

5. To promote solidarity among women in education and women's organizations working to better our living conditions
8. To promote a greater awareness of gender issues within our organizations.
9. To work for conditions that make the empowerment of women possible.
10. To develop and carry out training and research projects that will help strengthen women in their identity and in their social, political and union lives.

Regional Reports: Conditions for women and girls in education vary significantly throughout the hemisphere – for example in the Caribbean and Canada, girls are now more strongly represented than boys in secondary and post-secondary education, while in Central America and the Andean region girls are still less likely to complete basic or higher education than boys. All regions expressed concern that, in comparison with their actual numbers in the education workforce, women are under-represented in leadership roles both within the school system and within educators' organizations.

Women in Education Organizations: - Leticia Sánchez Farfán, Mexican representative, IDEA Women in Education Network. Ms. Sánchez presented a brief report about the situation of women in educators' organisations in the Americas. She said however, that a lack of statistics that specifically refer to girls and women in education in each country coupled with difficulties in communication with the organizations made it prevented her from developing a comprehensive report. Participants agreed to name a person responsible for gathering data in each country and developed a revised survey (attached) regarding the situation of girls and women in education and education organizations. They agreed to set October 31, 2001 as the deadline for gathering this information and to lobby educator organisations to collect more data on the role of women and girls in education.

Impact of the FTAA on female educators and students: Since the actual contents of the draft of the FTAA agreement were not yet available, much of the discussion centred on speculation of the potential impact based on existing trade agreements in the Americas and related neoliberal education reforms. Canadian and Mexican participants spoke of the impact of the North American Free Trade Agreement (NAFTA) on public education and women as examples of what could be expected from the FTAA. Restriction of access to education based on pass/fail standardized exams was an important development that Canadian and Mexican women educators identified as a spin-off of NAFTA. In Mexico the standardized exams (CENEVAL) face a legal challenge from women's organizations on the grounds that they tend to favour male skills over female-identified ones, thereby reducing the number of girls who can move on to the next level of education.

The representative from Argentina provided other examples from her country's experience with the Mercosur. Participants were concerned that the agreement could lead to a worsening of working conditions for educators, greater privatization of the public education system and a related decline of the participation of girls in school as user's fees are introduced and parents with limited resources opt to withdraw their female children from school.