



**Convention on the Elimination
of All Forms of Discrimination
against Women**

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**Committee on the Elimination of Discrimination
against Women**

Fifty-second session

9 – 27 July 2012

Item 6 of the provisional agenda*

**Implementation of articles 21 and 22 of the Convention on the
Elimination of All Forms of Discrimination against Women**

**Reports by specialized agencies on the implementation of
the Convention in areas falling within the scope of
their activities**

**Report by the United Nations Educational Scientific and
Cultural Organisation (UNESCO)**

Summary

In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, the specialized agencies have been invited to submit to the Committee on the Elimination of Discrimination against Women, at its fifty-second session, reports on the implementation of the Convention in areas falling within the scope of their activities.

* CEDAW/C/52/1.

I. INTRODUCTION

1. The Committee on the Elimination of Discrimination against Women (CEDAW) will, at its fifty-second session, examine the national reports of the following countries: Bahamas, Bulgaria, Guyana, Indonesia, Jamaica, Mexico, New Zealand and Samoa.
2. As a specialized agency of the United Nations, UNESCO contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, and communication and information. In accordance with UNESCO's Medium-Term Strategy for 2008-2013, gender equality has been designated as one of two global priorities of the Organization. The "Priority Gender Equality" is pursued through a two pronged approach, (i) gender specific programming and (ii) mainstreaming of gender equality perspectives in all of UNESCO's fields of competence.
3. UNESCO has a major role and responsibility within the United Nations system for the implementation of the "Convention on the Elimination of All Forms of Discrimination against Women" which provides that "the States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education..." (Article 10). The right to education is at the very heart of UNESCO's mission and is an integral part of its constitutional mandate. At the World Education Forum (Dakar, 2000), 164 governments pledged to achieve Education for All and identified six goals to be met by 2015, and governments, development agencies, civil society and the private sector are working together to reach the EFA goals. The Dakar Framework for Action mandated UNESCO to coordinate these partners, in cooperation with the four other conveners of the Dakar Forum (UNDP, UNFPA, UNICEF and the World Bank). UNESCO focuses its activities on five key areas: policy dialogue, monitoring, advocacy, mobilization of funding, and capacity development.
4. UNESCO's efforts to promote women's empowerment, women's rights and gender equality are guided by UNESCO's Medium-Term Strategy for 2008-2013, UNESCO's bi-annual Programme and Budget document, UNESCO's organization-wide "Priority Gender Equality Action Plan for 2008-2013" which supports and guides the implementation of its global "Priority Gender Equality", the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Platform for Action as well as resolutions and international and regional instruments relevant to UNESCO's areas of action,
5. UNESCO's commitment to pursue the priority Gender Equality is facilitated by the Division for Gender Equality in the Office of the Director-General. As the UNESCO focal point for gender equality, the Division provides policy guidance and recommendations in the Secretariat, carries out capacity-building and coordinates cutting edge research in order to provide informed policy advice to Member States. The Division also monitors gender parity within UNESCO's Secretariat.

II. MEASURES TAKEN BY UNESCO TO IMPLEMENT THE PROVISIONS OF CEDAW IN THE COUNTRIES TO BE CONSIDERED AT THE 52nd SESSION

Bahamas

6. In 2010, UNESCO launched a project on “The Caribbean Community Library Radio Info-light FM 108.0: The Power of the Information Literacy through Young Voices”, which provided a platform for information to young women and men in the areas of educational opportunities, career development, school related violence, etc. The goal was to promote literacy and research skills from elementary grades to tertiary level and beyond through hands-on training in media services. The training enabled the young women and men to operate the radio stations and to develop innovative programmes on various issues related to education, violence and discrimination in schools, culture and literacy. Similar radio programmes that promote the voices of young women and men today exist in the neighboring Caribbean countries.

Bulgaria

7. In 2011, the National Commission of Bulgaria for UNESCO, in partnership with the Sofia University and L’Oreal Bulgaria, launched the second edition of the “For Women in Science” programme which provides fellowships for young women scientists. Two grants of 5000 Euros each were granted to two young scientists for their research on the application of a “New Materials Analysis Method Through Laser Technologies”, and on “New Species of Flint Algae” which led to the classification of new species of algae. The fellowships are designed to encourage the young fellowship winners to further scientific studies and pursue professional careers in the field of life sciences.

8. UNESCO and the University of Library and Information Technology (UNIBIT) in Sofia organized in 2011 a workshop on “Re-designing Institutional Policies and Practices to Enhance the Quality of Teaching through Innovative Use of Digital Technologies”. The workshop was attended by leading Bulgarian and foreign experts, politicians, academics, teachers, researchers and specialists in information and communication technologies. The objectives of the workshop were to: 1) identify innovative institutional policies that define the image of educational systems and the new role of teachers in the XXI century; 2) propose strategies for the implementation of innovative teaching technologies and methodologies, focusing specifically on the importance of promoting girls’ and women’s access to ICTs; 3) identify good practices to be implemented in national policies and initiatives in the educational system of the XXI century; 4) develop recommendations for knowledge sharing and promote cooperation and networking at regional and global level to promote educational reforms through the application of information and communication technologies in accordance with the requirements of the digital age, taking into account the specific needs of girls and women.

Guyana

9. UNESCO’s International Programme for the Development of Communication (IPDC), which is the only multilateral forum in the UN system designed to mobilize the international community to discuss and promote media development in developing countries, funded the installation of radio studio facilities at the University of Guyana and its Center for Communication Studies. As part of the setting up process, five faculty and 25

students, mainly women, received basic training in the use of the radio equipment and maintenance of the facility. The establishment of the radio studio facilities will result in the development of practical training sessions of approximately 150 female and male students who enroll in the diploma and degree programmes each year.

10. In 2011, a documentary film gathering examples on how to speak about HIV and AIDS and how to promote a systematic integration of gender equality considerations into UNESCO's response to HIV and AIDS was launched on World AIDS Day in Guyana to support teachers in acquiring the skills and confidence to address sensitive issues in the classroom. Developed by UNESCO's International Bureau of Education (IBE), the documentary film provides concrete examples of pedagogical approaches that go beyond the academic and theoretical resources available to teachers to address the interactive and participative nature of teaching about HIV and AIDS. The DVD is composed of six modules showing different classroom dynamics and levels (i.e. how teachers address HIV and AIDS education in the classroom through different lessons in the Health and Family Life Education curriculum implemented in Guyana, the impressions and feelings of the teachers regarding HIV and AIDS education and comments from head teachers, school directors, local leaders, parents and experts from the Ministry of Health, the Ministry of Education in Guyana and the IBE). The sequences were shot in classrooms in Guyana with learners aged five to thirteen and in a teachers' training classroom. The situations are particularly adapted to the Caribbean context but are also useful in other cultural environments.

Indonesia

11. UNESCO's Office in Jakarta recently launched a project on "Gender Sensitive and Pro-Poor Programmes for Community Radio" in collaboration with the World Association of Community Radio Broadcasters. Community radio is one of the most effective ways to give a voice to marginalized women and to allow them to exercise their freedom of expression. 25 gender sensitive and pro-poor radio programmes have been produced by the partner radios of this project, targeting 10 radios and 16 broadcast multilingual "Campaigns on Violence Against Women", which helped to raise awareness about issues pertaining to violence and discrimination against women, food security, women's rights and women's health.

12. Within the framework of UNESCO's "E-9 Initiative", which is a forum for the nine high-population countries to discuss their experiences in education, exchange best practices and monitor progress on achieving Education for All (EFA), Indonesia organized in 2011 an "International Seminar on Improving Female Literacy" in cooperation with national women's associations and NGOs. The seminar highlighted the important role of the work done by the women's associations and NGOs in increasing female political participation and social inclusion through adult literacy education. The participants, both government and NGO representatives from E-9 and ASEAN countries, discussed and shared experiences with regard to the development of strategies to enhance women's participation in social, political and cultural life, the mobilization of technical and financial resources to implement programmes for disadvantaged women and girls, the creation of best practices in eradicating female adult literacy, and the necessity to promote female entrepreneurship.

Jamaica

13. UNESCO's Office in Kingston has developed a project on "Empowering Vulnerable Young Women to Produce, Use and Disseminate ICT-based HIV and AIDS- Related Material in the Caribbean". The project aims at providing training to young women,

especially teenaged mothers, in the production, use and dissemination of gender-sensitive HIV and AIDS-related content for radio, television, print and mobile media. By using “Behavior Change Communication Strategies” and participatory approaches, the project will strengthen the life skills of the women, with the view to minimizing their vulnerability to HIV and AIDS. The young women will be key actors in the development of the communication material, which will be used in existing Community Multimedia Centres as well as other media outlets in the Caribbean. They will also be trained to produce their own material on pertinent issues related to HIV and AIDS.

14. UNESCO launched a project on “Developing Responses to Youth Crime and Violence in the Caribbean Through Non-Formal Education, Sports, and the Use of ICTs”, which will contribute to promote a culture of peace, non-violence and citizenship in Jamaican schools and communities, and reduce the negative incidence and impact of insecurity, crime and violence among young women and men. The project aims at 1) developing educational programs tailored to reduce school-drop outs and promote the development of coping mechanisms, learning opportunities and marketable skills among young women and men at risk; (ii) training educators in non-formal education techniques aimed at enhancing knowledge and skills among young women and men to communicate, negotiate and resolve conflicts in constructive and peaceful ways; (iii) promoting the potential of sports and physical education as mechanisms for teaching, discipline, values of sportsmanship, and mutual understanding; (iv) using ICTs and behavior change communication strategies to assist in efforts aimed at reducing youth crime and gender-based violence in selected communities.

Mexico

15. UNESCO’s Office in Mexico is carrying out a project on “Build an Evaluated and Integral Model for Gender Equality from an Intercultural Approach in Indigenous Populations in Mexico”. The purpose of the project is to reinforce the effective implementation of the legislation on violence against women, from an intercultural scope, by conducting negotiations with government counterparts, providing training to the teachers from the indigenous communities of Chiapas and Oaxaca, establishing a network of schools for the prevention of gender-based violence and developing an accompaniment strategy to be used in school settings.

16. UNESCO’s Office in San José has launched a project on “Mexico: Capacity Building of Radio Journalists Working on Gender Based Violence”. The aim of the project is to organize series of training workshops for 40 female and male radio journalists from the communities of Chiapas and Michoacán with a view to create gender sensitive community radio programmes and increase the media coverage of issues relating to gender based violence and discrimination against women. Subsequent to the training workshops, a support network will be set up among the radio journalists to continue broadcasting the radio programmes within their own communities.

17. UNESCO, in collaboration with the concerned Ministries of Education, has developed a project on “Stopping Violence in Central America and in Mexico”. Decision makers, teachers and students will receive training on how to create peaceful environments and how to prevent violence in schools and on the streets. The project will moreover identify the different type of violence existing in each country, including ethnic and gender based violence, in order to develop targeted recommendations.

18. Professor Susana López, Developmental Genetics and Molecular Physiology Specialist at the Institute of Biotechnology in Cuernavaca was one of five laureates to receive the 2012 annual “L’ORÉAL-UNESCO Award for Women in Science”. Being an outstanding role model for the next generation of scientists, Ms López received

US\$100,000 in recognition of her contribution to the advancement of science and for having identified how rotaviruses cause the death of 600,000 children each year.

19. Mexico has launched an initiative on “Teachers Better Trained in Gender–Sensitive Teaching and Learning Approaches” with the aim to elaborate a model to prevent gender based violence in indigenous populations in Mexico. The model, which will be used in response to problems of violence and insecurity in schools, will be the basis for a series of capacity building workshops for teachers and local media professionals to develop non-violent behavior among young women and men from indigenous communities.

New Zealand

20. No information.

Samoa

21. The project on “Expanding and Improving Comprehensive Early Childhood Education and Care” aims to improve the quality of non-formal early childhood education. The Samoan Ministry of Education, Sports and Culture recently held a consultation meeting with early childhood educators to discuss the role of parents. Samoa was involved in the initial survey on the work done by local Community Learning Centers, which resulted in a generic “Parent Education Information Manual” and a facilitator guidebook. The books will now be adapted to support and promote the specific needs of, and educational opportunities offered to girls. Facilitators who work in the local Community Learning Centers will guide the parent education programme, which aims at increasing parents’ knowledge about early childhood education and ways to support their children, especially the girl child. The next step will be to apply the recommendations made at the consultation meeting (1) improving quality education through gender-sensitive teacher education, management and leadership, curriculum development, and assessment using benchmarks for literacy, numeracy and life skills; 2) increasing national capacities in educational analysis, policy, planning and monitoring; 3) strengthening partnerships between UNESCO, governments and development partners to promote Technical and Vocational Education and Training) through the existing Community Learning Centers.

Gross enrolment ratio female and male - gender parity index Educational Statistics for All Countries Reporting for the 52st session

<i>Data</i>		<i>Gross enrolment ratio. Primary. Female</i>	<i>Gross enrolment ratio. Primary. Male</i>	<i>Gross enrolment ratio. Secondary. Female</i>	<i>Gross enrolment ratio. Secondary. Male</i>	<i>Gross enrolment ratio. Tertiary. Female</i>	<i>Gross enrolment ratio. Tertiary. Male</i>	<i>Gender parity index for gross enrolment ratio. Primary</i>	<i>Gender parity index for gross enrolment ratio. Secondary.</i>	<i>Gender parity index for gross enrolment ratio. Tertiary</i>
<i>Country</i>	<i>Year</i>									
Bahamas	2007	111	113	95	92	87	85	0.98	1.02	...
	2008	114	115	95	93	88	84	0.99	1.01	...
	2009	114	111	95	93	90	87	1.02	1.02	...
	2010	115	113	98	93	94	87	1.01	1.05	...
Bulgaria	2007	101	102	88	92	90	93	0.9	0.9	1.22
	2008	102	103	88	91	91	92	0.99	0.96	1.19
	2009	103	103	86	90	91	93	0.99	0.96	1.3
	2010	...	...	...	...	...	...	...	...	...
Guyana	2007	94	92	93	93	64	57	1.02	1.0	2.12
	2008	92	89	96	89	68	55	1.03	1.07	1.43
	2009	86	83	96	90	73	57	1.03	1.06	0.98
	2010	86	83	96	87	83	73	1.03	1.1	2.5
Indonesia	2007	114	119	72	71	55	56	1.95	1.0	0.99
	2008	114	117	70	70	55	57	0.97	0.99	0.91
	2009	115	119	75	75	61	63	0.96	0.99	0.95
	2010	119	117	77	77	62	63	1.01	1.0	0.89
Jamaica	2007	85	87	98	93	94	81	0.97	1.05	...
	2008	86	90	98	93	95	85	0.96	1.05	2.24
	2009	87	91	96	95	100	93	0.95	1.01	2.2
	2010	87	91	94	91	100	90	0.9	1.03	2.28
Mexico	2007	112	114	87	82	60	57	0.98	1.06	0.97
	2008	113	115	90	84	61	57	0.98	1.07	0.87
	2009	114	116	90	84	62	57	0.98	1.07	0.97
	2010	...	...	...	...	...	...	...	...	...

<i>Data</i>		<i>Gross enrolment ratio. Primary. Female</i>	<i>Gross enrolment ratio. Primary. Male</i>	<i>Gross enrolment ratio. Secondary. Female</i>	<i>Gross enrolment ratio. Secondary. Male</i>	<i>Gross enrolment ratio. Tertiary. Female</i>	<i>Gross enrolment ratio. Tertiary. Male</i>	<i>Gender parity index for gross enrolment ratio. Primary</i>	<i>Gender parity index for gross enrolment ratio. Secondary.</i>	<i>Gender parity index for gross enrolment ratio. Tertiary</i>
<i>Country</i>	<i>Year</i>									
New Zealand	2007	100	101	121	118	146	138	0.97	1.02	1.46
	2008	101	101	120	114	143	129	0.99	1.04	1.46
	2009	101	101	126	123	156	147	1.0	1.02	1.44
	2010	101	101	122	116	145	131	1.0	1.04	1.46
Samoa	2007	106	104	...	...	...	...	101	...	...
	2008	...	...	...	...	...	...	...	...	...
	2009	103	103	90	78	82	67	0.9	1.15	...
	2010	109	107	91	79	85	68	1.01	1.14	...

Source: UNESCO Institute for Statistics (www.uis.unesco.org)

Missing Values

... Data not available