February 7, 1980

PN-AAX-[illegible]
[illegible] 2

CONGRESS OF BUSINESS AND PROFESSIONAL WOMEN OF THE AMERICAS

REPORT TO A.I.D.

The fourth Congress of Business and Professional Women of the Americas was held in Guatemala City, Guatemala, on November 6-10, 1979. Sponsored by the National Federation of Business and Professional Women's Clubs, Inc. of the United States, the Congress attracted almost two hundred participants from 20 countries. Lists of delegates, observers and special participants (Appendices A, B, and C) are attached to this report.

The Congress included general (plenary) sessions and workshop/training sessions. The plenary sessions were designed to allow delegates and observers to explore different aspects of the Congress theme "Women in Development: Equality Through Education and Employment." The plenary sessions were also designed to highlight exemplary programs in Latin America which address the concerns of the Congress.

The first plenary session was devoted to the topic "Education for Girls and Young Women." A panel composed of Jeannette Simons Paganini, Guatemalan Delegate to the Inter-American Commission on Women; Abigail C. de Maldenado, a journalist and Congress Delegate from Mexico; and Pamela Wall, a music teacher and Congress Delegate from St. Kitts, discussed the problems which must be solved if girls and young women are to gain equal opportunity in education. Both Congress delegates on the panel described Business and Professional Women's Club activities conducted in their own countries to help young women gain equal opportunity in education. General discussion among all the delegates followed the panelists remarks. They expressed special concern about the need for parent education and in-service training for teachers to eliminate stereotyping of young girls within school systems.

The second plenary session on "Employment--Women Helping Women" included a presentation by Esther Hymer, Chair of the Committee on the United Nations Decade for Women at UN Headquarters. Ms. Hymer emphasized the need for voluntary organizations to play a role in improving the status of women in the labor force. She pointed out that there are many ways that individuals and small groups can help individuals. She urged delegates to define projects that could help women gain marketable skills, get women on local boards and commissions, check laws governing employment of women; encourage small industries to provide in-service training for women and encourage employers to provide flexible scheduling of work so that women with children can work. The delegates at the Congress exchanged ideas and comments on the situations in their own communities and what types of activities would be of greatest benefit in their countries.

"Continuing Education for Women of All Ages" was the topic of the third plenary session. Irma Morales de Flores, President of DELFI, outlined the work that DELFI is doing and how the organization was created. DELFI is a non-profit organization, based in Costa Rica, which is dedicated to improving the staus of working women. They work with older women, encouraging these older women to continue their education so that they can get better jobs. DELFI works with both urban and rural women and is investigating using audio cassettes and other modern teaching techniques to reach women who may not have direct access to a school Reacting to Dr. Morales' remarks and commenting on the experiences of women in their own countries were Dorine Chancellor, a U. S. Delegate to the Congress who is a community college teacher and continuing educator, and Alba Alonso de Quesada, Congress Delegate from Honduras and director general of an organization for educational planning and reform.

Both reactors emphasized that women must be integrated economically and culturally into our society through education and that it is very important for voluntary organizations to help mobilize educational forces. Dorine Chancellor gave a brief description of the Business and Professional Women's Foundation and indicated that further information on the Foundation will be available in the International Federation of Business and Professional Women's publication Widening Horizons. The BPW Foundation was of great interest to delegates who indicated that they may try to establish their own foundations dedicated to women's education based on the U. S. model.

The fourth plenary session was dedicated to the development and adoption of resolutions to be forwarded to the UN Mid-Decade Conference on Women. The resolutions grew directly out of the discussions at the plenary sessions and all were adopted unanimously by the delegates. A summary of the fourth plenary session and the resolutions adopted is attached. (Appendix D)

Three formal workshop/training sessions were scheduled at the Congress based on the theme of "Planning for Change." Delegates felt that they did not have sufficient time in the workshops and scheduled additional sessions with the trainers. There were two workshop groups -- one for English-speaking persons and one for Spanish-speaking persons. The Spanish-speaking group was led by Maryanne Dulansey, President of Consultants in Development; S. Eileen Johnson, also with Consultants in Development conducted the Spanish-speaking group. A workshop guide was developed by Consultants in Development for use in the training sessions. (English and Spanish copies of the guide are attached -- Appendix E) A complete report from Consultants in Development on the workshops in enclosed (Appendix F) including the plans of action which were developed by the workshop groups.

The workshop sessions concentrated on establishing networks among the delegates. It is hoped that these delegates, returning to their own countries, will activate their local Business and Professional Women's Clubs and other voluntary organizations to affect change using the skills and techniques learned at the Congress.

The Proceedings of the Congress are now being prepared. The Proceedings will include summaries of all of the plenary sessions, a review of the workshop sessions, a list of all participants, a copy of the resolutions adopted by the delegates, and the compilation of the working/paper questionnaire which was distributed to delegate prior to the Congress. This compilation, which was made available to all participants at the Congress, is attached. (Appendix G)

All Congress participants will receive a copy of the Proceedings. Delegates will also receive a questionnaire along with their Proceedings. This questionnaire will be designed to get the delegates' evaluations of the Congress in general and their opinion of specific sessions. It will also try to find out what actions delegates have taken since the Congress to further the objectives expressed. The results of these questionnaires will help guide future activities of the United State Federation in its Hemispheric Friendship Program.

DELEGATES LIST

CONGRESS OF BUSINESS AND PROFESSIONAL WOMEN OF THE AMERICAS PROGRAM

Argentina

Sra. Cecilia Zubeldía De D'onia

Bahamas

Inez Barnett
Albertha Rodgers

Brazil

Ma. Ines Fontenele Mourão

Canada

Beatrice M. (Bunny) Parton
Theresa Gallowey

Columbia

Cecilia De Miranda

Domican Republic

Amarilis Peréz De Zapata

El Salvador

Marta De Cerrato
Antonia Portillo De Galindo

Grand Cayman-B.W.I.

Angela Ebanks
Jaqueline Smith (Jaqui)

Granada

Stella Mayers M.B.E.

Guadeloupe
Mme. Marie Ant. Simet-Lutin

Guatemala

Lic. Ana Josefa Castro Aguilar
Lic. Ma. Teresa García De Briz

Haiti

Denyse Massena
Solange Y. D. Charles

Honduras

Alba Alonzo De Quesada

Mexico

Abigail C. De Maldonado

Panama

Marta De Leiro
Julieta D. De Ponce

Peru

Yolanda De Chávez Cabello
América Checa Angeles

St Kitts - W.I.

Pamela Wall

Trinidad - W.I.

Bina Jones
Pearl Clarke-Alfred

U. S. A.

Miss Dorine Chancellor
Julia K. Arri

OBSERVERS LIST

CONGRESS OF BUSINESS AND PROFESSIONAL WOMEN OF THE AMERICAS PROGRAM
November 6-10, 1979

Bermuda

Marjorie L. Bean
Hamilton

Canada

Edra McLeod

Guatemala

Lily Muñoz
Guatemala City

El Salvador

L. Elena de Vega Frado
Maria Boet
Alicia S. de Ujueta

Haiti

Madeleine Roy

Panama

Ilicena Malek
Fatima Tudisco

Peru

Maria Elisa Sueyras

United Kingdom

Mildred Head

United States

Esther M. Armour
Florida

Kity Amos
Washington

Pauline Anderson
Iowa

Elizabeth Anthanasakos
Florida

Vivian W. Barry
New Hampshire

Lillian Bond
Florida

Beth Breslow
Florida

Irene Brewer
Illinois

Helen C. Brown
Michigan

Virginia Brusson
Wisconsin

Susanna M. Bullard
Kentucky

Grace B. Burridge
Florida

Yolanda Bryan
Florida

Lucile Callaghan
Louisiana

Helen Carmody
New York

Christine Carvajal
Texas

Bertha Chauvin
Louisiana

Arline Clark
Nebraska

Hazel Clark
Indiana

Linda Clark
Idaho

Violet Constant
New Hampshire

Carol A Couture
New Hampshire

Mary M. Cunnif
Florida

Carmela F. deRivas
Pennsylvania

Marilyn DeRose
California

Pulani Desha
Hawaii

Louise Donegan
Texas

Amalyne Du Bach
Michigan

Marjorie Earls
Illinois

Marcella Easley
Illinois

Katherine B. Eastburn
New Jersey

Ruth Easterling
North Carolina

Marie Ebbecke
Pennsylvania

Evelyn R. Ecker
Wisconsin

Irene B. Estenes
New York

Mabel D. Finnegan
California

Esther Fisher
Idaho

Theda T. Titzpatrick
Virginia

Betty J. Forbes
Virginia

Dorothy Ford
California

Rose H. Forshee
Florida

Virginia M. Foust
Washington

Diane Fraser
Oregon

Eloise F. Frost
Washington

Olivia B. Fuchas
Illinois

Erin Maclay Furman
District of Columbia

Barbara Gilley
Florida

Marion E. Glazier
California

Margaret S. Goodrich
Kentucky

Celeste Graves
Florida

Olga Guell
Wisconsin

Helen L. Heagele
Montana

Evelyn C. Hansen
Wisconsin

Jeanne Hansen
Washington

Wilma K. Harpole
Illinois

Maxine Hays
Oregon

Virginia Hein
Florida

Ruth Hetherington
California

Elaine Hilborn
California

Ferne V. Hill
Oregon

Billie B. Hilliard
Virginia

Katherine G. Hobson
Dostrict of Columbia

Alam Hopper
Georgia

Marguerite Howarth
Wisconsin

Kay Howell
Illinois

Elizabeth Iski
New Jersey

Eunice P. Iverson
Minnesota

Sadie Hohnson
Florida

Doris Kiefer
Wisconsin

Betty C. Killman
Washington

Jean E. Koehler
Wisconsin

Jessica Koepplinger
Iowa

Jean C. LaPray
Oregon

Hazel G. Lawrence
Texas

Joyce Longhurst
Utah

Arcadia Lopez
Texas

Minerva Lopes
District of Columbia

Sophia Lukaszeski
Washington

Pearl Lyons
Michigan

Polly Madenwald
Oregon

Virginia Marcotte
Oregon

Anna Mariani
New York

Mae Martella
Texas

Margaret Mathews
California

Nora L. May
Florida

Theo H. Mays
Washington

Dorothy Mchenry
Michigan

Oveda W. Messer
Kentucky

Dorothy Million
Iowa

Adair Mitchell
District of Columbia

Dorothy A. Mizerek
Maryland

Thelma E. Mrogan
Washington

Eloise E. Peggy Myers
California

Bonnie Newman
Tennessee

Audrey M. Mieman
Wisconsin

Mary Ray Oaken
Kentucky

Ellen Oberman
Wisconsin

Pat O.Mara
Illinois

Leona G. Opitz
Wisconsin

Neva T. Osteen
Florida

Clara Overbo
Wisconsin

Olha Pawlin
New York

Katherine G. Peden
Kentucky

Charrie S. Peterson
Michigan

Elizabeth Phillips
Delaware

Patricia Ann Powers
Florida

Gertrude Real
Missouri

Betty A. Reimer
Wisconsin

Sarah E. Robbins
California

Dorothy Rosekrans
New York

June St. Clair
Oregon

Elenor Seaman
Florida

Barnie Shubo
Florida

Goldie I, Smith
Ohio

Helen S. Speed
Florida

Phyliss E. Speller
Michigan

Winifred Statz
Wisconsin

Muriel E. Stein
Washington

Donna Truax
Alaska

Caroline Uhrig
California

Jenny Delaney Urcuyo
California

Madeline R. Vick
Michigan

Martha Waddell
Ohio

Esther Wagner
Ohio

Pearl Waldrop
Mississippi

Alice M. WEber
Florida

Ann Weber
New Jersey

Marianne G. Williams
Wisconsin

Sandra A. Willingham
Iowa

Gwendolyn Winters
Missouri

Tola Wood
New Mexico

I. Myrtle Wright
Iowa

Margaret M. Young
Oregon

Aldona Zaunius
New Jersey

Additions

Evelyn Gunnels
Tennessee

Mildred Hansen
Washington

Irene Snell
Montana

Marion Foust
Washington

Grace Siegfried
Florida

SPECIAL PARTICIPANTS LIST

CONGRESS OF BUSINESS AND PROFESSIONAL WOMEN OF THE AMERICAS PROGRAM

Lic. Ruth de Sosa Avila, Secretary of Social Welfare to the President of the Republic of Guatemala, inaugurated the Congress.

The Honorable Frank V. Ortiz, U. S. Ambassador to Guatemala, welcomed the Congress participants.

The Honorable Abundio Maldenado, Mayor of Guatemala City, welcomed the Congress participants.

Jeanette Simons Paganini, Guatemalan Delegate to the Inter-American Commission of Women (OAS), participated in the First Plenary Session "Education for Girls and Young Women."

Esther Hymer, Chairman of the Committee on the U.N. Decade for Women spoke at the Second Plenary Session "Employment-Women Helping Women."

Irma Morales de Flores, the President of DELFI, an organization dedicated to economic development and women in the work force, spoke at the Third Plenary Session "Continuing Education for Women of All Ages."

Mildred Head, the President of International Federation of Business and Professional Women, moderated the Final Plenary Session "Conclusions and Recommendations."

FOURTH (FINAL) PLENARY SESSION

November 9, 1979 - 9:30 A.M. - 12:30 P.M.

Moderator Mildred Head, President of the International Federation of Business and Professional Women, stated that she was impressed with the depth of intelligence and understanding of the women leaders participating in this congress.

After inviting the group to attend the 50th Anniversary Congress of the Int. Fed., Miss Head introduced the subject of the final plenary session,
"Conclusions and recommendations".
Miss Head reminded - the delegates that although there are 10 other organizations of women, BPW is the only one that specializes in business and professional activities. "We must not underestimate our potential influence as individuals or as a group".

"We invest our time and money in business", se continued. "If we do the same in this congress we can expect to get results. So we formulate our resolutions."
Be it resolved that this congress recommends:

1. Education of Parents

That programs be developed for the education of parents so that their attitudes concerning women will be changed. Further, that mass media, radio, television, cassettes, and meetings in community centers be used as a means of educating the parents.

2. Attitude Towards Women

That the congress recommends that programs be developed for education informing them of the changing attitudes towards women.

3. Re - Certification of Teachers

That teachers should be re-certified from time to time.

4. Changing Employment Opportunities

That women's organizations develop programs that will inform the educators of the technological changes taking place in the world and the importance of recommending to young women that they prepare themselves for positions that will be available in the next decade by enrolling in the following: science, engineering, business administration, economics, finance, politics, and the professions.

5. Use of Mass Media

That more research should be carried out through the use of mass media and other modern technics that may be used as a supplement to traditional educational methods, particularly for the eradication of illiteracy.

6. Protection of Children's Rights

That in the event children play an integral part in the family's survival, we ask our respective governments to see that these families receive aid so that their children may receive an education.

7. Parity of Education

With respect to the education of girls and young women, we recommend that parents and teachers should cooperate to eliminate the differences in the education of girls and boys.

8. Co-Education

That the co-ed. system should be established at all levels to make teachers aware that they should change their attitudes which establish differences between the sexes.

9. Up-dating of Text Books

That the ministers of education should make and review and up date all of the schools textbooks as regards their contents and illustrations so that the differences between boys and girls may be eliminated.

10. Women Ministers

That each country should urge that women Ministers and Vice Ministers of Labor be appointed.

11. Sexual Harassment

That the problem of sexual harassment by employers in regard to job attainment of job promotion be addressed.

12. Crafts and Skills

That countries be urged to help women develop craft, skills and home industries that would provide employment and marketable products for the women.

13. Equal Appointments

To urge governments to implement existing laws that improve opportunities for women or to legislate for economic opportunity if this has not already been done.

14. Help From Older Women

To reflect to women in any positions around the world and in our federations the resolutions from this congress and our concern about the necessity for their acting as Mentors as well as role models for young women in society and to stress the fact that their work might end but their influence will be infinite.

15. Co-operatives

Urge that countries develop co-operatives.

16. Young Members

Encourage our members to not only activily recruit young women but to encourage their participation at all levels.

17. Personal Barriers Experienced by Women

Urge all countries to institute vocational programs to help eliminate social and psychological barriers that some women experience when entering male dominated professions.

18. Projects

That technical training be available for women and women's organizations to enable them to secure funds through the writing of proposals and the management and evaluation of projects undertaken through the use of such funds.

19. Equal Rights

That the constitutions of each country include the principle of equal rights for women and men.

20. Equal Pay

That every country should implement equal pay for work of equal value.

21. Flexi-Hours

That flexible working hours be established.

22. Ombudsman

That BPW clubs urge the governments in all areas to appoint an officer whose duty shall be to adjudicate in cases when persons consider that the usual process of business or professional administration or legislation has militated unfairly against them.

23. "Home Manager"

That training should be available for men and women to enable them to fill the position of "Home Manager," so that both parents may follow their full-time occupations with the knowledge that their home and dependents are being cared for.

24. Adult Education for All

That adult education programs established by each of the ministries should be intensive and extensive so that they might encompass as much of the population as possible.

25. Access to Education

That regulations should be expedited with easily understoo procedures for the admittance into different schools and at dif rent levels.

26. Adult Education

That a program should be established to give diplomas to mature people not only for high school work but for practical knowledge acquired.

27. Continuing Education

To encourage the senior women to take up a new challenge to teach the younger women their skills.

28. Competition for Employment Between the Sexes

To educate the male counterpart that women are not a threat but that they wish to compete on equal terms for all available jobs and to work alongside of them.

29. Helping Other Women into Public Life

To encourage women of all ages to help other women to become community leaders, such as school trustees, aldermen, mayors, members of parliament, etc.

30. The Participation of Women in the Economic World of the Future

That all BPW Clubs and members become more involved in the economic life of their countries and expand the fields of employment for women; and that they seek positions of responsibility in industry and commerce; and use their influence to build a more human and equitable business world in which women can contribute their full potential.

Appendix E1

WOMEN IN DEVELOPMENT: EQUALITY THROUGH EDUCATION AND EMPLOYMENT

WORKSHOP GUIDE:

PLANNING FOR CHANGE

1979 Congress of Business and Professional Women of the Americas

Guatemala City, Guatemala

November 6-10, 1979

Sponsored by: The National Federation of Business and Professional Women's Clubs of the United States of America

Prepared by Maryanne Dulansey and Eileen Johnson
CONSULTANTS in DEVELOPMENT
Washington, D.C.

PURPOSE OF THE GUIDE

This guide is meant to be an outline of the content of the workshop for your use during the workshop and for later, as a record for your own training of others, or as a guide to doing projects or programs for your organizations. The materials contained here have been compiled to assist you in formulating and examining programs for women. They provide a skill technique for putting together solid programs for developing women's roles in society.

* * * *

184

WOMEN IN DEVELOPMENT: EQUALITY THROUGH EDUCATION AND EMPLOYMENT

WORKSHOP GUIDE:

PLANNING FOR CHANGE

Prepared by

Maryanne Dulansey

and

Eileen Johnson

1979 Congress of Business and Professional Women of the Americas

Guatemala City, Guatemala

November 6-10, 1979

19

CONTENTS

PURPOSE OF THE GUIDE ii

ABOUT THE FACILITATORS vi

WORKSHOP OUTLINE: PLANNING FOR ACTION 1

WORKSHOP FORMS

I. NEEDS: WHAT? WHOSE? ACCORDING TO WHOM? 2

II. RESOURCES: PROGRAMS TO MEET NEEDS 3

III. CONDITIONS: FAVORABLE AND UNFAVORABLE 4

IV. SETTING OBJECTIVES 5

V. WHAT DO WE HAVE TO WORK WITH? 6

VI. THE PLAN FOR ACTION 7

VII. EVALUATION OF PROGRAMS FOR IMPACT ON WOMEN 8

* * *

ABOUT THE FACILITATORS

MARYANNE DULANSEY heads Consultants in Development, a firm providing problem solving services to development organizations, especially in programs of food and nutrition, rural employment and women's participation in developm .. The company is dedicated to helping development assistance agencies better reach the least advantaged with increasingly appropriate assistance.

Previously, Ms. Dulansey had been Director of Development Services at Catholic Relief Services, working on programs in health, nutrition, agriculture, cooperatives, non-formal education, leadership training and community development in some seventy countries.

Maryanne is a native of Johnstown, Pennsylvania, and a graduate of the University of Pittsburgh in political science, with subsequent studies in law, Latin America area studies, management and training.

EILEEN JOHNSON is an associate of Consultants in Development. She has been in international work for twenty years, with special interests in development problems facing countries in Asia and the South Pacific.

Ms. Johnson served as Associate Director of Peace Corps for Programming and Training in both parts of the world. She taught international students at the college level overseas and in the U.S. and worked on a Ph.D. in Cross Cultural Communication at the University of Minnesota. She has recently completed a survey and needs assessment of development in the South Pacific coupled with designing and conducting related workshops. While there she investigated the status of women in the Pacific.

Eileen comes from Akron, Ohio, and holds degrees from the University of Akron and the University of Hawaii in Fine Arts and Speech Communications, with added studies in anthropology, sociology and training.

WORKSHOP OUTLINE: PLANNING FOR CHANGE

I. IDEAS FOR CHANGE — Wednesday, November 7, 3:00 - 5:30

Welcome!

Expectations: Group Exploration

How Will We Proceed? Workshop Focus and Goal

NEEDS: What? Whose? According to Whom?

II. MOVING FORWARD — Thursday, November 8, 4:00 - 6:00

RESOURCES: Programs to Meet Needs

EVALUATION: Effect on Women?

CONDITIONS: Favorable and Unfavorable

SETTING OBJECTIVES

III. IMPLEMENTATION — Friday, November 9, 2:00 - 4:30

Review and Finalize Objectives

WHAT DO WE HAVE TO WORK WITH? Inventory of Resources

THE PLAN FOR ACTION

12

FORM I.

NEEDS: WHAT? WHOSE? ACCORDING TO WHOM?

Try this process to help you clarify your thinking. It's important to start out with something - need or a problem - you want to see acted upon.

1. Make a list of needs.

2. Rewrite that list, making each item more specific.

3. Add to each of the above whose needs they are.

4. Rewrite each, adding according to whom.

5. If the needs listed are not articulated by the persons whose needs they are, how will we find out what they think?

FORM II.

RESOURCES: PROGRAMS TO MEET NEEDS

1. Names of the organizations?

2. What problems do the organizations attempt to solve?

3. What types of programs do they have?

4. What people do they serve? (Profile: age, sex, economic level, social status, geographical area, religion, ethnic group, political affiliation, etc.)

5. What women do they serve? In what role? (home-maker, mother, educator, agricultural worker, laborer, community leader, church-person, student, etc.)

6. How do the programs change a woman's life? How do they improve the quality of her life? How do they enable her to participate more fully in the economic, social and political affairs of her community and nation? How do they raise her status in the family, in the community? How do they release and develop her potential?

FORM III.

CONDITIONS: FAVORABLE AND UNFAVORABLE

Instructions - Depending on the need you have identified in Form I and the program resources listed in Form II, make a list of the conditions, both positive and negative, which influence the meeting of that need. The following questions may help you think of the conditions to list:

1. Has there been any attention to women's participation in development? by women themselves? the family? the church? the government? your group/agency?

2. Is there any stated policy? Has there been any research or studies? women themselves? the churches? the government? your group/agency?

3. What does the policy say should be done?

4. Has it been put into practice? If not, why not?

5. How effective is the implementation of the policy?

6. What changes have occurred?

7. Do you think that women have been participating in the development process? Explain how.

8. What do you think are the major problems which have to be solved so that women can have better lives?

9. What do you think could be done? by women themselves? by the family? by men? by the churches? by the government? by your group/agency?

10. Would you be willing to do something? What?

25

FORM IV.

SETTING OBJECTIVES

Just what is an OBJECTIVE and how is one formulated? First of all, an objective is a simple statement of RESULTS to be achieved. It identifies WHAT, WHEN and HOW MUCH. The WHY and HOW come later. Since the people who are going to take action are, or should be, formulating the objective, there is a built-in WHO and WHERE. Sometimes this who and where is called the target group.

An OBJECTIVE

--- is an action verb, since something must be done to get results. An objective usually begins with the infinitive, for example, to produce, to increase, to do (something).

--- must contain a single key result that can be measured.

--- must state the cost in terms of resources needed. Money, materials and people should be included.

--- should be specific and measurable (quantitative).

--- should be realistic.

26

FORM V.

WHAT DO WE HAVE TO WORK WITH?

Inventory of Resources: Human and Material

After deciding where we want to go (setting objectives), and what's happening in our own organizations to help us, we next need to explore what other things, people or systems might also help us reach our objectives. Take a fresh look at the surroundings, to see what is there, and how it might be put use. Resources would be listed in order of those nearest and most readily available to the program participants.

1. Human Resources - Individuals
   a) What knowledge is required; who could easily learn it?
   b) What skills are required; who could easily learn them?
   c) What attitudes are required (like willingness to take risks, to change, to try something new); who has them; who might easily adopt such attitudes?
   d) What amount of time is required; who has it; how could time be "made"?
   e) What energy (physical, mental exertion) is required; who has it, how could it be "made:? (Another way to look at this question is to assess the health/nutrition status of the prospective individuals.

2. Human Resources - Collective
   a) At the community level (of the program)
      1) What groups, organizations or institutions exist here?
      2) How could they help, that is, how could their experiences, services, people or materials be applied to this program?
   b) Within the country (but outside the community)
      1) What groups, organizations or institutions exist here?
      2) How could they help, that is, how could their experiences, services, people or materials be applied to this program?
   c) Outside the country (indicate where)
      1) What groups, organizations or institutions exist which might help?
      2) How could they help; how could their experiences, services, people or materials be applied to this program?

3. Material Resources - Financial
   a) What amount of money is needed? Over what period of time?
   b) What funds might be gathered:
      1) At the community level? How?
      2) Within the country, but outside the community? How?
      3) Outside the country? Where? How?

4. Material Resources - Goods (things to be used, such as buildings, equipment, food, seeds, cloth, paper, etc.)
   a) What materials are needed?
   b) When are they needed? (at the beginning of the plan? each year?
   c) What can be gotten in the community? How?
   d) What can be gotten within the country (but outside the community? How?
   e) What can be gotten outside the country? Where? How?

27

FORM VI.

THE PLAN FOR ACTION

The four areas mentioned below, when developed, make up the plan, all of which is based on the objectives set earlier in the workshop.

1. List tasks. Place them in logical order. Now schedule them. (How long will each task take and when, in time, will they occur?)

2. List the kind of people needed to do each task, and how many of each kind. List materials, and money needed for each task.

3. Identify resources (Form V) available in the community and outside. Make plans to obtain and use them in the program.

4. Figure costs (Budget) on an annual basis, giving detail and formula for figuring costs:

   -Personnel

   -Travel

   -Equipment

   -Materials

28

FORM VII.

EVALUATION OF PROGRAMS FOR IMPACT ON WOMEN

1. Initiation and Leadership:
   a) Are women involved in planning or starting the program? (If not, got to "g.")
   b) How many women are involved in planning or starting the program?
   c) What is their status? (for example, community leaders, housewives, wage earners)
   d) What do they do in the program?
   e) Are they outsiders, or do they live in the project community?
   f) How do they respond to the needs of the project participants?
   g) If women are not involved in planning or starting the program, can they be involved?
   h) If they cannot be involved in planning or starting the program, what are the reasons for it?

2. Participation and Control
   a) Do women influence the direction of the program? How? If not, what is the reason?
   b) How much control do they have over the project? (For example can they change the program goals or the way the program is run?)
   c) Is there any formal way women can control the program? (For example, are they members of governing boards?)
   d) What is the role of the participant in the program? Is it passive or active? (For example, does the participant receive goods or services, such as food and health care in a typical Maternal Child Health Program? Or, does the participant generate or create goods or services, such as food in a garden program, or health care in a community health scheme?) Specify.
   e) How will this program change the participating women's attitudes about themselves?

3. Benefits
   a) What are the benefits of this project to women? (For example, will it give them more confidence in themselves, skills, increased income, adequate nutrition, lighter household burdons?)
   b) Have the women themselves asked for these "benefits?"
   c) Do the women invest their time, their work, their funds or goods in the program? Specify.
   d) Does the program help increase women's access to knowledge? (For example, how to organize themselves, what legal rights they have, how to seek solutions within their communities, knowledge in child care, health, nutrition, agriculture, home economics, etc.) Specify.
   e) Does the project help increase women's access to resources? (For example, to human resources, such as other women; to organizations and institutions, including government programs; to material resources, such as money, goods) Specify.
   f) Does the program help increase women's access to the power structure? (For example in the family, in the community, in organizations, in the government?)

21

g) How are women able to influence important decisions?
h) What decisions?

4) Social Change
a) Does this project increase women's choices of action?
b) Does this project raise women's status?
c) How have women's lives changed as a result of their having more choices, and new status? (For example: in political ways? in economic ways? in cultural ways?) Specify.
d) Do these changes create problems? If so, describe the problems.
e) Does the project have the effect of exploiting women in some way? How? (For example, by using women's labor without adequate pay and without teaching organizational and managerial skills, or providing for the exercise of such skills.)
f) What can be done to eliminate this exploitation? (For example, provide adequate pay, and training in organization, management, marketing, leadership, etc.)

5) Process
a) Is the project structured so that, having attained one goal, the participants can move on to others? (For example, from food distributions in an emergency to reconstruction; from curative to preventive health programs; from family planning to training in nutrition and child care; from housing construction to community development; from feeding programs to agricultural development.) Specify.
b) Does this project develop skills which can be used outside the project activity, that is, transferable skills? (For example, functional literacy, functional mathematics, organizational and management skills.) Specify.
c) Is the project plan flexible enough to adapt to changing needs? Have changes been made? What changes?
d) Does this project aim to decrease dependency on outside resources and increase reliance on local resources? (For example, increased use of local human resources such as leaders, managers, teachers; increased use of local material resources such as natural fibers and vegetable dyes.) Specify.

30

LAS MUJERES EN EL DESARROLLO: LA IGUALDAD POR MEDIO DE LA EDUCACION Y DEL EMPLEO

GUIA DEL CURSO:

PLANIFICACION PARA EL CAMBIO

CONGRESO DEL AÑO 1979 DE LAS MUJERES PROFESIONALES Y COMERCIALES DE LAS AMERICAS

Guatemala, Guatemala

Noviembre 6 a 10 de 1979

Patrocinado Por: LA FEDERACION NACIONAL DE CLUBS DE MUJERES

DE NEGOCIOS Y PROFESIONALES DE LOS ESTADOS UNIDOS

Preparado por MARYANNE DULANSEY y EILEEN JOHNSON
Consultants in Development
Washington, D.C.

PROPOSITO DE LA GUIA

Esta guía quiere ser un bosquejo del contenido del seminario, el cual puede ser útil tanto durante el seminario como después, como un record cuando Vd. entrena a otros, o como una guía para la formulación de proyectos o programas dentro de sus propias organizaciones. Los materiales incluídos han sido compuestos para ayudarle a formular y examinar programas para mujeres. Proveen una técnica hábil para formular programas sólidos para desorrollar el papel de la mujer en la sociedad.

* * *

32

LAS MUJERES EN EL DESARROLLO: LA IGUALDAD

POR MEDIO DE LA EDUCACION Y DEL EMPLEO

GUIA DEL CURSO:

PLANIFICACION PARA EL CAMBIO

Preparado por

Maryanne Dulansey

y

Eileen Johnson

Congreso del Año 1979 de las Mujeres

Profesionales y Comerciales de las Amèricas

Guatemala, Guatemala

Noviembre 6 a 10 de 1979

Patrocinado por: La Federacion Nacional de Clubs de Mujeres de Negocios y Profesionales de los Estados Unidos

33

INDICE

PROPOSITO DE LA GUIA ii

SOBRE LAS FACILITADORAS vi

BOSQUEJO DEL CURSO: PLANEAR PARA LA ACCION 1

PLANILLAS DEL SEMINARIO

I. NECESIDADES: CUALES? DE QUIEN? SEGUN QUIEN? 2

II. RECURSOS: PROGRAMAS PARA RESPONDER A LAS NECESIDADES 3

III. CONDICIONES: FAVORABLES Y DESFAVORABLES 4

IV. FORMULANDO OBJETIVOS 5

V. CON QUE TRABAJAREMOS? 6

VI. EL PLAN PARA LA ACCION 7

VII. EVALUACION DE PROGRAMAS PARA EL IMPACTO SOBRE LAS MUJERES 8

* * *

34

SOBRE LAS FACILITADORAS

MARYANNE DULANSEY es la directora de Consultants in Development, una compañía que provee servicios para la resolución de problemas para organizaciones de desarrollo, sobre todo en cuanto se refiere a programas de alimento y nutrición, empleo rural y la participación de la mujer en el desarrollo. Su compañía se dedica a ayudar a las agencias de desarrollo a alcanzar mejor las personas desventajadas con ayuda cada vez más apropiada.

Anteriormente S. Dulansey había sido la directora de servicios de desarrollo del Catholic Relief Services; trabajaba con programas de salud, nutrición, agricultura, cooperativas, educación informal, entrenamiento para el liderazgo y desarrollo comunitario en unos setenta paises.

Maryanne nació en Johnstown, Pennsylvania, y se graduó de la Universidad de Pittsburgh, recibiendo su título en ciencias políticas; tiene además estudios subsecuentes en el derecho, asuntos latinoamericanos, gerencia y entrenamiento.

EILEEN JOHNSON es una socia de Consultants in Development. Hace unos veinte años que trabaja en asuntos internacionales, con interés especial en problemas de desarrollo que confrontan paises de Asia y del Pacífico Sur.

S. Johnson sirvió como directora asociada del Cuerpo de Paz para programas y entrenamiento en ambas partes del mundo. Enseñó al nivel universitario en el extranjero y en los EE.UU. y trabajó en su doctorado en comunicaciones interculturales en la Universidad de Minnesota. Recientemente, ha terminado un estudio de evaluación de necesidades del desarrollo en el Pacífico Sur a la vez que diseñaba y dirigía seminarios. Mientras estaba allí estudió el estado de la mujer en el Pacífico.

Eileen es de Akron, Ohio, y tiene títulos de la Universidad de Akron y la Universidad de Hawaii en Bellas Artes y Lenguaje y Comunicaciones, con estudios adicionales en la antropología, la sociología y el entrenamiento.

35

BOSQUEJO DEL CURSO: PLANEAR PARA LA ACCION

I. IDEAS PARA CAMBIO

miercoles, 7 de noviembre
3:00 - 5:30

Bienvenida!

Expectaciones: Exploracion en grupos

Como procederemos? Enfoque y metas del curso

NECESIDADES: Cuales? De quien? Segun quien?

II. MOVIENDONOS HACIA ADELANTE

jueves, 8 de noviembre
4 00 - 6:00

RECURSOS: Programas para responder a las necesidades

EVALUACION: Que efecto tienen sobre las mujeres?

CONDICIONES: Favorables y desfavorables

FORMULANDO OBJETIVOS

III. IMPLEMENTACION

viernes, 9 de noviembre
2:00 - 4:30

Repasar y revisar los objetivos

CON QUE TRABAJAREMOS? Inventario de recursos

EL PLAN PARA LA ACCION

PLANILLA I.

NECESIDADES: CUALES? DE QUIEN? SEGUN QUIEN?

Pruebe este proceso para ayudarle a clarificar sus pensamientos. Es importante que empiece con una necesidad o un problema, algo que Vd. quiere que se resuelva.

1. Haga una lista de necesidades.

2. Escriba su lista de nuevo, haciendo cada una más específica.

3. Agregue a cada una de quién son las necesidades.

4. Escriba cada una de nuevo, añadiendo "según quién."

5. Si las necesidades enumeradas no están explicadas por las personas afectadas, cómo sabremos lo que ellas piensan?

PLANILLA II.

RECURSOS: PROGRAMAS PARA RESPONDER A LAS NECESIDADES

1. Nombres de las organizaciones?

2. Cuáles son los problemas que las organizaciones tratan de resolver?

3. Qué tipos de programas tienen?

4. A quiénes sirven estos programas? (Perfil: edad, sexo, nivel económico, estado social, región geográfica, religión, grupo étnico, afiliación política, etc.)

5. A cuáles mujeres sirven estos programas? En que papel? (Ama de casa, madre, educadora, trabajadora agrícola, jornalera, líder comunitario, comité parroquial, estudiante, etc.)

6. Cómo cambian los programas la vida de la mujer? Cómo mejoran su vida? Cómo facilitan su participación más amplia en la vida económica, social y política de su comunidad y su nación? Cómo le ayudan alcanzar a un nivel social más alto en la familia, en la comunidad? Cómo libran y desarrollan su potencial?

PLANILLA III.

CONDICIONES: FAVORABLES Y DESFAVORABLES

Según la necesidad que Vd. haya identificado en la Planilla I y los recursos que enumeró en la Planilla II, haga una lista de las condiciones, tanto positivas como negativas, que influyen en la resolución de esa necesidad. Las siguientes preguntas le pueden ser útiles en la formulación de la lista de condiciones:

1. Se ha prestado atención a la participación de las mujeres en el desarrollo? Por las mujeres mismas? Por las iglesias? Por el gobierno? Por su grupo/agencia?

2. Hay una política determinida? Ha habido investigaciones o estudios? Por las mujeres mismas? Por las iglesias? Por el gobierno? Por su grupo/agencia?

3. Que dice la política que hay que hacer?

4. Se ha puesto a la práctica? Si no, por qué?

5. Cuán efectiva ha sido la implementación de la política?

6. Qué cambios han ocurrido?

7. Cree Vd. que las mujeres han estado participando en el proceso de desarrollo? Explique cómo.

8. Según Vd., cuáles son los problemas mayores que deben resolverse para que las mujeres puedan vivir mejor?

9. Qué opina Vd. sobre lo que se podría hacer? Por las mujeres mismas, por la familia, por los hombres, por las iglesias, por el gobierno, por su grupo/agencia?

10. Estaría Vd. dispuesta a hacer algo? Qué?

PLANILLA IV.

FORMULANDO OBJETIVOS

Qué es un OBJETIVO y cómo se formula? Un objetivo es una declaración simple de los RESULTADOS a ser alcanzados. Identifica QUE, CUANDO y CUANTO. Después vienen el POR QUE y el COMO. Puesto que las personas que van a actuar (por lo menos debería ser así) son las que formulan el objetivo, el QUIEN y el DONDE ya están incluídos. A veces este quién y dónde se denominan el grupo designativo.

Un OBJETIVO

--- es un verbo de acción, puesto que hay que hacer algo para realizar los resultados. Un objetivo normalmente empieza con un infinitivo, por ejemplo, producir, aumentar, hacer (algo).

--- debe contener un resultado clave único que puede medirse.

--- debe declarar el período de tiempo disponible para alcanzar el resultado.

--- debe declarar el costo en términos de recursos necesarios. Dinero, materiales, personas deben incluirse en el objetivo.

--- debe ser específico y medible (cuantitativo).

--- debe ser realista.

40

PLANILLA V.

CON QUE TRABAJAREMOS?

Inventario de Recursos: Humanos y Materiales

Después de determinar a dónde queremos ir (fijación de objetivos), y de lo que está pasando en nuestras propias organizaciones que nos puede ayudar, debemos explorar qué otras cosas, personas o sistemas podrían ayudarnos también a alcanzar nuestras metas. Examine de nuevo el ambiente, para ver lo que hay, y cómo podría usarse. Los recursos deberían enumerarse empezando con los que están más cerca y más fácilmente disponibles a los participantes del proyecto.

1. Recursos Humanos - Individuos
   a) Qué conocimiento se necesita; quién lo podría aprender?
   b) Qué habilidades se requieren? Quién podría aprenderlas facilmente?
   c) Qué actitudes se requieren (como la confianza, la disposición para arriesgarse, para cambiar, para probar algo nuevo); quién tiene estas actitudes; quién podría adoptar fácilmente tales actitudes?
   d) Cuánto tiempo se requiere; quién tiene el tiempo disponible o cómo podría buscarse el tiempo libre?
   e) Qué energía (esfuerzo físico, mental) se requiere; quién la tiene; cómo podría crearse? (Otro modo de ver esta pregunta es por medio de una evaluación del estado de salud o de nutrición de los posibles participantes.)
2. Recursos Humanos - Colectivos
   a) Al nivel de la comunidad (del proyecto)
      1) Qué grupos, organizaciones o instituciones existen aquí?
      2) Cómo podrían ayudar, es decir, cómo podrían aplicarse a este proyecto sus experiencias, sus servicios, su gente o sus materiales?
   b) Dentro del país (pero fuera de la comunidad)
      1) Qué grupos, organizaciones, o instituciones existen aquí?
      2) Cómo podrían ayudar, es decir, cómo podrían aplicarse a este proyecto sus experiencias, sus servicios, su gente o sus materiales?
   c) Fuera del país (indique dónde)
      1) Qué grupos, organizaciones o instituciones existen que podrían aplicarse a este proyecto sus experiencias, sus servicios, su gente o sus materiales?
3. Recursos Materiales - Finanzas
   a) Cuánto dinero se necesita? A través de cuánto tiempo?
   b) Qué fondos pueden recogerse:
      1) Al nivel de la comunidad; cómo?
      2) Dentro del país pero fuera de la comunidad? Cómo?
      3) Fuera del país. Dónde? Cómo?
4. Recursos Materiales - Mercancías (cosas a usarse, tales como edificios, equipos, comestibles, semillas, telas, papel, etc.)
   a) Qué materiales se necesitan?
   b) Cuándo se necesitan? (al principio del plan? cada año?)
   c) Qué se puede consequir dentro de la comunidad? Cómo?
   d) Qué se puede consequir en el país pero fuera de la comunidad? Cómo?
   e) Qué puede consequirse fuera del país?
      Dónde?
      Cómo?

PLANILLA VI.

EL PLAN PARA LA ACCION

Los cuatro puntos mencionados abajo, cuando desarrollados, forman el plan; todos están basados en los objetivos formulados antes en el seminario.

1. Enumere los tareas. Póngalos en órden lógico. Haga el horario. (Cuánto tiempo durará cada tarea, y cuándo ocurrirá?)

2. Enumere el tipo de personas que se necesita para realizar cada proyecto, y cuántos de cada tipo. Enumere los materiales y dinero necesarios para cada tarea.

3. Identifique los recursos (Planilla V) disponibles dentro y fuera de la comunidad. Haga planes para obtenerlos y usarlos en el proyecto.

4. Calcule los costos (presupuesto) anuales, dando los detalles y formula usados para calcular los costos:

   -Personal

   -Viajes

   -Equipos

   -Materiales

42

PLANILLA VII.

EVALUACION DE PROGRAMAS PARA EL IMPACTO SOBRE LAS MUJERES

1. Iniciación y Dirección

a) Participa la mujer en el planeamiento y puesta en marcha del proyecto? (Si no, véase "g")
b) Qué número de mujeres participan activamente en planear o poner en marcha el proyecto?
c) Cuál es su clasificación? (Por ejemplo, líderes de comunidad, amas de casa, trabajadoras.)
d) Qué papel desempeñan dentro del proyecto?
f) Cómo responden a las necesidades de los participantes en el proyecto?
g) En el caso que las mujeres no participen el el planeamiento o puesta en marcha del proyecto, podrían hacerlo? Cómo?
h) Si ellas no pueden participar en el planeamiento o puesta en marcha y ejecución del proyecto, qué razon hay para ello?

2. Participación y Control

aa) Ejerce la mujer influencia en la dirección del proyecto? Cómo? Si no, por qué?
b) En qué forma controlan ellas el proyecto? Pueden ellas cambiar las metas o la manera de operación?
c) Existe alguna regulación sobre la forma en que la mujer puede ejercer este control? (Por ejemplo: cuenta con representación dentro de las juntas organizacionales?)
d) Qué papel representa la participante en el proyecto? Activo? Pasivo? (Por ejemplo: recibe la participante bienes o servicios, tales como alimentos,
q atención médica en un típico programa de meternidad? O al contrario, genera la participante bienes o servicios, tales como vegetales de su huerta o servicios por medio de un programa comunal de salud. Especifíque.
e) Como cambiará el proyecto la actitud de la mujer participante frente a sí misma?

2. Beneficios

a) Cuáles son los beneficios de este proyecto para la mujer?
b) Ha pedido la mujer por sí misma algunos de estos beneficios?
c) Cómo contribuye la mujer al proyecto? Con su tiempo? Con su trabajo? Con sus recursos o bienes? Especifíque.
d) Ayuda el proyecto a que la mujer amplíe sus conocimientos? (Por ejemplo, en su propia organización en sus derechos legales, aprendiendo a identificar problemas y buscarles solución dentro de los medios existentes en la comunidad, conocimientos relacionados con el cuidado infantil, nutrición, agricultura, economía del hogar, etc.) Especifíque.
e) Aumenta el proyecto el acceso de la mujer a los recursos? (Por ejemplo a los recursos humanos, tal como el acceso a otras mujeres, a organizaciones o instituciones, inclyendo programas gubernamentales, o a recursos materiales ya sean en efectivo o bienes.) Especifique.

f) Aumenta el proyecto el acceso de la mujer al poder? (Por ejemplo a nivel familiar, comunal, organizacional o gubernamental?)
g) En qué forma la mujer influye en las decisiones importantes?
h) Qué decisiones?

4) Cambio Social

a) Aumenta el proyecto el campo de acción de la mujer?
b) Eleva el proyecto la posición de la mujer?
c) Cuál es el cambio operado en la vida de la mujer como consecuencia del mayor campo de acción y el más alto nivel social alcanzado con el proyecto? (Por ejemplo en lo político, económico o cultural.) Especifique.
d) Causa esta transformación social algunos problemas? En caso afirmativo, descríbalos.
e) En alguna forma tiende el proyecto a explotar a la mujer? Cómo? (Por ejemplo: utilizando sus servidios sin compensación adecuada; no capacitándoles en campos organizacionales y administrativos; no permitiéndoles ejercer tales habilidades.)
f) Qué puede hacerse para eliminar este explotación? (Por ejemplo: proveer compensación adecuada, entrenamiento en organización, gerencia, comercialización, liderazgo, etc.?)

5) Procedimiento

a) La estructuración del proyecto, una vez logrado su fin inicial, permitirá a las participantes avanzar hacia nuevas metas? (Por ejemplo: de distribución de alimentos en una situación de emergencia, a reconstrucción; de tratamiento de enfermedades a medicina preventiva; de programas de planificación familiar a programas de nutrición y cuidado infantil; de construcción de vivienda, a desarrollo comunal; de programas nutricionales a desarrollo agrícola.)Especifique.
b) Desarrolla el proyecto algunos habilidades que puedan ser usadas en actividades ajenas al mismo, es decir, habilidades transferibles. (Por ejemplo: alfabetización, matemática funcional, técnicas administrativas u organizacionales.) Especifique.
c) La planificación del proyecto es lo suficientemente flexible como para permitir su adaptación a futuras necesidades? (Se han ya producido algunos cambios? Cuáles?)
d) Contempla el proyecto su futura independencia económica, utilizando al máximo sus recursos locales sin necesidad de ayuda exterior? (Por ejemplo: aumentando la utilización de recursos humanos tales como administradores, dirigentes, educadores; aumentando el uso de recursos naturales como fibras y tintes vegetales de origen doméstico.) Especifique.

Appendix F

CONSULTANTS IN DEVELOPMENT

2130 P Street, N.W., Suite 803, Washington, D.C. 20037 Telephone: 202/223-8466

1979 Congress of Business and Professional Women of the Americas

Guatemala City, Guatemala November 6-10, 1979

WORKSHOP REPORT

PLANNING FOR CHANGE

Prepared by Maryanne Dulansey and S. Eileen Johnson
for The National Federation of Business and Professional
Women's Clubs of the United States of America .

Under Grant # AID/otr-G-1754, PPC/Office of Women in Development
November 27, 1979

New York Office: 298 West 11th Street, New York, NY 10014 Telephone: (212) 255-1686
California Office: 501 Hill Street, Santa Monica, CA 90405 Telephone: (213) 396-4241
Florida Office: 2780 Atlantic, Box 174, Melbourne Beach, FL 32951 Tel: (305) 724-6593

CONSULTANTS IN DEVELOPMENT/2130 P Street,N.W./Suite 803/Washington,D.C.20037 Tel: 202/223-8466

"PLANNING FOR CHANGE" WORKSHOP REPORT

Workshop sessions were held simultaneously for English and Spanish speaking delegates on three separate occasions during the Guatemala City Congress. One session was held for both groups of observers.

The consultants developed materials for use during the workshops and later as a manual. The guide, entitled "Planning for Change", outlines a technique for formulating and evaluating programs for women. It facilitates targeting networking, by helping to identify resources--people, programs and institutions as well as materials--useful in solving a particular problem or meeting specific objectives of a project.

The workshops were process-oriented and participatory. The materials were offered as a possible framework and starting point, but each language group set their own objectives with the aid of the facilitators.

The Spanish-speaking group decided to choose one problem, look at it from the point of view of various countries, and propose solutions. They chose the need for women to know their legal rights, and outlined a plan to provide legal information to various groups of women using various media and approaches. The detailed plan of work was for one of these approaches, the printing and distribution of flyers listing legal rights. (See summary sheets attached.)

The activities of the English-speaking group included networking, further discussions of the plenary sessions, airing local club problems and exchanging ideas and information. The group, particularly the Caribbean members, requested that the BPW network send them various kinds of information, especially newsletters. (See attached.)

The delegates to the Congress possess a wide variety of experience and skills in organization and planning. Their clubs and federations are also

spread across a spectrum from the oldest and most developed to those in the beginning stages of formation. Because of this wide range of participant skills and needs, and in view of the limited time available, the workshop sessions were planned to respond to a few of the needs and build on some of the skills, according to the priorities set by the participants.

The delegates, and to some lesser extent the observers, gained useful knowledge as well as an appreciation for the methodology as a result of their participation in this process-oriented, problem-solving workshop. Some of them will apply these skills and perhaps transfer them to others, while some will require more experience and exposure to the technique. It was with this in mind that the materials were developed, to permit people to work at their own level, and to provide a manual they could use later as a reference or for training.

The breakdown of English and Spanish speakers worked fairly well. The Spanish speakers had more experience with project development; the English speakers were more concerned with organizing and building club membership. The methodology applied equally. In both cases the workshops provided an opportunity for leadership training and building confidence (explicitly or implicitly).

Some indicators of workshop usefulness are:

1) all the delegates attended workshop sessions and were punctual;
2) delegates set up extra sessions to make up for time lost due to tight scheduling;
3) each group decided to make an address list for themselves so they could exchange information and materials, the English-speaking group included requests for specific advice;
4) both groups produced volunteers to do outside work;
5) French and Portuguese speakers attended the Spanish sessions,

in spite of their difficulty with the language;

6) the English-speaking group invited the International Federation President to provide them with information on networking and membership.

There seemed to be a demand for further opportunities for this sort of training; thus the follow-up questionnaire was purposely structured in an open-ended fashion for the expression of this need if it is valid. Judging from this experience, it would be advisable for the planners of the next Congress to provide for a similar opportunity for personalized implementation-action counterpoints to the plenary sessions.

ATTACHMENTS

1. Notas--Taller I (Spanish-speaking group, Day 1)
2. Notas--Taller II (Spanish-speaking group, Day II)
3. List of English-speaking Delegates, with requests
4. List of Spanish-Speaking Delegates
5. Workshop Notes, English-speaking group

NOTAS - TALLER I

PLANEAR PARA CAMBIAR

Miércoles 7 de noviembre de 1979

Metas del Curso

Tomar un problema.
Verlo del punto de vista de varios países.
Proponer soluciones.

Problemas

Incapacidad civil de la mujer.
Las mujeres no conocen las leyes, especialmente las que favorecen mujeres y familias.
Existen leyes discriminatorias.
¿Como llegar al pueblo?
¿Como llegar a las mujeres de escasos recursos?

Necesidad

De que la mujer conozca sus derechos y deberes legales.

Recursos

Haciendo uso de todos los recursos a su alcance.

Tomar en cuenta que nuestros organismos serán los responsables directos de esa realización, valiéndose de Todos los medios de Comunicación al alcance: periódicos, revistas, radio y televisión. Estos medios masivos de comunicación se pueden utilizar con Cintillos, dosis informativos, etc.

Los Sindicatos y cooperativas pueden usar a sus elementos para difundir nuestra propaganda que consistirá en hojas, o volantes que contengan la ilustración correspondiente del contenido de artículos legales que las preparen a defenderse en todos los órdenes.

Asi como se habla del Sindicato, se puede decir de Instituciones Religiosas, Gubernamentales, Maestros, grupos estudiantiles, asociaciones femeninas, organismos de servicio social, y organismos internacionales.

Esos volantes, los elaborarán los abogados de los grupos o abogados postulantes que quieren cooperar con nuestros organismos.

También se debe intercambiar ideas.

NOTAS - TALLER II

PLANEAR PARA CAMBIAR

Jueves 8 de noviembre de 1979

NECESIDADES: CUALES? DE QUIEN? SEGUN QUIEN?

CUALES

1) La mujer debe conocer sus derechos.
2) La actitud de la mujer debe cambiar respecto a su papel en la sociedad.
3) Envolver distintos grupos en tareas de educación jurídica de la mujer.
4) Revisión de aquellas leyes que afecten a la mujer.

DE QUIEN

De la mujer	/	de las ciudades
De la joven	/	de la zona rural
De la niña	/	de los barrios marginados

SEGUN QUIEN

Delegadas?
Planificadores?
Los que generalmente lo necesitan?

RECURSOS - - Programas para responder a las necesidades

1) UNESCO

   Programas Decada de la Mujer
   Derechos de la mujer
   Derechos humanos

2) OIT

   Derechos referentes a trabajo

3) OEA

   Oficina Interamericana de la Mujer

4) Overseas Fund (USA)
5) AID

   Programas de desarrollo de la mujer

6) Clubes de Mujeres Profesionales y de Negocios
7) Programas de instituciones pro-bienestar de la familia
8) Proyectos de leyes que beneficien a la mujer
9) Teatro

NOTAS TALLER II jueves 8 de noviembre página 2

CONDICIONES: FAVORABLES Y DESFAVORABLES

FAVORABLES

Década de la mujer

Interes por derechos humanos

Defensa de derechos de trabajo

Disposición de miembros de clubes

Existencia de mujeres lideres en puestos claves de administración pública

Existencia de BPW en diferentes paises

Medios de comunicación social

DESFAVORABLES

Actitud de autoridades

Actitud de las propias mujeres

Falta de recursos económicos

Bajo nivel educativo de las mujeres a quienes se dirige el mensaje

Uso discriminado de medios de comunicación no identificados con el problema

OBJETIVOS

Al final del (2do) (3er) año la mujer sera capaz de:

-- Enumerar los derechos que en general le competen
-- Exigir que se le reconozcan sus derechos en cualquier momento de su vida
-- Exigir el cumplimiento de los derechos en su trabajo
-- Exigir el cumplimiento de sus derechos sobre respeto a sus hijos, herencia etc
-- Identificar las leyes que discriminan a la mujer
-- Proponer modificaciones a aquellas leyes que considere discriminan a la mujer
-- Actuar de acuerdo a sus derechos de mayoría de edad, ciudadanía
-- Ejercer su derecho al voto en los paises que exista
-- Luchar pro el derecho al voto en los paises que no exista
-- Ayudar a otras mujeres para que ejerzan sus derechos
-- Mostrar interés por el logro del cumplimiento de sus derechos

CON QUE TRABAJAREMOS

RECURSOS HUMANOS--Individuos y colectivos

Abogadas y abogados interesados en tema

Estudiantes avanzados en diferentes áreas del saber

Líderes femeninas de diferentes organizaciones

Líderes femeninas en trabajos claves

(con't) recursos humanos--individuos y colectivos

Representates en congreso o parlamentario
Líderes regionales y nacionales
Mujeres interesadas en el tema
Mujeres de todos los edades y clases
Asociaciones de profesionales
Clubes juveniles
Organizaciones nacionales de diferentes tipos
Asociaciones de abogados
Sindicatos
Maestros, religiosos
Organizationes internacionales--ONU, UNESCO, OEA, OIT, AID etc.
Ministerios de diferentes áreas
Agencias publicitaria
Teatro

RECURSOS MATERIALES

Organizaciones internacionales--AID, OIT, OEA, etc.
Industrias en general
Medios de comunicación--radio, TV, prensa
Agencias publicitaria
Actividades para recaudar fondos
Donaciones individuales e institucionales

PLAN PARA LA ACCION

-- Cursos de entrenamiento a los líderes
-- Edición de panfletos
-- Programas permanentes a través de comunicación masiva
-- Creación de oficina de asesoría especial para mujeres
-- Sometimiento de leyes y reformas a leyes a través de los cámaras
-- Reuniones con grupos pequeños
-- Asistencias personales a mujeres de barrios marginados y a las de zonas rurales
-- producción de cassettes

EVALUACION

Número de participantes, caledad de la participación, número de proyectos sometidos y revisados, ejercicio del voto en mayor proporción

PLANNING FOR CHANGE WORKSHOP - ENGLISH-SPEAKING DELEGATES

BEATRICE (BUNNY) PARTON — 6835 Fremlin Street
Vancouver, B.C. V6P 3W3, Canada.

STELLA MAYERS M.B.E. — P. O. Box 246
St. George's, Grenada, W.I.

THERESA GALLOWEY — 1608 West 28th Ave.
Vancouver, B.C. V6J 2Y7, Canada

INEZ BARNETT — P. O. Box 5288 SS
Nassau, Bahamas
(WOULD LIKE TO RECEIVE INFORMATION ON A REGULAR BASIS FROM THE NATIONAL FEDERATION RE: CONVENTIONS, MONTHLY MAGAZINE, etc.)

JACQUI SMITH — P. O. Box 273, George Town
Grand Caymans, British West Indies
(WOULD LIKE TO RECEIVE INFORMATION ON A REGULAR BASIS FROM THE NATIONAL FEDERATION RE: CONVENTIONS, MONTHLY MAGAZINE, etc.)

JULIA K. ARRI — P. O. Box 868
Pomona, Cal. 91769, U.S.A.

DORINE CHANCELLOR — P. O. BRx 492, Safford
Arizona 85546, U.S.A.

MME. MARIE ANTOINETTE SIMET-LUTIN — 35 rue Cdt. Mortenol
Chargé de mission. — 97110 Pointe-a-Pitre
Guadeloupe
Phone - (office) 82-17-12 (Husband's office) 82-14-61 (Home) 84-21-7
(WOULD LIKE TO RECEIVE ALL INFORMATIONS FROM B.P.W. CLUB AND PARTICIPATE IN ANY WORKSHOP ABOUT WOMEN)

PEARL CLARKE-ALFRED — McShine St., Sangre Grande
Trinidad, W.I. (Phone: 668-2491)

ANGELA EBANKS — P. O. Box 192, George Town
Grand Cayman, British West Indes,
(WOULD LIKE TO RECEIVE INFORMATION ON A REGULAR BASIS FROM THE NATIONAL FEDERATION RE: CONVENTIONS, MONTHLY MAGAZINE, etc.)

ALBERTHA RODGERS — P. O. Box N7789
Nassau, Bahamas

PAMELA WALL — P. O. Box 87
Basseterre , St. Kitts

ANGELA EBANKS — P. O. Box 192, George Town
Grand Cayman, B. W. I.

BINA JONES — P. O. Box 150, San Fernando
Trinidad, W. I.
(INFORMATION AND ADVICE ON HALF WAY HOMES - OUR GOLDEN JUBILLEE PROJECT)

Attachment 4

ARGENTINA	
SRA. CECILIA ZUBELDIA DE D'ONIA	Ramón L. Falión 3965 - 1407 Buenos Aires. Tel. 69-42-86
BRASIL	
MARIA INES FONTENELE MOURAO	Loja Cegonha - Conjunto Nacional Brasília Tel. Res. 24-31-558 Com. 22-55-803
COLUMBIA	
CECILIA O. DE MIRANDA	Calle 64 #7-37, Bogotá
DOMINICAN REPUBLIC	
LIC. AMARILIS PÉREZ DE ZAPATA	Directora del Dep. de Educación Universidad Católica (Madre y Maestr Santiago. Tel. 582-1122 Ext. 276
EL SALVADOR	
ANTONIO PORTILLO DE GALINDO	Final 61 Av. N. Col. Escalan San Salvador.
MARTA DE CERRATO	Col. Arce #1233, Club de Mujeres de Negocios y Profesionales de El Salvador. Aptdo Postal 224 San Salvador
GUATEMALA	
LIC. ANA JOSEFA CASTRO AGUILAR	7a Ave. 9-25, Zona 1. Tel. 22-0-51
LIC. MA. TERESA GARCIA DE BRIZ	7a Calle 3-45, Zona 10 Tel 64-3-02
HAITI	
DENYSE MASSENA	27 Muelle Berne, Port-au-Prince
SOLANGE Y. D. CHARLES	Rue 17-B #43, Cap Haitien
HONDURAS	
ALBA ALONZO DE QUESADA	Aptdo. Postal 935, Tegucigalpa
MEXICO	
ABIGAIL C. DE MALDONADO	L. Vicario #115, Celaya, Gto. Tel. 2-15-02
PANAMA	
MARTA DE LEIRO	C.M.N.P., Panamá Aptdo. 6-977, El Dorado, Panamá Tel. 64-02-67 REs. 69-12-54 Oficina
JULIETA DIAZ DE PONCE	Aptdo 6-1653, Estafeta El Dorado Panamá. Tel. Res. 61-14-18 Oficina 69-23-33
PERU	
YOLANDA CHAVEZ CABELLO	Jacinto Lara #157 San Isidro, Lima
AMERICA CHECA A.	Arrisueño #502 Urb. Sta. Catalina, Lima

WORKSHOP NOTES - PLANNING FOR CHANGE
English-Speaking Group

Countries Represented: Canada, United States and the Caribbean (Bahamas, Cayman Islands, Guadeloupe, St. Kitts and Trinidad)

Prepared by Ms. Angela Ebanks - Delegate, Cayman Islands

Workshop #1:

The exchange among delegates at the first session was high spirited and demonstrated a great deal of concern for the development of the individual member's club as well as a deep concern for the role of government and the attitudes long established which lead to pit women against women.

In reviewing the needs as expressed by the participants, three basic areas exist: 1) Communication - this was discussed at all levels internally and internationally; 2) Question of government and the need for more female representation there in order to aid in the more active movement of legislation to help the cause for women; and 3) Social mores and attitudes of women which work against them by placing women as threats to their sister colleagues.

Participants were very vocal on these areas which covered many individual topics and after much deliberation chose the theme, "Women Helping Women Develop Through Leadership", as an all encompassing expression of their basic needs. It was felt that the development of such a thrust would fare women well in all the need areas previously expressed. The group then examined the needs of leadership. Key words soon arose; a) coordination, b) relationships, c) dedication and d) charisma. At the same time areas of needs such as 1) positive self-image, 2) paper ability

versus humanity, and 3) the strong need to objectively evaluate others by their own standards, were predominant.

The process smoothly evolved through discussion to that point where members began to look at how to go about gaining baseline data from a target group. Explicit in this discussion was the need for confidentiality with the identified members of the target group and a respect for culture and social mores. Implicit in this discussion was movement of an evolutionary process, change was inherent and the ways and means were being explored.

Members ended this discussion with a basic question, "Where do we go from here?"

Workshop #2:

This session resumed with varied experiences from participants regarding programs in their respective countries and problems that they have faced. This sharing experience was unique ans supportive in that the sharing became an experience of women helping other women to explore the possible solutions for problems in each country.

The discussion showed that in order for programs to be effective, one must meet the target group in their enviornment and at their level, whatever planning and programming that may entail.

By this active discussion participants ended with the feeling of how to reach women to uplift them? While not the exact theme used previously, it was felt by all that this statement was still in keeping with the process of this group.

Workshop #3:

This experience was the culmination of the previous day's services. The approach was taken whereby the model developed by the facilitators was

examined for its use in effective program planning. Throughout the use of the guidelines, a hypothetical situation was employed in order to make the model more realistic.

Our International President, Mildred Head, came in half way through the session and shared many ideas, with the total exchange being educational, pleasant and helpful. The highlight she reiterated is the strong need to keep membership active and moreso, ALIVE.

Members were grateful for this sharing experience and turned thoughts to funding for the many projects they were quickly developing.

As we terminated, yet again a basic question has been raised as a result of this three day experience, "Are we now ready to accept the challenge to put into action our better impulses straight forward and unafraid?"

* * *

CONGRESS OF BUSINESS AND PROFESSIONAL WOMEN OF THE AMERICAS

CONGRESO DE MUJERES DE NEGOCIOS Y PROFESIONALES DE LAS AMERICAS

Guatemala City, Guatemala — November 6-10, 1979
Ciudad de Guatemala, Guatemala — 6-10 de noviembre de 1979

WORKING PAPER/QUESTIONNAIRE COMPILATION

COMPILACION DEL PAPEL DE TRABAJO/CUESTIONARIO

While the fourth Congress of Business and Professional Women of the Americas was being planned, delegates received "working paper/questionnaires" on issues of concern to women. They were asked to analyze advances made by women in their countries, to identify programs and projects designed to help women achieve equality, and to define continuing problem areas. The questionnaire included questions on the topics of the Congress Plenary Sessions: Education for Girls and Young Women; Employment -- Women Helping Women; and Continuing Education for Women of All Ages.

This compilation represents the responses of 24 delegates from 17 countries. The report should not be considered a definitive study since the questionnaire was not designed as a scientific instrument. Rather its purpose was to elicit the delegates' perceptions on major areas of concern.

Many of the delegates' responses have been summarized or combined. While, in some instances, specific examples have been cited, it was impossible to include all of the information submitted by delegates.

It is hoped that this report can serve as a starting point for discussion at the Congress and that it will help delegates share their experiences and information.

The working paper/questionnaire asked delegates to comment on the status of women, advances made during the past five years, persistent problem areas and programs which could be initiated or supported by voluntary organizations to improve the quality of life for all women. The following summarizes the comments made by the delegates on these issues.

A. Principal Advances

The recent advances made by women in the Western Hemisphere are sound ... but they are not enough. Such is the sentiment of the delegates to the 1979 Congress of Business and Professional Women of the Americas. The participants cite many advances made by women during the past five years, but are wary of resting comfortably on recent successes. Past performance is seen primarily as a catalyst for future action.

The pivotal achievement of women has been an awareness of the need for their input in the solution of intricate problems facing our societies. This recognition of the importance of women's contribution has generated such landmark advances as the devotion of portions of government five year development plans to women, and the creation of Women's Commissions to study legislative means of aiding the female sector of the population. Of prime importance in the field of education has been the re-examination of

traditional roles and the resultant entry of women into formerly male-dominated fields. Consequently, high school and university enrollment of women has been on the upswing: women are striving to attain higher qualifications with the expectation that this will lead to their equality in the workforce.

Most delegates report that the status of working women has improved. Much of the success is due to a higher degree of professionalism, and, as in education, a thrust into traditionally male fields. It is in this area particularly that women have become cognizant of legal means of achieving their goals of equality -- namely, equal pay for equal work laws and equal opportunity legislation (where applicable).

Greater participation in the political arena by women has been of importance in the development process. Women have been appointed to Cabinet Ministries and have assumed high level elective offices. In addition, in some countries, women have been directly involved in the drafting of National Constitutions. It is undeniable that this input at the highest levels of policy planning has done much to assure the participation of women in local development programs.

B. Obstacles to Full Equality

One of the major barriers to full equality as identified by the delegates are the psychological attitudes which relegate women to an inferior position. Every delegate responding to the questionnaire cited machismo as the major impediment to women's improved status. The need to change basic attitudes about women was emphasized repeatedly.

Delegates are equally concerned about women's attitudes concerning their own abilities. Too many women still accept their second-class status and do not question unfair treatment. Delegates express a waryness of situations which pit women against women. They ask: As women do we exploit other women? In attempting to seek personal goals, do we thwart the progress of our sisters? A corrolary to this is the lack of coordination among women's associations when cooperation would have much greater benefit.

Economic conditions undoubtedly affect both men and women, but women have unique problems related to their responsibility for family activity and child rearing. Domestic obligations preclude financial independence, and any "women's work" outside the home is often viewed as secondary.

Politically, in many cases, the woman is a second-class citizen: the husband chooses the place of residence, has custody of the children, can prevent a woman from working, etc. Women frequently lack the political/financial bases necessary to have their voices aired or to mount effective political campaigns. Despite recent advances, there are still too few women in elective offices and policy making positions.

In the social sphere, as many as 50 percent of children are born out of wedlock. This places a special burden on women who are the sole support of their children and who have limited employment opportunities. Controlling fertility is one way to overcome this particular obstacle. Clearly, other barriers, such as illiteracy and malnutrition keep women locked in the labyrinth of subservient positions.

Obstacles vary according to social strata and objectives pursued. For rural women who must confront barriers such as low income, illiteracy, malnutrition and lack of political protection, integration into the economic and political life of the country and community is contingent upon attention from the state. The main problem for middle class women, on the other hand, is lack of professional preparation. Such preparation is imperative for their incorporation into all aspects of the community. A unique problem facing higher income and professional women is resentment from both men and other women. It is suggested that women need functional organizations which would motivate them to assist and work with other women for their mutual benefit.

C. The Role of Voluntary Organization

Though equality may be mandated by law, in reality it is achieved through modifications and changes in traditional mental and social attitudes. Delegates agree that in this area voluntary organizations continue to make their largest contribution by orienting women to an awareness of their rights and responsibilities. They may also sponsor programs for both men and women, encouraging them to unite to overcome problems.

Programs in education, nutrition, self-help, etc. are a viable form of voluntary activity in rural areas. Nongovernmental organizations have been especially effective in providing technical assistance, establishing community industries (based on the family unit and utilizing female labor), and collaborating in literacy campaigns. Yet another form of service is training women to prepare for roles previously held by men, or providing financial assistance for study in non-traditional career fields.

Some delegates are of the opinion that voluntary organizations are more valuable in a political role. By serving as pressure groups, they ensure that the concerns of women are treated seriously and that women are considered for policy-making positions. In addition, they may help women gain experience in public speaking and other political skills.

Many delegates cite specific examples of projects and activities which have been undertaken by women's organizations in their own countries. Throughout the Hemisphere, voluntary groups are providing assistance to women through career guidance programs; debates, seminars and courses on major issues of concern to women; informational programs on women's rights; the establishment of cottage industries; scholarship aid; leadership development programs; sponsorship of libraries, training centers, and family

centers; community education projects; personal development courses; and by supporting women for policy making positions in government and education.

The working paper/questionnaire also requested specific information relating to the Congress plenary session topics. The responses of the delegates are summarized briefly in the following sections.

I. Education for Girls and Young Women

An average of 70 percent of school age children in the Americas attend school regularly. (Range: 47-95 percent) In most cases, the percentage differential between girls and boys is small. Most countries have some type of compulsory education law which appears to be enforced equally for girls and boys.

An average of 49 percent of high school age children actually attend secondary school. (Range: 15-90 percent) The percentage differential between girls and boys is zero or very small in Honduras, Barbados, Cayman Islands, Colombia, Venezuela, Canada, U.S.A. and Panama. Female enrollment is higher by 10 percent in St. Kitts and Bahamas. Male enrollment is higher by an average of 7 percent in El Salvador, Grenada, Guatemala, Trinidad and Peru.

All delegates state that women have equal access to education. In several countries, access is guaranteed by law, but these laws may not be enforced because of parental and religious attitudes. In addition, equal access is diluted when girls are encouraged to pursue traditional female courses or are discouraged from entering traditionally male fields of study.

Thirty-one percent of the delegates report that curricula and teaching materials reinforce traditional roles for boys and girls. This is attributed in part to religious education and attitudinal constructs. In some countries however, despite the pressure to assume traditional roles, girls are opting for training in non-traditional careers. Certain disciplines such as mechanics, physics and industrial arts are often restricted to boys. Even where these courses of study are officially open to girls, boys are frequently given preferential treatment.

According to the delegates, many teachers are indeed aware of the need to change attitudes of both sexes with respect to the role women play in society. Unfortunately change is slow in this area, and community attitudes lag behind the trend. The need to change the traditional attitudes and behavior of rural teachers is singled out by some delegates.

Delegates report that there are some programs which are especially designed to change both students' and teachers' attitudes about the role

of men and women. To date the results have been mixed. There has been an attempt in several countries to open home economics classes to both sexes, though this type of program has met with some resistance from male students and parents. In Guatemala, the Pemep 0-25 project unites men and women for the purpose of sharing general duties. This program has also met with opposition from parents.

The overriding obstacle to equal education for women seems to be attitudinal. Traditional concepts establish marriage and child bearing as the primary goals for women, while employment and education are relegated to the realm of interim objectives.

Social and cultural barriers can be curtailed only by encouraging girls and women to take advantage of available opportunities. It is suggested that the presence of more feminist women teachers, especially as counselors for young girls would be a step toward greater equality.

Financial barriers also prevent women from pursuing education. Economic conditions make it imperative that many girls leave school at an early age to seek employment. Also, for many, the cost of school or books is beyond their means. One delegate mentions the need for free education at all levels.

It should be noted, however, that there are those who take exception to this general scenario, and various delegates state that no obstacles exist in their countries.

It appears that governmental and nongovernmental groups are concerned about the educational needs of women. The Magna Carta of Peru makes provisions for reducing obstacles to equality. The El Salvador National Plan for 1978-82 addresses the issue of equal opportunity for women, and the governments of Honduras, Trinidad and Panama provide equipment for workshops and funding for scholarships in non-traditional fields. In Venezuela, the Ministry for the Study of the Condition of Women investigates specific women's issues and makes recommendations for action.

Business and Professional Women's Clubs have taken the lead in many countries in encouraging girls to pursue non-traditional fields of study. Annual career fairs and career nights give young women the opportunity to explore alternative career choices.

II. Employment -- Women Helping Women

Some 56 percent of the delegates mention "equal pay for equal work" laws in their countries. Of these, 44 percent observe that the laws are not enforced. Those that do not cite the existence of equal pay laws insist that there is very little salary discrimination in most occupations.

Though equal opportunity may be the norm, many delegates note the existence of barriers in choice of careers and ascent within given professions.

According to one third of the delegates, vocational training in their countries is for all citizens. Nonetheless, vocational education programs especially for women tend to channel women into traditional female occupations. Training in such vocations as secretarial positions, home economics, nursing, etc., is prevalent because women themselves are hesitant to break with tradition.

The most cited barrier to equal employment for women is the attitude of women themselves. Traditionally, women have had a negative self image due to their treatment as incapable and inferior workers. Not surprisngly, they are extremely reluctant to challenge men for better jobs and salaries.

Yet negative self-image is but one cause of women's difficulties in the labor force. Early maternity, lack of educational opportunities, and traditional career "tunnel vision" are all spinoffs of societal pressures. Employers are also at fault for failing to change their attitudes towards working women. They are reluctant to pay salaries to pregnant women and avoid hiring young women. Too often women are not even considered for high paying or prestigious positions.

In many countries there are government and privately sponsored programs which are designed to address these problems. Such programs are specifically designed to change attitudes, to help women acquire skills for better paying jobs and to ensure that qualified women do have equal opportunity.

III. Continuing Education for Women of All Ages

Illiteracy is a glaring problem in most countries in the Western Hemisphere. Using data supplied by the delegates, the rate of illiteracy ranges from 5 percent to a high of 54 percent. In all cases, a higher instance of illiteracy is found in the female population, often by as much as 20 percent.

Literacy programs exist in all countries with a high illiteracy rate. These programs are usually designed to meet the needs and aspirations of the adult population. In some cases, these programs are directly run by government agencies; in other cases, they are conducted by private groups with government funding or solely by private organizations.

Most delegates agree that women in the rural or marginal urban areas, and those in the lower socio/economic strata are most in need of continuing education. Other groups which need continuing education programs include drop-outs, women over 40 reentering the labor force, middle class housewifes

and those who have taken literacy courses but whose ability to read has atrophied. Delegates believe that nutrition and professional training are the two subject areas where continuing education is most needed. They also indicate that family planning, preventive medicine, literacy, self-help, child care and civics are valuable subject areas for continuing education programs.

Some 50 percent of the delegates note the existence of special continuing education programs for women in their countries. Concentrating on cultural and professional areas, and sponsored in some cases by employers and unions, these programs are designed to make women more qualified for their jobs. In many countries, there also are working class education projects which are aimed at both sexes.

Continuing education opportunities are not restricted to urban women. While there are fewer local programs, opportunities are available for rural women as well. For example, the Guatemalan rural areas are served by the Maryknoll "Maria Auxiliadora" Institute which teaches home economics and other skills at its local center.

Some government sponsored continuing education programs have been fairly successful. These include: the Ministry of Education's "outside the classroom" education program in Honduras; literacy and domestic training classes sponsored by the National Agrarian Institute of Venezuela; and the Intergral Program of Community Development in El Salvador.

Equally as important is the work of nongovernmental organizations. Of note are rural women's associations which sponsor classes on hygiene, child-rearing, nutrition, etc. Urban groups have also developed programs for skill training for employment and literacy.

It is clear from the delegates' responses to the working paper that progress toward full equality for women has been made and that voluntary organizations have played an important role in advancing the cause of women throughout the Hemisphere. Yet there remains much to be accomplished. It is hoped that this Congress will provide the opportunity to address problems and share ideas on possible solutions.

Cuando el cuarto Congreso de Mujeres de Negocios y Profesionales de las Américas estaba todavía en su fase inicial de planificación, las delegadas recibieron un papel de trabajo/cuestionario sobre los temas que le son de consecuencia a la mujer. Se pidieron que indentificasen los programas y proyectos que promuvieron a la igualdad de la mujer y que definiesen a los problemas continuos. El cuestionario además contenía preguntas relacionadas con los tópicos de las sesiones plenarias del Congreso: Educación para Niñas y Mujeres Jóvenes; Empleo -- Mujeres Ayudando a Mujeres; y Retorno a Educación para Mujeres de Todas Edades.

Esta compilación representa a la respuestas de 24 delegadas de 17 países. No debe considerarse el informe un estudio definitivo porque el cuestionario no se diseñaba como instrumento científico. Sino, su intención era extraer las percepciones de las delegadas respecto a los temas importantes para la mujer.

Se han resumido la mayoría de las respuestas. En algunos casos, se han destacado ejemplos específicos, pero era imposible incluir a toda la información entregada por las delegadas.

Se espera que este informe sirva como punto de comienzo de la discusión al Congreso y que ayude a las delegadas compartir a sus experiencias y su información.

El papel de trabajo/cuestionario pedía que las delegadas comentasen al status de la mujer, los avances alcanzados durante los cinco años pasados, problemas persistentes y programas de organizaciones voluntarias que sirven para mejorar la calidad de la vida de todas las mujeres. Lo que sigue es un resumen de los comentarios de las delegadas respecto a esos temas.

A. Avances Principales

Son sólidos los avances recientes realizados por las mujeres del Hemisferio Occidental...pero no bastan. Tal es el sentimiento de las delegadas del Congreso de Mujeres de Negocios y Profesionales de las Américas de 1979. Las participantes nombran a muchos logros hechos por la mujer durante los cinco años pasados, pero desconfian de descansar sobre sus éxitos. Se ve el desempeño pasado principalmente como causa para acción futura.

La hazaña monumental de la mujer ha sido una consciencia de la necesidad de su entrada en la solución de los problemas complejos frente a nuestras sociedades. Este reconocimiento de la importancia de la contribución de la mujer ha engendrado a avances marcados como la dedicación de partes de planes de desarrollo a la mujer, y la creación de Comisiones de la Mujer para estudiar los medios legislativos de ayudar a la población hembra. De mucha importancia en el campo de educación ha sido el análisis de los papeles tradicionales y el ingreso de la mujer en las especializaciones dominadas anteriormente por el hombre. Como consequencia, matriculación secundaria y universitaria femenina sigue subiendo: las mujeres se están esforzando por lograr a calificaciones más altas con la expectación que

las llevará a su igualdad en el empleo.

La mayoría de las delegadas indica que ha mejorado el estado de la mujer trabajadora. Mucho del éxito resulta de un grado más alta del profesionalismo, y, como en la educación, una puñalada en los campos masculinos tradicionales. En esta area particularmente la mujer ha empezado a comprender a los medios legales de realizar sus metas de igualdad -- por ejemplo, las leyes con respecto a igual salario por igual empleo, y la legislación que provee oportunidad igual (donde aplica).

Una participación más plena de mujeres en el campo político ha sido de mucha importancia al proceso del desarrollo. Se han nombrado una mujeres a Ministerios de Gabinetes y han asumido posiciones electivas del nivel alto. Además, en varios países, han estado envueltas algunas mujeres en el trazado de Constituciones Nacionales. Es innegable que esta entrada al nivel más alto de la planificación política ha asegurado que participe la mujer indígena en los proyectos de desarrollo.

B. Obstaculos a la Igualdad Plena

Una de las barreras mayores a la igualdad plena identificada por las delegadas, son las actitudes psicológicas que la relegan a la mujer a una posición inferior. Cada delegada en respuesta al cuestionario citó al machismo como mayor impedimento al estado mejorado de la mujer. Se dio mucho énfasis a la necesidad de cambiar a las actitudes básicas sobre la mujer.

Igualmente, le preocupan a las delegadas las actitudes de las mujeres respecto a sí mismas. Demasiadas mujeres aceptan todavía su estado de segunda clase y no piensan en el tratamiento injusto. Las delegadas desconfian de las situaciones que tiran a mujer contra mujer. Preguntan: ¿En capacidad de mujeres, las explotamos a otras mujeres? ¿Tratando de realizar metas personales, frustramos el progreso de nuestras hermanas? Relacionada a todo esto es la falta de coordinación entre las asociaciones femeninas cuando una cierta cooperación les beneficiaría.

Sin duda, las condiciones económicas afectan a la mujer y al hombre, pero tiene la mujer problemas únicos relacionados a la responsibilidad suya para la actividad de la familia y la crianza de los niños. Las obligaciones domésticas excluyen la independencia monetaria, y se considera secundario cualquier trabajo de de la mujer fuera de la casa.

Politicamente, en muchos casos, la mujer es ciudadana de segunda orden: el marido elege el lugar de domicilio, tiene cargo de los niños, puede prevenir que la mujer trabaje, etc. Muy a menudo le falta a la mujer la base política/financiera necesaria para airear su voz y montar campañas políticas efectivas. A pesar de los avances recientes, todavía hay pocas mujeres en cargos electivas del nivel alto.

En el campo social, tanto como 50 por ciento de los niños nacen fuera de la unión del matrimonio. Este peso toca especialmente a la mujer que es el apoyo único de sus niños y que tiene oportunidades limitadas en el empleo. La restricción de la fertilidad es una manera de rendir este obstáculo. Claro que otras barreras como el analfabetismo y la desnutrición encarcelan a la mujer en el laberinto de posiciones serviles.

Los obstáculos varian según la clase social y los objetivos perseguidos. Para la mujer rural que tiene que confrontar a las barreras tal como el ingreso bajo, el analfabetismo, desnutrición y falta de amparo político, su integración a la vida económica y política del país y de la comunidad gira sobre la atención del estado. En cambio, el problema mayor para la mujer de la clase media es la falta de preparación profesional. Tal preparación es imperativa para su incorporación en todos aspectos de la comunidad. Un problema único enfrentando a la mujer profesional de ingreso alto es el resentimiento de los hombres y de otras mujeres. Se sugere que estas mujeres necesiten a una organización funcional para motivarlas a ayudar y trabajar con otras mujeres para el beneficio mutual.

C. El Papel de las Organizaciones Voluntarias

Aunque la igualdad se haya mandado por la ley, en realidad se realiza por la modificación y el cambio de las actitudes mentales y sociales tradicionales. Las delegadas están de acuerdo que en esta aerea las organizaciones voluntarias siguen haciendo su contribución más efectiva orientado a la mujer a una consciencia de sus derechos y responsibilidades. Además puedan patrocinar programas para hombres y mujeres, animándolos que se unan para vencer los problemas.

Programas de educación, nutrición, suficiencia de sí mismo, etc. son una forma viable de actividad voluntaria en las regiones rurales. Han sido muy efectivas las organizaciones no gubernativas en proveer la ayuda técnica, establecer la industria comunera (basada en la familia y aprovechandose de la mano de obra de la mujer), colaborar en las varias campañas de alfabetación. Otra forma aún de servicio es amaestrarla a la mujer que prepare para papeles retenidos anteriormente por el hombre, o proveer el apoyo financiero para el estudio en campos profesionales que no son tradicionales.

Para unas delegadas, las organizaciones voluntarias tienen más valor en el papel político. Sirviendo de grupos de presión, guarantizan que se tratan en serio los intereses de la mujer y que se considera la mujer para posiciones en que se hace la política. También, puedan ayudar a la mujer que obtenga experiencia en oración pública, y otras habilidades políticas.

Muchas delegadas citan ejemplos específicos de proyectos y actividades que se han emprendido por las organizaciones de la mujer en sus propios países. Por todo el Hemisferio, los grupos voluntarios están supliendo el apoyo a la mujer por programas de dirección de carreras; debates, charlas, y instrucción en los temas mayores que les importan a las mujeres; programas de información sobre los derechos de la mujer; el establecimiento de industria pequeña; el apoyo por becas; programas de desarrollo de la iniciativa; el patrocinio de bibliotecas; centros de adiestramiento y centros de la familia; proyectos de educación dentro de la comunidad; instrucción sobre el desarrollo personal; y apoyando a la mujer para posiciones en el gobierno y en la educación.

El papel de trabajo/cuestionario también pedía información relacionada a los tópicos de las sesiones plenarias del Congreso. Se resumen las contestaciones de las delegadas en las secciones siguientes.

I. Educación para Niñas y Mujeres Jóvenes

Un promedio de 70 por ciento de los niños de las Américas realmente asisten a la escuela primaria regularmente (variación: 47 - 95 por ciento). En la mayoría de los casos, la diferencia del porcentaje entre niñas y niños es pequeña. Casi todos los países tienen algún tipo de ley de educación obligatoria, y parece que la cual se hace cumplir igualmente para niñas y niños.

Un medio de 49 por ciento de los niños realmente asisten a la escuela secundaria (variación: 15 - 90 por ciento). La diferencia del porcentaje entre niñas y niños es cero o muy pequeña en Honduras, Barbados, las Islas Cayman, Colombia, Venezuela, Canadá, los E.E.U.U., y Panamá. Matriculación femenina es más alta por 10 por ciento en St. Kitts y Bahamas. Matriculación masculina es más alta por medio de 7 por ciento en El Salvador, Grenada, Guatemala, Trinidad y el Perú.

Todas las delegadas declaran que la mujer tiene acceso igual a la educación. En muchos países, se guarantizan el acceso por la ley, pero no se enfuercen estas leyes debido a las actitudes parentales y religiosas. También se dilue el acceso igual cuando se animan las niñas seguir los cursos femeninos tradicionales o se desaniman de entrar en campos de educación masculinos tradicionales.

Treinta y uno por ciento de las delegadas dan cuenta de que los programas de estudios y materia de enseñanza refuerzan los papeles tradicionales de niños y niñas. Se atribuye en parte a la educación religiosa y las actitudes sociales. Sin embargo, en algunos países, a pesar de la presión asumir los papeles tradicionales, las niñas están optando por adiestramiento en carreras que no son tradicionales. Se restringen a las niñas ciertas disciplinas tal como mecánico, física, y artes industriales. Aún sea abiertos estos cursos oficialmente a las niñas, se tratan los ninos con preferencia.

Según las delegadas, muchos profesores se están enterados de la necesidad de cambiar a las actitudes de ambos sexos respecto al papel nuevo que juega la mujer en la sociedad. Desafortunadamente, en este campo el cambio es lento, y las actitudes de la comunidad se quedan atrás de esta tendencia. Se destaca la necesidad de cambiar a las actitudes y el comportamiento tradicionales de los profesores rurales.

Afirman las delegadas que hay algunos programas que se diseñan cambiar las actitudes de los estudiantes y los profesores relacionadas a los papeles del hombre y de la mujer. Hasta la fecha se han sido mixtos los resultados. Se ha tratado en varios países de abrir a las clases de ciencia doméstica a ambos sexos, aunque este tipo de programa haya encontrado alguna resistencia de los alumnos varones y de los padres. En Guatemala, el Proyecto Pemep 0-25 une a los hombres y las mujeres para que compartan a obligaciones generales. Este programa también se ha encontrado a oposición de los padres

Parece que el obstáculo más severo a la educación igual para la mujer es uno de actitudes. Conceptos tradicionales establecen que el casamiento y el parir de los niños sean las metas primarias para la mujer, y el empleo y la educación se releguen al campo de objetivos intermedios.

Se pueden cercenar las barreras sociales y culturas solamente por animar a las niñas y las mujeres que se aprovechen de las oportunidades disponsibles. Se sugere que la presencia de más profesoras pro-mujeres, especialmente como consejeras a niñas jóvenes, sea un paso hacia la igualdad.

Las barreras financieras también previenen que la mujer persiga la educación. Las condiciones económicas dictan que muchas niñas abandonen la escuela a una edad joven para buscar empleo. También para muchas, el costo de la educación o de los libros está fuera de sus recursos. Una delegada menciona la necesidad de educación gratis a todos niveles.

Hay que notar, sin embargo, que son varias que objetan a este escenario general y dicen que no existen estos obstáculos en sus países.

Parece que se interesan los grupos gubernativos y no gubernativos en las necesidades educativas de la mujer. La Carta Magna del Perú toma las medidas para reducir los obstáculos a la igualdad. El Plan Nacional de El Salvador de 1978-1982 dirige al tema de la oportunidad igual para la mujer, y los gobiernos de Honduras, Trinidad y Panamá suplen el equipo para talleres y los fondos para becas en carreras no tradicionales. En Venezuela, El Ministerio Para el Estudio de la Condición Femenina investiga a los temas que se relacionan específicamente a la mujer

Los Clubs de Mujeres de Negocios y Profesionales van por delante en muchos países en animarlas a las niñas que se dediquen a las carreras no tradicionales. Las ferias anuales de carreras dan a las mujeres jóvenes la oportunidad de explorar a opciones alternativas..

II. Empleo -- Mujeres Ayudando a Mujeres

Cincuenta y seis por ciento de las delegadas mencionan a leyes de "igual salario por igual empleo" en sus países. De ésas, 44 por ciento observan que no se enfuerzan las leyes igualmente. Esas que no citan a la existencia de leyes de salario igual, afirman que hay poca discriminación salarial en la mayoría de las ocupaciones. Aunque la oportunidad igual sea la norma, notan muchas delegadas la existencia de barreras en la selección de carreras y el ascenso dentro de ciertas profesiones.

Según una tercera parte de las delegadas, la enseñanza vocacional en sus países es para todos los ciudadanos. Sin embargo, los programas de educación vocacional especialmente para la mujer se inclinan a esforzarlas a las mujeres seguir a ocupaciones femeninas tradicionales. El adiestramiento en tales vocaciones como secretaria, ciencia doméstica, enfermera, etc. es común porque se titubean las mujeres propias de romper la tradición.

La barrera más notable al empleo igual para la mujer es la actitud que tienen las mujeres de sí mismas. Tradicionalmente la mujer ha tenido una imagen negativa de sí misma debido a su cratamiento como trabajadora incapaz y inferior. Claro que es extremamente opuesta ella a desafiar al hombre por salarios y empleos mejores.

Pero la imagen negativa es solamente una causa de las dificultades de la mujer en el empleo. La maternidad joven, falta de oportunidades educativas y la presión perseguir a carreras tradicionales, son todas giradas de las actitudes de la sociedad. Los patrones también tiene la culpa por falta de cambiar sus actitudes hacia la mujer obrera. Son opuestos a pagar salarios a mujeres embarazadas y evitan a la ocasión de emplear a mujeres jóvenes.

En muchos países hay programas de carácter gubernativo y privado que se dirigen a estos problemas. Tales programas intentan a cambiar las actitudes, a ayudar a la mujer para que obtenga a varias habilidades para empleo más prestigioso, y a guarantizar que la mujer tenga la oportunidad igual.

III. Retorno a Educación para Mujeres de Todas Edades

El analfabetismo es un problema feo en la mayoría de los países del Hemisferio Occidental. Usando las cifras suplidas por las delegadas, la proporción del analfabetismo varia de 5 por ciento a 54 por ciento. En todos casos, se encuentra una instancia más alta del analfabetismo en la población femenina, a veces tanto como 20 por ciento.

Programas de alfabetación existen en todos los países donde haya una proporción alta de analfabetismo. Se diseñan usualmente para satisfacer a las necesidades de la población adulta. En algunos casos, estos programas están patrocinados por agencias del gobierno; en otros casos están manejados por grupos privados con fondos gubernativos, o solamente por organizaciones privadas.

La mayoría de las delegadas están de acuerdo que las mujeres rurales o las de barrios urbanos marginales, y las mujeres de la clase socio-economica más baja tienen más necesidad de volver a la educación. Otros grupos que les faltan programas de retorno a educación incluyen a las dimitentes, las mujeres que tengan más de 40 años y se entran otra vez en el empleo, mujeres de sus casas de la clase media y las que han tenido clases de alfabetación pero cuya capacidad ha caducado.

Creen las delegadas que la nutrición y la enseñanza profesional son los cursos más necesarias en este tipo de educación. Indican también que la educación familiar, la medicina preventiva, alfabetación, el cuidar de los niños, y los derechos políticos son areas valiosas para cursos de programas del retorno a la educación.

Cincuenta por ciento de las delegadas apuntan a la existencia de programas especiales para mujeres en sus países. Concentrándose en campos culturales y profesionales, y patrocinados en algunos casos por patrones y sindicatos, se diseñan estos programas para que la mujer sea más calificada por el empleo. En muchos países también hay proyectos de educación para la clase obre

No se restringen las oportunidades para volver a la educación a la mujer de la ciudad. Aunque hayan menos programas locales, existen también las oportunidades para mujeres rurales. Por ejemplo, el Instituo María Auxiliadora de Maryknoll sirve las areas rurales de Guatemala con enseñanza en ciencia doméstica y otras habilidades.

Algunos programas patrocinados por el gobierno han tenido éxito. Estos incluyen: el programa de "educación fuera de la clase" del Ministerio de Educación de Honduras; la alfabetación y ensenanza doméstica patrocinadas por el Instituto Nacional Agrario de Venezuela; el Programa Integral de Desarrollo de la Comunidad en El Salvador.

Igualmente, el trabajo de las organizaciones no gubernativas es muy importante. Se destacan las asociaciones de mujeres rurales que patrocinan clases de higiene, el cuidar de los niños, nutrición, etc. Los grupos en la ciudad también ofrecen programas de capacitación para el empleo y la alfabetación.

De las contestaciones al cuestionario, es muy claro que se ha realizado progreso hacia la igualdad plena de la mujer, y que las organizaciones voluntarias han tenido un papel importante en avanzar la causa de la mujer por el Hemisferio. Pero queda mucho efectuar. Se espera que este Congreso provea la oportunidad de dirigir a los problemas y de compartir ideas sobre soluciones posibles.

FEB 11 1980