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Gender and Education for All: The Leap to Equality

The gender transversal in Bolivian education: policy and practice

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INTRODUCTION

This document refers to the education policies, and more specifically to the curricular policies relating to gender difference and equity, implemented in Bolivia, and their successful application for the effective promotion of curricular changes, practices and interaction between school bodies.

The document consists of four parts:

- The first describes the legal and theoretical framework by addressing the general guidelines of the education Reform Program, with a description of the contents of the proposed new curriculum, the areas of knowledge and the transversals. It is the gender transversal conceived as a social content permeating the whole curriculum that has been introduced into daily classroom activities. There is also reference to teacher training, as the underpinning for implementation of the Education Reform and for those who carry it out.
- The second incorporates figures and statistical charts illustrating the current situation of women in primary and secondary school education as well as in teaching in formal education.
- The third part describes the sector's current administrative framework with its objectives, successes and difficulties.
- Bearing in mind that education is one of the instruments with most influence on change in cultural patterns and on society's mentality, the Education Reform is helping to produce a favorable change towards the construction of a more equal society. In this sense, the last part concludes the paper with interpretations deriving from the research.

Furthermore, educational materials reflecting the inclusion of the gender transversal in curricular contents are included in appendices. It is important to point out that these texts are used at the primary level, where the Education Reform has directed its initial efforts; the secondary and higher levels are still pending.

THEORETICAL AND LEGAL FRAMEWORK

BACKGROUND.

Bolivia extends over an area of 1.098.581 Km². According to data from the National Institute of Statistics (Instituto Nacional de Estadísticas - INE), it has a population of 8.274.325, giving it an average population density of 7,5 inhabitants per Km², ranging between 26,9 and 0,9 inhabitants per Km².

Approximately 60% of the population is urban and the remaining 40% is spread out over an extensive rural area. In spite of increasing urbanization, the main productive activity is still agriculture, followed by trade. In both agriculture and trade there is a strong element of family employment and work and mutual help networks.

The human development index (IDH) in Bolivia, according to the *"Human Development Report"* submitted by the United Nations Development Program (PNUD), has shown an upward trend and since 1975 Bolivia is among the countries considered to have a medium/low level of human development (0.65). Of a total of 162 countries in the 2002 report, Bolivia lies 104, is one of the countries with the lowest human development index in South America and is above only Nicaragua, Honduras, Guatemala and Haiti in Latin America as a whole.

The country's fertility rate continues to be one of the highest in the region, though it declined between 1980 and 2000 from 6,3% to 4,2%, one of the main causes being the urbanization process and the higher level of schooling achieved by women.

The Bolivian population is characterized by a high degree of cultural, ethnic and linguistic diversity. More than 30 different peoples coexist in the country, each with its own cultural, religious and language characteristics. To a varying degree, these different cultures maintain their individual spaces as well as areas of complementation and of syncretism and/or the formation of hybrids with other cultures.

The predominant language is Spanish, but it is combined to a large extent with the use of a variety of native languages.

EDUCATION REFORM

The Education Reform implemented in Bolivia is the result of a long process of deterioration of the national school system and the need for transformations to improve the democratization and quality of education. This process materialized in Education Reform Law 1565 promulgated on 7 July 1994.

The Education Reform explicitly incorporates the gender view in its foundations, purposes and objectives, as well as the transversal treatment of gender equity in its curriculum. The complementary regulations stress the treatment of the gender variable in the following aspects:

- The democratization of schools (both in coverage and in equity understood as equality of opportunities throughout the system for boys/girls from rural and urban areas and from all cultures).
- Recognition of ethnic, cultural, linguistic, gender and generational diversity. The incorporation of the intercultural approach in all components of education.
- Encouragement of social participation in educational management and control.
- A curriculum organized on the basis of responses to basic learning needs, regional diversification, organization of learning areas (language and communication, mathematics, life sciences, technology and practical knowledge, and expression and creativity for the primary level) and the incorporation of transversal issues (*gender equity*, democracy, health and sexuality, and the environment).

The actions for implementing the Education Reform Program have been developed gradually. It is important to take this factor into account when evaluating the impact of the Education Reform on the changes in the position of women and gender relations. The process has given priority to the following actions:

- Implementation of the curricular transformation program for the first two cycles of the primary level.
- Education and training of primary teachers for them to accept the challenges of curricular transformation.
- Equipping of schools with libraries, teaching material and other teaching resources (computers, video equipment,...).

- Improvement and construction of school infrastructure, giving priority to primary education.
- Implementation of bilingual teaching and an intercultural approach at primary level.

Curricular content:

Results in education do not depend only on the quality of the education on offer, but also on the conditions from the demand side. The curricular transformation proposed by the Bolivian educational reform program fits the basic learning needs of children within their socio-cultural and physical and environmental context.

Bilingual education is proposed particularly for peasant girls, girls/boys at social risk, indigenous groups and native people who suffer discrimination.

Active pupil participation in the education process is promoted by their participation in planning and coordinating school activities as well as in evaluating them.

Curricular transformation is also intended to take children's rights into account, on the basis that boys/girls are entitled to rights.

With regard to gender, the curriculum "*incorporates the conception of gender equity throughout the curricular design process*" by proposing the treatment of gender issues not as a subject or course but as a transversal approach throughout the curriculum, applied to daily classroom activity.

Its ***approach*** focuses on: "equality of opportunities in relation to girls/boys' access and permanence in school with no sex, ethnic or age bias,...". The educational quality-gender equity relationship is expressed in the curriculum by developing competences that will encourage teachers to generate a climate of trust, understanding and equity both inside and outside the classroom through contents connected, for instance, with women's contribution to history, types of family organization, re-appraisal of housework, etc.

With regard to ***the purposes***: it seeks above all to strengthen girls' self-esteem and their self-determination in the different activities both inside and outside the classroom.

In the Bolivian education reform proposal, one of the complementary elements in the new classroom organization is the *modules*, sequences of activities that guide pupils' learning and the teacher's pedagogical support work, based on what is familiar to and significant for the girls/boys. Here the gender approach is applied, bearing in mind the socio-cultural and historical context; along with the transversals, they have been carefully worked to create equality of opportunity. It has been

attempted to make wall charts and illustrations show balance and gender equality in their images, gender equity has been incorporated into the contents, competences and activities and encouragement has been given to egalitarian problem solving. It has been seen that language can be an element for conscience raising in every instruction given. Finally, handling of gender in the four languages, aymará, quechua, guaraní and Spanish involves specific differences, respecting each one's socio-cultural space. (*See appendices*).

In its first implementation phase, the Education Reform Program in Bolivia has given priority to the Pre-school and Primary level, having designed the Education Programs set out below, based on the five areas of knowledge and the four transversals:

a) Pre-school Education Level

The PRE* proposes a pre-school education addressed from two angles; on the one hand, it takes into account the different areas of girls'/boys' development and it acts from a multi-sectorial perspective integrating health, nutrition, education, etc.

The pre-school level is divided into two cycles: the first cycle of early stimulation, with a non-formal, non-school approach for girls/boys aged from 0 to 5, entrusted to the family and community. The second cycle, for boys/girls aged 5 to 6, to be extended gradually throughout the country until it is declared compulsory and the responsibility of the Minister of Education.

The proposed program corresponds to the second cycle and takes into account the following aspects: the construction of knowledge in girls/boys based on their own experience; cultural, ethnic, linguistic, socio-economic and regional heterogeneity; the relationship between communal and school socialization as part of their social training; the satisfaction of basic learning needs; comprehensive attention for boys and girls to guarantee permanent educational effects.

It is organized round the following development areas called basic functions: cognitive, psycho-motor, language and communication, socio-emotional and creative.

b) Primary Education Program

The new curriculum proposed by the PRE for primary education draws together curricular contents spread over the following areas of knowledge:

* Programa de Reforma Educativa (Program for Educational Reform)

- **Language and communication area:** The area approach is aimed at an intercultural and bilingual approach, oriented by the "*commitment to the construction of a participative society that will be positively recognized in its pluri-cultural and pluri-lingual nature*". Language is conceived as a basic means of expression, of communication, of representation of reality and of cognitive and emotional development.
- **Mathematics area:** The curricular proposal in this area is based fundamentally on the following elements: recovery of the historical perspective on mathematics, considering the ethno-mathematics of the educand's social group; the pupil's central role as the builder of his learning; problem solving as the context for learning mathematics, taking into account the educand's actual situation. Functionality is the tool the educand requires in order to get to know, decipher and interpret his socio-cultural environment, thus facilitating his assimilation of other learnings and their application to different situations in his everyday life.
- **Life sciences area:** This is developed from the following considerations: the concepts and instruments of science as mediators; the community as learning context; knowledge of the environment taking into account the identity of the girl/boy and of others; the relationship of human beings with nature for sustainable development; construction of an area for an equal relationship between men and women; an ethics for life and for transcending human existence.
- **Technology and practical knowledge area:** It emphasizes the following aspects: the taste for originality; making the most of children's skills; a view of the school as an area for developing and extending technological knowledge; scientific attitude and problem solving; exploration, research and discovery; access to the codes of modernity and flexibility to understand more and better by reinstating original technological knowledge.
- **Expression and creativity area:** This area is addressed as a space that stimulates, promotes and develops all a girl/boy's potential to create and express something through both their bodies and intellect, reflected in recreations or transformations of something material or creative. In this sense, development of various forms of creativity is worked on: physical and mental abilities, sensitivity, imagination, fantasy, aesthetic sense, ludic exploration, motor functions, emotional openness, etc. through play, integrated artistic education, physical education, sports and scientific and technical production. This area groups together the previous curriculum's scattering of single subjects or courses (music, physical education, sewing and handicrafts, etc.) which biased the participation of women in creative and physical development.

Transversals

In the conception of the PRE, transversals constitute an approach aimed at improving the quality of education, responding to current problems from socially significant contexts using a political perspective, thus helping to overcome the fragmentation of the areas of knowledge.

Transversals are the materialization of the transversality approach in curricular development and traverse or permeate the entire educational process, are formulated separately but are closely interrelated, each one with its own conceptualization and meaning.

- **Gender Equity:** The transversal topic “education for gender equity” refers to the right of girls/boys to equality of opportunity and to being treated as of equal value in the different spheres of society, education, the world of work and the political system, while at the same time having their differences respected. Through reflection it stimulates a critical attitude in girls/boys towards stereotyped roles of men and women. It endeavors to make girls/boys incorporate the concept of gender equity in all their attitudes. Treatment of the gender equity transversal will have to achieve knowing (conceptual), knowing how (procedural) and being (attitudinal) on the basis of a balance: Being through the development of values, knowing through the recognition of contents, knowing how by stimulating educational activities.

The purposes of this transversal are: to promote the development of attitudes, behaviors and values of equal respect in children, as well as social participation by men and women. Through reflection to stimulate in boys/girls the development of a critical attitude towards the stereotyped roles of men and women. To make boys/girls recognize equal attitudes in themselves.

The problems of different levels have to do with the unbalanced division of labor which has involved unequal and stereotyped responsibilities for boys/girls throughout history; with the influence of stereotyped representations of what is “feminine” and “masculine” established by patriarchal power, which restricts the expression of feelings, likes, needs and interests; with gender discrimination in history and in social and political participation (family, school, community and country).

- **Democracy:** Refers to the need for educands to commit themselves to constructing a democratic society based on the full exercise of their rights and the recognition of their obligations.

- **Health and Sexuality:** The fundamental basis of education for health is the construction of concepts and habits for a healthy life, promoting health as practice, right and social product in children, fostering self-care and participation in the promotion of community health, in order to develop autonomous behaviors for physical and mental well-being.

Sex education is directed at the understanding of sexuality as a basic aspect of personal identity, reflecting in particular on socially and culturally established sexual roles and on the behaviors, appreciations, attitudes and practices required for living a responsible sexual life based on emotional maturity and thus encouraging relations of respect and harmony between men and women.

With regard to pregnancy, miscarriage, abortion, and sexually transmitted diseases, these contents are included in the structure of the basic curriculum from the first grade of the secondary level, with emphasis on general aspects of **HIV/AIDS**, the way they are transmitted, each one's characteristics, the way they act on the immune system, stages of infection and their characteristics, preventive measures against **HIV/AIDS**, all within a biological framework. In the psycho-social context: relations between those infected with **HIV** and those suffering from **AIDS** and the rights of those suffering from **AIDS** as proclaimed by the IX World AIDS Conference, Berlin 1993.

- **Environment:** This refers to the implementation of a new model of social and economic development that will allow improvements in the quality of life through responsible management of natural resources; the re-appraisal and understanding of the various cultural views of the natural environment and traditional knowledge and arousal of the sensitivity of girls/boys to environmental problems.

Education projects and programs in support of gender equity

A number of support programs and projects have been developed to implement the gender transversal in the classroom, of which the most important are:

- Program for the prevention of violence in schools.
- "Access to and Continuance in School for Girls from Rural Areas" Program.
- "Prevention and Treatment of Domestic Violence in School" Program.
- National Literacy Plan for Life and Production 1998-2002.

- Equal Opportunities Plan for Women in Education.
- Project for Educational Materials.
- Sex Education Plan.

It is important to point out the setting up in 1998 of the *External Consultative Council on Gender and Education*, which articulates efforts between the state and society to agree proposals and follow up the application of the gender transversal in the Bolivian education system.

Teacher Training

The implementation of a new curriculum requires teachers who will carry out this process in line with the proposed premises. In this sense, the Bolivian education reform has strengthened the work of the Higher Teacher Training Institutes (Institutos Normales Superiores - INS) through a basic curriculum for training primary teachers (1999) which includes gender equity as a transversal in their training; the results will be seen in the first group of teachers who graduated at the end of 2002.

The education reform program also includes the secondary school program for teacher training, which has been followed mainly by women in quechua and aymara indigenous areas. At the moment there are approximately 120 secondary school graduates with teacher training already working as teachers, the majority women.

In line with the Education Reform Law, one of the cornerstones of the support for complementary training of practicing teachers is the "teaching adviser". These are teachers who have received intensive training on the new curricular approach and have become the drivers of classroom work. Their training involved the conceptual aspect of gender equity, its methodological approach and consideration of existing stereotypes and prejudices that may generate gender discrimination.

Management and Organization of Education Units

The education units of the Bolivian formal public education system take boys/girls and are managed and administered according to the Education Unit Administrative and Operational Rules which delineate the actors' functions by establishing their rights and obligations within the school. Besides governing aspects relating strictly to school administration, these regulations also govern the rights and obligations of pupils, teachers and head teachers. It should be pointed out that at the beginning of each school year the Minister of Education issues a resolution containing the general guidelines for school activities, which includes a school calendar in line with regional and community production needs. The 2001 resolution stated that *"it is prohibited to expel pregnant students from the national*

education system, regardless of their marital status", which means progress for women in the education system, since until then pupils who became pregnant were expelled from their schools.

The school infrastructure (currently the responsibility of local government authorities) and furnishings are mostly in poor condition, particularly with regard to toilets and recreation areas, where girls are at an additional disadvantage either because the former are unsafe or because boys are usually given priority in the use of fields or sports areas. In the last four years the Ministry of Education has encouraged educational projects aimed at improving the school infrastructure through joint funding with Local Governments, but despite its collaboration with them all there are still very serious long-standing infrastructure deficiencies.

QUANTITATIVE INDICATORS

The statistical data set out below are taken mainly from the evaluation report *"Education for all in the year 2000"*, the latest official statistical report from the Ministry of Education.

a) Pre-School Education

Enrolment in the pre-school level for the rural area amounted to 10,5% of the total population aged between 3 and 5 in 2001, while in the year 2000 the percentage was only 7,2%.

It should be pointed out that if we compare the percentages of female and male enrolment, it can be seen that in the years referred to there is a slight asymmetry in favor of women ranging from 0,3 and 0,5 percentage points.

Pre-school education is basically an urban phenomenon largely provided by private institutions. This makes it difficult to deal adequately with the information on this level, because it is very limited. These data show that a study on gender inequities at this level is not sufficiently relevant.

b) Primary Education: access and coverage

From the data provided by the Report *"Education for All in the year 2000"*, the situation can be summarized in the following table relating to net and gross entry and net and gross coverage for the primary level:

Table 1: Gross and net entry and coverage rates. Primary education.

	Gross and Net Entry Rate			Gross and Net Coverage Rate		
	1998	1999	2000	1998	1999	2000

		TG	TN	TG	TN	TG	TN	TG	TN	TG	TN	TG	TN
National	Total	142,7	58,4	142,0	58,0	141,2	57,7	105,8	85,3	106,8	86,7	107,8	85,4
	Boys	141,7	58,0	140,7	57,5	139,7	57,1	107,9	86,5	108,7	87,7	109,5	86,3
	Girls	143,8	58,8	143,2	58,6	142,7	58,4	103,6	84,1	104,9	85,6	106,0	84,5

Source: Education for All in the year. Assessment Report.

It can be seen that for the Entry rate to the first year of primary education the gross and net rates remain constant, showing a slight downward trend. This decline may be due to the improvement in the methods of data collection and checking, which has reduced over-enrolment, a very common phenomenon, particularly in rural areas.

Although there is no significant difference between boys and girls, there is a strikingly large difference between the gross rate of over 100% compared with the net rate which does not exceed 60% in any case. This large difference reflects a serious problem of late entry and/or higher age at school entry.

With regard to the coverage rate, it can be seen that the national gross rate shows rather high rates of over 100%. The rate is constant with only slight variations. The net rate varies between 85,3% and 86,7%, also a steady trend with only slight variations. On the basis of the national data, school coverage has increasingly better rates, although the net entry rate shows that the great difficulty lies in late school entry.

Unfortunately, reliable data for urban and rural areas are not available, but it could be stated that the net rates of school entry and coverage are considerably lower in rural than in urban areas.

There are no marked inequalities in coverage between boys and girls, although it is important to note that while in entry rates the percentages for girls are slightly higher, in coverage rates the higher values refer to boys. This may indicate that there are no great differences in entry to the education system; but girls are at a greater disadvantage with regard to remaining in school since, having higher percentages on entry, they show lower percentages in coverage.

c) Primary Education: Repeating

The repeat rate behaves rather irregularly. The data for the year 2000 show that the grades with the greatest repeat problems are first, sixth and seventh with higher rates among boys than girls. On the other hand, the data for 2001 show the greatest problems in the first, second and eighth grades,

again with higher rates among boys. Repeating, therefore, does not reflect problems of inequity against women, since the boys are in fact at a greater disadvantage.

“Studies that have been carried out show that repeating first grade is connected with the fact that teaching is done in Spanish, a language alien to or little known among the indigenous children who start school.... Dropping out, which does not depend exclusively on the school, is in general high, which contributes to the pattern of repeating. The likelihood of girls/boys who do not pass leaving the school system is higher”. Besides, the sharp break between daily life at home and the new socialization, space and relationships that school provides for boys/girls is a leading factor in the high rate of first grade repeats.

d) Primary Education: Efficiency

The previously mentioned assessment report also provides important information on the efficiency of the primary level of the Bolivian education system. This refers to its capacity to retain the population that enters school. It should be pointed out that this coefficient is of only restricted usefulness due to the need to establish a cohort lacking completely reliable data, since for the years prior to 1998 the recording systems were incomplete and incompatible with the ones currently in use. Despite this limitation, the data in the report for the national total provide important data for this analysis.

Table 2: Efficiency coefficients for fifth grade and complete primary level

Year	Efficiency Coefficient up to Fifth Grade			Efficiency Coefficient Complete Primary		
	Total	Boys	Girls	Total	Boys	Girls
1998	56,3%	55,8%	56,8%	46,1%	44,7%	47,6%
1999	54,9%	54,7%	55,3%	43,9%	42,8%	45,0%
2000	87,8%	85,9%	89,8%	73,1%	72,0%	74,0%

Source: Education for All in the year 2000. Assessment Report.

The differences between the male and female coefficients are not significant, with boys at a slight disadvantage. This situation, along with the repeat years, shows us that at the primary level these are not factors in inequity against women.

“An important comment relating to the retention rate and the efficiency coefficients has to do with the National Education System’s capacity to provide schooling. Of the 13.989 educational units in the country, 6.066 (43,4%) provide 1st to 5th grades, only 1.737 (12,4%) provide full primary education,

that is 1st to 8th grades, and 9.219 educational units (65,9%) are multi-grade. This affects the low retention rates observed, the efficiency coefficients and the high repeat rates (there are children who, although they have passed the course, repeat it because there is no provision for higher courses)”.

e) Access

Bolivia does not have a significant gender gap with regard to school attendance. During most of primary level (between 6 and 15 years of age) there is an almost insignificant difference between female and male attendance. This small gender gap increases in boys between 12 and 14 and almost disappears again at 15. Although the attendance rates change according to the socio-economic situation and geographical location, school attendance patterns do not vary significantly in relation to gender. It can be inferred that given a minimum gender gap up to 10 years old, parents do not take decisions with regard to school access only on the grounds of their children's gender; however, the fact that girls remain in the upper levels of primary school produces a larger gap, though the general trend in attendance by girls/boys is very similar; this information provides interesting results, given the importance of gender discrimination and its implications for the objective of achieving primary education goals. It can be concluded that Bolivia has very good prospects for achieving equality of opportunity for access to education by its girls and boys.

f) Primary Education: Teachers

The number of primary teachers has grown by 17% during the decade under study. Most of the teachers (67%) work in the rural area. Of total primary teachers 60% are women and 40% men, with a large concentration of the former in the urban area: three women teachers for each male teacher, while in the rural area this ratio is practically one to one. The pupil – teacher ratio is 34/1 for the urban area and 15/1 for the rural area.

Overall, it can be said that in Bolivia, as in most countries in Latin America, teaching in the formal education system tends to become a typically female activity. The history of education in Bolivia shows that teaching was a typically male activity from colonization; before, during and after the Bolivian revolution of 1952 women from the ruling class, and even more so those who were not, had to struggle to be able to be teachers and even to be able to be pupils. During the first decades of this revolution, education and the teaching profession were democratized; when education had to reach the peasant masses, Bolivia was faced with a total lack of teachers, so the solution was to train educators by offering them secure employment and sending them first to the nearest schools and then on to more remote places. Currently, it can be said that women have a majority share in the labor market, particularly in the urban area where employment is diversified and teaching holds a middle position in terms of both prestige and salary, classic characteristics of female employment; on

the other hand, in the rural area, particularly on the altiplano (a cold, unpopulated area of Bolivia), it involves prestige and power, and most teachers are men.

It was an important milestone in the 2002 school year that the historical injustice to pregnant women teachers was rectified through payment of supply teachers by the Bolivian state, since until then the replacement had to be paid for by the pregnant teacher herself (Biministerial Resolution 001/02 MECyD-Bolivia).

g) Administrative Staff

At the administrative level, the Bolivian education system reflects a bureaucracy where male teachers play a leading role. Until not long ago, it consisted exclusively of male teachers, since it was considered the height of the teaching career and responded to union decisions; since the promulgation of the state reforms in education, it can be said that Bolivia is consolidating delegation and transfer of competences to decentralized levels, so that the processes of institutionalization developed since the year 2000 have allowed greater access to women, though this is still very limited at departmental and district authority level (geographically education services belong to this politico-geographic division, corresponding respectively to departments and districts).

Department	Total	Male	Female	% of women
Chuquisaca	27	24	3	11
La Paz	105	62	43	41
Santa Cruz	49	27	22	45
Cochabamba	41	36	5	12
Tarija	11	11	-	0
Oruro	21	20	1	5
Beni	13	6	7	54
Potosí	34	29	5	15
Pando	10	8	2	20
Total	311	70	49	16

Source: Author's results based on data from the Ministry of Education.

As can be seen, the percentage share of women with headships is very low and this is even more marked in the rural area. The connotations mentioned by some respondents reflect the difficulties they face in carrying out their functions:

- "Traditional" communities reject female authority.

- District headmistresses have greater difficulties than men in traveling to remote communities.
- Their bargaining ability with local authorities is underestimated.
- They face difficult moments in community festivals where at a certain point (after excessive alcohol consumption) their authority is criticized and rejected.

It is important to stress that application of education reform is contributing to boosting women's participation in local development in that it is the first time the State is represented at the local level.

At the national level, there has been a preponderant presence of women in posts involving decision-making and development of the new teaching proposals throughout the last two decades; the last government (1998-2002) had a woman as Minister of Education.

CONCLUSIONS

Bolivia, like other countries in the world and in Latin America, has experienced and is still experiencing great economic, political and cultural reforms, as part of globalization. Among these reforms is the Education Reform Program, which has achieved incorporation of the gender perspective in actions and policies, teacher training and above all in the school curriculum issued by the Ministry of Education for primary school education.

From the point of view of actions, there are advances in the incorporation of the gender approach in school processes, but it has been put into practice to a lesser extent than the intercultural approach.

In daily classroom practice, despite treatment of the gender variable, some teachers still continue to use practices that give priority, for example, to participation by boys over girls, particularly in oral responses, and in representing schools, particularly in sports.

Although there is no significant gap in access to education in Bolivia, continuity and permanence are still priority aspects that should be dealt with to prevent dropping out by girls and their consequent failure to subsequently enter secondary, technical or university education.

The achievements of the Education Reform at primary level offset the absence of clear gender approach policies for secondary, alternative and university education.

The Ministry of Education's efforts to disseminate the proposals and the achievements made in incorporating and developing the gender transversal are too weak and inconsistent to allow society to appropriate them and adopt a position with regard to this issue

As for inter-sectorial coordination, priority should be given to the creation of national and departmental bodies for developing indicators and their respective follow-up in relation to gender policies in education.

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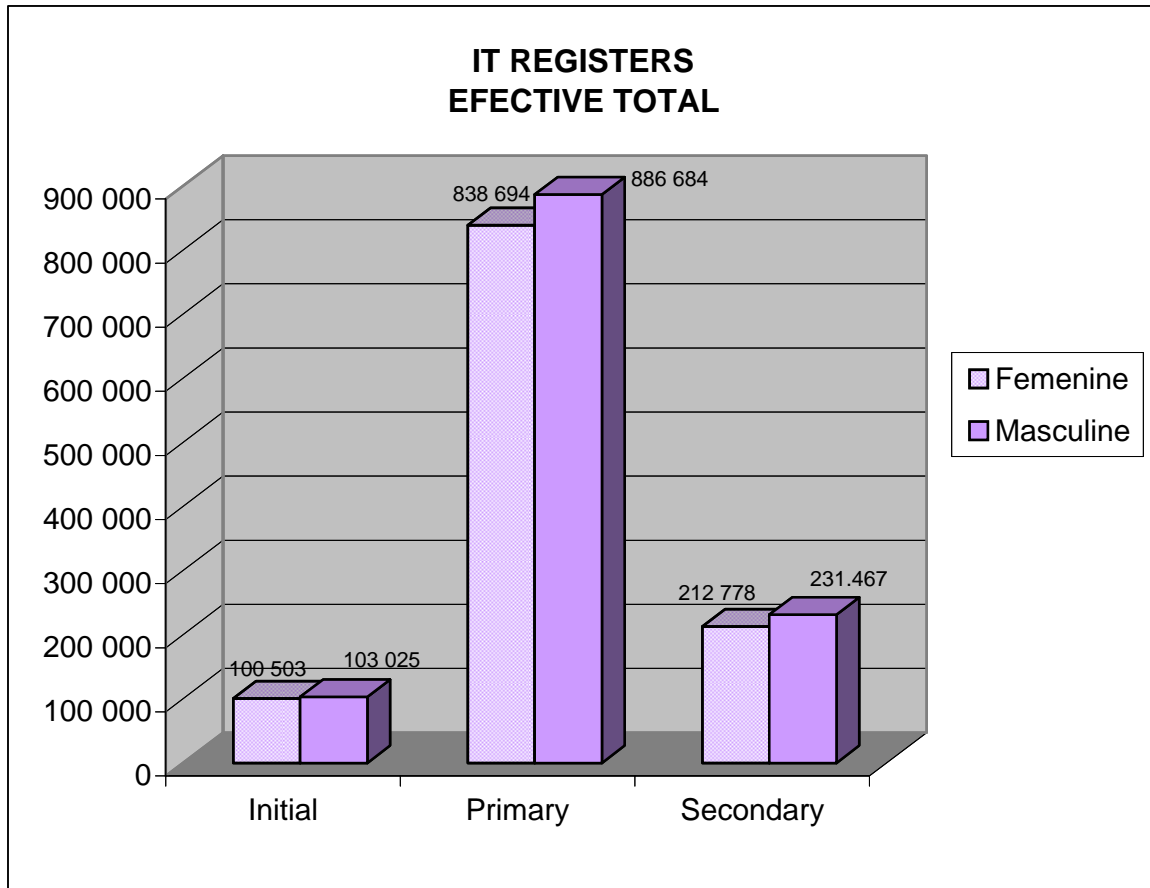
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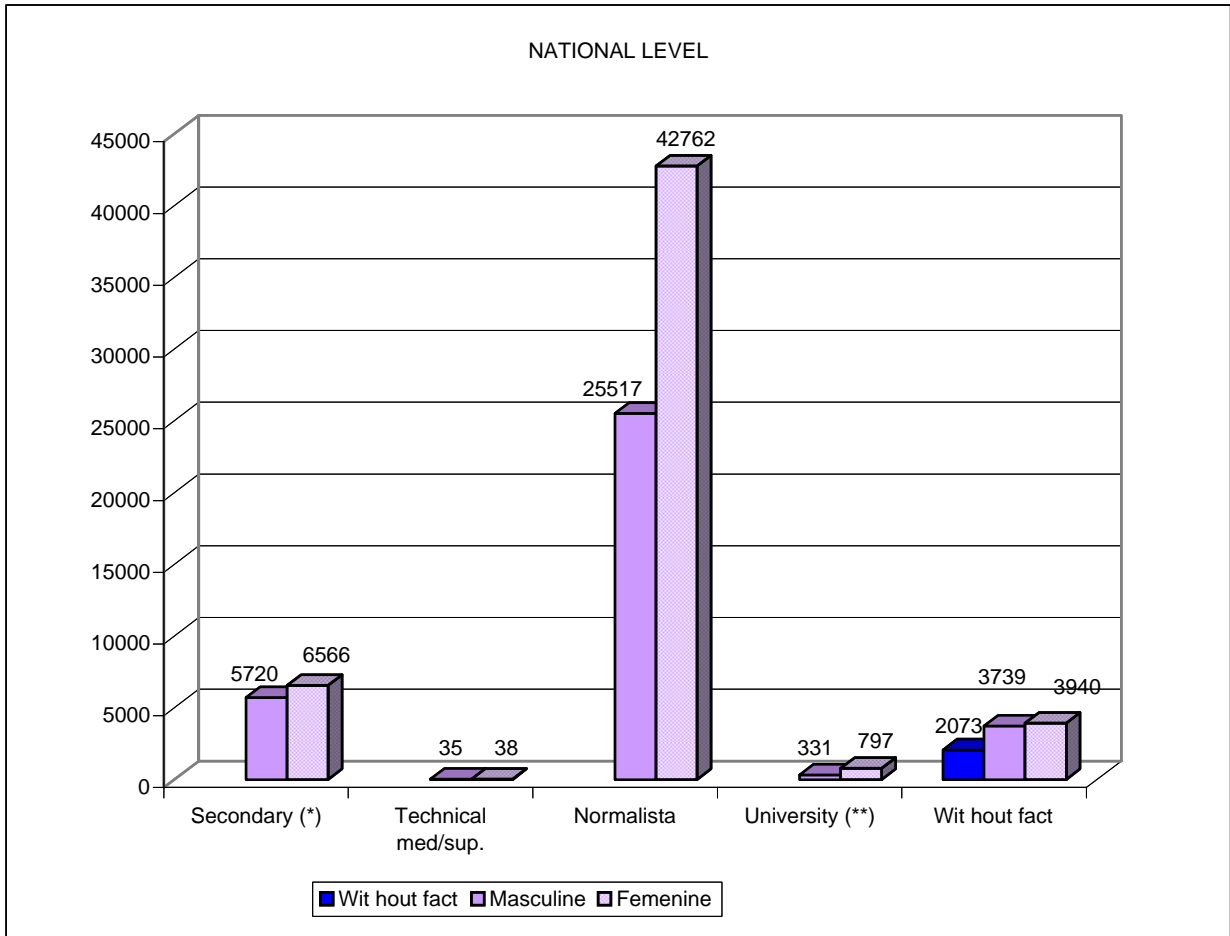
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**YEAR 2001
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YEAR 2002
EDUCATIONAL FOR LEVEL OF EDUCATION



He/she notices: (*) It Includes the professors titled by antiquity
(**) It includes the professors with I title confirmed

**YEAR 2002
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