119-141.

Education is perceived as having contributed significantly to the recent and rapid development of Malaysia economically, as well as having a primary function in socializing children into accepted community values and behaviour. It is clear that women have played a full part in this development, across a wide range of sectors and this has been happening not only because of labour demand, but also due to governmental efforts to incorporate women effectively in the process. This

chapter details the different types of educational opportunities open to women on an equal basis to men as well as their participation in the economic, social and political dimensions of Malaysian life.

An historical account of the development of the profile of female education is provided, showing phases of increased participation in response to different factors such as mission activity and military conflict. The achievement of independence provided a major opportunity, and by 1970 the enrolment rate for girls at primary level was 85 per cent, while at secondary level 44 per cent for lower and 16 per cent for upper. Given the macro multi ethnic picture there is obviously some variation as between the major components. There is also some disparity even today as between urban and rural areas of the country, but most boys and girls are attending school at least up to the age of 15. After that various forms of selection begin to play a significant part in the appearance of greater gender differentiation. In particular

the participation of girls in vocational and technical education is still low, providing only about 25 per cent of the total enrolment in this sector, and being concentrated in traditional 'female' programmes. However, there are signs of a change of attitude on a small scale. At tertiary level the representation of women in most subject areas is strong. The article provides data to illustrate the situation in all sectors of education and employment.

Over the last decade, the proportion of the labour force that is female has risen, while that of males has correspondingly fallen. Nonetheless, women are both vertically and horizontally, clustering in manual and clerical jobs, though at the professional levels, where high achieving females are breaking through, there is evidence of increased appointments in medicine, dentistry, accounting law and university teaching. Women are increasingly active and effective in social development fields as their self-concept and self development profiles have strengthened. Such

confidence building experiences have also projected increased numbers of women into Malaysian politics at various levels.

So the major problems facing Malaysian women are now those arising from having to combine occupational and domestic responsibilities. Constraints on their geographical mobility lead to tensions in both professional and skilled manual sectors. The author concludes that the issues that most need to be addressed concern the workplace, conflict between women's traditional and modern roles, and leadership.



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Central and East Asia

China

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Mongolia

Kyrgyzstan

Taiwan

Uzbekistan

Annotations - Individual countries

China

Gender
CHEUNG, Selected Papers of Conference on

Fanny et al (eds) (1991)	Gender Studies in Chinese Societies , Chinese University of Hong Kong, Hong, Kong.
CROLL, Elizabeth (1985)	Women and Rural Development in China: production and reproduction , ILO, Geneva.
CROLL, Elizabeth (1995)	Changing Identities of Chinese Women: rhetoric, experience and self-perception in twentieth-century China , Zed Books, London.
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GILMARTIN, Christina K. (1995)	Engendering the Chinese Revolution: radical women, communist politics and mass movements in the 1920s , University of California Press, California.

GILMARTIN, Christina K. et al (ed) (1994)	Engendering China: women, culture and the state , Harvard University Press, Massachusetts.
HEMMEL, Vibeke and SINDBJERG, Pia (1984)	Women in Rural China: policy towards women before and after the Cultural Revolution , Curzon, London.
JASCHOK, Maria and MIERS, Suzanne (eds) (1994)	Women and Chinese Patriarchy: submission, servitude and escape , Zed Books, London.
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SIDEL, Ruth (1982)	Women and Child Care in China: a firsthand report , Penguin, Harmondsworth.
SLIMMER,	Experience and Status of Chinese Rural

Virginia M. and KEJING, Dai (1991)	Women: differences among the three age groups, Kentucky.
SMITH, Douglas C. (1992)	"The Chinese Family in Transition: implications for education and society in modern Taiwan" in Asia Culture Quarterly , Fall 1992.
UNITED NATIONS UNIVERSITY (1993)	The Impact of Economic Development on Rural Women in China , United Nations University, Tokyo.
WOLF, Margery (1987)	Revolution Postponed: women in contemporary China , Methuen.

Gender and Education

AKSORNKOOL,	Daughters of the Earth: skills-based
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Namtip (1995)	literacy programme for women, China, UNESCO and UNICEF, Paris.
DAI, Shujun (1991)	"Three Chinese Women's Vocational Universities" in Chinese Education: A Journal of Translations, 24 (2), 73-78.
HUANG, Jiafen (1993)	"An Investigation of Gender Differences in Cognitive Abilities among Chinese High School Students" in Personality and Individual Differences, 15/(6), 717-719.
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KAN, Feng Min (1990)	Employment and Access to On-The-Job Training of Chinese Women, Centre for the study of Education in Developing

	Countries, The Hague.
NAN, Ning (1992)	"Sex Discrimination in Education" in Chinese Education and Society , 25/(1), 44-47.
MAK, Grace C.L. (1996)	"The People's Republic of China", in MAK, Grace C.L. (ed), Women, Education and Development in Asia: cross-national perspectives , Garland, New York and London, 3-28.
RAI, Shirin M. (1994)	"Modernisation and Gender: education and employment in Post-Mao China" in Gender and Education , 6 (2), 119-129.
UNESCO (1987)	Universal Primary Education for Girls: China , PROAP, Bangkok.
WIDMER, Ellen (1991)	"Martyred Matrons, Martial Maidens and the Women Reader: some Sino-Japanese Comparisons" in International Journal of

	Social Education , 6 (1), 60-82.
WU, Haiqing (1992)	"The Current Status of Women Professors in China" in Chinese Education and Society , 25 (1), 53-55.
XU, Jinni and FARRELL, Edwin (1992)	"Mathematics Performance of Shanghai High School Students: a preliminary look at gender differences in another culture" in School Science and Mathematics , 92 (8), 442-445.

South Korea

Gender	
CHUNG, Sei-wha (ed) and SHIN, Chang-hyun (tr) (1986)	Challenges for Women: women's studies in Korea , Ewha Women's University Press, Seoul.
KENDALL, Laurel	Korean Women: view from the inner

and PETERSON, Mark (eds) (1983)	room , East Rock Press, Cushing.
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Gender and Education

CHUNG, Ji Sun (1994)	"Women's Unequal Access to Education in South Korea" in Comparative Education Review , 38 (4). 487-505.
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JEON, Kyung- Won (1993)	"A Study on Mental Health of Scientifically Gifted High School Males and Females" in Gifted Education International , 9 (2), 85-92.
KIM, Oksoan (1996)	"South Korea", in MAK, Grace C.L. (ed) Women, Education and Development in Asia: cross-national perspectives , Garland, New York and London, 51-64.
KWON, Mee-Sik (1992)	Conceptualisation of Critical Feminist Pedagogy as a Theoretical Tool of Social Transformation and its Applicability in a Korean Context.

Mongolia

Gender	
UNESCO	Status of Women: Mongolia, PROAP,

(1990)	Bangkok.
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Gender and Education

UNESCO (1979)	Standardisation of Education and Curricula for Boys and Girls in General Education, Vocational and Teacher-Training Schools in the Mongolian Peoples Republic, Paris.
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Kyrgyzstan

Gender and Education

UNESCO (1991)	Islam, Perestroika and the Education of Women: principles and possibilities, Paris.
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Taiwan

Gender and Education

HSIEH, Hsiao-chin (1996)	Taiwan, Republic of China", in MAK, Grace C.L. (ed), Women, Education and Development in Asia: cross-national perspectives , Garland, New York and London, 65-91,
WEI, Chin Lung (1993)	"Instructional Uses of Computers in Boys', Girls and Co-educational Senior High Schools in Taiwan, the Republic of China" in Journal of Computer-Based Instruction , 20 (1), 15-20.

Uzbekistan

Gender	
AMINOVA, Rakhima Khodieвна and MEEROVICH, B.M. (tr.) (1985)	The October Revolution and Women's Liberation in Uzbekistan, Nauka Publishers, Moscow.

Annotations - Individual countries

China

South Korea

China

MAK, Grace C.L. (1996), The People's Republic of China, in: MAK, Grace C.L. (ed), **Women, Education and Development: Cross-National Perspectives**, Garland Publishing, New York and London, 3-28.

The author adopts what she terms a special approach to assessing the status of women in China in relation to education, family situation and economic development. In general it seems that education and population policies in recent decades have met with some success in respect of

enhancing female opportunity, whereas attempts to reach more liberal positions on marriage, divorce and employment have been constrained by male resistance. Lack of policy coordination in the social spheres and in relation to economic policy is seen as an important factor.

A useful background on historical attitudes to the education of women and girls is provided,, with special reference to the influence of the post 1949 period, and a range of useful data on issues such as enrolment at different levels, subject orientation and employment is listed. It was found that, post 1949, although a re-organised economy was more willing to recruit women, urbanization was slow. So geography has been a crucial factor in affecting women's employment prospects, since urban areas normally offer more education and training opportunities to females. The urban/rural dichotomy, distinctive and important in the case of China, is given further space in the article before the author moves on to the 'contemporary' situation: that is to say from 1978 to

the present.

This is described as the period of pragmatism and is examined in relation to four issues: the family, education, the economy and politics. During the past 20 years marriage and childbearing trends in China have changed in such a way as to release women for economic participation, and this has direct links to education where emphasis has been on basic and vocational sectors. However, female improvement in educational terms is coming from a very low base and as recently as 1990, of the 80 per cent of the adult population who were illiterate, 70 per cent were female. Nonetheless within the proportion of the population actively engaged in education, the female dimension is growing, This, according to the author, attracts various forms of discrimination including: tracking females into traditional subjects such as foreign languages, primary school teaching and fashion; demanding higher grades for females than for males competing in the same arena, including access to higher

education.

Agriculture continues to be the major occupation of the Chinese population, but while boys may be released for education, parents tend to keep their daughters in productive employment. Only if a 'township enterprise' (semi urban light industrial development) is nearby would that pattern be changed, and women transfer to non-agricultural work, In urban areas where diversification of production offers more employment opportunities, the positive educational profile of women and girls makes them attractive but has also attracted a backlash as males seek to protect their traditional position. The Chinese experience shows the difficulty of sustaining equality due, at least in part, to lack of power among women as a group. Yet, education and some modern sector economic participation has engendered a new awareness among Chinese women of their rights and their potential that sustains them in the continued struggle for equal opportunity.

South Korea

KIM, Oksoon (1996), South Korea, in MAK, Grace C.L. (ed). **Women, Education and Development in Asia: Cross-National Perspectives**, Garland Publishing, New York and London, 51-63.

Because studies of the impact of education on development typically came to differentiate females from males, the author sets out to investigate the extent to which female labour has contributed to economic growth since 1960 in Korea. There is a context of parallel and rapid expansion of educational opportunities in that country, but any connection needs to be properly demonstrated both in general terms, as well as in relation to gender.

The author based the study on three assumptions: that educational expansion in South Korea provided more opportunities for males than for females; that female labour

contributed to economic growth in Korea in different ways than did male labour; that educational expansion did not lead to improvement in the economic circumstances of the female population during the years of rapid economic development. Data are provided to illustrate the phenomenal growth in the education sector in South Korea in recent decades as well as the continued popular demand for this service. The figures show that the vast majority of investment and innovation has come from the private sector, and the author argues that the expansion has reinforced inequality in respect of educational opportunities open to males and females. In Korea this whole issue is dominated by social class leading to an unequal distribution of new educational opportunities. This in turn affects girls adversely and is even more reinforced by curricular stereotyping, making, for example, home economics compulsory for girls and technology for boys. This meant that, at a time of massive industrial and manufacturing expansion, certain industries concentrated on acquiring

female workforces. This was due to low employment costs for greater skills and higher reliability. Regardless of sector, Korean females are paid about half that received by male counterparts. Cheap female labour is concentrated in the burgeoning cities. So because the manufacturing sector has occupied such an important place in Korea's economic growth, low paid female employees have contributed significantly to the accumulation of capital necessary for sustained economic growth.

A number of sources are the examined by the author in attempting to illuminate the relationship, if any, between educational expansion and economic growth. It is clear that in the South Korean case, most females are educated way beyond the level required for the job they are doing, and it is obvious that human capital theory does not apply to the female working population in that country. Women continue to work under poor conditions for low wages, regardless of their educational background. Conversely male workers are

sometimes enjoying the higher wages gained in employment for which they are not necessarily qualified. From this it can only be concluded that Korean women's' contribution to the country's economic development has indeed been greater than that of men, which is considered in the context of educational background and payment for work done.



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 Annotations
 Individual countries

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Bolivia

Brazil

Chile

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Costa Rica

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Gender	
ABRAMOVITZ, J. NICHOLS, R (1992)	Women and Bio-diversity: Ancient Reality, Modem Imperative, Development, in: Journal of the Society for International Development, 2
CONSEJO NACIONAL DE LA MUJER, VENEZUELA (1994)	Venezuela, Informe Preliminar Nacional. IV Conferencia Mundial de la Mujer. VI Conferencia Preparatoria Regional para América Latina y el Caribe. Septiembre 1994.
CONSEJO NACIONAL DE LA MUJER, VENEZUELA. (1995)	Venezuela. Informe IV Conferencia Mundial de la Mujer. Beijing 4-15 Septiembre 1995.

<p>INSTITUTO DE LA MUJER (ESPAÑA) y FLACSO (CHILE) (1993)</p>	<p>Mujeres Latinoamericanas, En Cifras. Venezuela, FLACSO, Chile.</p>
<p>GARCÍA GUADILLA María-Pilar (1993)</p>	<p>Ecologia: Women, Environment and Politics in Venezuela, in: RADCLIFFE, Sarah A and WESTWOOD, Sallie (eds) "Viva" Women and Popular Protest in Latin America, Routledge, London. 65-87</p>
<p>GARCÍA GUADILLA María Pilar (1986)</p>	<p>La Experiencia Venezolana con los Polos de Desarrollo: ¿ Un Fracaso del Modelo Teórico, de la Institución Planificadora o del Estilo de Planificación?, Cuadernos de la Sociedad Venezolana de Planificación, 162.</p>
<p>ROZSAVOLQUI.</p>	<p>Role of Women in Latin America. in:</p>

Paula de (1976)	Literacy Discussion , 6, 4, 103-118. (includes literacy programmes in Venezuela)
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Annotations

General

CATANZARITE, Lisa (1992) Gender, Education and Employment in Central America: Whose Work Counts?, in: STROMQUIST, N (ed) (1992) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 67-84.

This chapter examines the relationship between education and work. Although the association between them tends indeed to be positive, Catanzarite shows this is true only of formal. not informal, service occupations. Within the formal

sector the association is not strictly linear; rather a curvilinear pattern emerges as women with both high and low levels of education tend to participate more than those with in-between levels.

Theories of female participation tend to assume that women are dependent on men's wages and that their participation in the labour force is essentially a question of aspirations and opportunity cost calculations. Catanzarite argues instead that for poor women work is a necessity for family survival.

Therefore, at that level, the association between education and work is irrelevant. Further, women in the informal sector - regardless of educational level- are paid less than men.

These findings are important because the informal sector is expanding and women's participation in it is already greater than men's. In addition, educated women tend to have more stable employment than uneducated women., but many educated women end up in the informal sector of the economy.

Catanzarite's study calls for a reformulation of economic theory to include women's particular role in family survival. It challenges the notion that education will facilitate women's incorporation into the labour force and generate greater income. Neither of these claims is true when women face unstable employment, a strong feature of informal-sector participation. In consequence, the improvement of women's conditions lies not in greater education but in the improvement of wages and the creation of more stable jobs for women, many of whom find their incorporation in the labour force precarious. (Stromquist)

FINK, Marcy (1992) Women and Popular Education in Latin America, in: STROMQUIST, N (ed) (1992) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 171-193.

Marcy Fink's chapter examines the concept of nonformal education and particularly "popular education". It maps both

conceptually and descriptively the features and achievements of popular education—a type of education that is expanding and becoming more refined in Latin America and yet remains relatively unknown in the United States.

In a detailed description of popular education programs, Fink notes the variety they offer in characteristics, content, and strategies. Notwithstanding this variability, they all share the objectives of providing women an educational alternative to that provided by the formal educational system, which tends to be prescriptive of women's traditional norms and roles. Whether using games, theatre, or more common didactic approaches, popular education for women seeks their acquisition of emancipatory skills.

Fink provides various arguments to support the case that adult women's education must be central in the process of social transformation. It must affect domestic relations and mothers in them. Intervening for adult women will accelerate

the process of social change by creating a new socialisation process for children, by encouraging mothers to reduce their enforcement of the sexual division of labour at home, and by evincing new forms of questioning of male power, thereby renegotiating domestic relations.

This chapter also highlights the major tensions within popular education. A key weakness so far has been the **lack of linkage between local activities and social policy**. Yet from a feminist perspective, this may also be a strength. By conducting work in areas in which the state does not intervene, popular education has opened spaces for contestation that will make the state respond not by policy but through the acceptance of new issues. (Stromquist)

RADCLIFFE, Sarah A. and WESTWOOD, Sallie (eds.) (1993) **"Viva": Women and Popular Protest in Latin America**, Routledge, London and New York.

Powerful grassroots movements in Latin America are demanding fundamental social and political change to a continent which has seen revolutionary governments, authoritarian dictatorships and reformist military administrations. Through their active involvement women are seen for the first time as integral to the process of democratisation. Yet these women are not a simple unity with shared aims; class and ethnicity create division.

"Viva" explores the growing role of women in the formal and informal politics of the countries of Latin America. Through contemporary case studies, the contributors examine how gender-politics in the region is institutionalised in a variety of spheres varying from the state to local groups. The book focuses in particular on the role of the state in the construction of gender, questioning whether the emergence of women's activism and agendas represent a fundamental shift away from the historical marginalization of women from politics. The centrality of gender, class and ethnicity in the

ideological construction of "the nation" is discussed.

Following an initial chapter by the editors on "Gender, Racism and the Politics of Identities in Latin America", this book contains a series of country based examinations of particular feminist issues such as: the gendering of consciousness; women and the environment; links with the Catholic church; popular education; community development; the cultural contribution of women; linking the modern with the traditional; the politics of protest. The country case studies range across: Brazil, Chile, Ecuador, El Salvador, Guatemala, Mexico and Peru.

SCHMUKLER, Beatriz (1992) Women and the Microsocial Democratisation of Everyday Life, in: STROMQUIST, N (ed) (1992) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 251-276.

Parents, particularly low-income parents, have little power and ability to negotiate the education of their children. This disadvantage is suffered essentially by women, who as mothers are expected to be the ones to supervise the education of children, or at least to become more involved in it than are their husbands.

In this chapter, Beatriz Schmukler discusses the careful although fragile construction of a space where parents can negotiate and renegotiate educational services and practices with school authorities. Although these parent-school authority transactions occur mostly in the area of democratising participation, they concern gender issues in two ways. First, the democratisation of school practices involves mothers more than fathers because mothers must respond to the social norm that they are responsible for their children. Second, as some parents negotiate new relations with school authorities, such as the creation of student centres that could foster more student discretion, they are

opposed by other parents who are concerned with the morality of their daughters and want to keep traditional authoritarian practices in schools. Schmukler describes an experiment that was intended to increase the flexibility of key actors in the educational system: parents, teachers, and school authorities. She discusses the limits of participation—the school challenges the possible contributions of mothers as educators and seeks collaboration only for the purpose of facilitating the school's task. A school's call for participation will fail because teachers differentiate also among parents, the good parents being those whose children have no problems. Thus, those more likely to have legitimate demands upon the school are disqualified from participation. Further, mothers continue to think in narrow, immediate family terms. Schools fragment parental participation, so these women have little opportunity to organise themselves autonomously. Hard-to-break authoritarian patterns of school and the fact that mothers are the main interlocutors make it

even more difficult because mothers are expected to support, not question, the socialisation of their children. As children move up the educational ladder, the role of mothers becomes further limited because they are seen as resources to avoid school failure. Mothers are doubly subordinated (because of class and gender) by school authorities to act as socialisation agents for children, and this presumes that mothers accept the school's messages. The study by Schumaker shows that it is possible for mothers to participate and to become more aware of their rights regarding the education of their children. Yet this participation is fraught with self-doubt and requires mothers to confront behaviours by school, authorities and teachers that circumscribe participation to a few aspects of the educational setting. (Stromquist)

STROMQUIST, Nelly (ed) (1992) Women and Education in Latin America. Knowledge, Power and Change, Lynne Rienner, London

This book is the prime text on women, education and development in Latin America, or at least within the medium of English. It is a collective *tour de force* ranging across several key areas of concern and a fair proportion of the countries within the region. Many of the chapters form the basis of individual annotations below, but here we will concentrate on the structure of book and the introduction by the editor.

Apart from the introduction, the thirteen chapters comprising this book are grouped into four parts: education, the state and the economy; women and the formal education system; adult women and formal educational efforts; making changes. Overall the book explores the role of education -broadly defined - in reproducing inequality and sexual divisions of labour, and finds the cause of women's inferior situation to be both ideological and material. Central to the book, and relevant to the emerging process of redemocratisation, is the point that knowledge can be used to contest and transform

meaning and thus to question existing authority and create new power.

The editorial introduction acknowledges that the Latin American region exhibits a greater degree of social and economic development than most other zones of the so-called 'developing' world. In broad terms, regional and national statistics show a situation near to gender parity as far as education -or at least schooling- is concerned, though a tendency for gender related curricular experiences remains. Perhaps this apparent equality is the reason for the paucity of literature on gender and education in this region? Educational opportunity does not necessarily resolve other forms of gender based disadvantage where, as the author puts it: "the subordination of women is anchored in both ideological and material conditions". The widening of educational opportunities under state control merely extends that control.

In such a situation, Stromquist asks: "When are spaces or

opportunities created in the educational system for the introduction of emancipatory gender ideas? "In fact nonformal education is well developed in Latin America where it is known as "educación popular" and the mobilisation of women through participation in such a form of emancipation is a move towards democracy.

The editor concludes that: "Women are doing much better than before in terms of access to education and years of education attained, but problematical situations remain in several areas: content of curriculum materials; the social and organisational arrangements used in schools, classrooms and teachers' unions; the presence of women in teachers unions; women's literacy rates; and the design and scope of nonformal educational programs".

STROMQUIST, Nelly (1992) Women and Literacy in Latin America, in: STROMQUIST, Nelly (ed) (1992) **Women and Education in Latin America. Knowledge, Power and**

Change, Lynne Rienner, London, 19-32.

As compared with the other two major regions of the so-called 'developing world', Latin America has enjoyed considerably more educational expansion in the post 1950 period. With most countries of the region having been independent for nearly 200 years, and despite periods of constraint on public education, strong policies on the provision of schooling have made UPE a reachable target within a generation and USE is also close in several countries. There is also a large and significant tertiary sector in regional terms.

And yet Latin America exhibits some major problems of literacy when one examines the situation on a smaller scale. The gender gap, almost imperceptible on macro aggregated figures suddenly becomes a chasm in certain contextual circumstances, for example in the poor rural areas and in the favellas and barrios of the big cities: in short, whenever poverty is widespread and entrenched. As the author puts it:

"Clearly the elimination of illiteracy among women will necessitate the elimination of poverty, and the redefinition of women's role in society".

Literacy programmes have been a feature of Latin American countries since the days of Jose Vasconcelos at least, but many of them have merely confirmed the *status quo* due to their content and *modus operandi*. In the poorest areas the educational experiences of everybody are severely limited and: "It is clear that the condition of women's literacy is tied to the condition of men's literacy, which in turn is affected mostly by poverty and social class location". Because most work on poverty fails to identify sexual dichotomy, because total population data are used, the additional contrasts on females caused by traditional roles and cultural restrictions are rendered invisible. Government literacy programmes have tended to be very traditional in that they concentrate on language issues, failing to work from social realities to generate conversations.

With respect to the situation of women in Latin America, unless the problem is perceived from certain directions, appropriate solutions cannot be imagined. Illiteracy problems of women are situated at the cross-roads of class and gender subordination, and resolution of these problems must start from there. To do otherwise would be to deny meaning to literacy exercises and fail to motivate poor women.

Individual countries

Argentina

Bolivia

Brazil

Chile

Costa Rica

Mexico

Peru

Argentina

BONDER, Gloria (1992) Altering Sexual Stereotypes Through Teacher Training, in: STROMQUIST, Nelly (ed) (1992) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 229-249.

Teachers, as an integral part of educational settings, play a key role in the transmission of gender ideologies. Through everyday actions, notions of femininity and masculinity are shaped, strengthened, and transmitted. Teachers have been the targets of many change efforts, usually through systematic efforts designed to produce attitudinal change. In this chapter, Bonder reviews the studies on sexual stereotypes in Argentine textbooks and then gives a detailed account of one carefully conceived intervention that, although time-intensive, was not expensive in terms of the resources required. That this intervention took place in Argentina, a

country with a strong belief in its gender progressiveness, makes it all the more interesting because the intervention confronted its participants with evidence of inequality and subordination that contradicted prevailing perceptions of gender equality in that society. The intervention, in the hands of a skilful psychologist, shows that well-conceived treatments- even though brief in comparison to the whole of experiences and situations that women teachers undergo in their everyday life- can be powerful in creating modified perceptions and attitudes. The in-service training implemented by Bonder also shows that technologies such as audiocassettes can be used effectively to provide stimuli for group discussion and that these group discussions can result in significant and stable changes among the participants.

An additional important contribution made by Bonder lies in the identification of the fears and conflicts that emerged among women teachers as they moved from a traditional to a more progressive, emancipatory view of gender relations. As

described in her study, concerns about engaging in "a war between the sexes", creating domestic conflicts, and losing their "power in the domestic sphere" were troubling the teachers as they went on to implement changes in their individual lives. One inference from this is that women cannot readily change; in their everyday practice they will encounter transactions with men and family that make them unhappy and uncertain about the new terrain they are entering. Bonder's study, when juxtaposed with that of Sara-Lafosse, suggests that students in both coeducational schools and single-sex schools may be facing teachers who are themselves very uncertain about altering their own notions of femininity and masculinity. (Stromquist).

BRASLAVSKY, Cecilia (1992) Educational Legitimation of Women's Economic Subordination in Argentina, in: STROMQUIST, Nelly (ed) (1992) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 47-66.

Braslavsky's study combines census data and survey data. Her analysis of macrolevel census data is juxtaposed with the current socio-economic structure and the social functions of education. She connects the presence of sex stereotypes in textbooks to the existence of social norms about women's proper role at home and in society.

Although Argentina has extremely high levels of women participating in education, Braslavsky explains that their participation in a school system that continues to present images of women as passive and devoted to home and family has not eroded the existence of a type of domesticity that functions to exclude women from the public sphere. Her cross-sectional research, which observes students at two points in their high school experience- the first and the last year of studies-provides evidence of disparate academic achievement, depending on the socio-economic status of the school's student body. Although low-income students seem to

be slightly more aware than their high-income peers of inequalities in society, all students tend to believe that individual characteristics determine academic success. The egalitarian myth, then, is strong at the individual level, and girls tend to endorse it even more than do boys.

The comparison between first-year and fifth-year students does not reveal a definite pattern in the perceptions of school failure and value orientations of students, which leads Braslavsky to conclude that the five-year school experience does not substantially modify the distribution of perceptions based on gender and socio-economic positions students bring to school. (Stromquist)

Bolivia

HEALY, Kevin (1991) Animating Grassroots Development: Women's Popular Education in Bolivia, in: **Grassroots Development**, 15, 1, 26-34.

This article has to do with the work of *CIMCA (Capacitación Integral de la Mujer Campesina)*, a grassroots organisation founded in 1982 by Evelyn Barron and Rita Murillo. Its style was influenced by the work of Vasconcelo and Freire, taking the form of a *ratafolio*: that is to say, a mobile 'civics programme' based on popular experience and animated by the use of puppets, dramas and other visuals. Throughout the 1980s the indigenous population suffered especially severely due to the level of male migration to urban areas, leaving mothers, wives, sisters behind to eke out a living from small family farms.

The project director at that time, Evelyn Barron, insisted that: "women are the great untapped resource in Latin America, but are limited to agricultural occupations", but she was under no illusions as to the level of official interest in CIMCA, observing that: "we are setting our chance because almost everything else has failed". Indeed the aim of CIMCA from

the outset was to move away from aid-based development towards self-help and empowerment. The project leaders and workers invested directly in people and under-utilised facilities (such as church halls). Working out of Oruro they established many locations of activity, touring by van and identifying *educadora popular* "a popular education capable of promoting community development". Young single women were the desired trainees.

There was some male backlash to contend with, especially as the movement gained a foothold inside the traditional peasant organisations, and the women acquired a stronger self-image. The contents of the *rotafolio* were products of local workshops, the effort "channelling anger at the recognition of systematic discrimination towards a search for effective remedial action". In effect they were creating "participatory institutes at the base of society to ensure that democracy becomes more than a hollow word".

Brazil

ROSEMBERG, Fulvia (1992) Education Democratisation and Inequality in Brazil, in: STROMQUIST, Nelly (ed) (1992) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 33-46.

A consequence of powerlessness is not being able to attract research attention to problems one considers important. In the case of women, many important educational issues remain understudied. Yet as Rosemberg's study shows, available census data can be analysed to understand gender conditions. Her study further explores the intersection between gender and ethnicity, a phenomenon especially relevant in a country such as Brazil.

Women have been gaining increased access to education in that country, and they now represent fully half of all students,. Inequalities emerge in years of educational attainment of men

and women, in fields of study pursued by the two genders, and in the remuneration similar levels of education produce for men and women.

These findings are well known in the context of other countries. Rosemberg's contribution resides in showing that the gender hierarchy- at least in the Brazilian context- is subordinate to the race hierarchy. The inferior remuneration of women versus men is more pronounced than that of blacks versus whites, an intrigue outcome given the fact that blacks as a group attend poorest schools than whites. Without access to more direct data, we can only assume that society determines the values regardless of actual training and that women learn, through schooling and other social experiences, not to question monetary rewards. That this phenomenon occurs in other countries on the region is suggested by a study by David Post (1990), which found that girls in Peru across all social classes expected to earn less than boys. (Stromquist)

VIVEROS, Elena (1992) Vocational Training and Job Opportunities for Women in Northeast of Brazil, in: STROMQUIST, Nelly (ed) (1992) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 195-226.

This qualitative study provides a glimpse of the gender construction processes operating within nonformal education programs. Through interviews with school personnel and the personal perspectives of four students in a computer programming course, shows how the program, family messages, and internalised social expectations combine to reaffirm women in their traditional roles as women and future wives.

Of special interest is how a new field, such computers programming in the context of Northeastern, quickly become defined in such a manner that better rewarded positions go to men. That both men and women receive training in computer

science does not prevent employers from offering different jobs to men and women graduates of these programs. Thus men are promptly defined as "programmers" and women as "word processors technicians". Confronted with stale definitions of women abilities, the women graduates from this program express disappointment at their limited chances for finding appropriate and well-remunerated employment; at the same time, they also show a willingness to accept the conditions in which they live and to give priority to family and marriage plans.

In the end, a new occupational field that can be equally filled by women and men is recast so that it fits existing perceptions of femininity and masculinity. This suggests that the introduction of technologies is not necessarily accompanied by shifts in gender and social relations.
(Stromquist)

Chile

VALDES, Ximena (1992) *The Women's Rural School: An Empowering Educational Experience*, in: STROMQUIST, Nelly (ed) (1992) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 277-302.

This chapter by Ximena Valdes offers a firsthand account of the evolution of an educational intervention with low-income women in Chile. It depicts how what started as brief gender-consciousness sessions gradually became redesigned into a rural women's school to provide its participants the space and time needed for an effective reflection of their situation as women and workers.

This account details the strategic decisions that program designers had to make in order to serve women effectively. Working with women who were so heavily involved in domestic and remunerated work activities made it necessary to take them to a new setting (the rural school) for four-day

meetings over a six-month period. Pedagogically, it was felt that the identification of labour demands by the women would be a good starting point for the discussion of their subordination in society. Because the low-income women tended to combine work and family issues in their perception of personal problems, the program designers had to create homogeneous groups along lines of occupational interest.

Valdes shows that this popular education program, in terms of creating a critical understanding and new visions among the participants, was successful. However, two major problems were encountered: first, the tension the women developed between solving immediate economic problems and addressing longer-term social change; second, the tendency among the participants to engage in collective action and to adopt a feminist discourse while attending the rural school, but to encounter difficulties in continuing such practices upon return to their communities. The resolution of these tensions calls for supportive measures in the social and

economic arenas of the country as a whole, a condition beyond the program designers' control. Although the popular education program will go on, its developers raise questions about the opportunities that may emerge now that Chile has a democratic regime. (Stromquist)

Costa Rica

MENDIOLA, Haydée M (1992) Gender Inequalities and the Expansion of Higher Education in Costa Rica STROMQUIST, Nelly (ed) (1992) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 125-145.

This chapter examines the changes in the participation of women in higher education that derive from a major expansion of the university system in Costa Rica. This rich quantitative study compares enrolment changes over a seven-year interval and traces university graduates as they

join the labour force.

Mendiola finds no changes in the participation rates of men and women as new types of universities are created. This supports findings detected in other countries, namely that as more men seek higher education, so too do more women. The principle of homogenous marriage may be at work, a concept that deserves further consideration.

A positive result from the expansion of university education is that women tend to increase their chances of completing their studies and moving into a more diversified set of fields of study. *On* the other hand, women from upper classes are the ones who move into the new fields, including nonconventional fields for women.

The Costa Rican data also show that access to higher education does not result in the same benefits for men and women. Different types of educational institutions produce

different levels of financial compensation in the labour force for their graduates, an effect that is more marked among women than among men.

In all, the chapter warns us that the process of social and gender stratification is an enduring one and that university expansion alone does not significantly alter the field-of-study choices and income of lower sectors of society. (Stromquist)

Mexico

CORTINA, Regina (1989) Women as Leaders in Mexican Education, in: **Comparative Education Review**, 33, 3, 357-376.

In Mexico the late nineteenth century creation of teacher training colleges was accompanied by new opportunities for women. By 1907 nearly 80 per cent of normal school students were female, though partly because of this there

were very few women in the universities. Nearly a century later, the majority of Mexican teachers are women, though positions of authority and power still tend to reside with men. This is because gender differences have been institutionalised in teacher education and employment.

Within Mexican public education, women are concentrated in the lower tier of the system. Even though over 30 per cent of university students are female, they tend to be found in traditionally 'female' fields such as liberal arts, teaching, nursing and social work. There is a firmly rooted prejudice that "women who study are a bad investment for the state", and the kinds of socio-cultural premises created lead to the dropout of a significant number of female workers even in these welfare-oriented areas.

Within all this, the one sure avenue for women is teaching. Even a proportion of the Mexican female elite hold a normal school degree, but normal school has never enjoyed the

status of the high schools - the route to universities - and dominated by men. This was institutionalised subordination.

The article moves on to address the relationship between gender inequality and educational employment. Even the high percentage of school principals who are female does not mean that a critical mass of women in the educational system has real power. Over the last 50 years, the author claims that: "the expansion of jobs for middle class women in teaching in Mexico has been closely linked to the implementation of access to education for more and more children". Even the teacher training sector has been feminised but few women hold managerial positions in it, a phenomenon that: "cannot be explained without understanding how the private and public worlds of women interact in their lives as teachers".

In order to probe into this issue the author interviewed 22 successful female teachers and 21 successful male teachers

-all but 2 of the 43 were trained in the public sector. It was found that barriers to female advancement were partly due to institutionalised prejudices in the educational system and indeed the profession, and partly due to the demands of family responsibility. Nonetheless Cortina concludes that women in education in Mexico form a privileged group among Mexican women in general, there being strong Union support and genuinely equal pay. Further decentralization might devolve more power to women in the profession, but those private family responsibilities, still unequally shared between men and women, will continue to be a constraint on many potential leaders.

CORTINA, REGINA (1992) Gender and Power in the Teachers' Union in Mexico, in: STROMQUIST, Nelly (ed) (1992) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 107-124.

Women represent the largest group among primary school teachers in many countries of the world. Although this means that potentially they could play a decisive role within their profession, this is in fact seldom the case.

A case study of the participation of women teachers as union members and leaders is provided in Cortina's chapter.

Through her examination of the National Union of Education Workers in Mexico, the largest union and unquestionably one of the most powerful in Mexico, Cortina explains how the high participation of women in union membership has not been reflected in leadership positions. This situation is complex and results not only from women's self-exclusion based on prevailing norms of "virtuous women" who must refrain from meeting with men in awkward settings, but also from women's everyday constraints as they feel responsible for the domestic life of their families. The limitations women face are further fostered by the male leadership of unions that, consciously or unconsciously, draws upon women's norms of

passivity and devotion to gear their involvement into supportive activities for the union. Thus, women's units in the union ironically end up playing social auxiliary roles rather than providing substantive political input. The recent demise of the women's units, however, might also signal a defensive response on the part of male leadership to preclude the emergence of effective space for women. Cortina's qualitative investigation provides insights into how gender as a system of power relations contributes to maintain political structures and social inequalities. Women teachers show little knowledge of the female leaders representing them; female leaders, in turn, show little awareness of feminist ideas or of the need to address problems salient among women. Thus, reproduction of the status quo continues. (Stromquist)

Peru

SARA-LAFOSSE, Violeta, (1992) Coeducational Settings and Educational and Social Outcomes in Peru, in: STROMQUIST,

Nelly (ed) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 87-105.

The study by Sara-Lafosse is unusual in that it considers benefits other than academic achievement for the development of boys and girls in Schools. Her findings have to be appreciated in the context of a Latin society that is *machista* in nature and in which strong beliefs about the sexual division of labour prevail.

Research in other countries indicates that boys tend to benefit from both single-sex and coeducational schools. They accrue benefit under both settings from the preferential treatment they tend to receive from both men and women teachers. Research that controls for factors such as socio-economic status has also shown that in some countries girls register greater gains in academic achievement when they attend single-sex schools.

Although coeducational schools may be in some instances detrimental to girl's cognitive growth and may send hidden curricula messages reinforcing women's subordination, particularly through the modelling of men in important administrative positions, the coexistence of girls and boys in settings defined as serious and formal tends to reduce the myths of masculinity and femininity that set the genders apart from each other.

Sara-Lafosse's study shows that students' perceptions of equal abilities by both sexes along a wide range of dimensions (intellectual to artistic) tend to be higher among students with substantial exposure to coeducational schooling than among those whose experience has been limited mostly to single-sex schools. Her data also show that levels of aggression- and essential feature of *machista* behaviour- and the belief that housework is solely a woman's task diminish for boys in coeducational schools. For those who think of the many virtues in single-sex schooling, Sara-Lafosse presents

a view of other gains that accrue when there is a more open contact between male and female students. (Stromquist)

STROMQUIST, Nelly P (1992) Feminist Reflections on the Politics of the Peruvian University, in: STROMQUIST, Nelly (ed) (1992) **Women and Education in Latin America. Knowledge, Power and Change**, Lynne Rienner, London, 147-167.

This chapter examines a highly politicized university setting in order to detect the extent to which feminist currents have had an impact on the curriculum or the sociopolitical agenda of the university. In **Peru**, university students are highly sensitive to the questions of social, economic, and ethnic inequalities in the rest of the society- a feature that long has characterized them. This sensitivity to social disparities, unfortunately, has not been extended to gender issues.

Despite the fact that several fields have a large female

enrollment and that women participate to a moderate degree in university politics, the political agenda is defined in the Marxist context of a class struggle, with feminist concerns dismissed as petty bourgeois. Women students who seek acceptance must then suppress these concerns.

Stromquist discusses the various factors that account for the low attention to gender issues in the university. Salient among these issues is the strong reliance on Marxist as a theoretical framework. Because it emphasizes the mode of production rather than the interplay between production and reproduction, this framework is compatible with existing patriarchal ideologies that leave little space for the development of a feminist agenda.

In conscience, politics at the university channels students activism into protecting the disadvantaged groups of society, yet it categorizes these people essentially in terms of their occupational roles as workers and peasants, not as

gendered social actors. Ironically, although Peru has a well-developed feminist movement, with several large and stable groups and sustained publications, neither the university programs nor the activities within it reflects gender-related concerns. (Stromquist)



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Tropical islands

[Islands in the Caribbean - General section](#)

Individual islands

Islands in the Indian ocean - Individual islands

Islands in the South Pacific ocean

Individual islands

Annotations - Tropical islands in the Caribbean

Islands in the Caribbean - General section

Gender	
ACOSTA-BELEN, Edna & BOSE, Christine E. (eds.) (1993)	Researching Women in Latin America and the Caribbean , Westview Press, Boulder Colo.
ANDERSON, P. (1986)	'Women in the Caribbean- Conclusion' in Social and Economic Studies , 35 (2), 291-324.
ANTROBUS,	'Crisis, Challenge and the Experiences of

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Individual islands

Antigua and Barbuda
Barbados
Curacao
Dominica
Grenada
Haiti
Jamaica
Martinique
Montserrat
Trinidad and Tobago

Antigua and Barbuda

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Islands in the Indian ocean - Individual islands

Mauritius
Reunion
Seychelles

Mauritius

Gender	
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Reunion

Gender

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Individual islands

Fiji

Solomon Islands

Tonga

Vanuatu

Western Samoa

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Solomon Islands

Gender

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Tonga

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Vanuatu

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Gender and Education

BROCK,
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CAMMISH,
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CAMMISH,
Nadine
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'Island Daughters: Factors Affecting the Education of Girls in Vanuatu' in **Compare**, 24 (2), 139-155.

Western Samoa

Gender and Education

Gender and Education

FAIRBAIRN,
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**'E au le Inailau a Tamaitai': Women,
Education and Development, Western
Samoa, Ph.D. Thesis, Macquire University,
North Ryde, NSW.**

Annotations - Tropical islands in the Caribbean

Individual countries

Pacific islands - General

Indian ocean - Individual countries

Individual countries

Jamaica

Jamaica

MILLER, Errol 1986 *Marginalisation of the Black Male: insights from the Development of the Teaching Profession*, ISER, U.W.I.

Unlike many of the other countries in this Bibliography, Jamaica has a good record in girls' education; in fact the girls out-perform the boys. Girls out-number boys in traditional high, private high and comprehensive high schools, all of which enjoy higher social status and are seen as more effective agents of upward social mobility than the new secondary schools where boys out-number girls. Among Jamaican full-time degree students at the University of the West Indies in 1984-85 females out-numbered males (53.9% to 46.1%), although not in mathematics or physical sciences. The teaching profession is predominantly female (87.3% in primary & all-age schools; 65.9% in secondary schools) although men do hold a disproportionate number of head-

teacher posts in the school system. In this book Errol Miller examines the evolution of the teaching profession and the teacher-training colleges in Jamaica and, with particular reference to the effects of the last decade of the nineteenth century, advances the hypothesis that-

"Primary school teaching and teacher education shifted from being male dominated to being female dominated as a result of the intention of the ruling class to release black men from service type occupations to make them available for agricultural & industrial labour, and to stifle the possible emergence of militant black educated men who could possibly overthrow the power structure", (p73).

Miller argues that as result, a fundamental shift in socialization orientation took place during the 1900-1956 period:

"Because of the fundamental influence of the primary school and the teachers' college on black rural life, the change of opportunity from boy to girl, from son to daughter (in terms of educational opportunity & middle class employment prospects in teaching) brought about a significant change in the socialization of boys & girls," (p.70)

Black girls began to achieve more educationally than boys and this phenomenon continues today, contributing to the marginalisation of the black male. Jamaica is one of the few countries in the world, as Miller points out, in which there are more illiterate men than women in the population.

Miller outlines a similar pattern in the institutional provision for high schooling which favoured girls in the post-war and post-Independence period, in his book Jamaican Society and High Schooling (1990) q.v., Chapter Seven.

LEO-RHYNIE, Elsa 'Gender issues in education and implications for Labour force participation', in K. HART (Ed) **Women and the sexual division of labour in the Caribbean**, U.W.I., Jamaica, 1989, p. 81-97.

Whilst Errol Miller (q.v.) argues his theory of the marginalisation of the black male, Elsa Leo-Rhynie points out that access to high school education and gender/subject choice orientation are two features of the Jamaican system of education which reveal gender difference and discrimination against girls. She shows how in the selection examination for high schools "lower-scoring boys are awarded places for which higher-scoring girls are better qualified", (p.84). Although girls perform better on entry to secondary school, it is disturbing that there is a tendency for them to make sex-stereotyped choices in the opportunities offered in secondary education. Even in academic streams more girls chose biology and more boys do physics. At 'A' level, entries for girls have been higher in the arts & for boys

in science even though overall girls continue to have higher pass rates. Interestingly, girls of comparable socio-economic status attending single-sex and co-educational schools have been shown to have differing examination entry and performance rates: girls in girls' schools entered for more subjects and were more successful than girls in co-educational schools. Despite the worry of the alienation of boys, many of whom tend to truant or not to achieve at the expected levels, and despite the undeniable academic success of girls, the author stresses that there are still problems as far as girls are concerned. One is that of the high teenage pregnancy rate. The other is the self-image which girls develop despite their success in school, resulting in sex-stereotyped choices of courses and jobs. There is moreover clear gender differentiation in the work force: the majority of women are in lower status and lower paid jobs. (See also Hamilton, M. and Leo-Rhynie, E., 1984)

Pacific islands - General

Vanuatu

TONGAMOA, Taiamoni (Ed.) (1988) **Pacific Women: roles and status of women in Pacific Societies**, University of the South Pacific, Fiji.

This small book (104pp) is useful as an introduction to the present-day situation of women in the South Pacific and offers chapters on Fiji, Papua New Guinea, the Solomon Islands, Tonga and Vanuatu. Studies represent the personal views of women who have grown up in the islands. Each chapter follows the same pattern: first there is a general introduction to the role & status of women in the particular island group which covers such aspects as traditional custom, legal status, employment, education & politics, etc. This is followed by four case studies and then a discussion of the

findings. The women chosen for the case studies represent a range of experience: urban & rural, literate and illiterate, employed and unemployed, living a traditional life-style or working as a trained professional.

Tongamo, in her Overview (Chapter 6), points out that such is the cultural diversity among the various Pacific societies, that it is impossible to generalise very far about the cultural patterns, practices & activities relating to women. In the past, the seemingly unfair division of labour and the relatively low status of women were not points of complaint:

"The islanders were not conscious of any competition between men and women, because they perceived their ascribed and traditional roles and responsibilities as being divinely sanctioned & unchangeable, to be carried out for the benefit of everybody in the family and the community", (p89).

Since contact with Western culture however, the established co-existence of females and males in traditional Pacific societies has become a point of controversy. The unequal division of labour in particular has been questioned by educated women. Some of the women surveyed were reluctant to accept change but the case studies reveal that women are increasingly involved in formal education, employment and politics. Education and jobs give women more independence not only from men but also from their kin networks and lead towards increased individualism. In this context, says Tongamoa, "economic independence causes a reorganisation of traditional structures", (p91). In community-based societies like those of the Pacific Islands, the effect is all the more significant.

Vanuatu

CAMMISH, Nadine K. (1994) 'Island daughters: factors affecting the education girls in Vanuatu', **Compare**, 24 (2), p. 139-155.

Although there are many anthropological studies on the Melanesian women of Vanuatu, very little has been written about gender and education in the islands apart from this article. Based on fieldwork which formed part of an ODA sponsored study Female participation in education in six developing countries (Brock and Cammish, 1991/4, q.v.), it examines the geographical, socio-cultural, health, economic, legal and politico-administrative factors which affect girls' participation in education and also looks at factors arising from within the education system itself. Census data, figures from the Ministry of Education and results from the fieldwork survey of primary six pupils' perceptions about girls' education provide useful documentation not easily available elsewhere. The evidence shows that the urban/rural dichotomy which marks girls' access to education in many

developing countries, is particularly strong in Vanuatu as is the core/periphery syndrome: remoteness affects both the availability and accessibility of schooling, and preserves traditional socio-cultural attitudes. Primary 6 girls in Port Vila, the tiny capital, confidently expect to go to secondary school & to get jobs in banks and offices. Those living on remoter islands may not even go to school at all, even when one is available: tradition assigns them to working in subsistence agriculture.

Despite problems of accessibility of schools and the traditional low status of girls in Vanuatu, however, the percentage of them enrolling in Primary School has increased rapidly over the last few years and more girls are staying on longer. Between 1979 and 1989 the percentage of girls who had completed 6 or more years of education rose from 54% to 70%. At the secondary level however, the limited number of junior secondary places available, added to problems of distance & accessibility, would seem to preclude any rapid

extension of secondary education for either sex, but some new schools are being built.

Indian ocean - Individual countries

Mauritius
Seychelles

Mauritius

MINISTRY of WOMEN, FAMILY WELFARE and CHILD DEVELOPMENT (1996) **A Statistical Profile on Women in the Republic of Mauritius**, Government of Mauritius, Mauritius.

When one has laboured, sometimes in vain, in other developing countries, to find statistics relating to the female

part of the population, it is a delight to find the necessary basic information gathered together in one slim volume (49 pp). Information is available for the Republic as a whole and in disaggregated form for Mauritius and Rodrigues. The statistics cover population by age and sex, females by age and marital status, marriage and divorce, birth and fertility, and death and life expectancy. There is full and useful information on education: illiteracy rates, nursery/primary/secondary enrolment figures by age and sex, examination passes and percentage of women teachers by level 1988-94. The section on employment gives figures for the main occupations in the islands and details of social benefits. There are also tables on employees in Government Services by Ministry & by sex, and on the electorate and elected representatives. This is a very useful source of reference and is available from the Ministry concerned.

Seychelles

BENEDICT, M & B (1984) **Men, Women and Money in Seychelles**, California Press, Berkley and Los Angeles.

Little is available on gender, education & development in Seychelles. A forth-coming publication on girls' participation in education was unfortunately not ready in time to include it in this Bibliography but there is an up-to-date study by Maryse Roberts National Report on the Situation of Women in Seychelles (q.v.) covering women's present-day status and legal rights, obtainable from the Seychelles National Gender Unit. The publications of Burton Benedict, spanning over twenty-five years, have analysed the whole social fabric of the Seychelles but this 1984 publication examines in particular male/female domestic relationships. Only Part 2 of the book, by Burton Benedict himself, is considered in this annotation.

Benedict discusses the matricentred nature of the traditional

Seychellois family structure and explores the roots of the traditions in the history of slavery and employment in the islands. In later chapters his research data enables him to make detailed comparisons between 1960 and 1975 for employment, class & mobility, domestic expenditure, etc. He argues that: "Money symbolises relations between the sexes over the course of the life cycle", (p182). He goes on to say that, "In Seychelles a man is a male with money. A male without money is not a man but a dependant, a boy, a sponger, a dotard", (p183) and again: "a woman is a female with children, just as a man is a male with money", (p201). Commenting on the traditional arrangements in poorer households, he points out that-

"The pattern of expenditure found in the so-called matrifocal households of the lower economic class does not really indicate that women are in charge. It simply means that virtually all money has to be spent on subsistence. Once the wages rise above

subsistence level, the men take over", (p216).

Chapter 19 deals in detail with marriage and concubinage (known in Seychelles as living *en ménage*), and explores the attitudes of men and women to one another in various kinship groups. For those who are in marriage or *en ménage* relationships, Benedict emphasises that sexual relations entail obligations of maintenance both in monetary terms & in terms of domestic labour. Failure to fulfil these obligations leads to fights. The concept of "household" has a certain fluidity in that a Seychellois man may be a "member" of more than one household in terms of recognising financial obligations to other households containing parents, children, siblings, or lovers, (p250). Women's family networks (chapter 20) are strong and operate apart from and to some extent against men:

"Men are necessary to support [them] with their earnings, but they enter into [them] only peripherally

as brothers and sons, scarcely at all as fathers and husbands", (p260).

Men and women's very differing roles often bring them into conflict: a woman needs a man's earning capacity and a man needs a woman's domestic services but in the Seychelles context these needs can conflict rather than being complementary.

Although Benedict's data relates to the 1960-75 period, his analysis is useful for an understanding of the traditions underlying life in Seychelles today. It is also interesting as a basis for comparing the Seychelles with islands in the Caribbean in terms of the role and status of women and the academic success of girls in the education system.

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- A partially annotated and selective bibliography -
Education Research Paper No. 19, 1997, 250 p.**

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papers**

Acknowledgements

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