

EDUCACIÓN *no sexista*
Y ANTIDISCRIMINATORIA

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Relatoria Nacional para o Direito Humano à Educação (Plataforma DHESCA Brasil);

Jovens Feministas

www.jovensfeministasdsp.blogspot.com

**GENDER AND EDUCATION:
Non-sexist and anti-discriminatory education
*Observations, questions and recommendations***

**BRAZIL
Universal Periodic Review,
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Brazil, Nov, 2011.

I. PRESENTATION

1. Information are provided within the framework of the non-sexist and anti-discriminatory education campaign (<http://educacion-nosexista.org/>), a plural joint of organizations and persons of Latin-American civil society in defense of human rights and for a public, secular and free education for all, present in 14 countries of the region. This report was prepared based on information presented by the *Informe Brasil – Gênero e Educação*¹, data that have already been internally published and debated for the construction of an agenda of claims.
2. The report considers the importance of the gender perspective (Recommendation n. 9, 12 and 14 UPR), with emphasis on the right of education without discrimination (concerns of Angola, Morocco, Nigeria, Chile and Malaysia) of class, ethnicity, race, place of residence (Rec. 32, CEDAW/C/BRA/CO/6) or sexual orientation which include the significance of women education in the framework of the Millennium Development Goals (Rec. 38, CEDAW/C/BRA/CO/6).

II. EXECUTIVE SUMMARY

3. In Brazil, as well as in other countries in Latin America, predominates an understanding by the government sectors and civil society that the challenges of securing the rights of women and, in a more broadly, relation way, gender equity in education (between men and women) has been already “resolved”. This view is reinforced by several reports produced by the Brazilian State in the last decades, which indicate more education and better performance of women in education, as a definitive answer for the international goals referring gender inequities in education.
4. It’s important to observe that the official documents does not deny the existence of great challenges in regard of the situation of women in the labor market, health, domestic violence, access to power, right to housing etc., but in education, the agenda loses power, although it considers the investment in education strategic for confronting various inequalities, discriminations and gender violence which continue present in everyday and for the access of women and men to other human rights.
5. It’s not possible to deny the progress expressed on the national indicators of education in relation to women’s access to schooling. However, this achievement is not enough to say that the county has reached equity between men and women in education and met the international goals of non-sexist and anti-discriminatory education. The moment in which the country is in this challenge demands a more complex and nuanced look that allows to capture gender inequalities and discriminations that perpetuates in Brazilian education to reconfigure a more accurate agenda of action in public policies.

¹ The Brazilian report was coordinated by Denise Carreira, education coordinator of Ação Educativa and National Rapporteur on the Right to Education (Plataforma DHESCA Brasil). She was the coordinator of the National Campaign for the Right of Education, president of Rede Mulher de Educação, president of the City Council on Women’s Right of Rio Branco, member of the National Council of Women’s Rights and Gender Fund of the Canadian Embassy Consultant.

6. The research *Brazil Gender and Education* points out that gender problematic in Brazilian education relates predominantly to five great challenges, deeply connected:

- **persistent inequalities among Brazilian women:** the indicators progress of access and performance is marked by inequalities between women according to income, race and ethnicity, and place of residence (rural or urban), with emphasis to the situation of black and indigenous women; (Rec. 36, CEDAW/C/BRA/CO/6).
- **the situation of worst performance and biggest obstacles to remain in school by Brazilian boys,** specially black boys;
- **the maintenance of sexist and discriminatory education in the school environment and the concentration of women in courses and careers “so-called feminine”;**
- **low value of basic education professionals,** which represent almost 90% of all education professionals that, in vast majority, earn unworthy salaries and work in poor working conditions;
- **unequal access to quality childhood education;**

7. The main data supporting these challenges, set up bellow, allow the following questions to the State:

SUGESTED QUESTIONS

8. **Gender indicators** – Are there disaggregated data which allows to cross educational information by sex, race, income, rural/urban, region, among others, by level and by educational stage to be analyzed and available for public opinion (Rec. 36, CEDAW/C/BRA/CO/6)?
9. **Gender indicators** – Educational statistics produced by the School Census may be a valuable tool for understanding the characteristics and attributes of different educational actor (schools, students, teachers etc.). Therefore, are there proposals and projects to qualify information collected in the School Census regarding the issues of gender, race and sexual orientation?
10. **Teacher education** – Are there government proposals for the incorporation of content relating to gender, race and sexual diversity in the curriculum of pedagogy and licenciature in public and private universities in the country? With regard to the continuing teacher education, what are the government actions for these programs to be consolidated as State policies?
11. **Afro-Brazilian Culture** – What are local measures for the implementation of Law 10.639/2003, which provides mandatory teaching of history and African and afro-Brazilian culture? What are the measures taken to overcome the difficulties of teaching history and afro-Brazilian culture?

12. **Religion and education** – What are the measures taken for not allowing discrimination over religion and assurance of secularism in the country, considering the approval of the Concordat Brazil – Holy See, by the National Congress, which guaranteed confessional religious education, especially Catholic, in public schools?
13. **Education professionals** – What are the measures taken by the Brazilian state to effectively promote the appreciation of Brazilian female teachers, who constitute almost 90% of basic education professionals, with decent income and working conditions?
14. **Violence and education** – On the prevention of violence, how schools are been mobilized to join the network for the protection of childhood and adolescence, provided by the Child and Adolescent Statute, and actions for the prevention and referral of cases of violence against women, provided by Maria da Penha Law (Rec. 20, CEDAW/C/BRA/CO/6)?
15. **Homophobia** – What are the measures taken by the Brazilian state to face different types of violence based on sexual orientation occurred in the school environment?

III SITUATION OF THE BRAZILIAN EDUCATION: MAPPING SOME INEQUALITIES

16. Net enrollment rates grew strongly over the decade, for men and women, but maintained the order of inequalities present in other educational indicators: white girls and women at the top, with best performance, followed by groups of white boys and men, black girls and women and, finally, black boys and men. Even though it is one of the most vulnerable groups of Brazilian society, compared to other groups, black girls and women has the faster growth of net enrollment rate, especially in high school and higher education.
17. Following the tendency of the past decades, over the years 2000, in absolute numbers, more boys than girls have been enrolled in first grade of elementary school, although more girls than boys concluded elementary school. Boys, in particular black ones, are more excluded from the scholar environment and face more rugged and unsuccessful scholar trajectories, both in elementary and high school. In this context, it is important to consider that in 2010 the country had the highest rate of grade repetition in primary education in Latin America (18,7%)² and the higher rate of dropout in Mercosur (3,2% in elementary school and 10% in high school)³. This reality leads to the fact that little more than half students that enter elementary school may reach the end of high school.

² Global Education Report, Unesco, 2010.

³ Síntese de Indicadores Sociais, IBGE, 2010.

18. Rate of Brazilian schooling for children from 7 to 14 years old – which refers to the old compulsory stage of elementary school⁴ - was 96,7% in 2000 and 97,5% in 2008 (PNAD/IBGE). Even with the increase in schooling for children aged 7 to 14 years, about 680.000 children are out of school: most of them black, indigenous, maroon, handicapped, poor, at risk of violence and exploration (UNICEF/2009). Of this total, 312.000 are girls and 368.000 are boys.
19. According to data from PNAD/2008, the schooling rate of children in childhood education of 4 and 5 years old increased from 70,1% in 2007 to 72,8%, being 69,6% for boys and 70,7% for girls. In the age group of 15 to 17 years old, increased from 82,1% to 84,1%. In other age groups, there was a decrease: from 30,9% to 30,5% from 18 to 24 years old, and 5,5% to 5,3% for 25 years or more. The difference between schooling rates of men and women, in disadvantage for boys and young men, grew significantly from age 15 to 17 years old, reaching a difference of 1,7% and 1,8% in age from 18 to 25 year old and above 25 years old (UNICEF/2009).
20. In the age group of 15 to 18 years old, as the opposite of black and white girls, black and white boys has their gross frequency rate slightly decreased over the decade, being the reduction greater among black boys. White and black female adolescents increased their frequency from 83,6% to 85% (white girls) and from 76,4% to 80,5% (black girls), between 2001 and 2007. The decreased of gross frequency rate of white and black boys intensifies at the age of 19 to 24 years old, being even higher among black young men, from 31,7% to 27,2%. In this age group, black girls also face the decrease of gross schooling rate, from 31,7% to 27,7%. Only white young women maintain stability of frequency at age of 19 to 25, being the percentage of 36,1%.
21. With respect to inequality between black and white children in childhood education from 0 to 3 years old, the difference reaches 5%, at the disadvantage for the black population. When the difference between rural and urban children is observed, the inequality reaches 13 points in disadvantage for the rural ones. There is a slight advantage in childhood education from 0 to 3 years old boys on girls over the decade, from 10,8% and 10,4% in 2001, to 18,4% and 17,8% in 2008, respectively (Observatório da Equidade, 2009), due to the profile of the population in this age group, where boys are in slight majority.
22. About 18% of Brazilian young people from 15 to 17 years old are out of school, being 18,7% boys and 17% girls, which represent more than 1 million adolescents. Girls are in advantage over boys in terms of scholary and lower distortion age-grade. The proportion of young men from 15 to 17 years old at school increased from 32,4% (2001) to 42,5% (2007), and from 41,3% (2001) to 53,8% (2007) for girls. For the age group of 18 to 25 years old, 70% of men and 68,2% of women are out of school. According to the Right to Learn Report (UNICEF, 2009), the difference in schooling between men and women at this age is higher at the southeast and south regions, the most economically developed ones.

⁴ In 2009, the National Congress approved the law which increased the age for compulsory education from 4 to 17 years. As most of the statistics have not yet been adapted to this new reality, we keep the information for the range of 6 to 14 years.

23. On the distribution of population by sex by sections of activities, between 2000 and 2008, men kept industry, commerce, agriculture and construction as their main areas of activity. Throughout the decade, women continued to act predominantly in the following sections: housework, education/health/social services, commerce and industry. Despite the growing presence of women in different sector of the economy, it is observed that remains high concentration on domestic services and areas of education, health and social services, areas historically considered female strongholds within the traditional sexual division of labor.
24. Several national studies indicate that although women has higher scholary than men, this advantage does not directly reflect on better income, working conditions, occupation of positions of leadership and sharing of domestic work, which still are predominantly under women responsibility. According to the document from ILO, linked to the initiative of the organization for the promotion of decent⁵ work in Brazil and elaborated from data from the National Research of Household Sample (PNAD/2008), from 97 million people over 16 years old on the labor market, women accounted about 42,5 million (43,7% of total) and the black population (men and women) about 48,5 million people (about 50%).
25. The magnitude of the presence of women and black people in the labor market is accompanied by the persistent presence of decent work deficits in all respects. Women – mostly black women – has lower income than men and continue to face the problem of occupational segmentation, which limits their range of employment opportunities, although they have, in average, higher levels of scholary. Women and black people are majority in informal and poor occupations and black women represent vast majority of domestic employment, an occupation that has serious problems with regard to respect labor rights. Among black women employed, 21% are domestic workers while 12% of white women work in profession. Only 35% of women (white and black) who work in domestic services have formal jobs.
26. In absolute numbers, women still constitute the majority of illiterates over 10 years old in the country, despite the difference between the sexes decreased over the last decade (Obsevatório da Equidade). If in 2001 there were about 7.2 million men and 7.8 million women illiterate, in 2008 this number decreased to 6.9 million and 7.2 million respectively, revealing a faster rate of decline among women. Illiteracy is concentrated among the elderly. Among respondents aged 25 years old or more, although there was a fall, they are the major proportion of Brazilians who can not read or write. From 12.5% in 2007, decreased to 12,4% in 2008.
27. In the Southeast, illiteracy increased from 5,3% to 5,4%. The change occurred in the youngest age group, from 10 to 14 years old, in which the proportion of illiterates was 0,9% to 1,3%, and the group of 18 years old or more, from 6,1% to 6,2%. In the group of 14 to 17 years old decreased (0,8% to 0,7%) and the other remained 5,8% (15 years old or more) and 7,1% (25 years old ore more). By sex, there was an increase of illiteracy between men (4,8% to 4,9%) and stability between women (5,8%). Another region where there was an increase was the Midwest, from 7,3% to 7,4%. In the

⁵ According to the definition of ILO, decent work is productive work, properly paid, done in conditions of freedom, equity and security and able to guarantee a dignified life for workers.

South, the situation remained stable: in 2007 and 2008, 5% of inhabitant called themselves illiterates. But there was an exchange of positions: men increased from 4,5% to 4,7% and women decreased from 5,5% to 5,4%.

28. Despite the improvement of indicators over the last few years, illiteracy among black young men from 15 to 29 years old is almost twice higher than among white young men – a rate three times higher in the beginning of the decade (UNICEF/2009). Again, it is observed that a greater incidence of illiteracy occurs in rural areas and among black women and men.
29. With regard to functional illiteracy in the population between 15 to 64 years old, men constitute the majority. The rate fell from 40% to 29% in 2009 and for women fell from 39% to 27% over the same period, according to the research National Indicator of Functional Illiteracy (INAF), developed by the organizations Instituto Paulo Montenegro/IBOPE and Ação Educativa.
30. Women represent about 55% of the population with college degree and they overcame men in obtaining doctorate degrees since 2004. However, when it comes to higher levels of scholary (post graduation), women account only 43% of total people with more than 16 year of study. Both in higher education as in youth and adult education, women of older age groups have worse educational indicators than men at the same age.
31. Research conducted by ECOS (ECOS, 2008), discussed in the Brazilian report, points out that in the curricula of courses of pedagogy and licenciatures of all national territory, issues related to sexuality and social relations of gender are not significantly present in most undergraduate courses that are responsible for teacher training. Another point highlighted by the research of ECOS is that, in education policies, sexuality is always linked to health, prevention of diseases, violence and pregnancy, and not as a dimension inherent to human life.
32. Research conducted by the Instituto Sedes Sapientae, in partnership with UNICEF (2009), discussed in the Brazilian report, reveals the difficulty of the schools to address and refer cases of gender and sexual violence occurred inside the schools and in familiar spaces. Often, due to the lack of understanding about the complexity of the problem, schools end up contributing for the victims to be even more penalized.

IV RECOMENDATIONS

33. **Enhance the visibility and understand of inequalities of gender in education (disaggregate, cross and analyze).** It is essential that the official bodies of research, in particular INEP and IBGE, advance on the possibilities of disaggregating and crossing educational information by sex, race, income, rural/urban, regionality, among others, by level of education to be analyzed and available for public opinion. The creation of the Observatório de Igualdade de Gênero and the series of publication Retratos das Desigualdades de Gênero e Raça, by the Women's Policies Secretary, UNIFEM and IPEA, meant a great advance when they open a set of indicators. But it is important to go further to understand the transformations, the stays and the disputes of gender inequalities in education. Another fundamental point is to qualify the fill of the

question of color/race and other questions by schools in the school census (among them also the social names of transvestites and transgender students) through a process of continued education for agents who work in school offices. It should be done a specific census about transvestites and transgender students in the country.

34. Break barriers faced by black girls and women and increase Affirmative Actions in Education. Despite the large investment made by black girls and women in education, remain deep inequalities between black and white women and between black women and white men under the coordination of sexism and racism in Brazilian society and education. The same should be pointed out with respect to indigenous women, despite the lack of information available that allows identifying more accurately the size of the problem. Everyday disqualification of the black beauty, the early sexualization, lack of images and positive and empowered references, despite the difficulties faced by most parts of black women in family life, contribute to this situation. Attention should be paid to the barriers faced by black young women in the transition between high school and college, when a reversal occurs: despite the greater presence and performance of black women until high school, there are more black men in higher education. Therefore, the intransigent defense of affirmative actions is essential in higher education and professional education with cutouts of race and income, with goals that address the black and indigenous women.

35. Improve educational situation of boys and young black men and implement Law 10.639/2003. Black boys are among those with less education and lower scholarship among social groups. Associated with the questions raised in the previous section, black girls and boys face a school model still predominantly Eurocentric, that values obedience, silence on everyday racism and that does not indicate positive prospects for the future. It's important to remember that racism in schools is realized by not only active attitudes (aggression, humiliation, nicknames, physical violence), but in a more "subtle" way, by the lack of recognition and encouragement, by the denial of a story of resistance of black people in Brazil and their identities, by inattention, by the unequal distribution of affect and by low positive expectation on the part of education professionals regarding the performance of black children, young adults and adults. It is not possible to deny that the low performance of boys and the drop out of school also need to be read in the key of "forms of resistance" of the young adults to the established model of school. Policies of evaluation and promotion of learning still reflect little of these inequalities of gender and race as structural questions of the Brazilian educational challenge and the racism as obstacle for the development of skills, among them reading, writing and mathematics. In this picture, it is urgent to review those policies and invest in the implementation of Law 10.639/2003, which establishes mandatory teaching of African and afro-Brazilian history and culture, not only as a reparation for black people, but as fundamental strategy to face racism, questioning models of schools and review the history and understanding of what means the "Brazilian nation".

36. Increase access to quality childhood education. According to Brazilian law, childhood education is a right of all children from 0 to 5 years old and a right of working mothers and fathers. The struggle for the right to childhood education in Brazil was driven by the women's movement in the 1970s, and later also assumed by

the social movements for the children and adolescents rights. Access to quality childhood education, despite been a right of the children, has a fundamental role in the process of statement of rights and historic construction of women's autonomy, still predominantly responsible for taking care of the children. The new National Education Plan must have bold goals with respect to childhood education from 0 to 3 years old, with appropriate funding conditions to improve quality, in tune with the Cost Child Student, under the educational law.

37. Build a policy of education for young and adults with gender and race/ethnicity emphasis. The proportion of non-illiterate people is lower among women than among men in all groups until 39 years old. In older age groups, women predominate. With regard to functional illiteracy in the population between 15 and 64 years old, men constitute the majority. Illiteracy is strongly affected by regional, racial, income and rural/urban inequalities, and predominates among black people and those living in rural areas. It is not a simple task for a woman to decide to study in adulthood, on the contrary, it is a battle against principles, hierarchies, cultural values. It is a decision that often generates violence, tension and many conflicts. On the other hand, return to schooling may be a first step in a way committed to the strengthening of her autonomy. Educational policies of young and adults should consider approaches of gender and race/ethnicity in its formulation and implementation.

38. Implement the National Professional Minimum Wage for education professionals and improve working conditions in schools and day care centers. More than 80% of primary school teachers are women (97% of children's teachers are women). The devaluation of the teaching profession in primary education increased with the expansion of educational coverage in the 1970s, which was guaranteed through the public education model based on a low investment per student, in lost wages, in precarious working conditions of the education professional, in an excessive number of students per class and a "poor education for the poor". As a result of the historic struggle of the movement of the education professionals, the professional minimum wage for professionals of teaching profession was created in July, 2008, by federal Law 11.738. This law sets a minimum wage from which the salary of any teacher of the country, who teaches in public schools, may not be below. The minimum wage established is R\$ 950,00 for professionals trained in the secondary school level to a maximum shift of 40 hours weekly, adjusted each year. It is up to the federal government to supplement the resources of municipalities and states that demonstrate the lack of budgetary capacity to meet the minimum wage. The law also mandates the dedication of at least 1/3 of the teacher's workload to extra class activities, essential time for the preparation of lessons, training and professional development. Despite the fact that education professionals receive lower salaries than other professions with similar level of formation, the implementation of the law has generated controversy, actions at the Supreme Federal Court (STF) and resistance of the municipal and state governments which claim that the compliance of the determination of 1/3 of the time for extra class activities would demand hiring more teachers, which is impossible in the current budget framework. Despite the favorable positioning of the Supreme Federal Court for the constitutionality of the law, decided in April 2011, making the law come true is a fundamental step to improve the quality

of Brazilian education. Another steps to take: stimulus policy for setting education professionals at schools, overcoming high turnover present in most public schools; reducing the number of students (and children, in the case of child education) per class; investment in initial and continuing training and professional development of staff/school officials, recognizing their role as educators in the school environment, in particular, cooks, inspector and cleaning personnel.

39. Ensure contents referring to social relations of gender and sexuality in the initial and continued training. Contents referring to social relations of gender, race, sexual orientation, regionality, urban/rural and sexual and reproductive rights are still little present – or appear in a fragmented way or restricted to optional disciplines – in curricula of initial training at public and private universities. The National Plan for the Implementation of Law 10.639/2003 seeks to focus in this reality when it comes to racism. We understand that the Ministry of Education and the University Councils must act decisively in this situation and that the SINAES (National System for the Evaluation of Higher Education) must be used to induce the incorporation of these contents. With respect to continuing education, it is essential to consolidate existing programs in the Ministry of Education - as part of State policies - and consider its contents as strategic and structural issues of the National Policy of Education Professionals Formation, which has been elaborated by the National Council of Basic Education, Capes.

40. Respect the principle of secularism of the State, end religious education in public schools and prohibit the purchase of books of religious instruction for public schools, with the revision of existing legislation on the subject. In line with the Direct Action of Unconstitutionality proposed by the National Confederation of Education Workers (CNTE) in 2004, with focus on current confessional religious education in the state of Rio de Janeiro and the Direct Action of Unconstitutionality proposed by the General Attorney Office in August 2010 on the confessional religious education in the states of Rio de Janeiro and Bahia and the Concordat Brazil – Holy See, we defend the end of the religious teaching in public schools, according to the proposal of the National Report for the Human Right to Education (DHESCA Platform/2010). Approved by the National Congress in 2009, the Concordat Brazil – Holy See granted the confessional religious education, especially of Christian origin, in public schools. We stress the importance of the review of education legislation and a PEC (Proposal of Constitutional Amendment) to remove the religious teaching of the Constitution. We understand that religious education, especially confessional, goes against the principle of secularism, equality of rights and religious freedoms, creating conditions for the rise of religious intolerance (especially against religions of African origin) and the proselytism of certain religious groups. It is also a concrete obstacle to the implementation of programs committed to education on gender and sexuality and LDB amended by Law 10.639/2003, which establishes the mandatory teaching of history and African and African-Brazilian culture in all basic education (public and private).

41. Promote a national policy on education on sexuality suspend the veto to the kit School without Homophobia and elaborate the National Curriculum Guidelines on Education, Gender and Sexuality for the Primary Education by the National

Council of Education. The study elaborated by the organization ECOS, quoted in this report, points out the need to take a key step toward building a policy on education on sexuality from the recognition of the accumulation and strengthening of government initiatives generated in recent years, among them the School Without Homophobia program. It should be noted that the kit of educational materials called School Without Homophobia is part of this program and it was vetoed by the Brazilian government in 2011 in response to the pressure from religious groups and in violation of the participatory process of building the kit - as part of a policy - and international standards, of which Brazil is a signatory. The government's position should be reviewed and the kit should be distributed to schools across the country. Another important action is the development of National Guidelines on Education, Gender and Sexuality. As mentioned, content related to social relations of gender and sexuality are present in the National Curriculum Parameters and the Education Benchmarks on Child Education. Although they made achievements in these two documents, they do not have the strength of law (such as the National Guidelines). The Guidelines should address various aspects of the relationship Education, Gender and Sexuality, in order to promote and root to the agenda of gender/race equality, confronting sexism and racism and the construction and effective implementation of a policy on education on sexuality on systems of education. Among other content, this document should also address strategies for the coping of the different performance of boys and girls in mathematics, science and language, of the gender inequalities articulated with race and ethnicity in education and gender violence by schools and day care centers.

42. Promote actions to stimulate greater entry of women in science and men in social and care areas. It is necessary to accelerate the pace to overcome the concentration of men and women in certain occupations considered “feminine” and “masculine”. This transformation calls for actions ranging from childhood education to higher education, expanding and diversifying the future opportunities for boys and girls and professional projects other than those in traditional gender roles. It is also essential to put into question the lower social value of professions committed to care, traditionally done by women, linked to the areas of education, health, social assistance etc. Such actions also relate to the promotion of coping strategies of the current differentiated performance of boys and girls in mathematics, science and language in basic education.

43. Create a national protocol for attending cases of gender violence by educational units and strengthen the school's network for the protection of rights of children and adolescents. Studies indicate that the involvement and active participation of schools in the construction and implementation of safety nets are one of the biggest challenges for the implementation of the Child and Adolescent Statute (1990). Often, instead of collaboration and networking, prevails the dispute, the fragmentation and conflict among the institutions that contribute to intensify even more the situation of human rights violations suffered by students. Research conducted by the team of CNRVV - Reference Center for Victims of Violence of the Instituto Sedes Sapientiae/SP, in partnership with UNICEF, discussed in the report, points out that many schools, after the detection of cases of violence, assume the role of other institutions when they adopt a predominantly investigative approach, seeking to solve

the problem internally. The national protocol for attending cases of gender violence would establish procedures for detection and referral of cases along with other institutions of the network for the protection of rights of children, adolescents and young adults. In line with the implementation of the Child and Adolescent Statute and Maria da Penha Law, besides the procedures, the protocol should encourage educational strategies within the educational units that promote collective reflection on gender violence, its characteristics and causes and specify the role and relations between the different entities, including councils and health sectors, as part of the protection of rights of children, adolescents and young adults. We propose that the national protocol should be built by a committee composed of representatives of the National Council of Education, National Council for the Rights of Children and Adolescents, National Youth Council, Ministério Público Federal, Conselho de Procuradores dos Ministérios Públicos Estaduais, Special Secretariat for Human Rights and civil society representatives.

44. Effect an education for social and environmental sustainability in education networks. Reviewing the development models that still guide the public policies that undermine the sustainability of the planet is a huge challenge to the present generations, intensified by the context of rapid climate change, which tend to further intensify the social inequalities, especially against poor women and children. It is no longer possible to think of a sustainability education, which is critique of consumer society and the predatory model, as something restricted to specific actions of environmental education in schools. It is necessary to move towards a policy of education for sustainability that contributes to cultural changes in attitudes and everyday practices, linking them to the demands for sustainable public policies. It is essential that the national policy on environmental education for sustainability come true and be expressed in the new National Education Plan.

45. Influence the construction of the new National Education Plan (2011-2020) and predict equalization goals. Brazil is in the process of drafting the new National Education Plan (PNE), a law to be approved by the National Congress, which will set goals to be implemented between 2011 and 2020. This is a critical time to strengthen the foundations of an educational policy as a state policy - with adequate financing, planning, evaluation and democratic management - and establish in this legislation targets relating to “Education, Gender and Sexuality”, previously discussed. The implementation of the Quality Student Cost (or Child Student Cost, in the case of childhood education) and strengthening of democratic management, from a broader and diverse view of arrangements and family realities, which stimulate and ensure conditions for effective participation of students, families and communities, are key points of this agenda. It is a challenge that includes the encouragement of parental involvement (not just mothers) and the obligation of meeting times to occur at night or on weekends, allowing the participation of a greater number of family members, except in cases where most of fathers and mothers work these hours. It is also essential to provide targets for equalization in the new National Education Plan that address the profound inequalities in educational indicators expressed with respect to the variables of gender, race/ethnicity, income, rural/urban, handicap, sexual orientation, among others.

ANEX

THE FEMALE FACTOR

Paving a Way for Women in Brazil

By LUISITA LOPEZ TORREGROSA

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NEW YORK — Tall and tan, blond and flashy, the model Gisele Bündchen has been for most of the world the seductive image of today's Brazilian women, strutting down fashion runways in Paris, Milan and New York, while her face graces scores of magazine covers.

THE FEMALE FACTOR

In a series of articles, columns and multimedia reports, The International Herald Tribune examines where women stand in the early 21st century.

Now there's a new image, a new face.

Brazilians call her simply Dilma. [Dilma Rousseff](#), the first female president of [Brazil](#), declared that this is "the century of women" in her speech opening the U.N. General Assembly in September. "I speak to you with a feminine voice," she said. "It's the voice of democracy, of equality."

Much has been made of Ms. Rousseff, a onetime Marxist militant, technocrat, economist and handpicked successor to the popular Luiz Inácio Lula da Silva. Many in and outside Brazil doubted she could emerge from Mr. da Silva's shadow or prove herself at the helm of the world's seventh-largest economy at a time of global crisis.

In just 11 months in the presidential palace in Brasília, she has put her imprint on the country and on the international scene: the cover of Newsweek; the top 10 on Forbes's list of the world's most powerful women; unusual praise from The Economist ("She can easily stand on her own two feet").

But how far have Brazilian women come?

They've moved ahead in education and health, according to new studies, and in the professions and technical fields. But their economic and political power has grown more slowly, and they lag in managerial and senior positions.

Ms. Rousseff has appointed women to high-profile positions like chief of staff, planning minister and minister of institutional relations. Altogether, women make up a third of her cabinet, and her unabashed promotion of women is said to have injected a new tone in the presidential office, in government and in the private sector.

In the sixth annual Global Gender Gap study by the World Economic Forum, released Nov. 1, Brazil received a middling rank among the 135 countries surveyed. By contrast, Argentina, where President Cristina Fernández de Kirchner won a second term in a landslide in October despite talk that she could not make it after the death of her husband, former President Néstor Kirchner, placed 28 to Brazil's 82, thanks largely to bigger female participation in Argentine politics.

"Brazil has made advances on women on closing health and education gaps," said Saadia Zahidi, senior director of the World Economic Forum and co-author of the Global Gender Gap study. But the survey revealed continuing gaps in the labor force, in wages, at the uppermost levels of business and in the rate of women's unemployment, which is twice that of men.

In the Executive Opinion Survey conducted by the World Economic Forum, executives rated Brazilian women's ability to rise to positions of senior leadership in business at 4.06 on a scale of 1 to 7. And women hold only 9 percent of parliamentary positions, "well below the world average," Ms. Zahidi said.

On another front, new data from the Center for Work-Life Policy in New York show that educated women in Brazil, Russia, India and China — the emergent BRIC markets — are ambitious and aspirational. Women represent 60 percent of Brazil's college graduates, and 80 percent of them consider themselves "very ambitious," compared with 36 percent in the United States, according to Sylvia Ann Hewlett, an economist and founding president of the Center for Work-Life Policy.

"Turbo-charged ambition is paying off," Ms. Hewlett wrote in a recent article in Time. "In Brazil, 14 percent of the C.E.O.'s of large companies are female." In the United States, she said, the number of women who head Fortune 500 companies is less than 5 percent.

"A leader like Dilma Rousseff can have an influence practically, by appointing women to cabinet posts in the way that she has done, but also by contributing to an imaginative reset of what women can be, and the authority and influence women can and should wield," said Liza Mundy, a fellow at the New America Foundation in Washington and author of "Michelle," a biography of Michelle Obama. "Over time, having women in these positions is bound to change women's self-image and the ideas people have about women's place and role in society."

Laura Liswood calls this "the power of the mirror." Ms. Liswood, the secretary general of the Council of Women World Leaders, a policy program of the Woodrow Wilson International Center for Scholars, said that women in high positions could have high positive impact on women generally.

The Dilma Effect has converted even some who resisted Ms. Rousseff's 2010 election. "This year is remarkable for Brazilian women, a year when a woman won the presidency," said one convert, Anna Maria Tornaghi, an international communications and marketing consultant based in Rio de Janeiro.

Besides the women in the cabinet — "uncommon in past governments" — Ms. Tornaghi noted that several women hold strategic positions in corporations, like Chieko Aoki, the head of Blue Tree, one of the largest hotel chains in Brazil; Maria Cláudia Oliveira Amaro, president of the board of TAM, the country's leading airline; Maria Silvia Bastos Marques, the first chairwoman of C.S.N., the national steel company; and Vera Gaensly Cordeiro, a medical and social entrepreneur and founder of the worldwide Child Health Association.

"Dilma is the culmination," Ms. Tornaghi said. "It's a quiet revolution, which is growing by leaps and bounds."

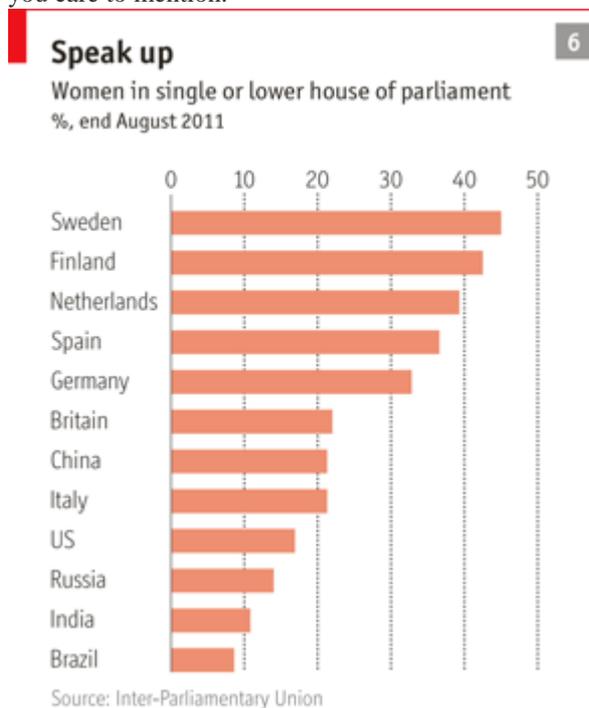
Katrin Bennhold is on leave.

A version of this article appeared in print on November 16, 2011, in *The International Herald Tribune* with the headline: *Paving a Way for Women in Brazil.*

Here's to the next half-century It's taking a long time, but things are getting better

Nov 26th 2011 | from the print edition

"WOMEN ARE NOT at the top anywhere," says Herminia Ibarra, a professor at the INSEAD business school near Paris. "Many get on the high-potential list and then languish there for ever." That is broadly true not only in business but also in politics, academia, law, medicine, the arts and almost any other field you care to mention.



In parliaments across the world women on average hold just 20% of the seats (see chart 6), though again the Nordics do much better. In Finland—one of the first countries to give them the vote, in 1906—women have at various times held more than half the ministerial jobs. The prime minister one back was a woman and so is the current president, Tarja Halonen, the first female to hold the post. A lawyer, doughty fighter for women's rights and single mother, she is nearing the end of her second and final term of office but would like to see another woman president soon: "Once is not enough." Elsewhere too female political leaders are becoming less unusual—think of Germany's Angela Merkel, Brazil's Dilma Rousseff, Australia's Julia Gillard or Liberia's Ellen Johnson Sirleaf—but still far from common.

The most egregious gap between men and women is still in the world of work. The World Economic Forum, a Geneva-based think-tank, earlier this month published its latest annual "Global Gender Gap Report", comparing progress in 135 countries towards sex equality in four broad areas. In health and education, says Saadia Zahidi, head of the WEF's Women Leaders and Gender Parity Programme, most countries have largely closed the gap in recent years. In the third, politics, the gap is still wide but progress has been relatively rapid. The fourth, economic opportunity, is proving dishearteningly slow to shift, not just in developing countries but in many rich ones too. Ms Zahidi argues that "smaller gaps in

economic opportunity are directly correlated with greater competitiveness, so increased equality helps to promote economic growth.”

On the face of it women have done all they possibly could to prepare themselves. Noting that their menfolk got better jobs if they were more highly educated, they piled into the colleges. They went out to look for work in such numbers that in many countries now almost as many women as men hold down jobs. They poured into business and the professions, and a lot more of them these days make it to middle-ranking jobs. But there the vast majority of them stop.

The reasons are complex, but a few stick out. First, work in most organisations is structured in ways that were established many decades ago, when married men were the breadwinners and most married women stayed at home. Yet even though the great majority of families no longer fit that pattern, most workplaces have failed to take the change on board. They think they are being egalitarian by treating women exactly the same as men, but women’s circumstances are often different. “We shouldn’t be fixing the women but the system,” says Alison Maitland, a senior fellow with The Conference Board, a think-tank, and joint author with Avivah Wittenberg-Cox of “Why Women Mean Business”, a book about women in leadership roles. A lot of men, as it happens, would also like to see work organised more flexibly to fit their lives better.

Women can be their own worst enemies. They do not put their hands up, so they do not get the plum assignments or promotions or pay rises.

Second, though biology need not be destiny, it would be silly to pretend that having babies has no effect on women’s careers. Although women now have children later and in smaller numbers, they often start thinking about having a family just at the time when career-oriented people are scrambling madly to get to the top of their particular tree. Most workplaces set critical goals for aspiring leaders (such as making partner or joining the board) at specific ages. Some women join the scramble and forget about having children, but if they take time out to start a family they find it very hard to catch up afterwards.

Third, women can be their own worst enemies. They tend to be less self-confident than men and do not put their hands up, so they do not get the plum assignments or promotions or pay rises. Iris Bohnet, a professor at Harvard’s Kennedy School, says that women are less likely than men to negotiate for themselves (although they do very well when negotiating for others), and less willing to volunteer an opinion when they are not sure. They can also be too honest. When a team led by Robin Ely, a professor at the Harvard Business School, was asked to advise a consultancy on the reasons for high turnover among its women, it found that the firm’s projects were often badly managed, making for long hours. The men, it discovered, were not happy either, but they quietly rearranged things to make life easier for themselves. The women went part-time or quit.

Fourth, discrimination continues in subtle ways. Business schools that follow their alumni’s careers find that men are promoted on their potential but women are promoted on their performance, so they advance more slowly. The women adjust to this, which slows their progress even more, and so the discrimination goes on without either side necessarily being aware of it.

Underusing women across the spectrum of human activity is obviously wasteful. Their cognitive endowment is the same as men’s, but because they have different interests and styles, they make for more diverse and probably more innovative workplaces. And since most rich countries’ working populations are ageing, women’s talents will be needed even more in the future. So what is to be done?

Legislation makes a difference. Over the past few decades most rich countries, and many poorer ones too, have passed laws to ensure equal opportunities and equal pay for women. They do not always work as intended, but they make overt and gross discrimination less likely. The pay gap between men and women, for instance, has significantly narrowed in most countries in the past 30-40 years, even though progress has recently become more sporadic.

Governments can also help in a variety of other ways: by ensuring that tax rules do not discriminate against dual-earner families; by legislating for reasonable (but not excessively long) maternity and paternity leave; and, in the longer term, by pushing for school hours that allow both parents to have paid jobs. Given that education for older children is seen as a public good, there is an argument for also subsidising child care for the very young, or at least making it tax-deductible.

Golden skirts

Should governments legislate to close the gap between men and women at the top of companies? Norway has become famous for imposing a 40% quota for women on the boards of all state-owned and quoted companies. Over a period of about a decade this raised the proportion of women on boards from 6% to the required figure. Aagot Storvik and Mari Teigen, two Oslo-based academics who made a detailed study of the experiment last year, found that once the policy was implemented the heated debate over it died down completely and the system now seems to be working smoothly. But the researchers also point out that even now only 5% of the board chairmen (and only 2% of the bosses of companies quoted on the Oslo stock exchange) are women, so this is not a quick fix.

Nevertheless other countries have picked up on the Norwegian example. Spain has set a mandatory 40% target for female directors of large companies by 2015 and France by 2017. Germany is debating whether to impose quotas. In Britain a government-commissioned report earlier this year recommended that companies set themselves voluntary targets, but six months later only a handful seemed to have got around to it and progress is being kept under review. The European Union's justice commissioner, Viviane Reding, has told European business leaders to promote many more women to boards voluntarily, or they may find their hands forced.

Nobody likes quotas: they smack of tokenism and unfair competition. But many people who started off opposing them have changed their minds. Lynda Gratton, a professor at the London Business School, is one of them. She accepts the usual objection that quotas will encourage some women who are not very good but points out that boards also contain lots of men who are not very good.

And there are those who think you just have to keep plugging away. Dame Helen Alexander, until recently president of the Confederation of British Industry (and a former chief executive of The Economist Group), is not in favour of quotas, preferring voluntary targets. She has found progress in large British firms "really patchy" but thinks that companies are getting better. She also reckons that men are changing, noting that "we now hear about husbands of high-earning women staying at home to look after. Certainly young men now at the start of their career see the world differently from their fathers. They are less inclined to work extreme hours to advance their careers and more interested in achieving a reasonable balance between their work and the rest of their lives. That is what most women have been asking for all along. If both men and women pressed for such a balance, employers would find it harder to refuse and perhaps everyone would be happier. Facebook's Ms Sandberg points to studies showing that couples where both partners work full-time and share responsibilities in the home equally have lower divorce rates and better sex lives.

In much of the developing world such a balance is still a Utopian vision, and even in rich countries many women still get a raw deal. But not nearly as raw as they did half a century ago, when even in Europe some women did not have the vote, discrimination was rife, women's jobs were second-class and the pay gap was huge. It may be taking far too long, but there is no denying that women's lives have got much better. Listen to the Chinese banker quoted earlier in this report: she works her socks off, looks after her family, supports her ageing parents and has no time for herself. But she still says she considers herself lucky: "In another life I would be a woman again."

from the print edition | Special report

<http://www.economist.com/node/21539930>

THE SATURDAY PROFILE

Evangelical Leader Rises in Brazil's Culture Wars

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SILAS MALAFAIA's books, which sell in the millions in Brazil, have titles like "How to Defeat Satan's Strategies" and "Lessons of a Winner." The Gulfstream private jet in which he flies has "Favor of God," in English, inscribed on its body.

As a television evangelist, Mr. Malafaia reaches viewers in dozens of countries, including the United States, [where Daystar](#) and Trinity Broadcasting Network broadcast his overdubbed sermons. Over 30 years, Mr. Malafaia, 53, has assembled thriving churches and enterprises around his Pentecostal preaching.

Still, he might have garnered little attention beyond his own followers had he not waded into Brazil's version of the culture wars. After all, Brazil has evangelical leaders who [command larger empires](#), like Edir Macedo, whose Universal Church of the Kingdom of God controls Rede Record, one of Brazil's biggest television networks. Others, like Romildo Ribeiro Soares, of the International Church of God's Grace, are known for greater missionary zeal.

But it is Mr. Malafaia who has recently attracted the most attention, with his pointed verbal attacks on a broad array of foes, including the leaders of Brazil's movement for gay rights, proponents of abortion rights and supporters of [marijuana](#) decriminalization.

"I'm the public enemy No. 1 of the gay movement in Brazil," Mr. Malafaia said in an interview this month here in Fortaleza, a city in Brazil's northeast where he came to lead one of his self-described "crusades," an event mixing scripture and song in front of about 200,000 people. Tears flowed down the faces of some of the impassioned attendees, while others danced to the performances that served as his opening act.

Before ascending to the pulpit, he described how coveted he had become on television talk shows as a sparring partner with gay leaders. But that is only a small part of his repertoire, and television is just one of many media at Mr. Malafaia's disposal. On Twitter, [he has nearly a quarter of a million followers](#), and

in videos distributed on YouTube, he lambastes not only liberal foes but also journalists and rival evangelical leaders.

Not surprisingly, his rising prominence has made him the source of both admiration and unease. He mobilized thousands to march in the capital, Brasília, this year against a bill aimed at expanding anti-discrimination legislation to include sexual orientation.

“He’s like Pat Robertson in the sense of being a pioneer in moving Brazil’s evangelical right into the national political realm,” said Andrew Chesnut, an expert on Latin American religions at Virginia Commonwealth University, comparing Mr. Malafaia to the conservative American television evangelist.

Brazil’s elite is seeking to understand the rise of such a polarizing figure, and how it might influence the nation’s politics. [Piauí](#), a magazine that is the rough equivalent of The New Yorker in the United States, [ran a lengthy article](#) this year on Mr. Malafaia’s rise from obscurity in Rio de Janeiro, where he grew up in a military family, to the power he now wields.

BEYOND Mr. Malafaia, the broad expansion of evangelical faiths, particularly Pentecostalism, in recent decades is altering Brazil’s politics. (While Pentecostalism varies widely, its tenets in Brazil include faith healing, prophecy and exorcism.) Leaders in Brasília must now consult on a range of matters with an evangelical caucus of legislators with resilient clout.

About one in four Brazilians are now thought to belong to evangelical Protestant congregations, and Pentecostals like Mr. Malafaia are at the forefront of this growth. In a remarkable religious transformation, scholars say that while Brazil still has the largest number of Roman Catholics in the world, it now also rivals the United States in having one of the largest Pentecostal populations.

Not everyone in Brazil is enthusiastic about this shift.

In a November essay, the journalist Eliane Brum [wrote of the intolerance shown toward atheists](#) in Brazil by some adherents of born-again faiths, describing what she called the “ever more aggressive dispute for market share” among big churches.

Ms. Brum’s essay unleashed a wave of reactions from Pentecostals. Mr. Malafaia’s words were among the most caustic.

During the interview here, he called Ms. Brum a “tramp,” and repeated his contention that “communist atheists” in the former Soviet Union, Cambodia and Vietnam were responsible for more killings than “any war produced for religious questions.”

Whether by design or default, his aggressive language has often become a spectacle. In November, [Época magazine reported](#) that Mr. Malafaia, during heated comments about taking legal action against Toni Reis, a prominent gay-rights advocate, said he would “fornicate” Mr. Reis.

Mr. Malafaia fired off an explanation that he had actually said he would “funicate” Mr. Reis. While researchers were unable to find Mr. Malafaia’s word in reference dictionaries, he said it was slang that roughly translated as “trounce.”

The visibility Mr. Malafaia achieves from such episodes has fueled questions about his political ambitions. He said he had no desire to run for office because it could make him beholden to a specific political party, thus curbing the broader visibility he now has.

“God called on me to be a pastor,” he said, “and I won’t exchange that for being a politician.”

But political influence is another matter. Mr. Malafaia said he voted twice for Brazil’s former president, Luiz Inácio Lula da Silva, and for years enjoyed access to Brasília’s corridors of power. But he also related an anecdote about Mr. da Silva’s successor, President Dilma Rousseff, that suggests how important evangelical figures are becoming in national elections.

He said she spoke with him by telephone for 15 minutes during last year’s presidential campaign, trying to lure his support. But he said he refused because of ideological differences with parts of the governing Workers Party of Mr. da Silva, a former labor leader, and Ms. Rousseff, a former operative in an urban guerrilla group.

“I told her, ‘I don’t have anything personal against you. I think you’re an intelligent, qualified woman,’ ” he said. “‘But how can I vote for you if I spent four years fighting with the group from your party supporting a bill to benefit gays, thus hurting me?’ ”

MR. MALAFAIA, while stabbing the air with fingers adorned with diamond-encrusted gold rings, delivers such tales in booming Portuguese with a thick Rio accent.

His persona has given him almost rock-star status among some supporters.

“I didn’t recognize him without his mustache,” said Erineide Mendonça, 39, an employee at the Fortaleza hotel where Mr. Malafaia was staying, referring to the trademark facial hair that he shaved not long ago. “But I recognized his voice,” she said, asking to be photographed with the evangelist she adores.

Both Mr. Malafaia and his wife, Elizete, were trained as psychologists, and when he rises to the pulpit, his voice echoes in sermons laden with lessons of self-help and perseverance.

A favorite theme involves success and how to attain it. While he contends that he still lives relatively humbly and is not even a millionaire, he makes no apologies for his own material rise. In fact, he celebrates it, touting, for instance, his Mercedes-Benz — a gift, he explains, from a prosperous friend. Then there is the Gulfstream, acquired secondhand in the United States, he said, not by him but by his nonprofit religious organization at a reasonable price.

“The pope flies in a jumbo jet,” he said, referring to the chartered Alitalia plane that carries the bishop of Rome, and chafing at what he viewed as a double standard with which Brazil’s ascendant evangelical leaders must contend. “But if a pastor travels in any old jet, he’s considered a thief.”

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New Cases of AIDS Hit Plateau

By [DONALD G. McNEIL Jr.](#)

Published: November 21, 2011

The world’s [AIDS](#) epidemic has hit a plateau, with 2.7 million people becoming newly infected each year for the last five years, according to the [annual report](#) released Monday by U.N.AIDS, the [United Nations](#) agency fighting the disease.

Almost seven million people are receiving treatment — more than half of them thanks to American taxpayers — and that number has been steadily rising. But it is still not close to catching up to the new infection rate: Last year, 1.35 million got on treatment for the first time, meaning 200 people were newly infected for each 100 newly treated.

That is an improvement over two years ago, when 250 were infected for each 100 treated.

And, in a development that augurs badly for the future, donor funds dropped about 10 percent last year as the worldwide economic crisis made some countries cut their donations.

Whether the world’s generosity is producing a triumph or a failure depends on what yardstick is used. The seven million receiving treatment represent about half the people sick enough to need immediate treatment under World Health Organization guidelines. But the figure falls far short of reaching the ambitious new “test and treat” goal adopted last year by U.N.AIDS and endorsed this month by Secretary of State Hillary Rodham Clinton in [her speech calling for an “AIDS-free generation.”](#) To reach that, all 34 million infected people in the world would have to be found — a Sisyphean task in itself — and then put on antiretroviral drugs immediately so they would stop passing the virus on.

(Moreover, they would all need to be on newer drugs like tenofovir, while at present many are still getting the old, cheap ones with harsh side effects.)

[U.N.AIDS](#) officials tried to put an optimistic spin on the report.

Dr. Bernhard Schwartländer, the agency’s chief of strategy, said AIDS had seen a “game-changing year in science,” noting especially [a study](#) showing that people on drugs lowered by 96 percent their chances of passing on the infection. And he highlighted areas where progress had been made.

Almost half the world’s pregnant women with H.I.V. get at least one drug to help prevent passing the virus to their children.

Eleven poor or middle-income countries now treat more than 80 percent of their infected citizens. That is about as well as the United States does, since the Centers for Disease Control and Prevention assumes that 20 percent of infected Americans do not know they are infected. The 11 countries are: Botswana, Cambodia, Chile, Comoros, Croatia, Cuba, Guyana, Namibia, Nicaragua, Rwanda and Slovakia.

Also, in 22 countries new infections have declined. Epidemiologists credit several factors: Fear of death stems some reckless behavior; safe-sex education is slowly growing; and the surging number of people on AIDS drugs, especially in southern Africa, means more people with lower viral loads who are thus less likely to infect others.

Despite improvement in Africa, new infections remain stuck at 2.7 million a year worldwide because Asia and Eastern Europe are doing so badly. Those epidemics are driven by drug addicts, who are notoriously hard to reach, and also by groups like gay men and prostitutes who in conservative societies lack the political clout that would let them demand drugs and who fear police crackdowns and therefore have furtive, rapid sex — a high-risk behavior.

Studies in Eastern Europe and Central Asia show that many drug users avoid clinics even when they need medical care for fear they will be turned in to the police.

The report drew a contrast between Dhaka, where the Bangladeshi government introduced measures like clean-needle swaps, and St. Petersburg, where the Russian government would not. Infections among drug users dropped 25 percent in Dhaka and doubled in St. Petersburg. Despite its conservative Islamic government, Iran has done particularly well at stopping infections among its addicts by creating a network of 600 clinics that offer clean needles and methadone-type therapy.

The report is unusually blunt for a United Nations agency in that it directly compares countries with one another. Cambodia, for example, has lowered infections far faster than its richer neighbor Vietnam because it targeted its sex tourism industry while Vietnam has shied away from helping the drug users and gay men who drive its epidemic.

Brazil and Russia both have economies of similar size and both spend about \$700 million a year on AIDS, but Brazil does far better because it concentrates on high-risk groups like gay prostitutes. Russia made “largely a political decision” not to help its drug injectors, Dr. Schwartländer said. “That’s not cost-efficient.”

Countries where homosexuals face jail or execution will never address their epidemics, he said, because gay men will stay hidden.

Many countries doing poorly have large populations, so even though their infection rates are lower than Africa’s, they have large epidemics. In Egypt, Iran, Pakistan and Ukraine, for example, less than 20 percent of those needing treatment are getting it. In Bangladesh, China, India, Indonesia, Nigeria and Russia, less than 40 percent are.

Up to half the children infected at birth, the report said, get infected because their mothers avoid testing for fear that the nurses or their neighbors will sneer at them. The report endorsed H.I.V. home-testing kits, which use a cheek swab or a finger prick, cost pennies and give results in minutes.

Global AIDS leaders, including Michel Sidibé, the executive director of U.N.AIDS, are urging countries to rely less on donors. He regularly praises South Africa, which pays 80 percent of its own costs.

The medical charity Doctors Without Borders has noticed several countries making plans to start people on drugs earlier in their illnesses; they include Kenya, Lesotho, Malawi, Uganda, South Africa and Zambia.

“They’re signaling they want to move faster,” said Sharonann Lynch, the charity’s AIDS policy adviser. “But none of them can do it without outside support, except for maybe South Africa.”

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