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**World Conference
of the United Nations
Decade for Women:
Equality, Development and Peace**

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FIRST COMMITTEE
Agenda item 9 (a)

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Promotion of equality in education and training

Austria, Cuba, Ecuador, France, Mexico and Venezuela:
draft resolution

The World Conference of the United Nations Decade for Women: Equality,
Development and Peace,

Considering that the right to education is a fundamental human right which must be guaranteed, irrespective of sex, on the basis of equality, as a prerequisite for cultural, social, technological and economic progress,

Recalling that discrimination against women is incompatible with human dignity and with the welfare of the family and of society, prevents their participation, on equal terms with men, in the political, social, economic and cultural life of their countries and is an obstacle to the full development of the potential of women to serve their countries and humanity,

Reaffirming the urgent need to continue to seek and implement effective programmes and objectives which provide women with the same opportunities as men to accede to and enjoy the benefits of education and, thus, contribute more fully to the achievement of the New International Economic Order,

Recalling the importance of education as a decisive factor in development,
Reaffirming that each country is primarily responsible for its development plans and programmes and, accordingly, for its educational plans and programmes, although it may benefit from international co-operation,

Considering that all people irrespective of sex should have equal access to all levels of formal and non-formal education and vocational training in all sectors of urban and rural economy,

: Noting that the level of education of girls and women is much lower than that of boys and men, particularly in the technical field, whereas the training of girls and women in new technologies is particularly important,

Aware that attitudinal and financial constraints constitute major impediments to the achievement of educational equality of the female population in many countries and that teachers and guidance counsellors have a special role to play in promoting a process of attitudinal change,

Recognizing the important role international, governmental and non-governmental organizations have to play in the promotion of educational equality,

1. Requests governments which have not yet done so to adopt programmes for the elimination of illiteracy with the aim of eradicating it before the end of the century and, to that end, to adopt special measures to eliminate the illiteracy among women, who are, in this respect, in the majority;

2. Also requests governments to try to increase their education budgets up to an adequate percentage and where they have not yet done so, up to at least 7 or 8 per cent of their gross national products, according to their national plans and programmes, so that existing shortcomings can be eliminated and education can contribute fully to development and become its driving force;

3. Also requests governments which have not yet done so to introduce the necessary reforms in their national plans and programmes to ensure that education, and in particular that of girls and women, gives fresh impetus to the teaching of the sciences and to the strengthening of the ties between the educational system and the working world, taking due account of the aspirations and cultural values of each people, and, accordingly, to ensure that educational planning promotes the participation and integration of all groups and institutions involved in formal or non-formal educational activities;

4. Decides to request governments to devote particular attention to the promotion, organization and programming of vocational training for girls and women at both the elementary and advanced levels in order to ensure equality of opportunity, equal access to and acquisition of necessary qualifications and skills to enable their full and equal

participation in the economic and social development of their countries, and urges governments to develop, in particular, policies and programmes to enhance the enrolment of girls and women in all technical institute courses and training programmes, particularly those for the development, operation and management of new technologies;

5. Urges governments and relevant United Nations agencies to promote, as a matter of priority, the increased and accelerated access of women, particularly in developing countries, to training in economic, scientific and technological fields, in order to facilitate their real and equal participation in the decision-making processes and the economic and social development of their countries;

6. Recommends that governments take steps to facilitate the access of women, desirous of reentering professional life, to all levels of education, e.g. by developing informal, recurrent, lifelong educational programmes together with special counselling and facilities, taking into account the family responsibilities of such women;

7. Recommends that governments should consider, in co-operation with the specialized agencies of the United Nations system, in particular with UNESCO, measures aimed at reducing and eliminating financial barriers to equal education of the sexes, such as free schooling at all levels and at all public educational institutions, free procurement of educational materials and special allowances for poor families, as well as scholarships for girls and women;

8. Also requests States which have not yet done so to include in their national objectives and plans measures to increase educational services, in particular, for the most underprivileged sectors of the population in the rural and urban areas where women are primarily affected, such as the introduction of compulsory schooling at the primary level, open systems of education for adults, decentralization and expansion of facilities, promotion of boarding facilities, introduction of free or inexpensive means of transportation and introduction of mobile or travelling schools;

9. Encourages governments to take into account, in the organization of the educational systems of their countries, special living conditions of the female population, and to consider supporting measures such as the

introduction of flexible time-schedules in the educational facilities and the establishment of day care centres.

10. Recommends that governments take steps to increase the role of teachers and guidance counsellors in the promotion of educational equality of the sexes by inter alia: (a) increasing the number of teachers and guidance counsellors and in particular where they are still under-represented of female teachers, counsellors and administrators at all levels; (b) introducing and expanding inservice and pre-service training for teachers and vocational guidance counsellors (including those outside the school system) to sensitize teachers to the problems which impede educational equality, in particular to stereotyped assumptions which inhibit girls' educational opportunities and to enable them to widen educational and vocational choices of girls;

11. Urges governments to take all necessary measures to eliminate sex stereotypes from educational materials at all levels;

12. Urges governments, in a position to do so, to provide special assistance to developing countries, if they so desire it, in the implementation of measures designed to promote educational equality, and as necessary to increase such assistance;

13. Requests UNESCO to make the necessary arrangements to ensure that, at the next General Conference, priority is given to matters relating to the education of women.