38TH SESSION OF THE GENERAL CONFERENCE

17 JULY 2015

ANNEX

THE REPORT BY THE DIRECTOR-GENERAL
ON UNESCO ACTIONS PROMOTING
WOMEN'S EMPOWERMENT AND GENDER EQUALITY

Major Programme I: Education

1. Intersectoral/ multisectoral initiatives

UNESCO continued to foster inter-sectoral collaboration as an integral part of successful gender-responsive policies and interventions for literacy. Inter-sectoral cooperation has also been central to the UNLD final evaluation (2012-2013) and the subsequent collective reflection on a modality of cooperation to ensure sustained and coordinated global efforts for literacy in the post-UNLD era.

With regards to Gender Responsive Policies and Interventions, UIL is contributing to global priorities of UNESCO with strong focus on gender equality, Africa, youth and post-conflict countries.

Under the Education for Sustainable Development Initiative in Viet Nam, journalists have enhanced capacities on gender-sensitive reporting on disaster risk reduction, climate change and biodiversity conservation.

Bridging Learning Gaps for Youth is a programme that focuses on post-primary learning for Syrian youth and vulnerable youth in host communities. This programme focuses on post-primary learning for Syrian youth and vulnerable youth in host communities. As such, ensuring equitable access to quality education, improving quality and relevance of education and strengthening education systems are the main components. In order to ensure gender equity and equality, gender equality is mainstreamed in the programme as a whole. Monitoring is conducted using sex-disaggregated data. Particular attention will be paid to promoting enrollment of girls in geographical areas in the region where they are found to be at out of school and disadvantaged due to various reasons.

To promote intercultural Dialogue, UNESCO Beirut organized a seminar that included 40 professors from 16 universities from the Arab States where trained on delivering courses on Intercultural Dialogue Competences. This unique initiative is developed to spread the skills of intercultural dialogue within the context of Arab States. The seminar highlighted the importance of gender equality in education and the labor sector. Within the framework of HAWER (dialogue) program, UNESCO Beirut has developed a course targeting university students with focus on intercultural dialogue. The course has been implemented so far in 4 universities in Lebanon, including more than 200 students (60 % of them are females).

2. Inter-agency activities and joint programming

A joint programme has been developed with UN Women and UNFPA, and in partnership with the World Bank on empowering adolescent girls and young women through education. The Joint programme was officially announced by the Director-General in March 2015, on the occasion of the CSW. UNESCO co-organized with UN Women and UNFPA a side-event to advocate for the empowerment of adolescent girls through education during the 59th session of the CSW (March 2015).

A major collaborative initiative with UN Women also started, as reflected in the co-organization of the Mobile Learning Week 2015 "Leveraging technology to empower women and girls", during which literacy was a focus.

Under the implementation of the Gender Equality and Girls' Education in Viet Nam Programme, the Ministry of Education and Training and UNESCO are receiving support from UN Women, UNFPA and UNDP through sharing of existing materials, training resources and surveys.

UNESCO Bangkok has worked with UNICEF to provide meaningful learning opportunities for out-of-school children and youth and organized the Regional Consultation Meeting on Flexible Learning Strategies for Out of School Children.

UNESCO actively participated in the activities of UNGEI at global and regional levels, and continues to serve on the Global Advisory Committee as well as the Steering Committee.

UNESCO Bangkok has been annually celebrating International Women's Day in the form of both online/offline activities, such as screening of "Girl Rising" with support of INTEL, exhibitions at UNESCAP high level events, and a week-long online campaign, publishing series of articles to promote gender equality on UNESCO website.

3. Lessons learned

It is important to raise awareness among implementing partners that it is necessary to include men and boys, as much as women and girls, towards the implementation of gender equality and to facilitate gender mainstreaming into planning and policies. Therefore, peer-to-peer education is essential in these kinds of programmes.

While women's and girls' literacy remains a challenge, experiences gained reconfirm the importance of locating girls and women-targeted activities in local socio-economic and cultural contexts and gender power dynamics in it. To ensure their active participation in learning and sustain what they acquire, sensitizing male members of family and communities for enhanced support is quite often a key. It is also important to identifying individuals who have authority and are concerned with gender equality in (national) counterparts, as well as developing a critical mass of those types of human resources within a government, institutions and communities.

UIL will rotate the responsibilities as Gender Focal Point and ask colleagues to be more conscious and report on what issues in terms of gender equality and women's empowerment were addressed through their interventions. Until the end of 2013, the IIEP's approach was 'gender mapping' to identify the gender elements in each of the IIEP activities. However, the approach has been changed to 'gender mainstreaming', in order to coordinate in a more transversal fashion gender equality issues in different activities of IIEP. The key elements for the acceptance by the colleagues were: (i) institutional will with strong commitment at the Direction level; and (ii) non-threatening methodology for implementing gender mainstreaming.

4. Key challenges

Regarding literacy, as activities related to youth and adult literacy usually require context-specific gender-sensitive and development-responsive approaches, activities tend to operate in a country with a limited exposure to those outside the country, with some exception of activities under certain programmes such as the Global Partnership for Girls and Women Education, the CapEFA and action research on measuring literacy programme participants' learning outcomes (RAMAA).

In terms of addressing sexuality education, there have been challenges because sexuality education is still a new and sensitive topic in Viet Nam. It involves the support and participation of various stakeholders from education and health as well as youth, parents and the community at large. Support from higher level authorities is critical.

While UIL and UNESCO encourage women's participation in our activities, in some cases, it has not been possible to achieve gender-balance in the participation. To counter-balance this, UIL endeavours to select female speakers in such events.

Within the IIEP's gender mainstreaming of the training programme, especially evaluating and improving the training materials that we use for the Advance Training for Educational Planning and Management, some criteria have been established. One of the criteria is the terminology, based on the definition given by ODG/GE, especially on the difference between "gender" and "sex", as well as between "equality" and "equity". This has been experiencing challenge, as many materials come from other UNESCO entities, such as GMR reports and documents of UIS. They often interchange these terms, and when these materials are used, they may convey confusing

messages to clients and partners. Terminology issues for official publications should be strictly controlled and monitored by ODG/GE.

5. Financial resources

HQs: Under the **Malala Fund** (Special Account), the following projects have been initiated:
- Title: **Enhancing Adolescent girls' performance and retention at ordinary secondary school level in Tanzania**
- Period of implementation: 36 months from 2015
- County concerned: Tanzania
- Approved amount: US$ 222,000
- Donor: EXB (Malala Fund – Special Account and UNFCU)

- Title: **Empowering Adolescent Girls and Women: Promoting equitable education, literacy and lifelong learning**
- Period of implementation: 36 months from 2015
- County concerned: Nepal
- Approved amount: US$ 272,727
- Donor: EXB (Malala Fund – Special Account)

- Title: **Integrated Approach to Literacy and Adult Education to empower young women and their families through learning in rural and peri-urban communities in Mozambique**
- Period of implementation: 36 months from 2015
- County concerned: Mozambique
- Approved amount: US$ 68,999
- Donor: EXB (Malala Fund – Special Account)

HQs: ED/PLS/YLS
- Title**: International Conference on Girls' and Women's Literacy and Education: "Foundations for Sustainable Development" (Dhaka, 8 September 2014) held on the occasion of International Literacy Day in support of the GEFI**
- Period of implementation: 8 September 2014
- County concerned: Bangladesh and LDCs invited
- Approved amount: approximately US$ 40,000
- Donor: Co-organized with the Government of Bangladesh

UNESCO Hanoi
- Title: **A youth exhibition on sexuality for a healthy life style**
- Period of implementation: 2013-2015
- County concerned: Viet Nam
- Approved amount: US$ 92,690
- Donor: UBRAF

- Title: **Study on school-related gender-based violence**
- Period of implementation: 2015
- County concerned: Viet Nam
- Approved amount: US$ 40,000
- Donor: Dutch

- Title: *Gender Equality and Girls' Education in Viet Nam: Empowering girls and women for a more equal society*
- Period of implementation: 2015-2017
- County concerned: Viet Nam
- Approved amount: US$ 1,000,000

- Donor: Private Sector (CJ/ANA/others) through Malala Fund.

IIEP
- Title: **Gender Mainstreaming**
- Activity: Gender Mainstreaming of IIEP Training Materials
- Period of implementation: 2014-2015
- County concerned: Global
- Approved amount: US$ 5,000
- Donor: IIEP Regular Programme Budget

- Title: **A matter of right and reason**
- Activity: Women's Leadership Research
- Period of implementation: 2012-2015
- County concerned: Kenya and Argentina
- Approved amount by donor: US$ 25,000
- Donor: UNESCO Emergency Funds

- Title: **Stories behind gender differences in student achievements**
- Activity: Kenya Pilot Study
- Period of implementation: 2012-2015
- County concerned: Kenya
- Approved amount by donor:
  - UNESCO Emergency Funds US$ 22,326
  - UNICEF-ESARO: US$ 25,592 (local costs, not through IIEP)
  - IIEP Regular Programme: US$ 12,000
- Donor: UNICEF-ESARO, Emergency Funds and IIEP Regular Programme Budget

- Title: **Rigorous Literature Reviews - Education**
- Activity: Interventions to enhance girls' education and gender equality: A rigorous review of the literature
- Period of implementation: 2013-2014
- County concerned: Global
- Approved amount: US$ 14,000
- Donor: DFID

UIL: Main financial source for ER1/PR2 activities is CapEFA Programme. Below is an example of one gender-specific initiative by UIL in 2015.
- Title: **Young women's life and work: participation in lifelong learning**
- Activity: youth-led action research to understand the situations of young marginalized women, their education needs and aspirations in life. It has capacity building and advocacy components.
- Period of implementation: 2015
- Countries concerned: Indonesia, Philippines and Timor-Leste
- Approved amount: € 22,000
- Donor: Voluntary contributions to UIL by Member States

6. Publications

ED/PLS/YLS
- "Left Behind: Girls' Education in Africa" UIS
- "Literacy programmes for sustainable development and the empowerment of women" by Anna Robinson-Pant (2014) UIL
- "Literacy Programmes with a focus on women to reduce gender disparity: case studies from UNESCO effective literacy and numeracy practices database (LitBase) (2014) UIL
- A policy brief on "Empowering literacy programmes for women" (2014) UIL

UNESCO Bangkok
- UNESCO Bangkok has produced two regional research studies looking at issues of gender, learning achievement and the labour market. In 2014, the first study, entitled *Gender, Jobs and Education: Prospects and Realities in the Asia-Pacific* was published, while this year's publication was entitled *A Complex Formula: Girls and Women in Science, Technology, Engineering and Mathematics in Asia*

UNESCO Beirut

In the process of being finalized in 2015:
- Booklet on Learning, curriculum and competency development in the Arab Region ; and
- Regional Teacher Policy Framework and Resource Pack;
- Regional HED Policy Framework and Resource Pack;
- Whole-School Approach Handbook.

Currently preparing:
- Arabic version of the UNESCO Guide for Gender Equality in Teacher Education Policy and Practices (2015).

UNESCO Hanoi
- Gender-Sensitive Indicators for Media of Viet Nam, published by MIC.

IIEP
- Bird, L. (2015). *A matter of right and reason: Gender equality in educational planning and management*. Paris: UNESCO-IIEP.
- Saito, M. (2013). *Violence in Primary Schools in Southern and Eastern Africa: Some Evidence from SACMEQ.* Gender Series Contribution #1. Paris: SACMEQ
- Saito, M. (2013). *Training manuals for Stories behind differences in student achievements (4 volumes).* IIEP Programme on Gender Equality in Education. Paris, IIEP.
- Unterhalter, E., North, A., Arnot, M., Lloyd, C., Moletsane, L., Murphy-Graham, E., Parkes, J., & Saito, M. (2014). *Interventions to enhance girls' education and gender equality: A rigorous review of literature*. London: DFID

UIL
- 5 publications and 9 journal articles were published in print and online, with focus on women's empowerment and education.
- 26 case studies targeting women were newly added or revised during the reporting period in the UNESCO Effective Literacy and Numeracy Practices Database in English and French.

Major Programme II: Natural Sciences

1. Intersectoral/ multisectoral initiatives

In the Dakar Office, SC and SHS worked jointly to support the assessment of existing capacity and practices in disaster risk management and identification of gaps in the Saloum Delta, Senegal, with the SHS contributing to hire a gender specialist who undertook the evaluation of challenges facing women and their livelihoods. One component was a study to understand the impact of flooding in the Delta Saloum on women and their livelihoods in order to plan for future targeted interventions that would benefit women. This goal was achieved and with the key recommendations obtained plans can now be made for extrabudgetary funds or within RP funds for selected activities in favour of women facing challenges arising from flooding in the Saloum Delta in Senegal.

SC has worked closely with ED in Nairobi Office to ensure integration of mentoring in STEM as a key component in the Reviewed Gender in Education Policy for Kenya. The sector has also ensured that the reviewed gender policy in education has also incorporated the need for a gender responsive pedagogical approach to the teaching of STEM subjects at all levels of education in the country as one of the strategies to enhancing the participation of girls in STEM courses and disciplines.

The importance of mobile learning as a technological approach to enhancing innovation among young people has also been encouraged. These have been done by working in partnership with ED, SHS and CI sectors. SC also collaborated with ED to address gender-based violence in Kenyan schools with a training manual for empowering education personnel with the relevant skills for preventing and responding to gender based violence in the learning institutions.

In the Venice Office, SC and CI worked on SC's GEER 4 and CI's GEER 1 on Gender Sensitive Indicators for Media (GSIM) for members of the Union of Albanian Journalists. In February and March 2014 two reports were prepared based upon the UNESCO GSIM: The data was used in the *Albania National Report on the Implementation of the Beijing +20 Platform for Action and the One UN Albania Progress Report 2013.*

2. Inter-agency activities and joint programming

The international conference, held in November 2014 in Geneva, on the Gender Dimensions of Weather and Climate Services, was co-sponsored by UNESCO with six UN agencies and the World Bank, Member States and NGOs. It produced a declaration and recommendations for increased gender equality in water management, disaster risk reduction, agriculture and food security, health and in the core sciences underpinning climate change. Follow-up as of April 2015 included bringing these messages to UNFCCC COP 20 in Lima, the third World Conference on Disaster Reduction and Beijing+20.

Following the successful conference in 2014, UNESCO-IHE repeated its celebration of International Women's Day in 2015 and organised a joint conference with the Women for Water Partnership specifically addressing water and sustainable development issues with speakers from FAO and Den Bosch University of Applied Sciences.

3. Lessons learned

For the Winter College of Optics at ICTP, success in increasing the percentage of women participants including speakers from 36% in 2014 to 50% in 2015 is due to insisting on having at least one woman, each time, among the organisers, and in the selection process of speakers and participants, in cases of equal level of a woman and man, to choose the woman. Attention needs to be paid to challenges facing women in areas that have experienced natural disasters such as flooding. Specific interventions need to be planned using participatory approaches and working

through women's groups and NGOs capable of organizing them into strong cooperatives that can benefit from targeted interventions.

Mentoring in STEM is a very important way of inspiring girls to take sciences and schools are in need of this support from UNESCO and other partners. Most of the mentoring in STEM activities being done by other partners focuses only on technology within the ICT domain. UNESCO Nairobi Office's mentoring programme is very comprehensive and provides students with the opportunity to make informed career choice decisions. In Africa, teachers themselves would like to be mentored in STEM just like their students. It also helps them to be more gender responsive in their approach to students both in and out of the classroom.

The activities of the Albanian Women in Science Network and the Gender and Media were specifically referred to in the Albania National Report on the Implementation of the Beijing +20 Platform for Action and the One UN Albania Progress Report 2013. This is a good model to follow.

4. Key challenges

Ensuring that UNESCO scientific conferences and meetings do capture and report sex-disaggregated data in SISTER was identified as weak during the period, but this is improving. Often the information on participants was gender-blind.

While a number of sex-disaggregated indicators have been collected, developing new ones that are relevant to policy making requires important resources, especially in the context of the SDGs. Adequate financial resources, as well as staff, are required in order to expand successful programmes, meet the demand from Member States for such programmes, and to ensure gender mainstreaming is maintained.

To achieve gender balance in all aspects of ICTP's research and training, initiatives might be promoted such as flexible time schedules, a family-friendly environment in the guest houses and broadcasting all scientific events in real time to allow remote participation.

5. Financial resources

- Title: **Improved Measurement of Gender Equality in Science and Engineering**
- Activity: Development of gender indicators, testing them in surveys in pilot countries, preparing manual on best practices.
- Period of implementation: March 2015-February 2017
- Counties concerned: global, pilot countries in each region
- Approved amount: US$ 673,955
- Donor: Sida (Sweden)

- Title: **Increasing Women's Participation, Leadership and Influence in Science and Technology, 2012-16**
- Activity: Organization for Women in Science for the Developing World
- Period of implementation: 2012-2017
- Counties concerned: global
- Approved amount: US$ 2,000,000
- Donor: Sida (Sweden)

- Title: **Gender activities in Albania**
- Activity: Gender in Science; Gender and Media
- Period of implementation: 2012-2015
- County concerned: Albania
- Approved amount: US$ 90,000 in total for the period
- Donor: UNDP - MPTF - Albania One UN Coherence Fund

- Title: **International Fellowships Programme and International Rising Talents**
- Activity: Fellowships
- Period of implementation: 2013-2015
- County concerned: Global
- Approved amount: US$ 1,544,839
- Donor: L'Oréal Foundation

- Title: **Participation of Laureates in high level scientific events organized/co-organized by UNESCO** (Special Account)
- Period of implementation: since 2015
- County concerned: global
- Approved amount: € 50,000
- Donor: L'Oréal Foundation

- Title: **Impact des catastrophes naturelles sur la situation socio-économique des femmes dans le delta du Saloum**
- Activity: Study of impact of the flooding disaster on women's livelihoods
- Period of implementation: August – November 2014
- County concerned: Senegal
- Approved amount: US$ 23,000 (SC = US$ 20,000; SHS = US$ 3,000) for the main study and the separate study on women in the Senegal Saloum Delta.
- Donor: RP Funds

- Title: **Mainstreaming gender in STI sector through Mentoring Girls in Science, Mathematics and Engineering in Africa**
- Activity: Scientific Camps of Excellence to mentor girls in STEM
- Period of implementation:
- Country concerned: Kenya
- Approved amount: US$ 15,000
- Donor: JPGEWE Funds

- Title: **Joint Programme on Gender Equality and Women's Empowerment in Kenya**
- Activity: Multi-sectoral Priority Gender Equality Activities for Kenya under the UN Joint Programme Support
- Period of implementation:
- Country concerned: Kenya
- Total Approved amount for UNESCO: US$ 512,334
- Donor: Norwegian Government through the UN Joint Programme for Gender Equality and Women's Empowerment for Kenya

UNESCO-IHE is currently involved in 22 NICHE projects, either as part of a consortium or as the lead partner. A few examples of recently started NICHE projects:

- Title: **Capacity Development of HEIs in Small-scale irrigation through Arba Minch University - Institute of Technology**
- Activity: Inclusion of gender related components in curriculum development
- Period of implementation: 1 February 2014 - 31 December 2017
- Country concerned: Ethiopia
- Approved amount: € 1.7 million
- Donor: Netherlands Organisation for International Cooperation in Higher Education (Nuffic)

- Title: **Capacity Building for High Standard Education and Training Programmes for the Water Supply and Sanitation Sector**
- Activity: incorporates gender aspects in activities at the institutional, organizational, as well as the individual level

- Period of implementation: 1 July, 2013-30 June, 2017
- County concerned: Indonesia
- Approved amount: € 1.5 million
- Donor: Netherlands Organisation for International Cooperation in Higher Education (Nuffic)

- Title: **Accounting for Nile Waters. Connecting investments in large-scale irrigation to gendered re-allocations of labour and water in the Eastern-Nile Basin**
- Activity: research project at UNESCO-IHE
- Period of implementation: late 2014 onwards
- Country concerned: countries of the Eastern Nile Basin
- Approved amount: US$ 700,000
- Donor: CGIAR Water, Land and Ecosystems Program

6. Publications

- Alda-Vidal, C. 2014. Women and the production of water services. The case of female small-scale water providers in Maputo. UNESCO-IHE MSc Theses Water Management - Water Services Management.
- *Water Education and Capacity Building: Key for Water Security and Sustainable Development*
- *Water for Women, Women for Water: Development Through Empowerment*

Major Programme III: Social and Human Sciences

1. Intersectoral/ multisectoral initiatives

The NET-MED Youth project provided an intersectoral platform to enhance gender equality in programmes pertaining to youth. The project focuses particularly on the specific needs of young women, especially women with disabilities and those living in rural areas. In Jordan, three training workshops on GE were organized in 2014 in collaboration with Princess Basma Youth Resources Centre in Sahab, Jarash and Aqaba and benefit 70 youth (among which 37 were female). The discussions of the workshops are feeding the production of short films, theatre and radio slots to be used to advocate for youth intersectoral policies in Jordan. In Lebanon, a 3-day workshop was jointly designed and implemented with the British Council in January 2015 to enhance the knowledge and techniques of gender mainstreaming among 22 young people officers from 12 national NGOs. In Morocco and Tunisia, young women and men became involved in the implementation of a media monitoring methodology tailored to the NET-MED project (including a gender and disability sensitive approach). A sub-regional training was also held in Beirut to follow-up actions among participants from Lebanon, Jordan, Palestine, and Syrians living in Lebanon.

With an overall objective of enhancing the capacities of youth and young women for preventing and responding to gender-based violence, UNESCO piloted a project in China and Mongolia which combines social sciences with the use of communication and information technologies. A prototype, interactive and open source toolkit called "Eye–report" channelled via online and mobile platforms was developed for making information accessible for young women and men. It was piloted among 1,000 youth in Mongolia, and 5,000 students across seven universities in Beijing, China.

2. Inter-agency activities and joint programming

In the context of UN interagency collaboration, SHS participates actively in the work of the Global Migration Group (GMG) and in its working group on human rights and gender equality mainly, by contributing to publications and thematic reports, such as the one on "Migration and Youth: Challenges and Opportunities". Chapter 4 is dedicated to "Adolescent and Young Women Migrants".

UNESCO worked on the Joint programme "Eradication of gender-based violence and promotion of human rights" launched by UN Women in Senegal, and also provided support through a UNCT Taskforce to the drafting of China's new law aimed at combatting violence committed in the family against women, children, the elderly and people with disabilities.

3. Lessons learned

The outcomes of the above interventions contributed to assess the level of inclusiveness of public policies through a gender lens in a more comprehensive approach. Collaboration with UNESCO Sectors, Institutes and Field Offices, to inform the policy formulation and policy dialogue in relation to social inclusion, intercultural dialogue and poverty reduction should be further enhanced with a view to better combat inequalities, exclusion and discrimination by using a human rights-based approach and a gender lens. This would also entail better involvement of existing networks and partners such as the Coalition of Cities against Racism (ICCAR) to enhance the impact at the national and municipal level.

4. Key challenges

Given the complexity of addressing gender equality in the programme activities covered by MP III, there is a need for a more interdisciplinary and participatory approach to address the interconnection between the fight against poverty, anti-discrimination, promotion of tolerance, social inclusion and intercultural dialogue. Furthermore, there is a need for enhanced resources to

address capacities and the awareness gaps amongst concerned stakeholders relating to rights-based and gender-sensitive youth policy development and civic engagement. This has an impact on the delivery timeline as well as on sustainability.

5. Financial resources

During the reporting period, 40 % of the operational budget was dedicated to implement gender equality initiatives, including the three activities below.

- Title: **Mainstreaming vulnerability in public policies to promote the social inclusion and the fight against poverty and discrimination of the most disadvantaged groups, including women and men with disabilities, in West Africa**
- Period of implementation: 2012-2015
- County concerned: Burkina Faso, Senegal, Mali
- Approved amount: US$ 100,500
- Donor: RB

- Title: **Social inclusion of migrants and persons with disabilities**
- Period of implementation: 2013-2015
- County concerned: China, Mongolia
- Approved amount: US$ 27,300
- Donor: RB

- Title: **Ensuring social inclusion of people in vulnerable situations in public policy formulations in Algeria, Morocco and Tunisia**
- Period of implementation: 2013-2015
- County concerned: Morocco, Algeria, Tunisia
- Approved amount: US$ 57,350
- Donor: RB

6. Publications

- *Quality Physical Education Policy Guidelines*. These provide support to Member States to develop and consolidate inclusive policy and practice, to ensure the physical literacy of every girl and boy.
- UNESCO Brazil handbook entitled "*Cidadania, direitos humanos e tráfico de pessoas: manual para promotoras legais populares*"
  http://www.unesco.org/new/en/brasilia/about-this-office/single-view/news/cidadania_direitos_humanos_e_trafico_de_pessoas_manual_para_promotoras_legais_populares_pdf_only/#.VWXev0376Uk

Major Programme IV: Culture

1. Inter-agency activities and joint programming

UNESCO worked with UNFPA and UNDP as the co-leads on the "Culture and Development" dialogues, one of six thematic dialogues launched by the United Nations Development Group as part of a second phase of national consultations held throughout 2014 in Ecuador, Bosnia and Herzegovina, Serbia, Mali, Morocco. Culture and gender equality was one of the six sub-themes of the Culture and Development Dialogues. The key message emerging from the dialogues was that in its capacity as both a driver and enabler of sustainable development, both as a sector of activity and as a dynamic resource for social transformation, culture is key to furthering women's empowerment and achieving gender equality.

In January 2014, the Amman Field Office, jointly with UN Women, launched a project 'Empowerment of rural women through the management and preservation of the archaeological site of Umm el-Jimal' (Jordan). The site is included on the Tentative List of Jordan. In the framework of the project, women aged 20 to 50 years old participate in training and awareness-raising activities in order to make best use of the site's cultural values and its environment and to ensure an economic benefit.

In 2013 and 2014, the Apia Office implemented a project 'Women's Empowerment for the Culture of Peace and Non-Violence in the Pacific' aimed to improve knowledge about the place of culture in relation to gender equality and gender-based violence in the Pacific. It was conceived to develop a shared understanding of how culture can support the fight against gender-based violence rather than be used as a justification for it. An advocacy network to promote a balanced and human rights-based view on "Gender" and "Culture" in the Pacific was created around this initiative, implemented as "Delivery as One" with UN Women and UNDP in the Pacific. Stakeholders agreed on regional and national actions to promote increased dialogue among leaders and policy-makers on the contribution that culture and intangible heritage can make to addressing issues of gender inequality and reducing gender-based violence.

The training of UNESCO Staff on "Participatory Gender Audit" Methodology was organized as a collective effort of the UN, to promote gender equality within UN agencies in Ghana. The training was facilitated by a team from ILO Headquarters, from 9th to 13th March 2015 in Accra. Two UNESCO staff members (CLT/NPO who is a GFP, and Programme Specialist seconded by KOICA) successfully completed the training.

2. Lessons learned

Given the time lag between creation of capacity-building materials and their effective use, there is an inevitable lag between the time that the Secretariat focuses greater attention on questions of gender equality and the time that there will be a visible effect in the States Parties.

The new monitoring mechanisms under development for the 2005 Convention and the 2003 Convention's capacity-building programme will be essential to generate the data and information required for continuously monitoring the participation of female experts and beneficiaries in capacity building activities and their long term impact.

Capacity-building materials on culture and gender equality cannot be a one-size-fits-all, but always have to be adapted to the specific context in which they are used and the audiences they address.

Finally, as regards the earlier 1954, 1970 and 1972 Conventions, the questions of gender equality, women's empowerment and women's rights were not debated at the time of their adoption. Efforts have been made to address this lack, as in the framework of the World Heritage Upstream process through which advice is provided to States Parties to prepare nominations that take into account gender equality.

3. Key challenges

Obtaining the full consent from national counterparts to implement gender equality action in the field of heritage and creativity at country level is an ongoing challenge and requires continuing dialogue and a strong investment in terms of staff time from UNESCO.

Another challenge is related to the improvement of data collection and knowledge management Institutions at the national level systematically lack mechanisms to collect and monitor information and/or data on gender equality in the field of creativity and heritage. This has implications on the information received by the Secretariat from States Parties to the Conventions through their periodic reports on the implementation. This is why the *2014 UNESCO Report on Gender Equality: Heritage and Creativity*, emphasized the need for regular and systematic collection and dissemination by national statistical offices of sex disaggregated data in all areas of the cultural sector, including employment, capacity building, education, participation and consumption.

Expert facilitators have observed that in many contexts a lack of public recognition of intangible cultural heritage practiced by women is an issue reinforcing the invisibility of such heritage. The systematic inclusion of gender-specific materials in the delivery of the global capacity-building strategy may have a positive long-term effect regarding this particular challenge.

Maintaining the level of 30% of the total number of projects of IFCD (International Fund for Cultural Diversity) that aim to empower women and girls and promote their participation in the cultural and creative sectors represents another challenge and addressing it successfully will partly depend on the number and size of voluntary financial contributions to the IFCD.

4. Financial resources

Although the Sector was able to mobilize some extrabudgetary funding for the 2014 Report on Gender Equality, as well as for the Post 2015 Dialogues on Culture and Development, dedicated funding for gender-specific activities remains insufficient at around 5% of the overall activities budget of the Sector. The Secretariat has continued to try and devote part of its available funding to activities that contribute to advancing gender equality, for instance when developing training materials that are specific to gender equality.

5. Publications

- *UNESCO Report on "Gender equality, heritage and creativity*" available at
  http://www.unesco.org/new/en/culture/gender-and-culture/gender-equality-and-culture/the-report/
- *Final report on the Workshop on Women's Empowerment for the Culture of Peace and Non-Violence in the Pacific* (Nadi, Fiji, June 2013) at
  http://unesdoc.unesco.org/images/0022/002256/225627e.pdf
- *Post 2015 Dialogues on Culture and Development* (UNESCO, UNDP, UNFPA, 2015) at
  http://unesdoc.unesco.org/images/0023/002322/232266E.pdf

Major Programme V: Communication and Information

1. Inter-agency activities and joint programming

The CI sector organized the following inter-agency activities and joint programming:

- Global Forum on Media and Gender held in Bangkok, Thailand, 2-4 December 2013: co-hosted by UNESCO and Ministry of Education of Thailand and supported by UN Women and WMO;
- International Session during the Global Media Forum: "Gender Equality in and through the media: A necessity for all other development goals", 26-28 August 2014 in Bali, Indonesia;
- Massive Open Online Course on Media and Information Literacy: in cooperation with the UNESCO-UNAOC University Network on Media and Information Literacy and Intercultural Dialogue (MILID Network);
- Side Event on Gender and Media at the 59th Session of the Commission on the Status of Women in New York, 12 March 2015: co-hosted by UNESCO and UN Women;
- International Forum in cooperation with UN WOMEN, National Autonomous University of Mexico (UNAM) and Global Alliance on Media and Gender (GAMAG): Gender, Media, ICTs and Journalism, 20 years after the Beijing Platform for Action, which was hosted by the UNAM on 27-28 May 2015 in Mexico;
- "GAMAG Europe – Issues & Challenges" at the 29th Human Rights Council in Geneva, 17 June 2015;
- World Press Freedom Day 2015 in Riga, Latvia, with a theme, Gender and Media (Special Focus on the 20th Anniversary of the Beijing Declaration and the Platform for Change);
- UN Joint Programme on Gender Equality and Women's Empowerment (JP GEWE) with the Government of Kenya.

2. Lessons learned

There is a continued need to raise awareness about the role, the specific needs and the benefits for women and girls in using, accessing and developing technologies.

To the extent possible, strategic partnerships have been secured with stakeholders working on promoting gender equality in the media. Existing networks working to promote gender equality have been further mobilized to partner with UNESCO to ensure strategic and optimal delivery and ownership.

In Viet Nam, involving the Ministry of Information and Communication (MIC) from the onset of the activities, not only encouraged a high sense of national ownership, but also provided an opportunity for awareness raising of MIC managers and professionals, as well as capacity building on gender-mainstreaming of MIC's officials. Furthermore, the involvement of OXFAM, CSAGA (NGO) and UN Women in the project pooled greater synergy and strengthened collaboration among UN agencies, NGOs and Vietnamese Government offices for the common goal of gender equality in Viet Nam.

3. Key challenges

Gender and media actions in CI hold much potential and are a basis to accelerate other gender equality objectives. However, there is limited dedicated UNESCO budget for these initiatives and to ensure systematic follow-up.

The Global Alliance on Media and Gender (GAMAG) is an example. There are limited resources to implement related actions connected to GAMAG's Global Framework and Plan of Action. Proposal has been prepared and extra-budgetary resources are being sought. Strategic partnership with media and other civil society partners can help to achieve certain results. Furthermore, though

gender equality is becoming popular among donors, there is an opportunity to stimulate more donor interest in the role of media and ICTs to enabling women's development and empowerment.

In some innovative activities, it is still difficult to obtain gender parity in participation and implementation of activities. Often small, but sustainable NGOs that focus on the gender perspective, are involved in the implementation of activities. This provides visibility to the small organizations and by partnering with UNESCO the NGOs are better recognized in national, regional and international fora.

4. Financial resources

- Title: **UN Joint Programme on Gender Equality and Women Empowerment in Kenya**
- Activity: output 2: gender based violence, output 3: gender and governance, output 4: economic empowerment
- Period of implementation: 2014 to 2015
- Country concerned: Kenya
- Approved amount: US$ 121,588
- Donor: UN Joint Programme on Gender Equality and Women Empowerment in Kenya

- Title: **Strengthening gender equality in the media for women's empowerment**
- Activity:
- Period of implementation: 2014
- County concerned: Viet Nam
- Approved amount: US$ 14,310
- Donor: RP

- Title: **Capacity Building on Gender Mainstreaming in Media Policies and Practices (Global Forum on Media and Gender)**
- Activity: Capacity building of journalists and civil society and launch of a global mechanism on gender and media
- Period of implementation: 2013 - 2015
- County concerned: Global
- Approved amount: US$ 100,000
- Donor: ISESCO

- Title: **Global Survey on Media and Gender**
- Activity: research and publication of report
- Period of implementation: 2014-2015
- County concerned: Global
- Approved amount: US$ 11,000
- Donor: WMO

- Title: **Gender activities in Albania**
- Activity: Gender in Science; Gender and Media
- Period of implementation: 2012-2015
- County concerned: Albania
- Approved amount: US$ 90,000
- Donor: UNDP - MPTF - Albania One UN Coherence Fund

5. Publications

- *Gender-Sensitive Indicators for Media* in French and Spanish
- *Gender-Sensitive Indicators for Media of Viet Nam*, published by MIC.
- *Improving gender equality in Asia-Pacific media*
- *Madagascar MDI Report* (under preparation)

- *Media and Gender: A Scholarly Agenda for the Global Alliance on Media and Gender*
- *Media and Information Literacy Policy and Strategy Guidelines*: this include a gender-based approach to MIL policy and strategy development
- *Model Journalism Curricula*: we have just published a syllabus on Gender and Journalism, and have supported gender audits of journalism education programmes such as in Namibia.
- *Violence and Harassment Against Women in the News Media: A Global Picture*
- *World Trends in Freedom of Expression and Media Development*