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### REVISED UNESCO PRIORITY GENDER EQUALITY ACTION PLAN FOR 2014-2021

#### Follow-up to 192 EX/Decision 16 Part II

#### OUTLINE

The present document contains the Revised UNESCO Priority Gender Equality Action Plan for 2014-2021. It contains information on:

Strategic actions by Major Programmes pertaining to gender equality with corresponding expected results and performance indicators

Processes for coordination, implementation, monitoring and reporting on action in support of Priority Gender Equality

Institutional mechanisms for the pursuit of gender equality in UNESCO with a focus on capacity development, coordination and accountability

The Action Plan is a companion strategy document to 37 C/4 and is harmonized with the implementation plans and expected results contained in the 37 C/5. There are no separate administrative or financial implications beyond those included in document 37 C/5.

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### **List of Abbreviations and Acronyms**

AfDB – African Development Bank

CADE – Convention against Discrimination in Education

CEB – Chief Executives Board CEDAW – Convention on the Elimination of all Forms of Discrimination against Women

ECOSOC – Economic and Social Council (UN)

EFA – Education for All

FOSS – Free and Open Source Software

GAMG – Global Alliance on Media and Gender

GBV – Gender-based violence

GE – Gender Equality

GEAP – Gender Equality Action Plan

GFP – Gender Focal Point

GSIM – Gender Sensitive Indicators for Media

ICT – Information and Communication Technologies

IFCD – International Fund for Cultural Diversity

IICBA – International Institute for Capacity Building in Africa

ILO – International Labour Office

IPDC – International Programme for the Development of Communication

OER – Open Educational Resources

SIDS – Small Island Developing States

SISTER – System of Information on Strategies, Tasks and Evaluation of Results

STEM – Science, Technology, Engineering and Mathematics

STI – Science Technology and Innovation

UNECA – United Nations Economic Commission for Africa

UN-SWAP – United Nations System Wide Action Plan

UN Women – United Nations Entity for Gender Equality and the Empowerment of Women

WSIS – World Summit on the Information Society

## UNESCO

### REVISED PRIORITY GENDER EQUALITY ACTION PLAN: 2014-2021

#### PART A: Context and Background

##### Purpose

1. Gender Equality continues to be one of two global priorities of UNESCO.<sup>1</sup> The UNESCO Priority Gender Equality Action Plan for 2014-2021 (GEAP II), provides an operational framework for the implementation of Priority Gender Equality. It explains what gender equality means for UNESCO, provides guidance on how the Organization will ensure that a gender equality perspective is reflected in all its policies, programmes and processes so that gender equality is advanced both within the institutional processes of the Secretariat and its work with Member States.

2. The Action Plan is a companion document to the new Medium-Term Strategy 2014-2021 (37 C/4) and the Programme and Budget 2014-2017 (37 C/5) and aims to operationalize the priorities and objectives in those strategic documents in order to ensure that there is a comprehensive and coherent approach to the promotion of gender equality within UNESCO and with Member States.

3. This second Action Plan builds on the lessons learnt from the first Gender Equality Action Plan (2008-2013) identified through an internal assessment process by the Division for Gender Equality in the Office of the Director-General (ODG/GE) and EX/4 reporting to the Executive Board, and through recommendations stemming from the findings of the Internal Oversight Service (IOS) review of Priority Gender Equality and the International Labour Office's (ILO) Participatory Gender Audit Report. Following lessons learnt, GEAP II is much more closely aligned with C/4 and C/5 documents to enable clear and consistent implementation and monitoring of actions to promote gender equality, and it contains clear and realistic targets and plans for implementation, as well as structures and chains of responsibility for achieving the expected results. This Plan was developed through wide-ranging consultations and with the involvement of UNESCO staff from Headquarters, field offices and institutes. Member States and the network of United Nations agencies were also consulted. A summary of responses to lessons learnt from the evaluations and from GEAP I is contained in the tables below:

##### **Background to the revised Gender Equality Action Plan II (2014-2021): Challenges and Lessons Learnt**

##### **IOS evaluation of Priority Gender Equality**

Recommendations of the IOS evaluation of the implementation of UNESCO's Priority Gender Equality conducted in 2013, are grouped under three major themes:

1. The integration of Priority Gender Equality in the overarching strategic framework
2. Gender mainstreaming and gender-specific programming as well as organizational structures and processes
3. Monitoring and evaluation

The GEAP II has considered these recommendations closely and has responded to them in the following ways:

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<sup>1</sup> Gender Equality was designated as one of two global priorities of the Organization for the 2008-2013 Medium-Term Strategy period. This priority status is maintained for the next Medium-Term Strategy which will span eight years from 2014 to 2021.

Recommendations	Follow-Up
<b>Integration of Priority Gender Equality into the overarching strategic framework</b>	
UNESCO's future Gender Equality Action Plan which will succeed the current GEAP should be fully in line with the C/4 and C/5	All of the strategic objectives and Expected Results in GEAP II are aligned with those in the 37 C/4 and 37 C/5
The purpose of the new Action Plan should be to communicate UNESCO's vision with regard to Priority Gender Equality and to facilitate coordination and cooperation across sectors and offices, and to clearly outline roles and responsibilities and implementation modalities	In providing a clear definition of gender equality (which highlights the roles and responsibilities of women and men in achieving this equality), GEAP II provides a clear vision for Priority Gender Equality. In addition, the focus areas highlighted will enhance collaboration and cooperation between sectors and offices, in line with the joint United Nations priorities on gender equality for the post-2015 framework. The accountability framework and the table of roles and responsibilities set out in the GEAP II outline roles and responsibilities of all staff in relation to the implementation of Priority Gender Equality.
Priority Gender Equality needs to be integrated and coordinated with Priority Africa	This has been achieved in GEAP II through the integration of gender equality into Priority Africa's flagship programmes
<b>Gender Mainstreaming and Gender-Specific Programming</b>	
Each sector's niche and flagship should be identified with regards to gender-specific programming.	This has been done and is reflected in GEAP II in the introduction by each major programme as a contribution to their expected results.
The capacities of the Gender Focal Point (GFP) Network need to be strengthened and better utilized to help integrate Gender Equality into the work of Sectors.	<p>GEAP II contains details of a new long-term capacity development plan, which will include strengthening of the gender focal point network, a mapping of gender equality expertise, and a revision and updating of staff training programmes.</p> <p>Mapping of staff expertise and a renewal of the GFP network has already been started by ODG/GE.</p> <p>Regular meetings will be coordinated with the GFP network to ensure harmonization and providing support to meet challenges.</p>
Gender expertise existing in sectors and other parts of UNESCO should be mapped and brought into the GFP network	
GFP's responsibilities need to be recognized as an integral part of their respective jobs	DG/Note/11/05Rev dated 28 March 2011 instructed that an allocation of GFPs time be allocated to GFP tasks. In GEAP II, this time allocation is further specified as 20%.
Capacity-building efforts need to be scaled up and new forms of capacity building such as gender equality clinics should be given priority in the future	GEAP II stresses the importance of capacity building and recognizes the success of UNESCO's Programme for Capacity-Building and Training, started in September 2005 and new modalities such as Gender Equality Clinics, both of which will be continued and scaled up.

<b>Monitoring and Evaluation</b>	
Progress made towards the Expected Results related to Priority Gender Equality must be measured and reported on in SISTER	ODG/GE is working with the SISTER team to ensure that reporting on the Expected Results related to Priority Gender Equality (including the four new overarching Expected Results) will be streamlined and coordinated in SISTER
A mechanism should be established to track financial resources spent on Priority Gender Equality	The new gender marker which is outlined in GEAP II and which will be introduced from the beginning of 2014, will enable tracking of resource allocation to Priority Gender Equality

**International Labour Organization: Participatory gender audit**

<b>Recommendations</b>	<b>Follow-up</b>
A mapping expertise of gender expertise at UNESCO is called for at all levels	A mapping of expertise has already been started, and this point is integrated into GEAP II as part of the capacity development plan
Continued training and capacity-building for GFPs	GEAP II includes the development of an up-dated capacity development plan for the next four years which will include training and capacity building for GFPs. A second review of the GFP network – first review undertaken in 2011 – has already been initiated to ensure the expertise of this network.
Capacity-building for all members of staff	Capacity-building for all staff has been ongoing since September 2005. GEAP II includes plans for an up-dated capacity development plan which is currently being developed and put in place by ODG/GE
Cross-sectoral activities on gender equality issues should be encouraged and supported	The development of four overarching expected results in the GEAP II will ensure that cross-sectoral activities are encouraged. ODG/GE will coordinate, support and monitor these activities
Gender equality considerations should be mainstreamed into the programming cycle	Gender equality considerations are mainstreamed throughout the programming cycle in GEAP II
Link the next GEAP more specifically with the Organization's strategy (C4 and C5)	GEAP II explicitly links to UNESCO's strategy, through the harmonization of Expected Results in GEAP II with the expected results of the C5 document, and the reflection of strategic objectives of the C4 document in GEAP II
Identify good practices and lessons learnt on mainstreaming gender equality through monitoring and evaluation	The new knowledge base for Gender Equality which is described in GEAP II will bring together examples of good practice and lessons learnt which will be shared across the Organization

Decentralize analysis of work plans to the Sectors in order for these to take ownership of their contributions to Priority Gender Equality	Work plans have been analysed by EOs for GE for the last few biennia. GEAP II contains an accountability framework and a table of roles and responsibilities which outline the ways in which the sectors will be expected to take more responsibility for gender mainstreaming within their work plans
Continue to build on the success of private partnerships to promote visibility for gender issues and the work of UNESCO	GEAP II provides details of private partnerships which are already successful (L'Oréal Prize, Global Partnership for Girls' and Women's Education) and explains how these partnerships will be promoted
Reinforce capacity-building efforts to reach a maximum number of staff in an optimum fashion	The updated capacity-building plan outlined in GEAP II will include all staff across UNESCO sectors, field offices and Central Services, as well as institutes.
Collect and analyse UNESCO good practices on gender equality from different Sectors, field offices, institutes, etc.	The development of a knowledge base for gender equality as outlined in GEAP II will provide a means of collecting and analyzing good practices from across the Organization, and for analysing and sharing these good practices

#### Lessons learnt from the first Gender Equality Action Plan

Lessons Learnt	Follow-Up
GEAP I contained too many expected results (over 80 in total) and it was thus impossible to implement and monitor all of them	GEAP II has chosen to focus on a more limited number (23) of expected results to ensure implementation and monitoring of these results
GEAP I was not fully aligned with the C/4 and C/5 documents which made monitoring very difficult	GEAP II is fully aligned with documents 37 C/4 and 37 C/5. All expected results in GEAP II are in the same as those in document 37 C/5 and will be monitored in SISTER
GEAP I did not specify roles and responsibilities of all staff clearly enough and so accountability was difficult to obtain	The accountability framework and table of roles and responsibilities contained in GEAP II will ensure that there is accountability across the Organization for working towards priority gender equality
Some colleagues were unsure of the definition of gender equality and of the approach to gender equality within their Sector	GEAP II provides a strong definition of gender equality, and also a paragraph which presents each sector's niche and approach with regard to gender equality
Up to now there has been no mechanism for monitoring resource allocation for Priority Gender Equality	GEAP II introduces the gender marker system which will be put in place from January 2014 and will enable tracking of resources allocated to Priority Gender Equality

Better alignment with the United Nations System would be necessary for advancing Priority Gender Equality	UNESCO has always aligned its work on GE with the United Nations system. This will be further enhanced in GEAP II through the integration of the UN SWAP indicators against which all United Nations agencies report.
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4. While the Division for Gender Equality will continue to provide overall leadership and coordination for the implementation of Priority Gender Equality, (see Parts B and C for more details on the roles and responsibilities), the Action Plan applies to all staff in Headquarters, field offices and the institutes, and is led by the Director-General. Engagement by senior management, all staff and systematic and substantive contributions by all programme areas and central services are critical for the achievement of concrete and sustainable results.

### What is gender equality?

5. For UNESCO, gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. It implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men.<sup>2</sup> Gender equality is a human rights principle, a precondition for sustainable, people-centered development, and it is a goal in and of itself.<sup>3</sup> UNESCO's vision of gender equality is in line with relevant international instruments such as the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)<sup>4</sup> and the Beijing Declaration and Platform for Action.<sup>5</sup> It is also informed by the reflections concerning the post-2015 development framework.<sup>6</sup>

### Rationale

6. All United Nations agencies, including UNESCO, are required to promote gender equality within the framework of their mandates. UNESCO has a unique role to play in this area as the agency with five distinct major programmes, each with a specific mandate, who can work together to promote gender equality in a holistic manner and thus make an original contribution to development outcomes in terms of gender equality. Gender equality is inextricably linked to the Education Programme where efforts to promote the right to education for all. The Programme aims to address persisting gender disparities and to promote gender equality throughout the education system: in participation *in* education (access), *within* education (contents, teaching and learning context and practices, delivery modes, and assessments) and *through* education (learning outcomes, life and work opportunities). In Natural Sciences, UNESCO works towards providing strong role models for women in science, building capacities of women in natural sciences and engineering, and supporting the unique contributions of men and women to scientific knowledge generation and dissemination to advance sustainable development. In Social and Human Sciences, UNESCO works to ensure that gender equality considerations are fully integrated into policies for social inclusion and social transformation. In policies and programmes aimed specifically at young women and men, express consideration is given to the distinct needs, expectations, and aspirations of young women in disadvantaged positions. Through its various programmes, the Programme will also develop capacity-building activities that target men and young boys to become strong gender equality advocates. In the field of Culture, gender equality signifies ensuring that women and men equally enjoy the right to access, participate and contribute to cultural life. This human rights-based principle guides the implementation of the Culture Conventions at the international, national and local levels. In recognition of the importance of gender equality for both human rights and cultural diversity, the Conventions aim to include all

<sup>2</sup> For example, women and men belonging to ethnic minorities, women and men with different sexual orientations and/or identities, indigenous women and men, or women and men with disabilities.

<sup>3</sup> For full definitions of gender equality related terminology please see Annex 1.

<sup>4</sup> <http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

<sup>5</sup> <http://www.un.org/womenwatch/daw/beijing/platform/>

<sup>6</sup> As a "rolling document", the GEAP may be modified or updated once the specific gender equality goals and indicators for the post-2015 framework have been agreed upon.



members of communities in their implementation, and thereby to encourage women and men to equally benefit from heritage and creativity. The Communication and Information Programme is spearheading various interventions that are unique within the United Nations system to empower women and girls, through initiatives such as the Gender Sensitive Indicators for Media (GSIM) and the promotion of gender-sensitive Open Educational Resource policies.

### **Vision and timelines**

7. The long-term vision of this Action Plan is fully aligned with the policy statement in the Medium-Term Strategy 2014-2021; that is, “[T]he ultimate goal of UNESCO’s Priority Gender equality is to strengthen the Organization’s ability [ ] to support the creation of an enabling environment for women and men from all walks of life, to contribute to and enjoy the benefits of sustainable development and peace. UNESCO also commits itself to ensure that the Organization’s contributions to sustainable development and peace have a positive and lasting impact on the achievement of women’s empowerment and gender equality around the globe.”

8. The Gender Equality Action Plan II will thus build on the Organization’s Medium-Term Strategy (37 C/4) and delineate how UNESCO will contribute to its strategic objectives in the following manner:

- (a) Ensuring that gender equality is a constituent element of the global education agenda with a focus on “equality of opportunity” as well as “equality of outcome”, especially in the post-2015 agenda;
- (b) Identifying gender specific targets and timelines within the framework of inclusive, quality, and lifelong learning opportunities for all in support of creative and global citizenship for women and men (from all walks of life);
- (c) Ensuring that international science cooperation for peace and sustainability allows for representation and voice for women and men and provides the conditions for both women and men to be agents of mitigation, adaptation, resilience and sustainability;
- (d) Ensuring that policies for sustainable development are gender transformative by including both women and men in capacity building efforts in order for those policies to serve the needs of as broad a constituency as possible;
- (e) Supporting efforts by Member States aimed at expanding the creative horizons of women and girls and ensuring their equal access to and participation in cultural life, including tangible, intangible, and documentary heritage, the capacity for creative expression, and the enjoyment of cultural goods and services;
- (f) Ensuring that processes supporting social transformations and intercultural dialogue acknowledge and take into consideration the roles, contributions, and voices of women and men (from all walks of life);
- (g) Supporting the development by Member States of cultural policies that respect gender equality, recognize women’s equal rights and freedom of expression, and ensure their access to decision making positions;
- (h) Ensuring freedom of expression to all, irrespective of gender or other social identity, and supporting a gender transformative media development.

*Source: Draft Medium-Term Strategy 2014-2021 (37 C/4).*

9. *While this vision will inform the Action Plan for the eight-year term, activities and results identified in this document are based on a 4-year planning cycle to allow the Organization to undertake an internal mid-term assessment of its progress in 2017 and to adjust the operational*

*plan, as well as the activities, based on evidence and realities on the ground.* Priority actions for the first 4-year phase have been carefully selected for measurable impact and multiplier effect. The selection process has also taken into consideration staff competencies and the human and financial resources as proposed in Draft Programme and Budget 2014-2017 (37 C/5). In order to take into account the varying contexts for gender equality and women's empowerment in the different regions in which UNESCO operates. Special attention will be paid to cooperation with Africa within the framework of Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa 2003 and the Solemn Declaration on Gender Equality in Africa.

#### **The United Nations System-Wide Action Plan (UN-SWAP):**

10. As an integral component of this second Action Plan, concerted effort is made to ensure UNESCO's coherence to the United Nations System-wide Action Plan (UN-SWAP) developed under the leadership the CEB and coordinated by UN Women.<sup>7</sup> UN-SWAP is a system-wide framework designed to enhance *accountability* and measure progress towards the achievement of gender equality and the empowerment of women by United Nations agencies. The development of the UN-SWAP was a response to the CEB's request for a "United Nations system-wide action plan that includes indicators and timetables, allocation of responsibilities and accountability mechanisms and resources essential to mak[ing] the strategy of gender mainstreaming operational" (CEB/2006/2).

11. The UN-SWAP includes a set of 15 system-wide performance indicators that establish a common understanding of what it means to achieve gender equality and the empowerment of women, and a common method of how to work towards it. The indicators are designed to promote accountability, enhanced coherence, systematic self-assessment, and a steady targeted and progressive approach to which the United Nations system entities can aspire and adhere in their work on gender equality and the empowerment of women at the corporate level. The UN-SWAP also establishes a progressive sliding scale of standards, including the minimum. Reporting on these indicators will facilitate an analysis of strengths and weaknesses across the United Nations system and an identification of the resources and capacity needed to build on these strengths and fill in the gaps.

12. UNESCO, as every other United Nations entity, is required to report on the structures and processes in place to promote women's empowerment and gender equality on the basis of the indicators of UN-SWAP. A baseline report was submitted in February 2013, and annual reports will have to be submitted until 2017, when all United Nations entities will be expected to exceed the requirements of all 15 UN-SWAP indicators. The 15 indicators cover the structural aspects of the work of UNESCO and are divided into six categories: accountability; results; oversight; human and financial resources; capacity; and coherence, knowledge and information management (please see Annex II for full presentation of UN-SWAP indicators and levels of requirement). As UNESCO is required to report on the basis of the UN-SWAP indicators, these are also used as an internal framework within which ODG/GE will monitor accountability for promoting gender equality (please refer to Section C).

#### **Approach**

13. Gender equality is central to UNESCO's work, and thus is a pillar of programming and activities in all Major Programmes. In order to achieve concrete and sustainable results for the promotion of gender equality across all its fields of competence, UNESCO will continue to employ a two-pronged approach: (i) gender mainstreaming in all programmes and activities; (ii) gender-specific programming,

14. ***Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral***

<sup>7</sup> UN SWAP Indicators are presented in Annex II.

*dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and that inequality is not perpetuated. The ultimate goal is to achieve gender equality. (ECOSOC 1997).*

15. Gender mainstreaming is a specific methodology which is being applied to all of UNESCO's programmes and activities in an ongoing effort. The goal of mainstreaming is to fully integrate gender-equality considerations into our programme strategies and activities including policy advice, advocacy, research, normative and standard setting work, capacity development, monitoring and evaluation/assessment and any other technical assistance work. As part of its capacity-building programme, ODG/GE has organized training on the methodology for gender mainstreaming across all of UNESCO's Major Programme Sectors. This capacity-building training will continue to ensure that all staff are familiar with the methodology used for gender mainstreaming across the Organization (which is also a common methodology for all United Nations agencies). ODG/GE will continue to offer support to all colleagues, through gender-equality clinics, work plan analysis, inputs into programme implementation, publication checklists, etc., to ensure that all activities undertaken by UNESCO are gender-mainstreamed as far as possible.

16. Gender-specific programmes aim to reduce specific inequalities faced by women or men, girls or boys, in a particular situation. The aim of this approach is to address specific and significant instances of discrimination and to reduce inequalities through support to a particular group. This includes, for example, activities aimed at women's empowerment in situations where women suffer particular forms of inequality and discrimination. UNESCO's Major Programmes will continue to undertake gender-specific programming where appropriate, with technical support from ODG/GE for planning, implementation and monitoring of these activities. These initiatives will be developed with a maximum of intersectoral collaboration to optimize the achievement of results. Current leading gender-specific programmes pursued by UNESCO include the Global Partnership for Girls' and Women's Education, the UNESCO-L'Oréal 'For Women in Science' Programme, Women in the Media, the collection and analysis of gender-sensitive indicators in UNESCO's fields of competence, etc.

## **PART B: Programmes and Activities to Promote Gender Equality**

17. Programmes and activities to promote gender equality will be developed within all of UNESCO's five functions as decided by the Executive Board at its 190th session, namely:

- (a) Serving as a laboratory of ideas and generating innovative proposals and policy advice in its field of competence;
- (b) Developing and reinforcing the global agenda in its fields of competence through policy analysis, monitoring and benchmarking;
- (c) Setting norms and standards in its fields of competence and supporting and monitoring their implementation;
- (d) Strengthening international and regional cooperation in its fields of competence, and fostering alliances, intellectual cooperation, knowledge-sharing and operational partnerships;
- (e) Providing advice for policy development and implementation, and developing institutional and human capacities.

**18. UNESCO's Division for Gender Equality (ODG/GE) will ensure both overall coordination of activities for the promotion of gender equality and women's empowerment, and capacity development of staff within the Organization.**

### **Capacity development for Global Priority Gender Equality:**

19. For gender mainstreaming to be successful, all staff must have the requisite understanding and capacities to assess the gender-equality implications of their work, and to take steps to ensure that gender equality becomes an integral part of programme design, implementation and monitoring. ODG/GE will continue to lead work in assessing staff capacities for gender mainstreaming, and in providing tailored and relevant capacity development and training along with basic tools to all staff on how best to integrate gender equality concerns into their programming. Building on lessons learnt from previous training programmes, a revised programme for capacity development and training for the implementation of Global Priority Gender Equality is being developed. ODG/GE will thus continue to:

- **Support efforts to develop staff competencies and capacities for promoting gender equality** – ODG/GE will take the lead in developing staff capacities for the promotion of gender equality through various means, including revision and updating of staff training programmes. In order to identify existing competencies and training needs, the Division will further develop and update a mapping of gender equality expertise across the Organization on a regular basis, to identify existing expertise and, in addition gaps where further capacity development and training is required. Following this process, the Division will revise and develop new training and capacity development programmes. As part of this process, the Division is collaborating with UN Women and other United Nations agencies in the development of a new online training programme for all United Nations staff. In addition to this online training, in-person training, tailored to particular needs of the Major Programmes and/or field offices, will be offered. Specific training on issues such as gender and RBM, monitoring and evaluation of gender equality, and gender-responsive budgeting will also be offered. Briefing notes on these subjects will be prepared and seminars and debates will be organized to enable discussions of the latest developments and issues concerning gender equality. The already established gender-focal point network will be reinforced through the creation of an online platform for discussion and debate, in order to provide peer support and access to information for gender-focal points. Stronger networking among the gender focal points will be supported to ensure that they are anchored in an organization-wide network which will share examples of good practice, and provide help and support in gender mainstreaming.
- **Provide technical and strategic support to staff at all levels of the programming cycle** – The Division will continue to provide individual and group support upon request to ensure that, across the Organization, staff members have access to advice and information on the integration of gender equality into their programmes and activities. Assistance and backstopping will be provided through a devoted email box and gender equality clinics.
- **Develop a knowledge base for gender equality** – Collecting systematic data and information, and sharing good practices are critical components for building an evidence-based knowledge base for more effective and efficient implementation of Global Priority Gender Equality in the next medium-term period. To this end, ODG/GE has developed and started pilot testing of an assessment/monitoring/consultation framework that aims to improve UNESCO's knowledge base on initiatives that focus on gender equality. The framework has been launched at the level of field-based initiatives and will later be extended to Headquarters and institutes. The aim of this framework will be to assess and comprehensively record – through visual and print media – UNESCO's gender-specific and gender-mainstreamed projects/initiatives and achievements at the field level. These records will document evidence-based good practices, as well as draw lessons learnt in specific realities and situations, for scaling up and/or for adaptation to different contexts. ODG/GE will upscale this work to provide a methodology for collecting information and building a comprehensive knowledge base for gender equality across the Organization.

## Expected results

### Expected result 1: UNESCO's areas of expertise contribute systematically and comprehensively to gender equality and women's empowerment.

Performance Indicators	Benchmarks	Baseline
% of UN-SWAP indicators where UNESCO meets requirements	100% of UN-SWAP indicators	33% of SWAP indicators
Percentage of relevant work plans that mainstream gender equality considerations through the project cycle	50% of work plans	15.5%
Number of gender specific programmes and/or work plans across the Organization	5 gender specific programmes 60 gender specific work plans	28 work plans
Number of activities focusing on gender stereotypes, women's leadership or gender-based violence	10 activities	4 activities
Quality of activities in Indicators 2, 3, 4 above as determined by the framework for building a knowledge base for GE	30% exceeding quality requirements	Not available
Percentage of UNESCO gender equality trainees who use the newly acquired knowledge and skills throughout the programme cycle	75% of GE trainees	Not available
Number of UNESCO staff who participate in trainings on gender equality by grade and by sex	250 staff participate in trainings of whom 50% are women and 50% men, and at least 30% are grade P-4 and above	Over 200 staff trained in the last reporting period (sex-disaggregated data not yet available)

### Expected result 2: UNESCO is a visible actor at the international, regional and country levels in promoting gender equality in all its areas of competence

Performance Indicators	Benchmarks	Baseline
Number of inter-agency coordination mechanisms related to gender equality to which UNESCO is invited to make a substantive contribution.	6 inter-agency networks	3 inter-agency networks

Number of new partnership agreements concluded across the Organization with a focus on gender equality or women's empowerment	10 new partnership agreements	0
Number of new research centres and networks supporting research and training on gender equality in UNESCO's domains of competence which are established	3 new research centres and networks	0
Number of citations of research by members of UNESCO supported networks	25 citations in peer reviewed publications	0

***Expected result 3: UNESCO's organizational culture promotes gender equality***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Percentage of male and female staff D level and above	50% of women at D level and above	33%
Percentage of supervisors who include gender equality in the criteria for the performance appraisals of staff under their supervision	40% of supervisors	Not available (ODG/GE is working with HRM to develop a system for gathering this data)
Percentage of Gender Focal Points who have 20% of their time allocated to GFP functions in their job description	30%	Not available (ODG/GE is working with HRM to develop a system for gathering this data)
% of overall resources allocated to GE	20% of overall resources	Not available (the new gender marker which will be introduced will enable tracking of resources allocated to GE from January 2014)

**Focus areas for coordination**

20. With a view to making a real impact in all of UNESCO's key functions, Global Priority Gender Equality will focus on the four domains in which UNESCO's major programmes will continue to undertake coordinated and intersectoral work. To complement activities identified for implementation by Major Programmes (please see below), a limited number of multidisciplinary and multi-focus areas have been identified by staff across the Organization, in Headquarters, in category 1 institutes and in field offices, as being key issues for gender equality in their areas of work. Developing collaborative and complementary work around these focus areas will strengthen the focus of UNESCO's work on gender equality in line with a strategic vision, harmonized with international development goals and activities of other United Nations agencies. Major Programmes' ability to work in these areas will depend on available funding and resources, and not all Major Programmes will be expected to work in all of the areas. Nevertheless, better coordination on already ongoing work in Headquarters and field offices in these areas should provide a solid

basis for further development of and better visibility for work which is already ongoing in many places. These focus areas are:

- Developing research and training capacities on gender equality through a network of research and documentation centres and through increased attention to data gaps – ODG/GE will coordinate work with the Major Programmes and the Institute for Statistics to develop initiatives for new methods of collection of data on gender equality and sex-disaggregated data on all forms of gender equality touching on UNESCO's domains of competence. Production of data and research will also be achieved through the strengthening of the UNESCO network of Chairs on Gender Equality and through the establishment and development of a series of research and documentation centres located in different regions, to act as "centres of excellence" for addressing research and data gaps on gender equality and for promoting gender equality studies and research in UNESCO's fields of competence. These centres will develop gender-sensitive research and training, providing sustainable and long-term resources to support the work of UNESCO and other international, regional and national partners.
- **Preventing gender-based violence through research and action** – Gender-based violence (GBV) remains one of the key barriers to the achievement of gender equality at a global level, and to the achievement of a sustainable peace. All United Nations agencies are mandated to work towards the elimination of GBV as a major step towards achieving gender equality. The exclusion of a goal on GBV from the MDGs has been widely criticized, and it is expected that this will be a central issue in the post-2015 development framework. UNESCO's work across Major Programmes can make vital contributions towards the elimination of GBV. ODG/GE will coordinate existing work among Major Programmes and develop synergies for collaborative work. This work will be strengthened through the development of outside partnerships with academic institutions and civil society organizations as well as with other United Nations agencies.
- **Promoting positive gender images in order to promote gender equality** – The persistence of stereotypical representations of masculinity and femininity which underlie and reinforce unequal power relations and structures between women and men is a continuing problem. These stereotypes exist in all UNESCO's domains of competence; for example, stereotypes within media representations or in school textbooks, or stereotypes regarding women's participation in the sciences. Major Programmes will thus work to analyse such stereotypes, to try to deconstruct them and to replace them with more gender equal representations.
- **Capacity development and training for women's leadership** – A recurring theme arising from consultations on gender equality has been the lack of women's leadership in UNESCO's domains of competence. Lack of women's leadership is not only in itself a sign of inequality, but it tends to perpetuate unequal gender relations through a lack of role models for young women, and through the absence of women's voice and input into the decision-making processes. UNESCO will therefore develop programmes to enhance women's leadership capacities in all its domains. Developed throughout the regions in collaboration with field offices, higher education institutions and government/civil society organizations, relevant category 1 and 2 institutes and centres, these programmes will ensure that women acquire the necessary skills to take on leadership roles and to advance gender equality in their respective domains.

21. In view of the new focus areas proposed, and in order to provide a coherent approach to gender-equality programming across the organization, four new overarching Expected Results have been proposed. ODG/GE will coordinate the reporting and monitoring of progress towards these expected results with contributions from all of the Major Programmes. The new overarching results have also been designed to coordinate with the gender equality agenda in the post-2015

framework (and in particular UN Women’s transformative stand-alone goal on achieving gender equality, women’s rights and women’s empowerment<sup>8</sup>).

***Expected result 1: UNESCO contributes to promoting gender-responsive policies for women and girls, men and boys in all its areas of competence***

<b>Performance indicators</b>	<b>Benchmark</b>	<b>Baseline</b>
Number of countries supported by UNESCO where education policies have been reviewed with gender analysis to integrate a lifelong learning perspectives	20 Member States	Not available
Number of Member States reporting on their compliance with the normative instruments on the right to education, with a focus on gender equality	100% of the reports submitted by Member States	40 out of 58 countries reporting on girls right to education during the 8th consultation on the Convention Against Discrimination in Education (CADE)
Number of Member States which undertake surveys of science, technology, engineering and mathematics (STEM) policy instruments to promote gender equality	30 countries	0
Number of gender responsive policies addressing the impact of social transformations based on data and research developed and/or reviewed	10 policies from different regions	0
Member States who are supported and have developed good practices and enabling policies for pluralistic media, particularly community media, to enlarge inclusion and participation	At least 100 community radio stations adapt programming guidelines to strengthen women and young people’s representation	0

***Expected result 2: UNESCO’s activities contribute to changing perceptions, attitudes and behaviours in favour of gender equality, including in eliminating gender-based violence***

<b>Performance Indicators</b>	<b>Benchmark</b>	<b>Baseline</b>
Number of Member States where gender mainstreaming in national education systems is accelerated through the promotion of all forms of gender transformative	30 Member States	Not available

<sup>8</sup> UN Women (2013), A transformative stand-alone goal on achieving gender equality, women’s rights and women’s empowerment: Imperatives and key components.



education/learning including global citizenship, life skills education, education for sustainable development and others.		
Number of women scientists receiving special recognition that makes them role models	At least 25 in particular in Africa and the Arab States' region	0
Percentage of trainees who developed awareness raising activities on gender-based violence	75%	0
Youth, adults and professionals who use media and information literacy as a tool to advocate for gender equality in all regions	At least 200 youth, adults and professionals trained on media and on MIL and use the new competencies to advocate for gender equality	50
Media organizations supported by UNESCO which use their capacities to improve safety of women journalists	At least 10 organizations improve safety of women journalists	0
International/regional partnerships established among media relevant civil society actors to promote awareness on existing gender inequalities and to contribute to change.	At least two international/regional partnerships strengthened and agreement reached to cooperate on joint projects relating to gender equality and media	1

***Expected result 3: Capacities and resources for equal participation and leadership in decision making by men and women in all UNESCO's domains of competence are developed***

<b>Performance Indicators</b>	<b>Benchmark</b>	<b>Baseline</b>
Number of Member States supported by UNESCO where policies and programmes for the professional development of education personnel are systematically reviewed from a gender-equality perspective	20 Member States	10 Member States
Number of SIDS climate change capacity development events with at least 50% women participants	3 regional and 10 national events	0
Number of women participating in national bioethics committees.	At least 30% women in four national bioethics committees and at least one female Chair	Not available

Improved participation of young women in community building and democratic processes	At least 50% of the participants in the actions undertaken are young women	Not available
Increased percentage of UNESCO – trained female cultural professionals who then contribute to national-level decision-making processes in the field of culture (e.g. trainers or experts identified by UNESCO, governments and civil society organizations)	At least 25% based on post-training impact monitoring	Not available
Media institutions taking up UNESCO’s gender sensitive media indicators or other gender sensitive actions including gender balance at leadership levels	At least 60 media partners contribute each year to the action Women Make the News  At least 30 media institutions and 40 journalism schools are applying GSIM  At least 12 international/regional associations of media organizations promoting GSIM a	20  26  4

***Expected result 4: Knowledge and data on gender equality is improved in all UNESCO’s domains of competence***

<b>Performance Indicators</b>	<b>Benchmark</b>	<b>Baseline</b>
Percentage of foresight and research studies produced by UNESCO that examine the future education agenda and global education policies from a gender equality perspective.	At least 50% of studies foreseen.	Not available
Inventory and gap analysis of STEM policy instruments and gender indicators	One inventory	0
Number of projects that include data disaggregated by sex in the areas of bioethics, youth, and anti-doping in sport.	At least three projects have improved or initiated the collection and analysis of reliable sex disaggregated data.	0
No. of periodic reports that demonstrate policies promoting gender-balanced access to and participation in cultural life	50 Periodic Reports 50 best practices collected and disseminated	11 Periodic Reports under the 2005 Convention

<p>Member States are supported to access, develop and share knowledge resources including through broadband-enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, researchers, information professionals and scientists.</p>	<p>4 strategies and best practices developed and piloted in Member States on access to information and use ICTs including for women and girls with disabilities. 20 women figures central to African history integrated into the e-learning platform dedicated to women in African history. Ten cases of best practice illustrating quality teaching and learning harnessing ICT in educational environments with a strong gender focus and an accent on the strengthening of the capacity of women and girls.</p>	<p>0</p>
<p>Open Access articles and Open Data repositories for gender equality research created</p>	<p>At least 200 new Gender Equality peer-reviewed scholarly articles released as Open access and associated research datasets released with the relevant Open Data license</p>	<p>0</p>

## Major Programme I: Education

### Gender equality in education: a goal and a means

22. Gender equality is inextricably linked to UNESCO's Education Programme efforts to promote the right to education for all. As education is increasingly considered as one of the most effective investments for achieving equitable and sustainable development, realizing gender equality must become a priority in the effort to promote not only the right to education for all; It is critical to the achievement of education for all (EFA) and Millennium Development Goals (MDGs), and continue to be at the core of the post-2015 education agenda, hence Major Programme I places gender equality at the core of its programme support and monitoring progress in education.

23. Significant progress has been made in expanding access to education for girls and women over the last decade; the net enrolment rate in primary education at the global level increased from 79% in 1999 to 88% in 2010, and steady improvements in enrolment in secondary education were achieved (with the gross enrolment rate rising from 56% in 1999 to 69% in 2010). Despite such progress, many girls and women continue to be deprived of good quality education since addressing gender inequalities in education is a complex task, especially as inequalities take many forms, vary in magnitude depending on the context, and are manifested in all aspects of education – infrastructure, access, retention/completion, curricula, learning materials, pedagogy, school life, learning outcomes, and education and career choices – affecting girls and boys, women and men.

24. Typically, the most extreme forms of discrimination tend to be experienced by girls and women living in rural areas, in urban peripheries and in slums, within low-income countries. As a result girls continue to make up the majority of out-of-school children, and women still represent two thirds of the adult population who lack basic literacy and numeracy skills. However, evidence

also indicates that gender disparities – both in terms of school access, education quality and achievement – can be to the disadvantage of boys and men, especially at the secondary and higher levels of education. Gender-based stigma, discrimination, violence and stereotyping in education, as well as gender disparities in learning outcomes, are visible in all countries, regardless of the status of their economic or educational development. Gender inequality in education is not only a concern of girls and women, or of developing countries; it is of global significance and of everyone's business.

25. The actions of the Major Programme I for the second Gender Equality Action Plan (GEAP II) therefore aim to address persisting gender disparities and promote gender equality in education throughout the education system, in participation in education (access, promoting safe and empowering learning environments), within education (contents, teaching and learning context and practices, delivery modes, and assessments) and through education (learning outcomes, life and work opportunities). In doing so, Major Programme I will ensure that the common understanding and consensus on the meaning of gender equality in education will be translated into action with a strong sense of commitment among all staff members, including the senior management, to implement gender equality to, in and through education.

26. With strengthened capacity and knowledge within UNESCO, Major Programme I will work closely with Member States and partners to ensure that policies and strategies in education whether related to formal, non-formal or informal modes of delivery move beyond the question of numbers and conventional approaches to expanding access to schools.

27. Greater attention will be paid to enhancing quality and relevance of learning so that education systems including non-formal education become more gender-sensitive and -responsive to meet the needs and aspirations of girls and boys, women and men. It will support Member States in ensuring that a gender analysis is applied at every level, in all areas of education and in every context, since failure to do so can result in gender-blind and ineffective policies that do little to correct gender inequalities.

28. Gender equality issues will also be considered in broad terms in the context of UNESCO's efforts to inspire new approaches to education and guide policy development worldwide in the field of education beyond 2015. This implies making sure that the future education agenda and global education policies are informed by research and foresight studies that examine challenges from a gender equality perspective.

#### **GEAP II and documents 37 C/4 and 37 C/5**

29. In recognition of the challenges ahead, and drawing on the lessons learnt from the implementation of the GEAP I, Major Programme I will scale up its actions in favour of gender equality during 2014-2021.

30. In respect of the focus of UNESCO's Global Partnership for Girls and Women's Education, and given the magnitude of the challenge, the Education Programme will pay particular attention to reducing gender gaps in youth and adult literacy and in post-primary education (in terms of access, quality and learning outcomes). Focusing on these two areas for gender-specific programming however does not exclude actions targeting other levels and areas of education. Gender mainstreaming will be ensured across all education activities as relevant and concrete gender indicators and targets will be defined, in all areas of education.

31. At the same time, we will work jointly with our partners at global, regional and national levels to increase our understanding on the various barriers to advancing gender equality, to expand and strengthen our expertise and knowledge base on what works and what does not, as well as our financial resources to translate commitments into action.

32. Particular attention will be paid to promoting a more holistic and intersectoral approach to quality education, at all levels, in all forms of learning, and in methodologies for measuring the learning outcomes of students, so that broader forms of inequality that influence girls' and women's, as well as boys' and men's educational opportunities are addressed.

33. Capitalizing on the significant achievements made during the period of GEAP I, special attention will continue to be given to global advocacy and partnerships aimed at promoting education for girls and women, in particular through UNESCO's Global Partnership for Girls' and Women's Education.

### Expected results

34. Actions will be delineated across MLAs 1, 2 and 3 of Major Programme I during 37 C/5, which will be further reviewed and updated during 38 C/5 as relevant.

35. Under document 37 C/5, approximately 7.2% of the total activity budget under the Regular Programme will be specifically allocated to the Global Priority Gender Equality and the following expected result will guide the implementation of GEAP II, with the set of performance indicators proposed for monitoring progress and achievement.

### ***Expected result 1: Education policies, processes and practices in Member States developed, implemented and evaluated through the lens of gender equality and empowerment<sup>9</sup>***

Performance Indicators	Benchmarks	Baseline
1. Number of countries supported by UNESCO where education policies have been reviewed <i>with gender analysis</i> to integrate a lifelong learning perspectives ( <i>adaptation of ER1-PI1</i> )	20 Member states	Not available
2. Number of countries supported in the implementation and scaling-up of gender responsive literacy policies, plans and actions, through formal and non-formal programmes, taking into consideration the specific circumstances and needs of women and girls with no or low literacy skills ( <i>original PGE ER-PI1, elaboration of ER2-PI1,</i> )	25 Member states	5 Member States
3. Number of countries supported and have developed and/or implemented gender responsive policies and programmes that ensure equal opportunities to diversified choices of learning and skills development for girls and women at post-primary level. ( <i>original PGE ER-PI2, adaptation of PI of ER3</i> )	20 Member states	10 Member States

<sup>9</sup> Expected result proposed under MPI for the Global Priority Gender Equality (PGE).

4. Number of Member States supported by UNESCO where policies and programmes for the professional development of education personnel are systematically reviewed from a gender-equality perspective ( <i>combination of ER5-PI 1&amp;2</i> )	20 Member States	10 Member States
5. Number of Member States where gender mainstreaming in national education systems is accelerated through the promotion of all forms of gender transformative education/learning including global citizenship, life skills education, education for sustainable development and others. ( <i>combined and adapted PIs in ER7,8 &amp;9</i> )	30 Member States	Not available
6. Number of Member States supported which are delivering good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality. ( <i>adaptation of MPI ER10</i> )	10-15 Member States	Not available
7. Number of Member States reporting on their compliance with the normative instruments on the right to education, with a focus on gender equality ( <i>adaptation of ER12-PI1</i> )	100% of the reports submitted by Member States	40 countries (out of 58 submitting country reports for the 8th consultation on Convention Against Discrimination in Education (CADE))
8. Percentage of foresight and research studies produced by UNESCO that examine the future education agenda and global education policies from a gender equality perspective (based on MPI ER 11)	At least 50% of studies foreseen	Not available

### Major Programme II: Natural Sciences

36. Gender equality aims to give equal opportunity to women and men to achieve their potential. It is now recognized as being integral to sustainable and equitable development. In most regions, there remains a continued need to increase the participation of women in the sciences, particularly the physical sciences and engineering, in which women count for less than one quarter of the global workforce. Creating and supporting a critical mass of women who participate in sciences and engineering is crucial to promote the contribution of half of humanity to scientific knowledge generation, dissemination and sharing, to facilitate change in decision-making in the fields of science, technology and innovation and related national policies and strategies, as well as to ensure that the concerns and abilities of both men and women in relation to natural sciences are addressed. In the GEAP I, Major Programme II made great strides to mainstream gender in all its

programme areas, including through using a gender lens to review work plans, reporting and evaluation. This effort will be continued and refined. MP II learned that not enough has been measured and analysed to be able to select the best policy instruments to improve the status of women in the sciences. For some countries there are not even internationally comparable data available on the number of female researchers as a share of the total. In this regard, the social sciences have a crucial role to play in enhancing understanding of the barriers to inclusion and equitable participation at every career level, which can be considered implicit policies.

### **Addressing persisting gender inequalities in the natural sciences**

37. In the GEAP II Major Programme II aims to improve data collection and assess the data for eventual selection of the best policy interventions which then can be shared as best practices. MP II will also continue to support capacity-building of women in the natural sciences and promote women scientists as role models in all regions including in SIDS in its areas of scientific expertise. The UNESCO-L'Oréal 'For Women in Science' partnership will continue to be an outstanding vehicle to celebrate role models and to support and inspire women and girls to engage in and develop scientific careers, while networks such as the Organization for Women in Science for the Developing World, hosted by The World Academy of Sciences – for the advancement of science in developing countries, serve to strengthen dialogue and lessons learned among women in science. MP II will also continue to set standards through its own actions in support of the global science agenda, thus ensuring that the unique perspectives of women scientists and women knowledge holders, including of indigenous and traditional knowledge, are incorporated in solutions to the various challenges – such as climate change, biodiversity loss, freshwater management, health of the oceans, developing green industries and societies – of advancing sustainable and equitable development.

### **GEAP II and documents 37 C/4 and 37 C/5**

38. Major Programme II will scale up its actions in favour of gender equality during 2014-2021 with at least 10.7% of MP II's total activity budget allocated to priority gender equality, aiming to achieve four strategic expected results for priority gender equality in the 37 C/5. Rather than falling under a unique Main Line of Action or expected result, these will contribute to both of MP II's Strategic Objectives and to all Main Lines of Action.

### **Expected results**

#### ***Expected result 1: Women's capacities in UNESCO's scientific domains strengthened including through women scientists as role models and mentors to female students and young scientists promoted***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Number of female students and young scientists receiving mentoring as a result of UNESCO activities	At least 500	250
Number of women scientists receiving special recognition that makes them role models	At least 25, in particular in Africa and the Arab States' region	5 per year
Increased percentage of students/trainees in UNESCO-sponsored degree and training programmes that are women	At least 5% increase over end-36 C/5 baselines	As available at end 2013

Number of SIDS climate change capacity development events with at least 50% women participants	At least three regional and 10 national events	0
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***Expected result 2: Networks of women scientists in various scientific domains and regions strengthened, including through UNESCO-UNITWIN Chairs***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Number of existing networks of women in science strengthened	At least 10	2
Number of new networks working on women in science	At least 3	0

***Expected result 3: Sex-disaggregated data determined, measured and assessed, and an inventory of policy instruments that affect gender equality in science undertaken***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Inventory and gap analysis of STEM policy instruments and gender indicators	1 inventory	0
Number of Member States which undertake surveys on STEM policy instruments to promote gender equality	30 countries	4

***Expected result 4: Effective participation of women in high-level processes shaping the science agenda and science policies promoted***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Percentage of women participants in UNESCO-led scientific conferences, meetings and in science policy workshops	40%	30%
Percentage of women named by UNESCO to high level scientific committees	40%	2011 UNESCO High Panel on S&T for Development 33%

**Major Programme III: Social and Human Sciences**

**GEAP II and documents 37 C/4 and 37 C/5**

39. While acknowledging the upcoming challenges and drawing from the lessons learnt of the implementation of GEAP I, four expected results for the Global Priority Gender Equality in Major Programme III have been aligned to document 37 C/5, aiming at increasing the efficiency and the visibility of the work across all areas of programme delivery. The expected results will cut across all



MLAs. 39.4% of the total budget in the 37 C/5 will be allocated to activities contributing to the promotion of gender equality.

40. Mainstreaming of gender equality considerations and the development of gender-specific activities across the below expected results, with due regard to Internationally Agreed Development Goals relating to social cohesion, will include the following specific activities:

**Expected results:**

Under MLA 1

- Ensure that the gender equality dimension including gender-based violence is fully taken on board in assessing the level of inclusiveness of public policies.
- Promote data and research on the impact of social transformations on women and men in order to inform evidence-based and targeted policies.

***Expected result 1: Level of inclusiveness of public policies assessed through the use of a gender lens.***

Performance Indicators	Benchmarks	Baseline
<ul style="list-style-type: none"> <li>• Number of inclusive public policies assessed having integrated a gender equality dimension.</li> <li>• Percentage of trainees who are involved in awareness raising activities on gender based violence</li> </ul>	10 policies from different regions 75% of trainees	0

***Expected result 2: Policies advised on the various effects and impact of social transformations on both women and men.***

Performance Indicators	Benchmarks	Baseline
Number of gender-responsive policies informed based on data and research.	10 policies from different regions	0

Under MLA 2

- Ensure that women's contributions and roles, as agents of change, are duly taken into consideration in challenges pertaining to bioethics, including their equal and inclusive participation in decision-making processes, research and capacity building.

***Expected result 3: Women's participation in bioethics committees and relevant capacity-building activities promoted.***

Performance Indicators	Benchmarks	Baseline
Number of women participating as active members in national bioethics committees and in bioethics trainings.	At least 30 % women in four national bioethics committees and at least one female Chair. At least 30 % women benefitting from capacity-building activities pertaining to bioethics.	To be completed

Under MLA 3

- The UNESCO Youth Programme will apply and promote gender-sensitive approaches and gender equality both at policy and programming levels.

***Expected result 4: The gender equality dimension is duly integrated in the public youth policies, as well as in community building and democratic processes***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Number of public youth policies including a gender equality dimension	At least 5 out of the 10 foreseen public policies on youth	Not available
Improved participation of young women in community building and democratic processes	At least 50% of the participants in the actions undertaken are young women	Not available

***Expected result 5: Member States design and implement multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Number of Member States that revise national sport policy frameworks that guarantee access to sport for all, gender equality and improve the situation of physical education at school  Number of projects that include data disaggregated by sex in the areas of bioethics, youth, and anti-doping in sport.	6 national sport policy frameworks; 10 countries where the situation of physical education at school is improved, with 8 countries having improved access for persons living with disabilities, and having integrated a gender equality dimension in the frameworks  At least 3 projects have improved or initiated the collection and analysis of reliable sex disaggregated data.	Not available

## **Major Programme IV: Culture**

### **Introduction**

41. For Major Programme IV, gender equality signifies ensuring that women and men equally enjoy the right to access, participate and contribute to cultural life. UNESCO's approach to promoting gender equality in cultural life is based on a commitment to cultural rights and cultural diversity, and guided by the international human rights framework.<sup>10</sup> Moreover, field experience and research have demonstrated how gender relations come into play in the transmission of cultural knowledge and skills, the protection and safeguarding of heritage, and the emergence and strengthening of vibrant cultural and creative sectors.

<sup>10</sup> Art 27, Universal Declaration of Human Rights; Art 15, International Covenant of Economic, Social and Cultural Rights and Art. 13, Convention for the Elimination of Discrimination against Women); The Stockholm Action Plan on Cultural Policies for Development (1998), the *UNESCO Universal Declaration on Cultural Diversity (2001)*, and the Report by the UN Special Rapporteur in the field of cultural rights (2012).

## Challenges

42. Major Programme IV will aim to address existing challenges in achieving gender equality in cultural life identified from lessons learnt during GEAP I, and internal analysis of programme impact. These include, *inter alia*, unequal value attributed to the roles of women and men in heritage protection and transmission (tangible and intangible); unequal opportunities for women to share their creativity with audiences; “glass ceiling” for women to reach senior management positions or to participate in decision-making processes; negative stereotypes and limitations on freedom of expression based on gender; and sex-specific challenges accessing technical and entrepreneurial training as well as financial resources. Furthermore, limited knowledge about how gender can be meaningfully integrated in heritage safeguarding and the availability of sex-disaggregated data is restricting the potential of cultural policies to reduce these inequalities and to ensure that women and men can equally enjoy and benefit from heritage and creativity.

### GEAP II and document 37 C/5

43. In order to enhance programme efficiency and impact, actions have been closely aligned to MLA 1 and MLA 2 of Major Programme IV during the 37 C/5. 12.7% of the indicative budget for document 37 C/5 will be allocated to gender equality. These activities will be structured around three axes:

- (a) Individual and institutional capacity-building: UNESCO will support Member States and the governing bodies of its normative instruments in establishing gender-sensitive, gender-responsive and gender-transformative policies and practices in the fields of heritage and creativity. Main activities will include providing policy guidance on the integration of gender equality into national cultural policies, developing gender planning tools that are respectful of cultural rights of communities, encouraging equal access to capacity-building and specialized training in the fields of culture, and supporting other measures that promote the greater involvement of women in decision-making mechanisms related to heritage and creativity;
- (b) Advocacy and awareness-raising: UNESCO will work with Member States to raise awareness of the importance of gender equality in heritage and creativity at the local, national and international levels. This will be achieved by mainstreaming gender-sensitive perspectives in capacity-building manuals and programmes, and other operational documents of the Culture Conventions, as well as by the organization of specialized gender sessions at workshops, seminars and conferences; and
- (c) Research and knowledge management: UNESCO will launch a multi-media initiative on gender equality and culture. UNESCO will collect best practices from Member States, generate new research, mobilize networks, and centralize information on policies, practices and data related to gender equality and culture in a report (paper and e-publication).

44. Intra-sectoral knowledge-sharing on gender equality will be increased through the Cultural-Conventions Liaison Group, and knowledge management of gender-related activities, including sex-disaggregation of data.

45. The introduction of the systematic collection of information on gender from the Periodic Reports of the relevant Culture Conventions will further serve to underpin baseline data to inform future programmatic strategy, impact assessments and monitoring in support of gender mainstreaming.

**Expected results**

***Expected result 1: Increased recognition of women’s contributions to cultural life through enhanced advocacy, improved data collection and knowledge management***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Number of periodic reports that describe policies promoting equal access to and participation in cultural life	50 periodic reports	11 periodic reports
Number of UNESCO-led workshops, events and capacity-building programmes that raise awareness of gender principles, especially women’s roles in heritage or creativity	At least 30	No data available
Number of Member States whose policies/measures to promote women’s contributions to cultural life are disseminated as best practices	50 best practices collected and disseminated	None
Number of statutory operational documents related to the Conventions that reflect gender equality principles	At least 1	Application forms for the IFCD include several questions about gender

***Expected result 2: Creative horizons of women and girls broadened and encouraged***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Number of supported Member States that have introduced capacity-building policies aimed at broadening the creative horizons of women and girls	At least 4	None
Percentage of beneficiaries of UNESCO-funded activities that empower women and girls	Over 20% of beneficiaries of UNESCO-funded activities on creativity and cultural diversity (including specific Funds)	An estimated 10%
Partnerships and collaboration with gender-related networks initiated	At least 5 new or renewed partnerships/collaborations	2 new partnerships/collaborations

***Expected result 3: Cultural policies that respect gender equality, women’s rights and freedom of expression and ensure women’s access to decision-making posts and processes***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Enhanced gender balance amongst experts/participants in human and institutional capacity workshops related to the implementation of the 1954, 1970, 1972, 2001, 2003 and 2005 Conventions enhanced.	At least 40% of experts/participants are women	Average (1972, 2003 and 2005 Conventions) 36.6% – 40% are women
Percentage of UNESCO – trained female cultural professionals who then contribute to national-level decision-making processes in the field of culture (e.g. trainers or experts identified by UNESCO, governments and civil society organizations)	At least 25% based on post-training impact monitoring	No data available
Number of supported Member States that have introduced national gender-sensitive and gender-responsive cultural policies	At least 15	No data available

***Expected result 4: Women’s and girls’ access to and participation in cultural life, including cultural heritage, creative expression and enjoyment of cultural goods and services enhanced.***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Number of governments, institutions and civil society organizations that use UNESCO research on gender equality in the fields of heritage and creativity for advocacy, policy-making and research purposes	At least 10	No data available

**Major Programme V: Communication and Information**

**Overcoming gender imbalances universally and promoting sustainable development and reducing poverty through communication and information**

46. As recognized by the World Summit on the Information Society (WSIS), access to information and knowledge is a powerful catalyst for providing women and girls, especially those with disabilities, with equal opportunities for expansion and prosperity in the societal, political, economic and cultural areas. Mindful of this fact and committed to the creation of inclusive knowledge societies, the Communication and Information Major Programme has developed a Gender Lens and will ensure that all programmatic interventions are analysed, reviewed and mainstreamed from inception including the accessing, creating, sharing and preserving information and knowledge, in particular through ICTs and Open Solutions, and the promotion of freedom of expression (both online and offline), freedom of the press and freedom of information.

47. Progress in peace and democracy for individuals, communities, and countries will be driven by the free flow of access to information and ideas. Subsequently, people's abilities to convert these assets into knowledge will facilitate development and reduce gender inequality. In order to build partnerships to promote gender equality, the Major Programme V will work with UN Women and other partners to develop a global mechanism for follow-up on the Beijing Declaration and Platform for Action; and women and the media. Such follow-up is not being led systematically by any other United Nations or international development agency. Hence, UNESCO is well-positioned to take on the leadership mantle, given its mandate on media development.

**MP V's approach to the Gender Equality Action Plan (GEAP) in 2014-2021 will focus on the following programmatic areas:**

48. Open Solutions – Through a Flagship Initiative: *Girls Mobile* led by UNESCO in partnership with the United Nations and development agencies, a comprehensive set of locally relevant, openly-licensed training materials and capacity-development programmes will be delivered to at least 1,000 young girls and boys to develop up to 200 mobile applications (apps) for addressing issues of sustainable development and gender equality. Organizations working on Gender Equality especially female scientists will be encouraged to release all research articles under Open Access and associated datasets with an Open Data license.

49. World Summit on the Information Society (WSIS) follow-up: UNESCO will – in its role as coordinator, facilitator and implementer of the WSIS outcomes, continue to advocate for and promote gender equality in the United Nations Group on the Information Society (UNGIS), and in international fora, such as the WSIS Forum or the WSIS+10 Review process, in close cooperation with UN Women and other key players.

50. Gender-Sensitive Media Indicators (GSIM) – Through the GSIM, UNESCO will encourage media organizations, particularly those which are public service institutions, to address gender inequalities. Empowerment through the media – MP V's intervention in the area of gender equality includes action to empower women in and through the media, through enhanced freedom of information, and through the promotion of safety of women journalists, particularly in post-conflict situations.

51. Global Alliance on Media and Gender will be led by UNESCO cooperation with other United Nations agencies, media partners and other stakeholders globally. The GAMG will be a multi-stakeholder group of partners agreeing to combine efforts and resources to promote gender equality in and through media and to promote citizens'- media dialogue. It will have multiple strands and include a donor framework; media partnerships on gender, partnerships on gender mainstreaming in journalism education globally and endorsements of governments.

52. Online Media and Information Literacy Course for Women and Girls will provide training for women and girls in media and information competencies and how to use this new knowledge, skills and attitude to advocate for gender equality.

53. Community media: through this work, UNESCO makes community broadcasters – in particular community radios, aware of both gender policies in the workplace and gender focus in content production. Radio stations, for example, will apply gender-sensitive indicators to monitor news gathering, and in reporting at the radio, adjust programming schedules to increase time allocated to gender-specific programmes, encourages the participation of women and that news sources and correspondents are not only men. World Radio Day, is an important day to leverage gender equality, by promoting the balanced presence of women and men in media coverage as well as the elimination of stereotypes and multi-dimensional portrayal.

54. The Information for All Programme (IFAP) will give priority to integrating gender equality approaches into policies and strategies and building the capacity of women and girls through ICTs.

55. The Memory of the World Programme (MoW) will ensure that the contribution of women to the development, use, and preservation of knowledge, continues to be mainstreamed as a development priority and promoted through cooperative networks. International Programme for the Development of Communication (IPDC): Gender equality perspectives will continue to be a key criterion in the approval of projects by the IPDC Bureau, including proposals for the establishment of community radio stations and other media development initiatives.

56. Information and Communication Technologies (ICTs): MP V will enhance the active role of women and girls in the area of information and communication technologies in Education, Science and Culture by strengthening networks of cooperation and communities of practice in Member States, harnessing the potential of FOSS (free and open source software) approach to ICTs.

57. 28.3% of the MPV's total budget in document 37 C/5 will be allocated to activities promoting gender equality.

### Expected results

#### ***Expected result 1: Gender-sensitive journalism and gender-sensitive media policies and indicators developed and implemented***

Performance Indicators	Benchmarks	Baseline
Media institutions taking up UNESCO's gender-sensitive indicators or other gender-sensitive actions, including gender balance at leadership levels.	At least 60 media partners are contributing each year to the action <i>Women Make the News</i> At least 30 media institutions and 40 journalism schools are applying GSIM At least 12 international/regional associations of media organizations promoting GSIM	20 26 4
Member States who are supported and have developed good practices and enabling policies for pluralistic media, particularly community media, to enlarge inclusion and participation.	At least 100 community radio stations adapt programming guidelines to strengthen women and young people's representation	0
Journalists trained who use new reporting techniques and report on science and development.	At least 2000 journalists, of whom 50% are women, are empowered in reporting on science and development At least 1000 journalists, of whom 50% are women, are empowered in new reporting techniques	0
Youth, adults and professionals who use media and information literacy as a tool to advocate for gender equality.	At least 200 youth, adults and professionals trained on media and on MIL and use the new competencies to advocate for gender equality	50
International/regional partnerships established among media relevant	At least two international/regional partnerships strengthened and	1

civil society actors to promote awareness on existing gender inequalities and to contribute to change.	agreement reached to cooperate on joint projects relating to gender equality and media	
Media organizations supported by UNESCO who use capacities to improve safety of women journalists, and develop relevant partnerships.	At least 10 organizations improve the safety of women journalists	Not available

***Expected result 2: Gender equality approaches integrated into strategies and practices for building capacities of women and girls in ICT and into ICT and Knowledge Societies Fora; and gender inclusive access to information and knowledge reinforcement.***

<b>Performance Indicators</b>	<b>Benchmarks</b>	<b>Baseline</b>
Young girls and boys are trained with open-licensed OER and materials, and develop locally relevant FOSS mobile applications for sustainable development and gender equality.	Through the YouthMobile Initiative – at least 2,000 young girls and boys fully trained with openly-licensed OER training materials to develop locally relevant FOSS Mobile Apps for Sustainable Development and gender equality;  At least 400 mobile apps promoted through new and existing App development competitions and “hackathons” and uploaded to local and international App markets, and other Cloud-based repositories;  At least 2 partnerships established with mobile device manufacturers and software makers, network operators, schools;  Training materials and courses uploaded on the UNESCO Open Training Platform.	0
Percentage of usage of UNESCO databases providing free and easy access to gendered knowledge and data disaggregated by sex	50% increase in the number of online databases providing free and easy access to gendered knowledge	Not available
Open Access articles and Open Data repositories for gender equality research created.	At least 200 new Gender Equality peer-reviewed scholarly articles released as Open Access and associated research datasets released with the relevant Open Data license	0



<p>Member States supported who access, develop and share knowledge resources including through broadband-enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, researchers, information professionals and scientists.</p>	<p>4 strategies and best practices developed and piloted in Member states on access to information including for women and girls with disabilities.</p> <p>20 women figures central to African history integrated into the e-learning platform dedicated to women in African History, a complementary part of Phase II of the General History of Africa; and similar initiatives in other regions gradually introduced.</p> <p>10 cases of best practice illustrating quality teaching and learning harnessing ICT in educational environments with a strong gender focus and an accent on the strengthening of the capacity of women and girls.</p>	<p>0</p>
<p>Number of sessions with an explicit gender perspective organized in WSIS-related fora.</p>	<p>At least 4 gender sessions organized</p>	<p>1</p>

### Global Priority Africa

58. In order to ensure the greatest possible coherence and interaction between UNESCO's two global priorities, this plan is aligned with the Operational Strategy on Priority Africa (191 EX/15). ODG/GE will work closely with the Africa Department as well as with major programmes, to ensure that gender equality is mainstreamed throughout the six flagship programmes identified in the Operational Strategy on Priority Africa, namely:

1. Promoting a culture of peace and non-violence
2. Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance
3. Harnessing STI and knowledge for the sustainable socio-economic development of Africa
4. Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction
5. Harnessing the power of culture for sustainable development and peace in a context of regional integration
6. Promoting an environment conducive to freedom of expression and media development

59. Gender equality will be mainstreamed across all six flagship programmes, through the encouragement of equal participation of women and men in promoting a culture of peace, supporting gender sensitive education policies and in particular gender-sensitive quality literacy

programmes, promoting women's participation in mathematics and physics hubs, and enhancing capacity of women journalists and women's representation in community media.

60. Details of the expected results and indicators concerning gender equality in each of these flagship programmes can be found in the Operational Strategy on Priority Africa.

61. The aim is to develop a gender mainstreaming approach in all programmes and activities, without overshadowing the activities on gender specific projects implemented in Africa in particular: – IICBA – specialized institutions such as category 2 centres – UNESCO Chairs for the gender equality in Africa, non-governmental organizations – the private sector and other partners.

62. UNESCO will seek to strengthen cooperation in favour of gender equality, with bilateral and multilateral governmental actors, including the African Union and the Gender Units of Regional Economic Commissions. Within the United Nations system, synergies will be created through the sub-regional offices for the implementation of specific projects at the national level while at the regional level will be established cooperation with UNECA, the African Development Bank (AfDB) and other subregional financial institutions.

### **The UNESCO Institute for Statistics (UIS)**

63. The Institute will ensure that, where possible, all UIS data and indicators are disaggregated by sex and integrated within a gender parity index. This priority goes beyond data processing and requires ongoing efforts in the areas of methodological work and capacity development of national statisticians in order to produce timely and relevant indicators reflecting gender issues in UNESCO's fields of competence.

### **UNESCO Programme-related and Corporate Services**

#### **Bureau of Strategic Planning**

64. The Bureau of Strategic Planning (BSP) is the central focal point for all strategic, programmatic and budgeting issues, as well as for cooperation with extrabudgetary funding sources and public-private sector partnerships, and it provides advice to the Director-General thereon. As such, it is responsible for preparing, in close cooperation with all Secretariat units, the Organization's Medium-Term Strategy (37 C/4) and its Programme and Budget (37 C/5). It provides overall programmatic coherence to ensure that all areas of concern, including global priority gender equality, are adequately reflected therein and that UNESCO's second Priority Gender Equality Action Plan for 2014-2021, prepared by ODG/GE, is in alignment with the Strategic Objectives of the Medium-Term Strategy (37 C/4) and the expected results in document 37 C/5.

65. BSP is also responsible for RBM and RBB-based monitoring, assessment and reporting on the implementation of the Approved Programme and Budget (37 C/5) to UNESCO's governing bodies (EX/4, C/3 reports), which includes information on the implementation of global priority gender equality, coordinated by ODG/GE with all Secretariat units.

66. BSP also provides support for meeting the requirements of the United Nations System-Wide Action Plan (UN-SWAP) indicators, which is designed to enhance accountability and measure progress towards the achievement of gender equality and the empowerment of women by United Nations agencies.

#### **Bureau of Financial Management**

67. The Bureau of Financial Management (BFM) is committed to applying gender balance mechanisms for the recruitment of the Administrative Officers (AOs) in field offices and for its senior staff. Out of a total of 83 staff at Headquarters 58 are female. Six staff are graded from D-2

to P-5 where three are female. In the field offices, for AO positions out of 40 international AO posts for 55 offices, 11 are female 19 male and 10 are vacant.

### **Bureau of Human Resources Management**

68. Gender parity within the Secretariat remains one of the critical areas for the Organization. While having achieved overall gender parity among staff of the Secretariat, progress remains to be made for staff at P-4 and above levels. Therefore, the actions as established in the Action Plan for Gender Parity (2008-2015) and confirmed by the Human Resources Management Strategy (2011-2016) shall be sustained through three areas of action (recruitment; training and mentoring; retention and work life balance). In addition, the organizational culture on promotion of gender parity and the empowerment of women shall be enhanced. In particular, senior management shall demonstrate leadership and public championing and advocacy. To this end, HRM will continue to draw attention of the senior management to gender parity when taking decisions on HR-related issues. HRM will also continue to closely monitor the workforce within the Secretariat, including the situation in each Major Programme, Bureau and Institute, and inform senior management through periodic dashboards.

### **Internal Oversight Service**

69. The Internal Oversight Service (IOS) contributes to Global Priority Gender Equality in UNESCO in several ways: By mainstreaming gender equality into each evaluation conducted by IOS, it encourages learning and increases awareness of the global priority among stakeholders. Mainstreaming includes, inter alia, the integration of gender equality into evaluation Terms of Reference (TOR), the collection of and analysis of sex-disaggregated data, the presentation of evaluation findings and recommendations that address gender equality as it relates to the policy, programme or project evaluated, and the follow-up on the implementation of these recommendations. Evaluations draw the attention of programme managers to how Gender Equality has (or has not been) integrated into the policy, programme or project evaluated and to the results achieved, and where appropriate, recommends better mainstreaming of Gender Equality into future programming and implementation. IOS also backstops evaluations managed by Major Programmes with the aim to ensure the quality of these evaluations and to encourage mainstreaming of gender equality into them.

### **External Relations and Public Information**

70. External Relations and Public Information promotes and supports the Organization's cooperation and partnership with its key stakeholders groups (Member States and Associate Members, National Commissions, civil society, the media and the general public). As such, it works closely with all Major Programmes and other services. It acts as a watchdog within its remit and responsibilities to ensure that gender equality is respected in publications and all other public information products and that proper consideration is given to gender issues in correspondence with governments and civil society institutions, as well as the organization of conferences and seminars.

71. The following specific activities in promoting and mainstreaming gender equality and increasing the visibility of UNESCO's actions will be undertaken:

- Information on gender equality systematically included in the Director-General's briefings ;
- Information access provided to Permanent Delegations and National Commissions through all trainings for new appointed ambassadors and Secretaries of National Commissions;

- Ensure the application of the new Resolution on the Participation Programme that states that one request among the three first priorities must be gender-specific or gender mainstreaming (this will boost the percentage from 10% to 33% of projects);
- Programme Fellowship beneficiaries sensitization to gender equality (57% of fellowships are granted to women);
- Gender-equality sensitiveness requested for new NGOs admissions;
- Ensure that an assessment of the publication proposals from the gender perspective is undertaken and taken into account during the meetings of the Publication Board for final approval of the publications;
- UNESCO's activities on gender equality given increased coverage in leading national and international media;
- Dissemination of knowledge and information facilitated via the integrated web content management platform.

### **Management for Support Services**

72. Management of Support Services (MSS) will continue efforts to develop a policy on gender neutral language and to update the guidelines for gender neutral language for different purposes and levels – administrative manual; time-bound documents; external/internal communications; official keynote addresses, speeches, presentations. The Administrative Manual Secretariat proposes to include a chapter in the Administrative Manual that would contain the most general policy choices and clear definitions that would be generally applicable throughout the Secretariat. At a later stage, it is proposed that the existing items of the Administrative Manual, Human Resources Manual, Correspondence Manual, etc. be revised with a view to eliminate sexist language.

## **PART C: Implementation Modalities**

### **Coherence and partnerships**

73. The advancement of gender equality within UNESCO's programmes and activities will be complemented with full engagement in all joint United Nations activities on promotion of gender equality, and in particular a close collaboration with UN Women. UNESCO will continue to contribute to and actively engage in key global processes and programmes on gender equality within the post-2015 development framework. Partnerships with other relevant academic and civil society organizations will also be developed and strengthened.

### **Institutionalizing gender equality in UNESCO's organizational culture, structure and processes**

74. UNESCO will also continue to pursue gender equality within its internal organizational structures and processes, including human resource management, administrative functions and technical services, where applicable.

### **Resource allocation**

75. To demonstrate a real commitment to Priority Gender Equality, all major programmes, corporate and central services will aim to allocate a significant amount of resources to gender mainstreaming and to gender specific activities. Current resource allocations for document 37 C/5 per major programme are indicated in Part B above under each MP. The amounts indicated are to be taken as a minimum commitment, and sectors will aim to increase their allocation of resources

to gender equality in the next budget cycle. The introduction of a gender marker under the UN-SWAP should facilitate the measuring of budget allocated to Priority Gender Equality.

### Accountability framework

76. Based on the UN-SWAP Indicators, UNESCO has developed the following accountability framework for the implementation of GEAP II:

Accountability	Element	Responsible Unit	Source of Information
	1. Policy and plan	- ODG/GE, in collaboration with BSP, Major Programmes, Central Services, Field Offices and Institutes in collaboration with ODG/GE; - ODG/GE with Major Programmes, Central Services, FOs and Institutes	- C4 and C5  - GEAP II and its updates
	2. Gender responsive performance and management	- DG for Senior Management (SM); - All supervisors and HRM for all staff; - ODG/GE in collaboration with supervisors for the GFP network	- SM Compact  - PERFOWEB (or its replacement) - GFP assessments
Results	3. Strategic planning	ODG/GE, in collaboration with BSP, in collaboration with Major Programmes, Central Services, field offices, institutes and ODG/GE	C4 C5 Other strategic and planning documents
	4. Monitoring and reporting	- Programme Specialists, Directors, EOs validated by ADGs; - Reviewed by ODG/GE, in collaboration with BSP; - ODG/GE monitoring through the “building knowledge base for GE” initiative; - ODG/GE with input from Major Programmes, Central Services, FOs, institutes	- SISTER, EX/4  - SISTER, EX/4 - ODG/GE special reports  - Stand-alone DG report on GE for the General Conference
Oversight	5. Evaluation	IOS	- IOS evaluation reports
	6. Gender responsive auditing	IOS	- IOS/Audit reports
	7. Programme review	Programme specialists, Directors, EOs and ADGs	- Work plan analyses, SISTER, Ex/4
Human and financial resources	8. Financial resource tracking	BFM in collaboration with BKI and BSP (and technical support from ODG/GE)	- C5, EX/4, SISTER, BFM financial reports
	9. Financial resource allocation	ADGs, Directors/Heads of Central Services, FOs and Institutes in collaboration with BSP and BFM	- C5, Ex/4, SISTER
	10. Gender architecture – (a)GFP Network,	- ODG/GE and all supervisors for the GFP	- GFP JDs and ToRs

	(b) Gender Parity in the Secretariat and (c) Gender Department/Unit	Network; - HRM for gender parity in the Secretariat - DG for the Gender Department/Unit	- HRM reports for ExB  - Number of posts and budget allocations to the Gender Department/Unit in C5 and Ex/4
	11. Organizational culture	All staff led by senior management and HRM	- Compacts, Perfoweb and GEAP implementation evaluations
Capacity	12. Assessment	ODG/GE	- Capacity Assessment survey results; Capacity Development Programme for 2014-2017
	13. Development	ODG/GE in collaboration with all units of the Secretariat at HQ and FOs, Institutes, including SMT	Training plans, training reports, training certificates, training materials and tools
Coherence, knowledge and information management	14. Knowledge generation and communication	- ERI with input from all units of the Secretariat in HQ and FOs;  - ODG/GE	- Websites, social media, publications, visual and print information materials; GE communication plan - Building Knowledge Base for GE initiative reports and visual material; stand-alone GE reports for the General conference
	15. Coherence	ODG/GE and all ADGs, Directors/Heads of Central Services, FOs, Liaison Offices and Institutes	- Mission reports; reports and other communication material on joint initiatives

### Roles and responsibilities

77. In order for gender mainstreaming to be effective and successful, all staff of UNESCO, and the Member States have a role to play. The following table highlights the structure of roles and responsibilities within the Organization for contributing to Priority Gender Equality.

Senior Management –DDG; ADGs; Directors of Bureaux, Offices and Divisions at Headquarters; Directors and Heads of Established Offices and Institutes away from Headquarters, Heads	<ul style="list-style-type: none"> <li>- Senior Management will be responsible for providing overall leadership for the implementation of priority gender equality through:</li> <li>- Integrating gender equality into the strategic objectives, documents and key activities of their sectors/services/field offices/institutes;</li> <li>- Ensuring that ODG/GE is informed and consulted on all programmes, events, activities pertaining to gender equality in their sector, bureau, office, division, Institute</li> <li>- Creating an enabling environment for gender focal points under their supervision by including this task in their job descriptions, with a relevant allocation of working time, and involving them in relevant meetings and processes;</li> <li>- Providing opportunities for capacity development for staff under their supervision;</li> <li>- Incorporating gender mainstreaming as a criteria for performance evaluation for staff under their supervision;</li> <li>- Advocating for gender equality with partners for UNESCO</li> </ul>
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	<p>programmes and activities.</p> <ul style="list-style-type: none"> <li>- Reporting to the Director General on specific actions to promote gender equality within their sector/service/field office/institute on a six monthly basis.</li> </ul>
Executive Offices	<ul style="list-style-type: none"> <li>- The Executive Offices play a vital role in the process of gender mainstreaming through their work on C4 and C5 and their function of overseeing work plans for the Major Programmes. Each Executive Office should have a gender focal point (see below), to ensure gender equality perspectives are integrated into this work. This GFP should inform and liaise with ODG/GE on an on-going basis on all GE-related matters.</li> </ul>
Division for Gender Equality	<p>The Division for Gender Equality will continue to:</p> <ul style="list-style-type: none"> <li>- Provide policy advice and strategic guidance to senior management for effective implementation of Priority Gender Equality;</li> <li>- Coordinate work towards implementation of Priority Gender Equality across UNESCO;</li> <li>- Forge within UNESCO, with Member States and other partners, political commitment to gender equality at global, regional and country levels through advocacy and visibility activities;</li> <li>- Provide input for key conferences, meetings in all UNESCO domains to ensure that gender equality considerations are systematically and regularly addressed;</li> <li>- Provide technical support and capacity building for all staff to enable effective gender-mainstreaming and gender-specific programming; This technical support should be provided at all stages of the programming cycle with ODG/GE members available for support in work-planning, implementation and monitoring. Tailored capacity building will be provided to staff following a needs assessment to enable sector specific trainings which meet the needs of all staff.</li> <li>- Monitor and report on implementation of the GEAP and all gender equality related activities and programmes;</li> <li>- Represent UNESCO in the United Nations and other international fora on matters related to women's rights, women's empowerment and gender equality;</li> <li>- Coordinate UNESCO efforts towards the achievement of all UN-SWAP indicators and ensure active participation of programmes and central services to reporting processes and requirements;</li> <li>- Continue to develop and strengthen existing partnerships and networks and establish innovative new networks for collaboration to promote gender equality;</li> <li>- Communicate on achievements on Priority Gender Equality within UNESCO and to external partners;</li> <li>- Provide technical support to Member States and other</li> </ul>

	partners in promoting gender equality, in UNESCO domains of competence
Consultative Group on Gender Equality	Chaired by the Director of the Division for Gender Equality, a consultative group composed of senior level staff from across UNESCO will be convened to act as a consultative committee for implementation of this Priority.
Gender Focal Point Network (GFP Network)	<p>GFP Network will be strengthened through an assessment of capacities of all GFPs and a renewal of GFPs where necessary. All GFPs will receive terms of reference which should be incorporated into their job descriptions and performance evaluations. Supervisors should ensure that GFPs are able to devote 20% of their working time to GFP activities. GFPs are responsible for:</p> <ul style="list-style-type: none"> <li>- Supporting senior management and staff within their Sector, Bureau, Institute, Office to implement gender mainstreaming;</li> <li>- Acting as a contact point and channel of information between ODG/GE and their unit;</li> <li>- Reporting on progress in gender mainstreaming within their sectors, and identifying areas of best practice for replication, and challenges and needs to be addressed</li> </ul>
Programme specialists – Headquarters, field offices and Institutes	All programme specialists are required to integrate gender equality concerns within their programming and activities at all stages of the programming cycle.
Member States and civil society	Representatives of Member States (Permanent Delegates, National Commissions, Parliaments, UNESCO Clubs, NGOs) will be involved as partners in the implementation of the GEAP through organization of joint activities on gender equality with the UNESCO Secretariat, and through advocacy for gender equality within their States.



## ANNEX I

### KEY GENDER EQUALITY CONCEPTS AND DEFINITIONS

#### **Gender:**

What it is:

Social meaning given to being a woman or a man

Social characteristics – not biological differences – used to define a woman or a man

What it does:

Defines the boundaries of what women and man can and should be and do

Shapes and determines the behavior, roles, expectations, and entitlements of women and men

Provides rules, norms, customs, and practices

**Sex:** The biological differences between men and women.

**Gender Analysis:** An assessment exercise to understanding the differences and similarities between women and men with regards to their experiences, knowledge, conditions, needs, access to and control over resources, and access to development benefits and decision-making powers. It is critical step towards gender-responsive and gender- transformative planning and programming.

**Sex-disaggregated data:** Data that is collected and presented separately on men and women.

**Gender parity:** Numerical concept for representation and participation. Necessary but not sufficient step on the road to gender equality.

**Gender Equity:** Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures (temporary special measures), such as affirmative action, may necessitate different treatment of women and men in order to ensure an equal outcome. Equity leads to equality.

**Gender Equality:** Women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.

It is the equal valuing by society of both the similarities and the differences between women and men and the different roles they play.

**Discrimination against women** means “any discrimination, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field;” Article 1 of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

**Empowerment:** Collective and individual process of women and men having control over lives, setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance.

**Gender division of labour** is the result of how each society divides work among men and among women according to what is considered suitable or appropriate to each gender.

**Women in development (WID)** The WID approach aims to integrate women into the existing development process by targeting them, often in women-specific activities. Women are usually passive recipients in WID projects, which often emphasize making women more efficient producers and increasing their income. Although many WID projects have improved health, income or resources in the short term, because they did not transform unequal relationships, a significant number were not sustainable. A common shortcoming of WID projects is that they do not consider women's multiple roles or that they miscalculate the elasticity of women's time and labour. Another, is that such projects tend to be blind to men's roles and responsibilities in women's (dis)empowerment.

**Gender and development (GAD)** The GAD approach focuses on seeking to address unequal gender relations which prevent inequitable development and which often lock women out of full participation. GAD seeks to have both women and men participate, make decisions and share benefits. The biggest difference between WID and GAD is that WID projects traditionally were not grounded in a comprehensive gender analysis. The GAD approach is gender-analysis driven. There is definitely a need for women-specific and men-specific interventions at times.

These complement gender initiatives. Research shows that the success of both sex-specific and gender activities are directly linked with the depth of the gender analysis that informs them. A successful GAD approach requires sustained long-term commitment.

**Practical needs** refer to what women (or men) perceive as immediate necessities such as water, shelter and food.

**Strategic (gender) Interests** Interventions addressing strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender inequities. Strategic gender interests are long-term, usually not material, and are often related to structural changes in society regarding women's status and equity. They include legislation for equal rights, reproductive choice, and increased participation in decision-making. The notion of "strategic gender needs", first coined in 1985 by Maxine Molyneux<sup>1</sup>, helped develop gender planning and policy development tools, such as the Moser Framework, which are currently being used by development institutions around the world.

**Gender Aware** – knowing that there are issues, differences and inequalities between women and men

**Gender Sensitive** – acknowledging differences and inequalities between women and men as requiring attention

**Gender Responsive** – above + articulating policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men

**Gender Transformative** – Policies and initiatives that challenge existing and biased/discriminatory policies, practices, programmes and affect change for the betterment of life for all.

**Violence against women is** defined in Article 1 of the Declaration on the Elimination of Violence against Women (1993). The term refers to "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether in public or in private life".

**Gender Focal Point (GFP)**: GFPs are persons who have been designated within an institution or organization to monitor and stimulate greater consideration of gender equality issues in daily operations. Some use the term to refer to National Ministries of Women's Affairs or heads of administrative services that exclusively work on the promotion of women's rights and equal opportunities.

## ANNEX II

### UNITED NATIONS SYSTEM-WIDE ACTION PLAN (SWAP) FRAMEWORK

#### Accountability

Element	Approaches requirements	Meets requirements	Exceeds requirements
1. Policy and plan	1a. Gender equality and women's empowerment, including gender mainstreaming and the equal representation of women, policies and plans in the process of being developed.	1b. Up to date gender equality and women's empowerment, including gender mainstreaming and the equal representation of women, policies and plans implemented.	1ci. Up-to-date gender equality and women's empowerment, including gender mainstreaming and the equal representation of women, policies and plans implemented. and 1cii. Specific senior level mechanism in place for ensuring accountability for promotion of gender equality and the empowerment of women.
2. Gender responsive performance and management	2a. Core values and/or competencies being revised to include assessment of gender equality and the empowerment of women.	2b. Assessment of gender equality and the empowerment of women integrated into core values and/or competencies for all staff, with a particular focus on levels P4 or equivalent and above.	2ci. Assessment of gender equality and the empowerment of women integrated into core values and/or competencies for all staff, with a particular focus on levels P4 or equivalent and above including decision making positions in all Committees, Missions and Advisory Bodies. and 2cii. System of recognition in place for excellent work promoting gender equality and women's empowerment.

#### Results

Element	Approaches requirements	Meets requirements	Exceeds requirements
3. Strategic planning	3a. Gender analysis in the central strategic planning document and main country programme documents or 3a The central strategic planning document includes at least one specific outcome/expected accomplishment and one specific indicator on gender equality and women's empowerment	3bi. Gender analysis in the central strategic planning document and main country programme documents and 3bii. The central strategic planning document includes at least one specific outcome/expected accomplishment and one specific indicator on gender equality and women's empowerment	3ci Gender analysis in the central strategic planning document and main country programme documents and 3cii. The central strategic planning document includes more than one specific outcome/expected accomplishment and more than one specific indicator on gender equality and women's empowerment

4. Monitoring and reporting	<p>4a. Reporting on gender equality and women's empowerment results in relation to the central strategic planning document</p> <p>or</p> <p>4b. All key entity data is sex-disaggregated, or there is a specific reason noted for not disaggregating data by sex</p>	<p>4bi. Reporting on gender equality and women's empowerment results in relation to the central strategic planning document</p> <p>and</p> <p>4bii. All key entity data is sex-disaggregated, or there is a specific reason noted for not disaggregating data by sex</p>	<p>4ci. Reporting on gender equality and women's empowerment results in relation to the central strategic planning document</p> <p>and</p> <p>4cii. All key entity data is sex-disaggregated, or there is a specific reason noted for not disaggregating data by sex</p> <p>and</p> <p>4ciii. Entity RBM guidance mainstreams gender equality and the empowerment of women.</p>
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### Oversight

Element	Approaches requirements	Meets requirements	Exceeds requirements
5. Evaluation	5a. Meets some of the UNEG gender-related norms and standards.	5b. Meets the UNEG gender-related norms and standards.	<p>5ci. Meets the UNEG gender-related norms and standards</p> <p>and</p> <p>5cii. Demonstrates effective use of the UNEG guidance on evaluating from a human rights and gender equality perspective.</p>
6. Gender responsive auditing	6a. The risk related to the organization's strategy and plans to achieve gender equality and the empowerment of women are considered as part of the risk based annual planning cycle.	6b. Consultation takes place with the gender focal point/department on risks related to gender equality and the empowerment of women, as part of the risk based audit annual planning cycle.	<p>6ci. Consultation takes place with all levels of the organization on risks related to gender equality and the empowerment of women as part of the risk based audit annual planning cycle</p> <p>and</p> <p>6cii. ILO Participatory Gender Audit or equivalent carried out at least every five years.</p>
7. Programme review	7a. Programme quality control systems partly integrate gender analysis.	7b. Programme quality control systems fully integrate gender analysis.	<p>7ci. Programme quality control systems fully integrate gender analysis</p> <p>and</p> <p>7cii. Recognition in place for programmes that excel on gender equality and women's empowerment.</p>

## Human and financial resources

Element	Approaches requirements	Meets requirements	Exceeds requirements
8. Financial resource tracking	8a. Working towards a financial resource tracking mechanism to quantify disbursement of funds that promote gender equality and women's empowerment	8b. Financial resource tracking mechanism in use to quantify disbursement of funds that promote gender equality and women's empowerment	8c. Financial resource tracking mechanism in use to quantify disbursement of funds that promote gender equality and women's empowerment and 8ci. Results of financial resource tracking influences central strategic planning concerning budget allocation
9. Financial resource allocation	9a. Financial benchmark is set for implementation of the gender equality and women's empowerment mandate	9b. Financial benchmark for resource allocation for gender equality and women's empowerment mandate is	9c. Financial benchmark for resource allocation for gender equality and women's empowerment mandate is exceeded
10. Gender architecture	10ai. Gender focal points or equivalent at Headquarters, regional and country levels are: a. appointed from staff level P-4 and above for both mainstreaming and representation of women b. have written terms of reference c. at least 20% of their time is allocated to gender focal point functions or 10aii. Plan in place to achieve the equal representation of women for General Service staff and at P-4 and above levels in the next five years	10bi. Gender focal points or equivalent at Headquarters, regional and country levels are: a. appointed from staff level P4 and above for both mainstreaming and representation of women b. have written terms of reference c. at least 20% of their time is allocated to gender focal point functions and 10bii. The entity has reached the equal representation of women for General Service staff and also at P4 and above levels and 10biii. Gender department/unit is fully resourced according to the entity mandate.	10ci. Gender focal points or equivalent at Headquarters, regional and country levels are: a. appointed from staff level P-4 and above b. have written terms of reference c. at least 20% of their time is allocated to gender focal point functions d. specific funds are allocated to support gender focal point networking and 10cii. The entity has reached the equal representation of women for General Service staff and also at P-4 and above levels including the senior most levels of representation in field offices, Committees and Funds linked to the entity irrespective of budgetary source and 10ciii. Gender department/unit is fully resourced according to the entity mandate.

11. Organizational culture	11a. Organizational culture partly supports promotion of gender equality and the empowerment of women.	11b. Organizational culture fully supports promotion of gender equality and the empowerment of women.	11c. Organizational culture fully supports promotion of gender equality and the empowerment of women and 11ci. Senior managers demonstrate leadership and public championing of promotion of the equal representation of women.
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### Capacity

Elements	Approaches requirements	Meets requirements	Exceeds requirements
12. Assessment	12a. Assessment of capacity in gender equality and women's empowerment for individuals in entity is carried out.	12bi. Entity-wide assessment of capacity of staff at Headquarters, regional and country levels in gender equality and women's empowerment is carried out and 12bii. A capacity development plan is established or updated at least every five years.	121ci. Entity-wide assessment of capacity of staff at Headquarters, regional and country levels in gender equality and women's empowerment is carried out and 12cii. A capacity development plan is established or updated at least every three years.
13. Development	13a. Working towards ongoing mandatory training for all levels of staff at Headquarters, regional and country offices.	13bi. Ongoing mandatory training for all levels of entity staff at Headquarters, regional and country offices.	13ci. Ongoing mandatory training for all levels of entity staff at Headquarters, regional and country offices and 13cii. Senior managers receive tailored training during orientation.

### Coherence, knowledge and information management

Element	Approaches requirements	Meets requirements	Exceeds requirements
14. Knowledge generation and communication	14a. Internal production and exchange of information on gender equality and women's empowerment.	14b. Knowledge on gender equality and women's empowerment is systematically documented and publicly shared and 14bi. Communication plan includes gender equality and women's	14ci. Knowledge on gender equality and women's empowerment is systematically documented and publicly shared and 14cii. Communication plan includes gender equality and women's empowerment as an integral component of internal and public information dissemination

		empowerment as an integral component of internal and public information dissemination.	and 14ciii. Entity is actively involved in an inter-agency community of practice on gender equality and the empowerment of women.
15. Coherence	15a. Participates in an <i>ad hoc</i> fashion in inter-agency coordination mechanisms on gender equality and the empowerment of women.	15bi. Participates systematically in inter-agency coordination mechanisms on gender equality and the empowerment of women.	15ci. Participates systematically in inter-agency coordination mechanisms on gender equality and the empowerment of women and 15cii. Participates in the United Nations SWAP peer review process.