

**REPORT BY THE DIRECTOR-GENERAL ON UNESCO ACTIONS PROMOTING WOMEN'S EMPOWERMENT AND GENDER EQUALITY
ANNEX TO 36 C/INF.14**

TABLE: Actions and progress towards GEAP implementation reported by Programme Sectors and Field Offices, 2010-2011

Education

GEAP Outcome (as in document 181 EX/4 Part 1 Add.2)	Progress Achieved toward meeting the GEAP outcomes	Countries/Region	Approved Amount USD
1. National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls			
HQ	Mainstreamed gender equality into IIEP's work with the Ministry of Education (conducting workshops on gender equality policy in education in 2005); integrated a strong gender equality emphasis into the 2011-2013 Interim National Education Sector Plan.	Afghanistan	n/a
HQ	Established an internet-based platform, <i>Knowledge and Innovation Networks for Literacy</i> to link literacy professionals, researchers and practitioners. Held first virtual forum on Literacy and Women's Empowerment. Developed a set of criteria for effective practices in literacy incorporating a gender equality perspective.	Global	n/a
HQ	Gender equality formed an integral part of the CapEFA Programme for Angola, ' <i>Mainstreaming of cross-cutting issues in the curriculum of schools and teacher training institutions</i> '. Provided technical assistance for the production of national guidelines to mainstream cross-cutting	Angola	n/a

	issues into the reform process of the curriculum and teacher education and training (2009-2010).		
HQ	Supported Nigeria to revitalise mass literacy (2010-2013) with a focus on redressing the challenge of female illiteracy, including: <ul style="list-style-type: none"> • to develop and implement high quality gender-responsive literacy programmes for girls and women • to develop curricula and materials • by providing training to literacy facilitators • to set up a monitoring system • by providing policy recommendations. 	Nigeria	n/a
HQ/ Beirut	Provided technical assistance to the Ministry of Education to finalise tools for the review of primary and secondary textbooks from a gender equality perspective (2009-2010).	Lebanon	n/a
HQ/ Islamabad	Promoted female literacy through ICT in partnership with Mobilink Pakistan, in the first ever project to use mobile phones for the reinforcement of literacy. Carried out pilot project entitled ' <i>Mobile-based Post Literacy Programme</i> ' in collaboration with an NGO partner. Established 50 centres in rural areas. 1250 illiterate adult females acquired literacy skills and received functional literacy information or continuing education through SMS by using mobile phone handsets.	Pakistan	54,953 (Spanish Funds under One UN)
IIEP	Organized the Policy Forum on Gender Equality in Education (3-4 October 2011, Paris) to ensure that schools and the education system as a whole function pro-actively in the equal interests of girls and of boys. This evidence-based forum was attended by over 100 decision-makers, educational planners, researchers and practitioners, including seven Ministers of Education. The Forum facilitated the in-depth	Global	n/a

	<p>discussion of trends, experience and methods regarding gender equality in learning achievement, leadership and management.</p> <p>In 2010, IIEP focused its publications on gender equality, including:</p> <ul style="list-style-type: none"> • a brochure entitled 'Gender and Social Exclusion' (2010) as part of the Education Policy Series to provide a summary of the latest research findings on this topic for the benefit of senior decision-makers in ministries of education. • Incorporating a chapter dedicated to gender and gender equality in the revised version of the Guidebook for Planning Education in Emergencies and Reconstruction. 		
Addis Ababa	<p>Mainstreamed gender equality in education policies by:</p> <ul style="list-style-type: none"> • Developing an anti-harassment code of conduct in Higher Learning Institutions. • Carrying out assertiveness and life skills training in 22 public universities. • Building the capacity and ownership role of federal Ministry of Education experts and Higher Learning Institutes on applying gender equality. • Establishing a women-focused Literacy Initiative for Empowerment (LIFE) project in selected rural communities. 	Ethiopia	n/a
Almaty	<p>Mainstreamed gender equality into the assessment of education plans in cluster countries; made recommendations on how to improve gender equality in education planning.</p>	Kazakhstan, Kyrgyzstan, Tajikistan	(Mainstreamed into overall strategy; no dedicated budget).
EDU/ BAS	<p>Reinforced the capacities of girls and women in rural areas in Niger through increased enrolment in schooling, literacy training, empowerment of women through income-generating activities and</p>	Niger	421825,58

	<p>sensitization to human rights. The project, financed by five European countries, benefits over 4000 people (75% women) and has also led to the construction of classrooms, the schooling of around 100 children (in majority girls) and the installation of grain mills that reduced the hours women spent making flour, freeing them and their daughters to further their education.</p>		
Bamako	<p>Two education centres for girls and two education centres for women constructed. Strengthened the capacity of over 50 literacy trainers. Strengthened local educational structures (provided transport to facilitate movement between distant villages; provided educational equipment including exercise books, blackboards and learning and teaching materials).</p>	Mali	n/a
Bangkok	<p>Mainstreamed gender equality considerations and promoted gender equality in education under the regional framework for training, research and advocacy.</p> <p>Several countries (Lao PDR/ Mongolia/ Thailand/ Fiji/ Indonesia/ Malaysia/ Vietnam) have instated or adapted national frameworks specifying the right to education without discrimination, including on the basis of sex. Several actions were taken by Lao PDR as part of this long-term process during this biennium.</p>	Asia Pacific region	n/a
Bangkok	<p>Conducted capacity building and gender sensitivity training at regional level with representatives from over 18 countries and at national level for Ministries of Education and TEIs (Lao PDR, Thailand).</p>	Asia Pacific Region/ Lao PDR/ Thailand	n/a
Bangkok	<p>Organized regional and national meetings to share country experience and best practices for promoting gender equality in education.</p>	Asia Pacific Region	n/a

Bangkok	Gender equality considerations mainstreamed into discussions with Ministries of Education throughout the UNESS Process.	Asia Pacific Region	n/a
Bangkok	Supported research studies to enhance evidence-based policy making (eg. On the statues and quality of female teachers in four countries). Supported research on the ' <i>Gender Dimensions of the School-to-Work Transition</i> ' and ' <i>Why are Boys Doing Poorly?</i> ' Expanded the Gender Advocacy Briefs Series. (Topics under study: 'Gender barriers to literacy'; 'Gender Equality in Physical Education and Sport').	Asia Pacific Region	n/a
Bangkok	Disseminated information on best practices in girls' and women's education, including via the popular 'GENIA toolkit for Promoting Gender Equality in Education' adapted to CD ROM.	Asia Pacific Region	n/a
Bangkok	Lead several regional advocacy campaigns, e.g.: <ul style="list-style-type: none"> • UNESCO – UNGEI Gender Equality in Education Calendar Art Contest – more than 3,000 submissions received from 24 countries; Approximately 7,000 calendars will serve as a daily reminder to mainstream gender in education. • UNESCO – UNGEI Gender Equality lesson plan for Global Action Week; translated into over 20 regional languages and disseminated widely; • Poster exhibition promoting Gender Equality in Education disseminated to all regional offices and GENIA Gender Focal Points and made available on-line for download.) 	Asia Pacific Region	n/a
Beijing	Dedicated EFA Global Action Week (2011) to the theme of girls' education providing an opportunity to advocate for gender equality in the national press.	Mongolia, China	n/a
Beirut	Provided support to the Ministry of Social Affairs to develop a national approach for adult education in Lebanon, set a new agenda and	Lebanon	153,000

	establish the national committee and core group of trainers (2009-2011) on literacy/adult education.		
Cairo	Continued to support Egypt's National Girls' Education Initiative that has (since 2003) assisted in the establishment of 1064 schools, reaching out to 28 000 girls.	Egypt	n/a
Guatemala	<p>Worked on education and literacy components of the Joint Programme SAQUILAJB'E '<i>The Clear Path to benefit the rights of adolescent girls</i>', with a focus on the most excluded and vulnerable regions of Guatemala.</p> <p>Presented the 2011 Education for All Report in different regions of the Country, with an emphasis on girls and women education rights.</p> <p>Reviewed the United Nations Task Force on Adolescents Girls documents.</p> <p>Participated in the UN Foundation "Girls Up" campaign in order to raise awareness of the situation of adolescents girls in Guatemala. UNESCO participated in the organization of the visit to Guatemala of the young actress Victoria Justice, and was responsible for the actress visiting a girls' literacy group from the National Literacy Committee of Guatemala.</p> <p>Participated in the Population Council workshop on "Programming Capacity Building for Girls and Adolescents in Guatemala" accompanying the Ministry of Education and National Literacy Committee. Participated in the Population Council proposal formulation to provide continuity to the public workshops on adolescent girls, for its submission to the United Nations Foundation.</p>	Guatemala	<p>100,000 (amount approved by UNF in September, 2011, for the first phase of the program)</p> <p>4,000 (ED Regular Program)</p> <p>5,000 (UNF financing for UN Girls Group of Work in Guatemala)</p> <p>20,000</p> <p>1,000</p>

	<p>Participated in activities about girls and adolescents in Guatemala as part of the UN Working Group on Adolescents and Youth.</p> <p>Participated in the Inter-Agency Technical Group on Gender and Advancement of Women UN System and its activities</p> <p>Participated in the Joint Programme for elimination of sexual violence against indigenous children and adolescents in the northern corridor of El Quiché and Alta Verapaz, funded by the United Nations Trust Fund to eliminate violence against women.</p> <p>Designed and implemented, in cooperation with the National Literacy Committee of Guatemala (CONALFA), a workshop entitled "Literacy Teachers in Action: Builders of the Future", to train 600 educators nationwide, and which included specific training on gender and literacy.</p> <p>Conducted research on gender and literacy in coordination with CONALFA.</p> <p>Demanded dignity of women and support the fight against gender-based violence in Guatemala through an activity of the Intercultural and Inter Religious Dialogue board, part of the UN Peace-building Joint Programme, with support from members of the Survivors Association.</p> <p>Conducted training workshops on INEE Norms (Inter-Agency Network for Education in Emergencies) for female teaching students.</p>		
Iraq	<p>Since 2004, under the auspices of the UN Joint Project EFA (2008-2010 - funded by the European Union); the Literacy and Life Skills Development (LLD) Project (2004-2008 - funded by Government of Japan); and the Literacy Initiative for Empowerment (LIFE) Project (2010-present, funded by the Office of Her Highness Sheikha Mozah</p>	Iraq	<p>LLD Project: 2,230,400.00</p> <p>EFA Project: 600,000</p>

	<p>bint Nasser, First Lady of Qatar), gender equality incorporated into the following actions:</p> <ul style="list-style-type: none"> • 2000 female illiterates trained in literacy and life skills via 5 community learning centres (LLD Project). • Establishment and equipping of 3 additional community learning centres (EFA Project). • Literacy training centre established in Basra in cooperation with Norwegian Church Aid; literacy courses provided for 300 youth, including women (LLD Project). • Supported the development of the National Education Strategy (EFA/LIFE Projects). • 2000 adult illiterates provided with literacy and peace education courses in Marshlands area (with AMAR Charitable Foundation) (LLD Project). • established an NGO Coordination Network for Literacy with international and Iraqi NGOs (LIFE Project). • Created a factsheet on literacy in Iraq. • literacy and non-formal education programming and material development, including the designing of new literacy textbooks and teachers' guides for Arabic Language, Mathematics and Life skills training (validated in November 2010 taking gender sensitivity into account). (EFA/LIFE Projects). • Launched advocacy campaigns at community level targeting illiterates in order to raise awareness on the importance of literacy and education (events targeted more than 30,000 members of vulnerable communities throughout Iraq (LIFE Project). • -Launched pilot and innovative literacy initiatives for empowerment targeting more than 6,000 vulnerable illiterates in Iraq including women and youth in poor areas (LIFE Project). • Approval of National Literacy law and development of a National Literacy Strategy based on identification of the 		<p>LIFE Project: 1 million (current expenditure)</p>
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	educational needs of Iraqi people in order to guide the national literacy campaign until 2015 (LIFE Project).		
Islamabad	Supported 215 Adult Literacy Centres and Community Learning Centres targeting out-of-school girls and illiterate women in conjunction with 13 implementing partners, actively involving rural communities and disabled people. Progress reports show remarkable changes in the around 6500 learners enrolled in these programmes, who were able to read, write and do simple calculations after 5-6 months of teaching.	Pakistan	685,792 (Spanish Funds under One UN)
Islamabad	Produced a Calendar for 2011 on the theme of the ' <i>Promotion of Girls' Education in Pakistan</i> '. Widely disseminated to UN Agencies, INGOs, NGOs, GOs, CBOs, Public and Private Universities, Implementing Partners, Teachers & Learners of Non-formal Education, etc.	Pakistan	3,286 (Spanish Funds under One UN)
Islamabad	Translated the toolkit developed by UNESCO Bangkok (GENIA network) on 'Promoting Gender Equality in Education' into Urdu and adapted it to the Pakistani context. Printed and widely disseminated the toolkit, including to participants of UNESCO workshops.	Pakistan	9,909 (Spanish Funds under One UN)
Islamabad	Organized 71 gender sensitization workshops across the country. 40 workshops held for Formal Elementary Teachers and 5 workshops for Non-formal Teachers were organized in 2010. 9 Workshops for Executive District Officers and 10 workshops for secondary school teachers were organized in 2011.	Pakistan	154,705 (Spanish Funds under One UN)
Kathmandu	Supported national efforts to achieve the goals of literacy for all by focusing on improving life-long learning for women through non-formal means of education, with a special focus on mother tongue-based and post literacy programmes for women and girls: <ul style="list-style-type: none"> On a policy-level, UNESCO provided gender sensitive policy advice, including the establishment of a non-formal education 	Nepal	n/a

	<p>management information system (NFE-MIS).</p> <ul style="list-style-type: none"> • Provided capacity building for NFE officials to develop and implement evidence-based planning towards achieving literacy for all. • Provided support for the capacity building of gender focal points in the Ministry of Education and its constituent institutions on gender mainstreaming in education. • Conducted various research studies including on: the status of women teachers, developing a set of indicators and tools to measure gender equality in education, girls in science and technology education and situational analyses of gender responsive budgeting in the education sector. 		
New Delhi	Provided policy guidance for the development of “Saakshar Bharat Literacy Policy Document” for Literacy of Women in India);	India	n/a
New Delhi	<p><i>‘LIFE (Literacy Initiative for Empowerment) Kit’ developed:</i> is a resource manual which addresses not only literacy but also the day-to-day needs of adult women neo-literates in order to empower them with an awareness of their rights, so that through literacy they can enjoy enhanced socio-economic participation and an improved quality of life.</p> <p>Expanded the use of LIFE (Literacy Initiative for Empowerment) Kit as an academic support material in the NIOS OBE programme and also made it available for use in the equivalency programmes offered through Saakshar Bharat.</p> <ul style="list-style-type: none"> • LIFE KIT translated into Hindi and Urdu Language. 	India	n/a
New Delhi	Organized International Literacy Day on the theme “ Women Literacy for Peace and Sustainable Development” (8-10 September 2011) in collaboration with UNESCO HQ and the Government of India.	India	n/a

New Delhi	Designed 5 TVET courses that are now being integrated in LIFE programme as well as an international workshop on the Recognition of Prior Learning (RPL) in partnership with the National Institute of Open School for women to get into the Life Long Learning and Vocational Programmes of NIOS (National Institute of Open School).	India	n/a
New Delhi	<p><i>The Adolescence Education Programme (AEP)</i> implemented by government of India in 11 states of India, including:</p> <ul style="list-style-type: none"> • Content analysis of existing materials, subsequent revisions and an evaluation study to collect evidence of the effectiveness of the programme. • Preparation of guidelines for curriculum on integration of adolescence and life skills issues in secondary school curriculum; • carried out baselines and other forms of research; • Strengthened spokesperson-ship on gender in policy making for micro credit and employment opportunities, • boosted connectivity, interactive spaces, • strengthened regional networks of positive factor in gender into all development programmes, • mainstreamed gender into socio-economic impact assessments, • reduced programmatic vulnerability of women, especially via targeted interventions with sex workers, Gender sensitized strategic planning processes, Integrated HIV prevention and treatment in existing HIV programmes , • Conducted gender audit of national programmes- indicators, • Monitoring and Evaluation, • Gender sensitized vaccine development initiatives, • challenge and counter legislations that restrict migration, 	India	n/a

	<ul style="list-style-type: none"> • Advocated for, via discussions, the accountability of governments to implement the SAARC convention on combating trafficking of women and girls, • Influenced the ratification process of the UN convention of for protection of migrants and their families(1990) 		
Quito	Conducted study on mainstreaming a gender perspective in the curriculum and educational materials for basic education. Produced indicators to support the monitoring of the incorporation of a gender approach into basic education.	Ecuador	n/a
Quito	Conducted research on the gender focus in primary education through the analysis of the school curriculum and text books. Presented the results presented to the Ministry of Education. Provided technical advice on how to improve on problem areas highlighted in the research.	Ecuador	n/a
Quito	Conducted research on the literacy experiences of vulnerable populations (indigenous and afro women, imprisoned women, women living in the North border area).	Ecuador	n/a
Ramallah	Highlighted the participation of girls as a key component in the project 'provision of emergency secondary education in non UNRWA schools, 'part of UNESCO's emergency education programme in Gaza. Supported a total of 5845 secondary students (55% girls); employed 262 teachers (over 50% women).	Palestinian Territory	n/a
Ramallah	Supported four girls' schools for safety and risk mitigation planning and implementation for school populations during times of emergency and planning under the auspices of the "schools as safe zones" project.		n/a
Ramallah	Supported programming on gender based issues through trainings on	Palestinian	n/a

	INEE minimum standards.	Territory	
Yaoundé	Carried out diagnostic report on literacy and non-formal education. Carried out workshops to validate this report. Produced policy recommendations. New national education policies integrated the importance of improving girls' access to school and the need to create a favourable environment to ensure children, especially girls, remain in school.	Cameroon, Chad, Central African Republic	n/a
Yaoundé	Sensitized key government actors about gender equality issues: distributed 500 copies of UNESCO's document 'Passport to Equality' to the Ministry for the Promotion of Women and the Family for distribution to gender focal points and heads of local networks and associations.	Cameroon	n/a
2. Gender-sensitive teacher policies developed in Member States			
HQ	Conducted analytical research in partnership with the Commonwealth Secretariat on the feminisation of the teaching profession in Commonwealth countries to document the scope of gender imbalance in the teaching profession, UNESCO (ED/PDE/TED).	Commonwealth countries	n/a
HQ	Formed a partnership between UNESCO and GEMS to support the participation of girls and women in the teaching and learning of math, science and technology.	Global	n/a
3. Teachers better trained in gender-sensitive teaching and learning approaches			

HQ	Began the preparation of a tool, described as, " <i>a whole institutional transformation framework for mainstreaming gender in teacher training institutions (TTIs)</i> ". The framework targets TTIs and aims to be an instrument for them to initiate reforms and assess their own institutional arrangements and programmes with regards to management, recruitment of trainers and trainees; programme contents, learning/teaching materials, interaction with surrounding communities (scheduled for completion at the end of this biennium).	Global	n/a
HQ	Assessed teacher education policy from the point of view of gender responsiveness with a view to developing a set of best practices on addressing gender in teacher education. Developed recommendations and held dissemination/ validation workshops held in each country. Strengthened capacity of policy makers and other relevant individuals in the area of mainstreaming gender in teacher education policies and programmes.	Ghana, Nigeria, Senegal	n/a
HQ/ Bangkok	Elaborated module on gender sensitization in order to strengthen gender approaches and issues in teacher education curricula in Asia.	Philippines, Thailand, Vietnam	n/a
HQ/ Ha Noi	In the context of Joint UN Project entitled ' <i>National textbook review and analysis from a gender perspective, including piloting teacher-training programmes to incorporate Gender Equality issues in line with the Law on Gender Equality and the Law on Domestic Violence Prevention and Control</i> ': <ul style="list-style-type: none"> • Produced '<i>Guidelines for textbook review and analysis from a gender perspective</i>' and '<i>Report of findings based on the analysis of primary education textbooks in Vietnam</i>'. • Successfully piloted a teacher training module that addresses gender issues and promotes gender equality • Amended and improved the teacher training module 	Vietnam	161,252

Beirut	<p>Organized in-service training workshops for teacher trainers on gender sensitive teaching and learning approaches and active learning and developed a teaching guide for classroom use.</p> <p>Commissioned a research paper to examine the feasibility of introducing and institutionalizing this type of training during pre-service preparation for teachers in collaboration with various universities in Lebanon.</p>	Lebanon	40,000
Mexico	<p>Launched an inter-agency initiative (with UNFPA, UNDP, UNICEF, CEPAL) entitled '<i>Elaboration and Evaluation of an integral model to prevent Gender Violence in the Indigenous population of Mexico with an intercultural focus,</i>' in response to problems of violence and insecurity in schools with the aim of developing the capacity of teachers and local media to develop non-violent gender identities in young people from indigenous communities,.</p>	Mexico	n/a
New Delhi	<p>Conducted research study on " Increase in the Number of Female Teachers in Rural India"</p> <p>Created 'Changing Perspectives of Water Management: Teacher Resource Kit with Gender Lens on Water'.</p> <p>Organized 2011 Global Action Week, 'The "Big Story" Lesson Plan: "It's a right, make it right! Education for Girls and Women NOW!'</p>	India, Bhutan, Maldives, Sri Lanka	n/a
4. Quality of secondary education enhanced to expand equal access and ensure retention of girls and boys			

HQ	Developed a methodological guide, ' <i>Promoting Gender Equality through Textbooks</i> ', giving stakeholders the tools for textbooks revision or for guiding the critical use of existing textbooks. Disseminated the guide widely disseminated: it has been used by a range of countries as a tool to revise their curriculum and textbooks through a gender lens (ED/BAS).	Global	n/a
Iraq	Strengthened the capacity of target groups (relevant Ministries, teachers, civil society organizations) and developed training materials to deliver quality education to adolescents by including life skills and civic values programming, which includes gender equality.	Iraq	1, 227, 205
New Delhi	<p>Evaluated and reviewed Incentive Schemes in Primary Schools to encourage participation of Girls in Education.</p> <p>Sponsored India's Country paper for the Mexico Conference of E-9 Countries on Women as Educators in the process of development and change.</p> <p>In the context of a country report, conducted a National Study focusing mainly on girl's education in general context of "gender equality" providing a critical analysis of available knowledge on girl's education.</p> <p>Produced Gender Profiles for: Jammu & Kashmir & Nagaland, Tamil Nadu including gender segregated data for eighteen indicators collected from Government and Non Governmental organizations providing a array of data on a selection of gender characteristics.</p> <p>Gender Watch is an effort to provide a frame for a gendered</p>	India	n/a

	<p>enquiry in all aspects and dimensions of education.</p> <p><i>Girls' Education: Lessons to Learn</i> is a codification of combinations that work well for girls' education.</p> <p>Produced <i>Education, Gender and Empowerment: Perspectives from South Asia</i>, a collection of papers which analyze the issues of education, gender and empowerment in the context of South Asia from various perspectives. The papers include analyses of policies and trends at a macro level from various perspectives, as well as the life stories and experiences of individuals and organizations at the micro level. The reflective analysis of the practitioners lends special weight to this volume. This mixture of approaches is intentional and follows the understanding of feminist theory that there is a variety of valid ways to undertake analysis and create knowledge.</p>		
Yaoundé	<p>Produced a concept note on a project aimed to accelerate the insertion of girls into schools and women's literacy by testing an alternative methodology to accelerate the insertion of out-of-school adolescents or those who have dropped out of school in the North of the country. Technical proposal produced with the Ministry of Education to boost girls' school attendance.</p>	Cameroon	n/a
5. National TVET policies reviewed to ensure adequate skills acquisition for employment for girls and boys alike			
HQ	<p>Integrated gender equality into the work of the TVET section:</p> <ul style="list-style-type: none"> • Included gender analysis in review of TVET policy (Malawi, Benin, Cambodia, Laos, PDR, Peru, Eastern Caribbean). 	Global	n/a

Iraq	<p>Carried out numerous projects (Local Area Development Project (LADP) and TVET specific) to assist the TVET sector and respond to the needs of emerging labour market sectors and encourage employment through education, especially among women. (Capacity building provided for 107 managers, teachers and trainers infrastructure and equipment of TVET centres improved; training materials developed for TVET centres.</p> <p>Carried out capacity building for civil society organizations working in the field of literacy and TVET. Equipped 11 TVET institutions; 3 vocational training centres; 8 schools.</p>	Iraq	<p>LADP: 3,230,000.00</p> <p>TVET (all projects): 11,060,000.00</p>
Maputo	<p>Focused on training of trainers to help combat country's high female illiteracy rate, via two adult education training centres. Trained 60 adult education facilitators in delivering literacy and numeracy classes and entrepreneurship and business management to create a complete TVET- NFE training package. These facilitators delivered similar training to 140 women in two provinces. Currently UNESCO is consulting with these centres to develop an integrated functional literacy, vocational and basic entrepreneurial training programme to be adopted in other districts.</p>	Mozambique	n/a
New Delhi	<p>Produced a Training Manual on Rural Women and Technology that outlines principles and practical lessons on several appropriate technologies for rural women and is designed to help trainers in the field.</p> <p>Developed TVET Modules for neo literates with a special focus on women.</p> <p>In the context of <i>Learning without Frontiers</i>, a project for</p>	India	n/a

	UNESCO by the Deccan Development Society, Hyderabad Andhra Pradesh, India, held workshops on Women and Panchayat Raj; a series of training workshops for rural women in making video programmes; a series of educational Jatras (fairs) used to foster horizontal communication between various autonomous women's communities (mainly girls) in order to learn life skills.		
Ramallah	Mapped TVET opportunities in Gaza with a focus on gender related issues to provide evidence-based information for UNESCO and partner agencies supporting the TVET sector in Gaza. Highlighted a number of critical gender-related issues.	Gaza	n/a
6. National capacities strengthened to prepare and manage inclusive, rights-based education sector plans and policies that are gender sensitive and assure equitable access to education			
HQ/ Beirut	Reviewed national frameworks concerning the right to education with a focus on gender equality.	All Member States in the Arab Region	15,000
HQ	Dedicated a special section to 'measures taken to ensure gender equality' in the recent publication ' <i>Implementing the Right to Education, a compendium of practical examples based on the seventh consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education</i> ' (2010).	Global	n/a

HQ	Established an electronic library on girls education compiling studies that help understand the problems of female students and share best practices in promoting girls education. Resource to be published on CD-Rom and distributed to key beneficiaries including teachers and researchers.	Africa	n/a
Bamako	11 classrooms constructed. Produced report detailing recommendations for formal and non-formal education in Youri and Dantiandou.	Niger	n/a
Beirut	Provided technical assistance to the Ministry of Education to finalise tools and undertake a comprehensive review of all textbooks at all levels of education (pre-primary- secondary) from a gender equality perspective (2009-2011).	Lebanon	369,000
Beirut	Under the umbrella of the Ministry of Education and the Ministry of Social Affairs, initiated a study on school related gender-based violence at all levels of education in Lebanon in order to make evidence-based policy recommendations for preventive and corrective action (2010-2012, ongoing) in schools.	Lebanon	\$65,000
Guatemala	In the context of the UN Joint Programme ' <i>Consolidating Peace in Guatemala through violence prevention and conflict management</i> ' supported the Ministry of Education in the implementation and institutionalization of the strategy for comprehensive sexuality education and the prevention of violence as an educational project that will strengthen the identity of girls, children, adolescents and young people.	Guatemala	n/a
Iraq	Gender mainstreamed into the Education Management Information System (EMIS). Data sex-disaggregated.	Iraq	n/a

Quito	Provided technical support for the inclusion of a gender focus in the New Education Law (2011). Supported the creation of the strategic and operative plan of the DINEIB (National Headquarters for Bilingual Intercultural Education in Ecuador) that incorporates matters related to discrimination against women and specific proposals to overcome them.	Ecuador	n/a
Ramallah	Included gender-disaggregated data in an assessment of the psychosocial impact of the war and blockade on education in Gaza.	Gaza	n/a
7. Education systems' responses to HIV and AIDS are gender-sensitive			
HQ	<p>Lead the UNAIDS Global Initiative on Education and HIV & AIDS – EDUCAIDS. In this context:</p> <ul style="list-style-type: none"> partnered with ministries of education, national AIDS councils and networks of people living with HIV to develop policies and programmes for schools to deal with violence in school settings; advocated for, and supported, access to comprehensive sexuality education that promotes gender equality and human rights; ensured that HIV programming addresses gender dynamics. <p>UNESCO's active participation in the UN Girls' Education Initiative (UNGEI) and the UN Adolescent Girls Task Force (UNADTF) reinforces partnerships and collaboration on gender equality and HIV prevention. UNESCO and UNFPA collaborated to develop a technical paper on sexual and reproductive health, gender and HIV at the Joint SADC/ East African Community/ Common Market for East and Southern Africa High Level Meeting on Women, Girls, Gender Equality and HIV (April 2011).</p>	Global	n/a
HQ	Developed tool focusing on gender, HIV and education (7 th booklet in	Global	n/a

	the <i>Global Policy and Practice in HIV & AIDS and Education</i> series, to be published end 2011 and scheduled for use for capacity building in the next biennium).		
HQ	<p>Supported countries to deliver good quality HIV and sexuality education:</p> <ul style="list-style-type: none"> • Technical review committees established in South Africa and Namibia with curriculum audits scheduled in 2011; • Sector policies adopted in Swaziland and Lesotho to integrate sexuality education in those countries (also scheduled for Angola, 2011); • Zimbabwe committed to implementing a National Adolescent Sexual and Reproductive Health Strategy, 2010-2015; • Zambia committed to revise HIV and AIDS sectoral policy to integrate aspects of sexuality education following the results of a study on '<i>Situating Sexuality Education in the Education Sector HIV and AIDS Prevention Work in Zambia</i>'; • Worked with the Pan American Health Organization to eliminate sexism, homophobia and other forms of discrimination in educational settings in Latin America and the Caribbean. 	Global	n/a
Bamako	<p>Improved women's access to knowledge about reproductive health and HIV/ AIDS. Developed module on sexually transmitted diseases and HIV/ AIDS.</p> <p>40 educators trained and a network of pairs of educators set up. Key messages communicated via 22 publicity posters. Mobile training of community networks took place, as well as the formation of a school committee for the fight against sexually transmitted diseases, HIV and AIDS in two towns. Capacity of 10 members of the committee strengthened.</p>	Niger	n/a
Beirut	Capacity building activities (training workshops and teaching guide/	Lebanon	70,000

	manual) provided for school health educators at all public secondary schools in Lebanon for the delivery of interactive, gender sensitive, HRB HIV and AIDS education with a focus on life skills.		
Iraq	Capacity building activities aimed at Ministry of Education officials and Iraqi NGO staff aimed to provide methodologies and resources for integrating HIV/ AIDS content into the Iraqi education system, raising awareness of the increased vulnerability of girls and women. (Study tours and training held February 2011 and April 2011). Training of trainers followed by training of literacy facilitators, based on toolkit developed in participatory manner by UNESCO, MoE and Iraqi NGOs to be conducted in November 2011. Toolkit to be launched on World AIDS Day 2011.	Iraq	190,000
Yaounde	Developed training software to raise the awareness of educators of the gendered approach to education, in the context of reproductive health and HIV/ AIDS education for adolescents.	Cameroon	n/a

Natural Sciences

GEAP Outcome	Progress Achieved toward meeting the GEAP outcomes	Countries/ Region	Allocated amount
<p>1. Gender equality perspective integrated in the design, monitoring and evaluation of educational, training and capacity-building activities and research projects to meet the global water challenges defined by the MDGs</p>			
<p>HQ</p>	<p>Integrated gender equality into the initiatives and activities of the IHP (International Hydrological Programme) through a gender-sensitive approach to programme implementation.</p> <p>Lead the production of the fourth United Nations World Water Development Report (publication due March 2012) as hosts of the United Nations World Water Assessment Programme (WWPA). Commissioned a gender review of the draft report to ensure that it is gender-sensitive.</p> <p>The WWPA, under UNESCO leadership, launched an advisory group on gender to assist the organization in mainstreaming gender in all of its activities.</p>	<p>Global</p>	<p>n/a</p>
<p>Cairo</p>	<p>Raised awareness of women's active participation in integrated water resources management in the context of UNDAF activities.</p>	<p>Egypt</p>	<p>n/a</p>

Iraq	Capacity building carried out for the Ministry of Water Resources. Ancient aqueduct system (Kharez) restored reducing the burden of women as primary water gatherers.	Iraq	1,600,000.00
3. Participation of women in the basic sciences increased through capacity- building and training activities			
Dar es Salaam	Provided technical assistance for the formation of the Tanzanian Women in Science Reference Group, which aims to advocate for gender equity in science, technology, engineering and mathematics education and careers. Organized forum to kick-start the group, November 2010; set up task force to prepare working documents and organizational structure and to launch the group.	Tanzania	n/a
4. Gender-responsive approach to disaster risk reduction promoted			
Bangkok (SHS)	Convened the ' <i>UNESCO Conference on Gender, Peace, Disaster and Climate Change: The Third Meeting of the Women's / Gender Studies Network in Asia Pacific</i> ' (March 2011) agreeing on various activities in support of these issues for the coming year.	Asia Pacific Region	n/a
5. Gender-responsive approaches to biodiversity conservation and sustainable development fostered through promotion of effective participation of women in			

decision- making processes			
HQ/ ODG/GE	<p>Highlighted the gender dimension of biodiversity conservation internationally:</p> <ul style="list-style-type: none"> • Promoted the importance of the role of women and gender balanced approaches in biodiversity conservation and sustainable use via the International Year of Biodiversity (IYB) 2010. • Organized a special event on “<i>Gender Dimensions of Biodiversity</i>” at the UNESCO IYB Science-Policy Conference (Paris, January). Published and distributed the proceedings of the event including recommendations for future action at CBD COP 10 (Nagoya, November). • In the LINKS programme, the book ‘<i>Savoirs féminins liés à la nature, plantes médicinales et médecine traditionnelle dans les Mascareignes</i>’ (<i>Women’s knowledge related to nature, medicinal plants and traditional medicine in the Mascareignes</i>), describing the medical knowledge practiced by women on these islands, was sent to press. • Integrated gender equality into the UNESCO Informal Biodiversity Working Group. • Integrated gender equality into the UNESCO Climate Change Initiative and incorporated into the objectives of its Final Report (August 2010). • Produced a <i>Starters Guidebook on Climate Change</i> in cooperation with UNEP, including a chapter on gender equality. • Played active role as co-convenor (with UNDP) of the Interagency Task Force on Gender Equality and Climate Change and contributed to the planning of side events during COPs. • Gender equality mainstreamed into the work of the UNESCO Rio+20 Steering Committee to ensure that UNESCO’s contribution in the United Nations Conference on Sustainable Development fully 	Global	n/a

	integrates gender equality.		
Quito	Coordinated a diagnostic study on the state of education for sustainable development in the Yasuni Biosphere Natural Reserve with a focus on gender, rights and intercultural relations. Responsible for gender mainstreaming elements of the UN inter-agency joint programme of which this is a part.	Ecuador	n/a
7. Effective participation of women in processes shaping scientific policies and promotion of national science policy agendas			
HQ	Highlighted the transformative role of women in science and science policy in connection with society on World Science Day for Peace and Development by an international conference co-organized by UNESCO on <i>Gender Equity Policies: A prospective view; new scenarios, actors and articulations</i> in November in Buenos Aires, Argentina. Covered topics such as “Women, Science and Equitable Development, Gender Equality in Constructing the Knowledge Society: Inclusion and Innovation Strategies” and “Challenges to Building an Inter-Cultural Dialogue through Science: Women’s Voices and Initiatives”. Organized an activity on Women in Science in March in Johannesburg, South Africa.	Global	n/a
9. UNESCO-L’Oréal Women in Science partnership continued			
HQ/ Cairo/ Montevideo	Expanded the UNESCO-L’Oréal ‘For Women In Science’ partnerships.	Global	n/a

	<p>Created regional fellowships for the Arab States in 2010 and conducted preparatory talks in view of launching a similar scheme for Latin America and Caribbean in 2011.</p> <p>The UNESCO-L'Oréal Partnership for Women in Science organized the week for Women in Science 2010 in March. Fifteen international fellowships were awarded to students and five outstanding Laureates from Egypt, France, Mexico, Philippines and the United States of America received the award from the Director-General of UNESCO and the President of L'OREAL Foundation, in the presence of Professor Ahmed Zewail, Nobel Prize in Chemistry 1999, and President of the international Jury.</p>		
11. Participation of women scientists and engineers in academic research and innovation, especially in developing countries, promoted			
HQ	Enhanced the professional education of women from countries in transition and developing countries in the field of water sciences by IHP through a scholarship grant programme for postgraduate studies.	Global	n/a
HQ	A Masters degree on "Environment, Water and Health" was launched at the University of Lomé in Togo by the UNESCO Chair "Women, Science and Sustainable Water Management in Africa".	Togo	n/a
HQ	<p>Increased participation by women in UNESCO-sponsored scientific networks and activities:</p> <ul style="list-style-type: none"> IHP has provided technical contribution and expert participation to the event on <i>Women, Water and Sustainable Development in Africa</i>, organized jointly by UNESCO (Paris, November). The 	Global	n/a

	<p>participation of UNESCO Chairs on water and gender was ensured.</p> <ul style="list-style-type: none"> • The Association of African Women Geoscientists (AAWG), originally created with UNESCO's support, held its fifth conference in April at Grand Bassam, Côte d'Ivoire on Women and Geosciences for Peace. • The 43rd IOC Executive Council in June set a higher target of 25% for participation of women in its activities in the period 2008-2013, and Member States were urged to take gender equality into consideration when nominating participants in IOC activities. 		
Cairo	Held networking breakfast meeting for Women in Chemistry to celebrate the launch of the International Year of Chemistry (January 2011).	Egypt	n/a

Social and Human Science Sector

GEAP Outcome	Progress Achieved toward meeting the GEAP outcomes	Countries/ Region	Allocated amount
1. Policy recommendations for women's socio- economic empowerment formulated and communicated to policy-makers			
HQ	Produced forthcoming manual <i>Empowering the Poor</i> focused on strategic litigation, highlighting comparative case law dealing with trafficking and prostitution, violence and reproductive rights as major concerns in fighting poverty and advancing women's economic, social and cultural rights.	Global	n/a
HQ	Organized round table ' <i>Towards Inclusive Youth Policies and the Prevention of Violence in the African Great Lakes Region</i> ' (Nairobi, June 2011) to discuss innovative initiatives to pre-empt further instances of youth and gender based violence in the region. UNESCO Brazil shared best practices. Key sport stakeholders presented projects exemplifying sport's potential as a catalyst for women's empowerment.	Great Lakes Region	n/a
HQ	Supported research on the socio-economic empowerment of women with the aim of formulating policy recommendations in this area.	Global	n/a
Bamako	Women's empowerment enhanced by the provision of 15 mills and agricultural materials. 30 women trained in the use of small agricultural machinery and pesticides and on protecting the environment. 89 women trained in community life, managing income-generating	Niger	n/a

	<p>activities and good governance. In addition, 80 people (75 women, 5 men) were trained in managing community grain stores, the principles of community life and of good governance.</p> <p>86 women provided with microcredit to engage in sheep fattening or starting a small business.</p>		
Bamako	Policies and existing practices relating to human rights and gender equality analyzed in the towns of Youri and Dantiandou. Produced three documents containing recommendations on formal education, non-formal education and income-generating activities.	Niger	n/a
Bamako	Improved legal knowledge and training of women and girls. Trained and created training module for paralegals. Carried out training workshops to raise awareness of human rights, gender equality and violence against women.	Niger	n/a
Beijing	Launched a project to review the social challenges faced by young women in Mongolia as a result of violence against women, migration and global environmental change in conjunction with two Mongolian NGOs. The aim is to improve understanding of the social problems that young women face and to identify possible entry points for working with local authorities and other actors to improve the status and condition of women.	Mongolia	n/a
Beirut	Launched a study to examine women's employability in Lebanon and transition from school to work for young women.	Lebanon	30,000
Breda	Supported two cases studies on ' <i>The strengths, weaknesses, opportunities and threats (SWOT analysis) of the social movement of West African women</i> ' and ' <i>Gender-based violence</i> '	Senegal/ Gambia/ Guinea Bissau	n/a

HQ/ Bujumbura	<p>Created women's observatories or research and documentation centres that will establish programmes to promote women's involvement in conflict resolution, peace processes and reconstruction efforts and in post-conflict democratization processes.</p> <p>Established <i>The Regional Research and Documentation Centre for Women, Gender and Peace-building in the Great Lakes Region</i>, a category 2 regional centre. (Agreement signed between DG, UNESCO and the Democratic Republic of Congo; building and temporary director provided by DRC; formed strong financial and technical partnerships with: UN Women, UNFPA, AfDB and UNECA).</p> <p>Within this context, organized:</p> <ul style="list-style-type: none"> • a three-day workshop on '<i>Socio-cultural approach towards sexual violence against women in the Democratic Republic of Congo</i>' (Kinshasa, December 2010). • A seminar (in collaboration with ISECO) on '<i>The role of the man in preventing gender-based violence</i>' (March 2011). <p>The centre is pursuing three major programmes:</p> <ul style="list-style-type: none"> • A major research programme on the theme of violence against women in the Region; • The creation of an Observatory on Women and Poverty; • The creation of a virtual network linking the Regional Centre with the 11 National Centres and a digital library to disseminate resources and publications throughout the region. The procedures to set up the digital network have been initiated. Workshops have been held to train members on how to develop and maintain the digital library. 	Great Lakes Region	n/a
Bujumbura	Conducted feasibility study on the possibility of setting up a Master's degree in Gender and Development at the University of Burundi.	Burundi	n/a

	Communicated results to university officials who are in the process of setting up this degree.		
Bujumbura	Participated actively in discussions as part of process lead by UN Women in view of the development of the updated Strategic Framework for Growth and the Fight Against Poverty. Gender issues and the promotion of women integrated as key components into 'Vision 2025' national development plan with which the updated strategic framework will be aligned.	Burundi	n/a
Moscow	Following the research project 'Women's Political Participation in the Caucasus' (2009), developed policy recommendations on how to increase the political participation of women in the region. Organized a regional conference to provide a platform for dialogue between researchers and policy-makers. A number of these recommendations were adopted and promoted among policy-makers and policy-advisors.	Caucasus Region	n/a
Rabat	Published regional study on ' <i>Women, Family Law and Judicial Systems in Algeria, Morocco and Tunisia</i> ' examining women's access to the legal profession (available in French and Arabic). Established a network of jurists to share best practice and experience in that field.	Maghreb	n/a
Rabat	Provided technical and financial support for the publication of a report based on the proceedings of the international conference, <i>Gender, Cities and Local Governance in the Arab World and in the Mediterranean</i> (organized by CEDEJ – Centre d'Etudes et de Documentation Juridiques, Economiques et Sociales. Publication scheduled November 2011).	Arab world	n/a
Ramallah	This biennium, UNESCO-Palestinian Women Research and Documentation Centre (PWRDC) has continued its work, notably via:	Palestinian territory	n/a

	<ul style="list-style-type: none"> • Advocacy (library visited regularly by 180 people; on-line library; providing resources for BA and Master's students) • Preserving collective memory (oral history of the 20th century chronicling the major changes regarding the status of women under the title 'the political role of Palestinian women') • Research analysing all laws regarding women's status in relation to CEDAW and other Human Rights legal instruments, producing recommendations for legal reform. Consequently, the penal and family laws are currently under discussion for revision at Prime Ministerial level). • Carried out research on: women, health and social issues; women and economy; gender and environment; social attitudes towards persons with disabilities from a gender perspective. • Strengthened partnerships at a local level (eg. with the Palestinian National Committee for Librarians) to favour the sharing of information and resources on gender. • Participated in Italy in a conference on violence against women with a presentation on violence against young women in Palestine. Prepared a fact sheet to be used as an advocacy tool and for policy advice. • Participated in regional meeting in Jordan in view of the development of the regional strategy of UN Women. • Participated in conferences in Madrid (December 2010) on women, Islam and feminism in post-conflict contexts and Berlin (December 2010) on the 1325 UN resolution. 		
3. Awareness raised among youth on gender-specific issues in the fight against HIV/AIDS-related discrimination			
HQ	Gender systematically integrated into training methodologies, the	Global	n/a

	development of training materials and as a criterion for selecting the participants of capacity building exercises related to the fight against HIV/ AIDS-related discrimination.		
Lima/ Quito	<p>Strengthened the capacity of peer educators from youth organizations aiming to prevent stigma and discrimination against vulnerable populations (HIV, women, sexual diversity), as well as their capacity to develop short peer education scale projects. Published a diagnostic report entitled <i>'Needs related to the prevention, awareness and support of HIV/ AIDs among vulnerable segments of Peruvian youth.'</i></p> <p>Elaborated two brochures based on the report: <i>'Stigma and Discrimination against vulnerable populations (HIV/ sexual diversity)'</i> and <i>'Love relationships and HIV risk'</i>. Designed documents and materials for a training programme. Conducted four workshops as part of the training programme, in which forty peer educators from five organizations participated; the training is now being replicated by these actors in their communities with support of local government.</p>	Peru, Bolivia, Ecuador	n/a
4. Municipalities' awareness of gender issues in the fight against racism and discrimination enhanced			
HQ	Integrated gender equality into the ten-point action plan of regional coalitions of Cities against Racism. Municipalities encouraged to address gender-based discrimination through support for victims of gender-based abuses, identification of vulnerable groups in their administrations and practicing equal opportunity policies etc.	Global	n/a
5. Participation and			

visibility of women philosophers in SHS philosophy programme initiatives promoted and enhanced			
HQ	In the context of World Philosophy Day 2010, organized a round table entitled ' <i>Women philosophers and political correctness</i> ' in cooperation with the members of the International Network of Women Philosophers.	Global	n/a
HQ	Providing a platform for critical reflection, including on the concept of gender, published the first edition of the on-line journal for women philosophers, featuring twenty articles by female philosophers from the International Network of Women Philosophers (October 2011).	Global	n/a
Guatemala	Presented the Book: "Women in Latin American Independence".	Guatemala	n/a
6. Gender equality issues integrated into ethical frameworks for science and technology			
HQ	Addressed gender equality issues in the report of the IBC on circumstances that may make people vulnerable.	Global	n/a
Cairo	Established a committee for women's issues in the field of bioethics.	Egypt	n/a
7. Gender equality dimensions integrated into the MOST tool			
HQ	Gender related indicators included in the descriptors of different	Global	n/a

	domain knowledge models. Published briefs on violence against women.		
8. Gender equality considerations integrated into the work on migration			
HQ	Supported a series of studies on the gains and losses that women experience in a variety of migratory contexts, resulting in policy recommendations aimed at maximising the potential benefits of migration for women. Results published on the occasion of International Women's Day in <i>Diversities</i> journal. Started preparation of projects on ' <i>Violence against migrant women</i> ' and ' <i>a gender approach to migration and displacement related to environmental degradation and climate change</i> '.	Global	n/a
Almaty	With UN Women, empowered female migrants working in Almaty city open markets through the 'Safe City Almaty' campaign. Conducted survey of migrant women. Trained community outreach officers. Carried out campaign to raise awareness of HIV/ AIDS risk for migrants.	Kazakhstan, Kyrgyzstan, Tajikistan	22,000
Beijing	Gender mainstreamed into work on migration. Promoted human rights of young female migrants working in the low-end service sector via the creation of social protection networks (part of UN Joint Programme on 'Youth, Employment and Migration' with support from Spanish MDG funds).	China	n/a
9. Awareness of gender equality issues in sports and physical education enhanced			

HQ	<p>Raised awareness of sport and physical education's potential as a catalyst for women and girls' empowerment and gender equality by:</p> <ul style="list-style-type: none"> • Organizing a special event on <i>Maximizing the Power of Sport</i>, June 2011. • Organizing, in partnership with the International Olympic Committee, the IOC-UNESCO 7th World Forum on Sport, Education and Culture. 	Global	n/a
HQ	<p>Strengthened and consolidated strategic partnerships with regards to gender mainstreaming and women's empowerment, notably with the International Olympic Committee and the European Athletics Association.</p>	Global	n/a

Culture Sector

GEAP Outcome	Progress Achieved toward meeting the GEAP outcomes	Countries/ Region	Allocated Amount
1. Gender perspectives in cultural policies for development promoted			
HQ	Gendered aspects of tangible heritage highlighted during the UNESCO organized seminar ' <i>The Role of Religious Communities in the Management of World Heritage Properties</i> ' (November 2010).	Global	n/a
HQ	Joint UN materials for a combined mainstreaming approach of cultural diversity, gender and human rights developed for the first time in the context of the joint UN framework testing an integrated approach to Mainstreaming Culture, Gender and Human Rights in (UNDAF) Programming in Mozambique.	Mozambique	n/a
HQ	Informed members of the Indigenous Fellowship Programme about gender equality issues. Gender equality integrated into training sessions provided for these young indigenous leaders. Participated actively in the elaboration of a future UNESCO policy on Engaging with Indigenous Peoples that safeguards equal rights for men and women and tries to stimulate the avoidance of harmful practices like Female Genital Mutilation.	Global	n/a
Rabat	Commissioned two national studies on cultural diversity, which explore how men and women access culture differently or experience cultural diversity differently.	Algeria, Tunisia	n/a

2. Gender equality considerations integrated into policies and practices related to cultural heritage conservation			
Kathmandu	Gender equality integrated into capacity development in the management and safeguarding of rich tangible and intangible heritage of the country at local and national level.	Nepal	n/a
4. Gender equality integrated into the development and implementation of capacity-building activities for museums			
HQ	<ul style="list-style-type: none"> • Published comprehensive evaluation report on women and museums. • Supported women's museum in Vietnam. 	Global	n/a
5. Women's active and visible participation in cultural and creative industries increased			
HQ	To encourage parties to the 2005 Convention to involve more women in the development of cultural policies and cultural industries, the application form has been revised requiring applicants to state how their project objectives contribute to gender equality.	Global	n/a
HQ	Guaranteed the participation of women in the project ' <i>Strengthening the Governance of Culture in Developing Countries</i> '; 50% of experts selected for the project are women.	Global	n/a

Almaty	Supported capacity building for women entrepreneurs via the UNESCO 'Award of Excellence' for Handicrafts programme and via the UNESCO/ Korean Funds-in-Trust project 'Creative industries development for the diversity of cultural expressions' (with a focus on vulnerable populations such as women in rural areas).	Kazakhstan, Kyrgyzstan, Tajikistan	105,000
Bamako	Strengthened the capacity of craftswomen who dye fabric in the district of Bamako via a project entitled 'The Niger –Loire River: Culture and Governance'. Women trained on how to reduce production costs and increase profits.	Mali	131005
Guatemala	Created the Fabrics and Natural Dyes Institute in order to empower women in the community of Santiago Atitlan.	Guatemala	n/a
Kathmandu	Promoted women's role in cultural maintenance via the programme 'Music of the Gods: The Intangible Cultural Heritage of Nepal's Musical Castes', which involved women artists.	Nepal	n/a
6. Gender-responsive policy and strategies to fight HIV and AIDS strengthened			
HQ/ Bangkok	Integrated gender and culture into approaches to HIV/ AIDS and development.	South East Asia	n/a
HQ	Supported the development of culturally appropriate and gender-responsive policies and actions in country-level programming by highlighting the relationship between culture, gender and HIV in the <i>Culture, HIV and AIDS</i> project.	Global	n/a

Communication and Information Sector

GEAP Outcome	Progress Achieved toward meeting the GEAP outcomes	Countries/ Region	Allocated Amount
1. Gender equality perspectives fully integrated into communication and information-related policies and strategies			
HQ	Annual <i>Women make the News</i> campaign focused on theme of 'Media and Information Literacy and Gender' (2011). Highlighted best practices and the importance of fostering media and information literate societies as a way to improve the understanding of women and men on gender perspectives in the media and information systems.	Global	n/a
HQ	Supported the International Women's Media Foundation to produce a global report on the status of women in the news media covering 66 countries. Published the report on-line.	Global	n/a
HQ	Prepared first draft of <i>Gender Sensitive Indicators for Media</i> in conjunction with the International Federation for Journalists to assess gender mainstreaming in the media. Tool validated via international consultation (April 2011) to secure the buy in of major organisations in the domain.	Global	n/a
Iraq	Carried out institutional and operational capacity building (trainings, workshops and interventions in elections, media and constitutional dialogue) with attention to gender equality.	Iraq	3,000,000.00

Kathmandu	Celebration of International Women's Day focused on the difficulties faced by women journalists.	Nepal	n/a
2. Enabling environment for equal accessibility to information and knowledge promoted through media and ICTs			
Kathmandu	Supported the establishment of a women's community radio station in the mountainous and remote Jumla district in order to boost women's active involvement in the active community radio movement.	Nepal	n/a
3. Women empowered to participate in development and public life through access to information and knowledge			
Tanzania	Empowered women during the 2010 elections via the Election Support Project that sought to increase the participation of women from rural area in the electoral process and democratic discourse. (Women facilitators trained in using community radio; solar and wind radios distributed to disadvantaged women).	Tanzania	n/a
Yaounde	Maintained on-going community radio project 'Women talk to women' (launched 1996; 15 community radio stations in Cameroon) that favours women in terms of staff and radio content (gender equality issues covered include female literacy, HIV/AIDS, reproductive health and women's rights).	Cameroon, Chad, Central African Republic	n/a
4. Gender perspectives in media content increased			
Hanoi	Trained journalists on reporting on gender issues.	Viet Nam	40,500

Maputo	Trained two journalists from a community radio stations on issues related to human rights, communication technologies and the interpretation of the legal framework on gender based violence.	Mozambique	n/a
Rabat	In partnership with UN Women and other IDAs, promoted gender sensitive media content and advanced gender equality through the media in Maghreb countries.	Maghreb	n/a
5. Capacities of media institutions enhanced to offer high-quality and gender-responsive training			
HQ	Enhanced gender mainstreaming in journalism education institutions and media organizations and women's participation in the media; promoted gender sensitive reporting in media by building capacities among professionals. Within the context of the International Programme for the Development of Communication (2010-2011, including 176 media development projects worldwide), 10% of the projects were dedicated to gender. Projects related to human resources guaranteed the participation of at least 50% women.	Global	n/a
HQ	UNESCO Model Curricula in Journalism Education, including special themes on gender sensitive reporting, to date adopted in 51 countries by more than 60 institutions. Maghreb adaptation of the Curriculum finalized focusing on gender mainstreaming in journalism education (March 2011, UNESCO Rabat).	Global	n/a
HQ	Organized various activities to support gender mainstreaming in curricula and to train trainers on Teaching Gender Sensitive Reporting	Africa	n/a

	in twenty African potential centres of excellence and reference in journalism and education identified by UNESCO.		
HQ	Built the capacity of 500 media professionals (at least 200 women) from more than 60 countries to deliver quality media content on sustainable development issues. Created 7 networks to build on this work.	Global	n/a
Islamabad	Supported the creation of a course for the Masters' Degree of Mass Communication open to women. The course has been developed and the training of trainers has started at a women's university. The model is now being replicated in three other universities across Pakistan.	Pakistan	20,000
Islamabad	Organized session on gender sensitive reporting and content production addressing gender issues in Fatima Jinnah Women University – the only women's university in Pakistan - as part of new media and on-line journalism workshop.	Pakistan	2,000
Windhoek	Audited the curriculum of the media departments of two universities to determine the extent to which gender was mainstreamed. As a result, one module on gender was developed and adopted by the University of Namibia.	Namibia	n/a
7. Safety and security of female media professionals and journalists in conflict and post-conflict situations strengthened			
Iraq	Safety training carried out for journalists, academics and other human rights defenders with a focus on the practice of targeting female journalists.	Iraq	589,452.00

Kathmandu	Support for the training of women journalists from the Terai region with a focus on personal security, conflict and gender-sensitive reporting.	Nepal	n/a

OTHERS

	Progress Achieved toward meeting the overall GEAP outcomes	Countries/ Region	Allocated Amount
ODG/GE & CULTURE	Collaborated with the Social Science Research Council to further social science research on the feminization of the HIV epidemic with the publication of <i>The Fourth Wave: An Assault on Women: Gender, Culture and HIV in the 21st Century</i> that draws together cutting-edge scholarship on gender and HIV.	Global	Over 100,000.00
EDU/ IBE	Contributed to the preparation of a capacity development toolkit for competency development for life and work, including gender equality as a key dimension of Learning to Live Together (2009-2011, in cooperation with GIZ/GTZ-BMZ and ten sub-Saharan African countries).	Sub-Saharan Africa	n/a
EDU	Supported academic research on sexual violence in DRC with the aim of revising school and university curricula.	DRC	115 000
EDU	Played active role in interagency working group on gender-based violence in schools in francophone sub-Saharan Africa led by the French Ministry of Foreign and European Affairs.	Sub-Saharan Africa	n/a
SHS	Explored strategies to promote women's participation in post-disaster reconstruction and supported the fight against gender-based violence via a workshop (40 participants from women's organizations). Produced report and recommendations to be used to support women's rights (June 2011). Worked with partners to plan project, ' <i>Haiti: Involving Women in Post-Disaster Reconstruction.</i> '	Haiti	n/a
SHS	Organized conference uniting experts, researchers, policy-makers and	Global	n/a

	members of civil society to discuss ways of promoting women's participation in post-conflict reconstruction. Produced report and recommendations for policy-makers at national and international level for the implementation of UN Security Council Resolution 1325 (June 2011).		
SHS	Continued work as active member of the UN Task Force on Women, Peace and Security to strengthen and explore innovative approaches to ensure that issues related to women, peace and security and the full implementation of Security Council Resolution 1325 are fully incorporated into UNESCO's policy and operational working agenda across all our domains of competence.	Global	n/a
SHS	Reinforced capacity building of UNESCO staff and partners (representatives of Member States) on the human-rights-based approach (HRBA) to programming and its links with other programming lenses, including gender mainstreaming. Developing a special module in cooperation with ODG/GE on the application of the HRBA in programming related to gender mainstreaming.	Global	n/a
SHS	Developed proposal for pilot project targeting youth entitled ' <i>Involving Students in Prevention of Sexual and Gender-Based Violence in the Democratic Republic of Congo: Students as Vectors of Change</i> ' with the aim of developing high-impact strategies amongst young people to prevent violence. The proposal was selected by the UN Country Team to submit to the UN Trust Fund.	DRC	149 000
SHS/ Almaty	In partnership with UN Women, created a photo exhibition by Kyrgyz photographers entitled ' <i>Women of Kyrgyzstan for Peace and Tolerance</i> ' (UNESCO HQ, Kyrgyzstan, Brussels, New York, March 2011) in response to the violent ethnic conflict in South Kyrgyzstan in 2010.	Kazakhstan, Kyrgyzstan, Tajikistan	1,000 17,000

	<p>Held workshop discussing the gender aspects of tolerance ('Fostering Tolerance in Central Asia, Towards a Culture of Peace', April 2011).</p> <p>Highlighted the role of women in peacemaking and tolerance during the celebrations to mark International Day for Tolerance for Kyrgyzstan (in cooperation with the UN Center for Preventive Diplomacy).</p>		5,000
SHS/ Kinshasa	<p>In cooperation with UNIFEM and the Regional Research and Documentation Centre for Women, Gender and Peace-building in the Great Lakes Region, developing a joint project on the '<i>Gender-related alphabetisation of women in the battle against sexual violence</i>', targeting women's legal and political literacy and raising awareness of their rights related to sexual violence.</p>	DRC	n/a
Bamako	<p>Continued work as lead agency for the joint UN programme on human rights and gender in Mali, which was founded in the context of the UNDAF (United Nations Development Assistance Framework, 2008-2012).</p> <p>The programme, which includes a component on women's rights in Mali, aims to ensure that human rights are better known and respected. This project aims to promote human and gender equality by building the capacity of public and private institutions, local communities and civil society organizations and vulnerable individuals, in particular by:</p> <ul style="list-style-type: none"> • Strengthening the capacity of institutions to promote human rights and ensure that they are respected via activities including: defining a national policy and action plan on human rights, training key actors in the justice and security sectors about human rights and gender equality. • Raising the awareness of populations, especially women and 	Mali	2 855 174

	<p>children, about the existence of and fully enjoyment of their rights and duties.</p> <ul style="list-style-type: none"> • Improving the status of women and women's participation in decision-making. • Strengthening the protection of children in danger, especially those outside their usual place of residence (family, country). 		
Bamako	<p>Translated CEDAW into local languages.</p> <p>Supported the organization of a workshop attended by 50 people from civil society, the Ministry of Justice, the Ministry for the Promotion of Women, Children and the Family and the bar promoting increased ownership of the Personal Status and Family Code. Validated advocacy tool.</p> <p>Supported advocacy group in holding advocacy meetings with the National Assembly.</p> <ul style="list-style-type: none"> • 10 meetings held with different parliamentary groups and the legal commission of the National Assembly. • Provided support to the advocacy group in drafting an article on religious marriage that was published in three local newspapers. • Provided support for workshops designed to raise the awareness of traditional communicators on violence against women and girls in Ségou. • Supported a session advocating for the adoption of a law on FGM, in particular excision, in the presence of 60 members of parliament and administrative staff of the National Assembly. • Organized two exchange meetings between politicians and potential political candidates in Sikasso (193 participants including 53 women) and Kita (141 participants including 71 women). • Provided support for a training session on leadership and radio in collaboration with the NGO Alher in Timbuktu (including three 	Mali	n/a

	<p>general meetings on women’s rights and duties, an advocacy meeting with political parties and one session of leadership training for 30 female candidates).</p> <ul style="list-style-type: none"> • Supported the recording and transmission of messages to raise awareness of the participation of women in local elections in French, Songhoi, Tamascheck and Arabic by Radio BOUCTOU. • Supported activities to commemorate the international day for the fight against FGM/ excision aimed at community leaders who have abandoned this practice, 125 people representing diverse state and civil society organizations. • Provided support for training in the decentralization of human rights, gender equality and children’s rights for 60 elected women in the region of Sikasso. • Created and finalized a training manual on human rights for the national police, taking the specific situation of women and children into account. 		
Bangkok	Led UNGEI’s flagship annual advocacy campaign surrounding the Gender Equality in Education Calendar and the Regional Drawing Contest. Social media harnessed to open dialogue with a wide range of audiences about gender equality in the region. Posters produced based on the drawings bearing key messages and made available to the public and to UNESCO offices for use in advocacy campaigns.	Asia Pacific Region	n/a
Bangkok	Produced advocacy and awareness raising tools on gender equality and women’s empowerment: a video clip on ‘Invest in Girls’ Education’, an iGoogle theme, the initiation of the Global Action Week on gender equality lesson plans (translated into 25 languages).	South East Asia	n/a
Bangkok	Convened the ‘ <i>UNESCO Conference on Gender, Peace, Disaster and Climate Change: The Third Meeting of the Women’s / Gender Studies Network in Asia Pacific</i> ’ (March 2011) agreeing on various activities in	Asia Pacific Region	n/a

	support of these issues for the coming year.		
Bangkok	Produced monthly newsletter, the Asia Pacific 'Gender Wire' to enhance knowledge sharing and regional coordination.	Asia Pacific Region	n/a
Beijing	Increased awareness and knowledge of researchers and graduate students (law and sociology) of domestic violence via a series of advocacy activities on campus as part of the regular programme ' <i>combating domestic violence against women and girls by raising awareness and advocating for changes in domestic violence law in China and Mongolia</i> '.	China	n/a
Beijing	Improved understanding of women and men's attitudes and behaviours in relation to domestic violence via baseline study (part of UN Trust Fund in Support of Actions to Eliminate Violence against Women).	China	n/a
Beijing	Boosted women's political participation by supporting All China Women's Federation in obtaining a gender equality fund to enable women in selected provinces to fulfil their rights to political participation.	China	n/a
Bujumbura	Continued project financing income-generating schemes to support groups of women in the foster families of street children or children made orphans by war or HIV/AIDS. Currently, by financing 4 or 5 groups of women annually, the project supports the schooling of 1750 vulnerable children. Gained FAO support for the project.	Burundi	n/a
Bujumbura	In conjunction with UN Women and local partners, and in the context of the 2010 presidential elections, carried out various activities (forum for political parties and civil society, media workshop) to enable local actors to formulate a manifesto of gender equality priorities to be implemented between 2010-2015.	Burundi	n/a

Cairo	Targeted 'safe schools for girls' within a joint UN project under the UNIFEM fund for ending violence against women.	Egypt	n/a
Iraq	Educational TV channel launched in February 2011 allowing greater education access for vulnerable groups, in particular for out of school primary and secondary students, including many females.	Iraq	2,037,396.00
Iraq	UNESCO/ Italy co-sponsored fellowships for 14 Iraqi female undergraduate students to study in Italy.	Iraq	n/a
Iraq	35 female Iraqi professors participated in an international scheme allowing Iraqi professors to renew their ties with the international academic community.	Iraq	262, 500.00
Kinshasa	Contributed to the fight against gender-base violence: <ul style="list-style-type: none"> Organized a workshop on the socio-cultural approach to violence against women that attracted numerous UN agencies who wish to integrate this approach into their sectoral work. Organized a workshop on the implication of men in the fight against sexual violence in conjunction with the regional documentation centre on women. In cooperation with the Rabat Field Office, as the army is recognised as the first institution committing crimes against women, worked on developing a pilot literacy programme for soldiers. Produced brochure concerning women's rights 	DRC	70.000 10.000 21 000 8.000
Maputo	In the context of a Joint Programme for the Promotion of Women's Empowerment and Gender Equality in Mozambique, produced a tool guide for gender, culture and human rights mainstreaming into policies	Mozambique	n/a

	and sectoral work plans. Presented the guide to key stake holders. Once finalized, the guide will be used as a training of trainers guide at national, provincial and district levels. Trained colleagues from the UN, government and civil society in the application of the tool guide into the planning process.		
Maputo	Negotiated with Faculty of Law to investigate possible means of improving the understanding of lawyers and those working in the judicial system of gender and culture issues. Two final year law students incorporated as facilitators on gender based violence and human rights law in a training programme organized targeting stakeholders from the community multimedia centres of four different provinces.	Mozambique	n/a
Maputo	Carried out study on gender-based violence, discrimination against women and sexual abuse. Produced recommendations.	Mozambique	n/a
Maputo	Developed a training module on the application of a socio-cultural approach for the reduction of gender violence, discrimination against women and sexual harassment in schools.	Mozambique	n/a
Quito	Promoted gender equality by supporting the National Direction for Bilingual Intercultural Education, especially the participation of indigenous women (in coordination with UNICEF).	Ecuador	n/a
Rabat	Participated in multi-sectoral programme to fight against gender-based violence through the empowerment of women and girls in Morocco: <ul style="list-style-type: none"> • Produced and broadcast radio announcements on violence against women and means to combat it, in partnerships with local women's associations and regional media • Held training sessions to build the capacity of radio professionals in the fields of gender and violence against women 	Morocco	n/a

	<ul style="list-style-type: none"> Helped launch a national debate on women's rights and violence against women 		
Rabat	Produced training manual on democracy targeting youth (aged 18-24) in conjunction with Tunisian institutional and non-institutional partners. A gender dimension was integrated into the training sheets and into the design of training sessions, ensuring equal numbers of boys and girls among beneficiaries. Carried out training sessions with beneficiaries from the most disadvantaged areas of Tunisia (September 2011).	Tunisia	n/a
Ramallah	Strengthened capacities of governmental and non-governmental organizations to better address gender issues. Developed a one-year course (focusing on gender mainstreaming, budget, analysis) targeting gender units in different ministries.	Palestinian Territory	n/a
Ramallah	Designed training course on project management targeting research and study units and planning departments with the aim of changing mentalities towards women in project management.	Palestinian Territory	n/a
Ramallah	Developed a training manual on violence against women. Master trainers from governmental and non-governmental organizations trained on using this manual.	Palestinian Territory	n/a
Ramallah	Trained a group of master trainers on gender audit. Trainings commenced for the Ministry of Local Governance, the Ministry of Culture and the Ministry of Labour (in conjunction with the ILO).	Palestinian Territory	n/a
San Jose	Elaborated guidelines for inter-agency work on the prevention of domestic violence and violence against women to be disseminated to Central American national and local governments.	Panama/ Central America	n/a
Santiago	Continued to produce and analyse statistical information in order to	Latin	n/a

	monitor the regional situation of the EFA goal to achieve gender parity.	America	
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