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A



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Decade for Women:
Equality, Development and Peace**

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Item 8 of the provisional agenda

REVIEW AND EVALUATION OF PROGRESS ACHIEVED IN THE IMPLEMENTATION
OF THE WORLD PLAN OF ACTION: EDUCATION

Corrigendum

Paragraph 16, line 5

Insert Cuba between Brazil and Paraguay

Paragraph 17, line 6

After points; insert France,

Paragraph 20, line 12

For the penultimate sentence substitute

Three countries in Latin America reported data for female participation in education at the second level: Argentina reported 52.8 per cent, Cuba 49.8 per cent and Paraguay 49.0 per cent.

Paragraph 28

For the existing text substitute

28. The countries reporting implementation of legislative reforms for equal access to education at all levels were Belgium, Kenya, New Zealand, Norway, the United Kingdom and the United States of America. Belgium reported that the Minister of National Education and Culture had created a commission to propose measures and regulations concerning equality in the professional education of males and females. A presidential decree in Kenya in 1978 abolished fees for primary class six and certain miscellaneous fees, thus alleviating the financial burden of parents of school-age girls. The Human Rights Commission Act of 1977 in New Zealand prohibits discrimination on grounds of sex in education. The Equal Status Act, adopted in 1979 in Norway, ensures that

males and females have the same right to education. In the United Kingdom in 1975, statutory regulations governing local education awards to students following first degree and comparable courses were amended to ensure parity of treatment. The United States Department of Health, Education and Welfare also published regulations prohibiting discrimination on the basis of sex in education programmes which receive federal funding.

Paragraph 30

At the end of the paragraph add

The USSR will continue to implement the programme for the further development of national education by carrying out programmes of general secondary education covering the entire population, including women, and programmes for the further improvement of higher education, in order to meet the requirements of the national economy and for still more active participation by women at the highest level.

Paragraph 48, line 5

For the last two sentences substitute

In the 11 market economies that responded, the median was 14.5 per cent. The figures for the countries were: Australia, 16 per cent; Cyprus, 22.3 per cent; Denmark, 25.5 per cent; Federal Republic of Germany, 21.6 per cent; France, 12 per cent; Ireland, 27 per cent; Japan, 9.7 per cent; Netherlands, 19.2 per cent; New Zealand, 8.5 per cent; Spain, 7.6 per cent; and United Kingdom, 13 per cent.

Paragraph 52, line 4

After Cyprus, insert 15.0 per cent in France,

Paragraph 57, line 1

For Three countries (Argentina, Ecuador and Jamaica) read Four countries (Argentina, Cuba, Ecuador and Jamaica)

Paragraph 61, line 4

After Disparities insert between boys and girls

Paragraph 65, line 4

For the last sentence substitute

At the same time, separate education does not negate the possibility of equality of curricula. In principle, however, coeducation approaches equality more nearly than does separate education.

Paragraph 67, line 15

Insert Cuba, between Brazil, and Paraguay

Page 20

After paragraph 85 insert new paragraphs 86-89 reading

86. Recent estimates and projections of illiteracy for 1980 show similar differences between females and males. In the African countries, the percentage of males over 15 years who are illiterate is 48.0 per cent while the figure for females is 72.8 per cent. Corresponding figures for Asia are 39.2 and 63.2 per cent and for Latin America 17.8 and 22.8 per cent. Global figures indicate that 34.7 per cent of the world's females are illiterate in contrast to 23.0 per cent of the male population over 15 years.

87. Between 1970 and 1980, the total number of female illiterates over 15 years of age is estimated to have increased by nearly 40 million, from over 340 million to over 380 million females. This number is expected to grow by another 40 million by 1990, despite projected declines in female illiteracy rates.

88. The number of female illiterates in the world aged 15-19 years is estimated to have increased from over 42 million in 1975 to nearly 45 million in 1980. During the same period, illiteracy rates for this age group are estimated to have dropped approximately one percentage point, from 28.4 to 27.3 per cent. Trends are the same for the developing countries, since it is in these countries that over 99 per cent of the female illiterate population lives. Here the rate of female illiteracy for the 15-19 age group is estimated to have decreased from 42.1 per cent in 1975 to 38.6 in 1980. However, during the same period, the number of female illiterates between 15 and 19 years of age is estimated to have grown by over 2.5 million.

89. However, it should be acknowledged that functional illiteracy may be much higher and is reported to be a concern for both developing and developed countries. It should be recognized that illiteracy, while basic for human development, is not correlated with human intelligence or the ability of a woman to perform important functions in the social and economic development of her country. Women's illiteracy arises not from their lack of ability but from denial of opportunities. 10/

10/ Estimates and projections of illiteracy by the UNESCO Office of Statistics, Division of Statistics on Education, September 1978 (CSR-E.29).

and renumber the remaining paragraphs and foot-notes accordingly.

/...

Paragraph 117

At the end of the paragraph insert

Special attention also should be paid to the relationship between the high drop-out levels and high levels of illiteracy for women who are mothers.
