Empowerment:
A way for poor women in the Andes to become citizens

Workshop: Gender equality, women’s security and the MDGs. How far is corruption a hindrance?
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• Perú has been growing consistently in the last decade.
• This means a raise of the GDP, GDP per capita, more job opportunities and poverty reduction.
Perú: positive economic growth during the crisis

Among the region, Perú continued growing even in 2009, when every other country in the region during the financial crisis showed a negative variation in annual GDP.
Latin America: inequality rate

However, this growth did not match with proper distributive mechanisms. The inequality of the country deepens.
The gap between urban and rural areas increased making poverty more dramatic in the fields. While poverty in urban area reduced 16% in five years, in rural area the reduction was 10%.
Rural Women

- Peru is the country which host most native ethnic groups (71) and native languages (67) in America.
- Women in rural areas (Andes and Jungle) are mostly monolingual. They stay in their indigenous peasant communities, with limited access to education, health and market.
- The quality of the delivery of public services (Justice, health and schooling) are weak.
- State institutions in rural areas are poor and precarious.
- Rural women are hardly able to access to available information.
Social indicators shows their vulnerability:

Illiteracy rate in rural areas by gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>2003</td>
<td>14.4</td>
<td>39.4</td>
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<tr>
<td>2004</td>
<td>13.2</td>
<td>38.2</td>
</tr>
<tr>
<td>2005</td>
<td>12.9</td>
<td>36.7</td>
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<tr>
<td>2006</td>
<td>12.1</td>
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<tr>
<td>2007</td>
<td>11.2</td>
<td>33.7</td>
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<tr>
<td>2008</td>
<td>11</td>
<td>33.9</td>
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</tbody>
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Motherhood

Maternal deaths (per 100,000 born)

Motherhood: Women of 15-19 years old according to different categories (%)

- Rural area: 20%
- Bottom quintile of wealth: 35%
- Only primary education: 33%
- Jungle: 25%
Education facts in rural areas

Enrollment Vs. teachers in rural schools

Bilingual teaching:
- Only 15.9% of the schools placed in rural indigenous areas teach in the native language of the students (2008).
Given this social conditions...

- Is very hard for rural women in the Andes and in the Jungle to surpass the exclusion, to be able to chose, to decide, to relate with authorities, to demand better services or to denounce corruption. They are victims, not citizens.

- Besides, there is a discriminating and excluding order constantly reproducing itself. Power is in hands of men, mestizos, nurses, teachers, judges, and local authorities. Any attempt to modify it is rejected by those who hold power. (Either men or women under power condition).
CCT programs and empowerment

- Cash Conditional Transfer Programs, as last generation social programs have a big potential for empowerment of rural women. To make them subjects of law (Identity card, savings account, regular cash money, credit loans, etc.)
- CCTs are long term social programs. In exchange of 30 dollars or equivalent, women commit to fulfill some requirements regarding the education and health of their children.
- These mechanisms strengthen their position into the families, in the communities and in face of the public institutions.
- But at the same time, there is a tension between the “empoweror” mechanism of the program and the discriminating social and political reality which pulls them down: As JUNTOS beneficiaries they are target and stigmatized as “The miserables”, “the poor women of Juntos”.
How to overcome this?

• This issue of discrimination against rural women goes far beyond poverty. It is a matter of politics and as such, of public policy.
• It deals with a traditional system of reproduction of power which combines different variables of discrimination where rural women end up at the end of the chain:
  – Urban/ Rural.
  – Educated/ Poorly educated.
  – Less indigenous/ More indigenous.
  – Male/ Female.
  – Public/ Private
  – Patronizing/ Meritocracy

• Social programs are a potential way to make them subjects of rights and duties.
• It is crucial to transfer them capabilities, to give them access to information and participation, as well as to produce information knowledgeable by them since women are the ones that stay in the rural areas.
• Transparency in both ways: as the Right to Information (the Law and its requirements) and also, as a way to give women beneficiaries the basic information to acknowledge themselves as subject of rights and duties and to complain for problems in the delivery of service.
• Besides, the work with authorities and politicians is a must.
• Rural women have to have the opportunity to run away from exclusion, became citizens and be an active agents of the fight against corruption in local governments.