



United Nations
Educational, Scientific and
Cultural Organization

Organisation
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Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

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

ANNEX A AND ANNEX B TO 35 C/INF.21

ANNEX I

TABLE: Actions and progress reported by Programme Sectors (35 C/INF.21 – Paragraph 23)

GEAP implementation by the Education Sector, 2008-2009

GEAP Outcome (as in document 181 EX/4 Part I Add.2)	Progress Achieved toward meeting the GEAP outcomes	Countries/Region
<p align="center">1. National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls</p> <p align="center">HQ</p>	<p>(a) Gender mainstreamed in the Literacy Initiative for Empowerment (LIFE, 2006-2015) through:</p> <ul style="list-style-type: none"> • Thirty LIFE countries developed gender-sensitive advocacy and communication strategies. • Twenty-two LIFE countries adopted literacy policies on mother and child approaches, and women’s empowerment through personal development. • Gender-sensitive approaches prioritized in needs assessments or situation analyses. • “Strengthening Literacy through Professional and Vocational Training for Young Adults”, included female learners into traditionally male-oriented courses and vice-versa. • National women’s associations or women’s civil society organizations in most of the LIFE countries involved in literacy programmes, for example a literacy training and ICT project conducted in Egypt. <p>(b) Gender equality issues mainstreamed within the CapEFA Programme</p> <ul style="list-style-type: none"> • Gender-sensitive approaches adopted in capacity building programmes. • Literacy programme including income-generating activities delivered for women in rural areas. <p>Resource Pack on Gender Mainstreaming in Literacy Programmes developed and disseminated.</p>	<p>Pakistan</p> <p>Egypt</p> <p>Morocco</p> <p>Senegal</p> <p>Bangladesh</p> <p>Haiti</p>
<p align="center">Windhoek</p>	<p>Gender equality issues addressed through:</p> <ul style="list-style-type: none"> • San Adult Literacy programme and Youth Skills Development initiative. • Literacy Assessment and Monitoring Programme. • Youth and adult literacy strategies. 	<p>Namibia</p> <p>Angola</p>
<p align="center">Beirut</p>	<p>Literacy project for Girls and Women Empowerment in Lebanon underway, with main objectives including:</p> <ul style="list-style-type: none"> • Improvement of national literacy programme in rural areas. • Elimination of gender stereotypes in textbooks and curricula. • Elimination of gender-based violence in schools. 	<p>Lebanon</p>

<p style="text-align: center;">Almaty</p>	<p>Gender-specific programming and mainstreaming enhanced in the programmes of UNESCO established Community Learning Centres (7 CLCs) in Kyrgyzstan:</p> <ul style="list-style-type: none"> • The need for women's empowerment highlighted during the "Forum for Educational Initiatives." • Gender equality issues integrated into CLC's livelihood programmes. • Situation analysis and need assessments conducted on ICTs and basic education among rural women. • National round tables on promotion of education for rural women organized. • Gender equality issues within non-formal education and life skills programmes discussed during the meetings of CLCs focal points. • Capacity-building training of CLC managers on empowerment of women in rural areas conducted. • Gender impact assessment of teaching plans and practices in rural areas conducted. • Training courses for women on skills development linked to labour market needs offered. • Ninety-five women trained in income generating activities. • Local authorities and administration of TVET colleges made commitment to gender equality promotion through non-formal education in rural areas of Kyrgyzstan. • Women's empowerment in rural areas and prioritization of gender equality issues will be presented at the Ministerial Board meeting (November, 2009). Also, the integration of gender equality issues into National Education Development strategy and Education Law will be proposed. 	<p style="text-align: center;">Kyrgyzstan</p>
<p style="text-align: center;">Beijing</p>	<p>Implemented a pilot project on gender-responsive planning and implementation of literacy programmes:</p> <ul style="list-style-type: none"> • Learning needs assessment for women illiterates conducted. • Gender-responsive technical support provided to literacy facilitators. • Developing literacy materials and pilot literacy workshops for women under way. 	<p style="text-align: center;">China</p>
<p style="text-align: center;">Islamabad</p>	<p>Implemented a literacy programme focusing on poverty reduction and gender equality:</p> <ul style="list-style-type: none"> • Gender study on literacy conducted. • Guidelines for Gender Literacy Programme developed and disseminated. 	<p style="text-align: center;">Pakistan</p>
<p style="text-align: center;">Jakarta</p>	<p>(a) Gender equality issues were taken into consideration during the "SEAMEO-UNESCO-ASEAN Reaching the UN-reached: Meeting of Southeast Asian Countries to Achieve the EFA Goals Together by 2015" (Bangkok, 2008); and</p> <p>(b) the "10th Regional Meeting of National EFA Coordinators and Launch of the 2009 Global Monitoring Report" (Bangkok, 2009).</p> <ul style="list-style-type: none"> • A strategy document on interventions and policy recommendations towards reaching the unreached groups in education, including girls and women, underperforming boys, boys at risk of dropping out, male dropouts developed (2009). 	<p style="text-align: center;">Thailand</p>

<p>Quito</p>	<p>(a) Consideration given to gender issues in the Project MEN:</p> <ul style="list-style-type: none"> • 2,500 women and men were made literate <p>(b) Gender equality considerations integrated in literacy of rural populations project and the project ECAZOP:</p> <ul style="list-style-type: none"> • Increase in the number of women participants of an ongoing programme for adult education. • Workshops for the Ministry of the Education organized with a focus on the use of gender-responsive language (65% women). 	<p>Colombia Ecuador</p>
<p>2. Gender-sensitive teacher policies developed in Member States</p> <p>Windhoek</p>	<p>Gender dimensions included in the development of the Teachers Master Plan and of the National Qualification Framework for Teachers</p>	<p>Angola</p>
<p>Apia</p> <p>Beijing</p>	<p>Gender equality issues addressed in the teacher training programmes through:</p> <ul style="list-style-type: none"> • Inclusion of women participants in the training projects. • Integration of gender equality especially in the areas of educational policy and planning INRULED project. • A series of gender-responsive studies on teachers working conditions in rural areas of China will be conducted. 	<p>Pacific States</p> <p>Asia</p>
<p>3. Teachers better trained in gender-sensitive teaching and learning approaches</p> <p>Windhoek</p>	<p>(a) Gender equality considerations addressed in the teacher training curriculum.</p> <p>Higher number of women participants in the Micro-Science Teaching and Virtual Maths Exhibition (45 out of 80 participants were women)</p> <p>(b) Support for scaling up and institutionalizing teacher training programmes on HIV and AIDS and gender – within the broader context of sexual and reproductive health</p>	<p>Angola Lesotho Namibia Swaziland</p>
<p>Beirut</p>	<p>Training of Education Personnel on Gender Equality:</p> <ul style="list-style-type: none"> • Training of teachers' trainers on gender-sensitive approaches • Production and dissemination of a user-friendly gender-sensitive teacher guide 	<p>Lebanon</p>

<p>Hanoi</p>	<p>National textbook review and analysis from a gender perspective:</p> <ul style="list-style-type: none"> • Developed a pilot teacher training programme to incorporate gender equality issues. • Provided strategic, coordinated and multi-sectoral capacity development and technical assistance to build the capacity of national and provincial duty bearers to better implement, monitor, evaluate and report on the national Laws of Gender Equality (GEL) and the Domestic Violence Prevention and Control (DVL). 	<p>Viet Nam</p>
<p>Jakarta</p>	<p>Gender specific programming within the framework of the LIFE and MTT programmes:</p> <ul style="list-style-type: none"> • “Workshop on Creating Inclusive, Child Friendly and Gender-Sensitive Schools” organized for teachers, and education officials. • Gender-sensitive approach adopted during the “Regional Workshop on Thematic Issues in Education for Sustainable Development (ESD) under the Mobile Training Team (MTT) Project” (Bangkok, 2009) 	<p>Indonesia Thailand Philippines Timor-Leste Indonesia</p>
<p>4. Quality of secondary education enhanced to expand equal access and ensure retention of girls and boys</p> <p>Bujumbura</p>	<p>A project on children living in extreme vulnerable situations such as in the streets benefited both girls and boys equally. It founded income generating activities and a literacy programme in favour of women tutors.</p>	<p>Burundi</p>
<p>Jakarta</p>	<p>Inclusive quality primary and junior secondary education for children with disabilities included sex-disaggregated data</p>	<p>Brunei Darussalam Indonesia Malaysia Philippines Timor-Leste</p>

<p>5. National TVET policies reviewed to ensure adequate skills acquisitions for employment for girls and boys alike</p> <p>Beirut</p>	<p>The TVET Regional Workshop promoted gender equality in access to TVET programmes (Bahrain, 2008).</p>	<p>Arab Region</p>
<p>Jakarta</p>	<p>Gender-sensitive approach adopted in the “Technical and Vocational Skills Training Programme for Street Children and Out-of-School Youth (PALIHAN)” project (Manila):</p> <p>Students sensitized on the gender aspects of the technical and vocational skills</p>	<p>Philippines</p>
<p>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</p> <p>HQ</p>	<p>Gender equality issues mainstreamed in the major meetings of the Education for All (EFA) programme:</p> <ul style="list-style-type: none"> • The Oslo Declaration makes explicit reference to reducing disparities based on gender e.g. through the creation of special measures and learning environment to reach girls, the development of well-defined and gender-sensitive targets to measure equity, as well as indicators and monitoring tools. • The Bonn Declaration recommends that education for sustainable development “actively promote gender equality, as well as create conditions and strategies that enable women to share knowledge and experience of bringing about social change and human well-being”. • Gender equity and quality progress in education monitored by UNESCO-UIS and the EFA Global Monitoring Report. • The 2009 EFA Global Monitoring Report provides data and statistics on gender parity in primary and secondary education. 	<p>Global</p>
<p>Amman</p>	<ul style="list-style-type: none"> • A round table organized on “Women and Health Education: Current Status and Challenges Facing Women with Disabilities”, in Amman. • Awareness raised on the health challenges facing women with disabilities. • Health issues related to women with disabilities identified. • Major gaps related to health education for women with disabilities and the needed necessary steps to address them defined. • The importance of including women with disabilities in policies and programming highlighted 	<p>Jordan</p>

<p>Almaty</p>	<p>Gender aspects highlighted in the EFA MDA national reports.</p> <ul style="list-style-type: none"> • Technical assistance and training in collecting, processing, analyzing and using gender disaggregated data in primary and secondary education provided. • The results of national MDA reports discussed gender parity and equality and defined strategic directions that need to be addressed to meet EFA goals, particularly Goal 5 – achieve gender equality by 2015. • The proposed action list amongst other issues included a shift to children, especially out of schoolgirls and gender equality issues. • The conclusions and recommendations of the EFA mid-term review, included attention to gender aspects of the issues involved. • Result-based management and budgeting training for the Ministries of Education included gender responsive planning and budgeting. 	<p>Kazakhstan</p> <p>Kyrgyzstan</p> <p>Tajikistan</p> <p>Uzbekistan</p>
<p>Apia</p>	<p>Gender aspects will be highlighted in a project on Education Management Information Systems (EMIS).</p> <ul style="list-style-type: none"> • Development of sex-disaggregated data under way. 	<p>Pacific States</p>
<p>Beijing</p>	<p>Gender-sensitive approaches adopted during the preparation of NFE Sector Analysis in 2008 and Sector Analysis of Tertiary Education in Mongolia, 2009.</p> <ul style="list-style-type: none"> • Policy recommendations for an equal participation of women and men in NFE and higher education formulated. 	<p>China</p> <p>Mongolia</p>
<p>7. Education systems' responses to HIV and AIDS are gender-sensitive</p> <p>HQ</p>	<p>Gender responsive and gender transformative responses to the AIDS epidemic emphasized in the UNAIDS Global Initiative on Education and HIV & AIDS (EDUCAIDS):</p> <ul style="list-style-type: none"> • EDUCAIDS Framework for Action to quality HIV and AIDS education contains reference to gender issues. • EDUCAIDS Technical Briefs, include a brief on gender-responsive approaches in education sector responses. • The UNAIDS Inter-Agency Task Team (IATT) on Education, convened by UNESCO, revised publication, "A Strategic Approach: HIV and AIDS and Education" emphasizes the importance of gender-responsive HIV and AIDS content in curriculum and teacher training materials, addressing gender-based violence in school settings, developing and implementing workplace policies that address unequal gender dynamics that impact on HIV vulnerability. • UNESCO's Intersectoral Platform: a booklet on Essential characteristics of effective HIV prevention that includes a section on developing gender responsive and transformative programmes is under way. 	<p>Global</p>

	<ul style="list-style-type: none">• UNESCO's International Institute for Educational Planning (IIEP) workshop on "Educational planning and management in a world with AIDS" highlighted stigma and discrimination including gender inequalities as a planning and management concern.• Gender equality included as a key principle in the model HIV and AIDS workplace policies developed for the education sector.	
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Implementation of GEAP by the Natural Sciences Sector, 2008-2009

GEAP Outcomes (as in document 181 EX/4 Part I Add.2)	Progress achieved toward meeting the GEAP outcomes	Country/Region
<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 style="text-align: center;">HQ (SC/HYD)</p>	<p>UNESCO-IHP Ecohydrology and the Hydrology for the Environment, Life and Policy (HELP) programme:</p> <ul style="list-style-type: none"> • 175 fellowships to active water professionals (154 female) for Masters Degree in IWRM provided. • Women Water Professionals (WWP) network with Web-based interactive space for WWP developed. • A situation analysis and need assessment of WWP conducted. • Life histories and professional experiences of WWP in the water sector documented. • A database of WWP created. <p>Other achievements:</p> <ul style="list-style-type: none"> • A capacity-building workshop in IWRM and Gender and Water in South Asia organised. • Study on “Gender Focus Transversalization in Integrated Water Resources Management” undertaken. • The Haitian Association “Women, Science, and Technology” created. <p>Initiatives by the UNESCO Chair on Water, Women and Development:</p> <ul style="list-style-type: none"> • The Chairpersons of the International Steering Committee of IHP Ecohydrology Programme and of the UNESCO-IHP Water Quality Expert Group are both female professors. • Two out of three Regional Coordinators of HELP programme are women professionals. • Four out of eight members of the expert advisory group for the IHP project on Water and Cultural Diversity are women. <p>The number of female participants in UNESCO-IHP training and capacity activities increased. Examples include:</p> <ul style="list-style-type: none"> • Five female professionals participated in the Water Education workshop (2009). • Five out of eight participants in the 18th IHP Nagoya Training Course were female professionals (2008). • Participation of women professionals in events and meetings organized by UNESCO-IHP was a minimum of 30 percent and over 60 percent participation was achieved at the relevant events at the 5th World Water Forum (March 2009). <p>Education of women researchers in the field of water sciences:</p> <ul style="list-style-type: none"> • Support provided to a female student to study a M.Sc. degree programme at UNESCO-IHE by the Tertiary Water Education Grant Programme. 	<p>South Asia</p> <p>Bhutan</p> <p>Haiti</p> <p>India</p> <p>Bangladesh Sri Lanka</p> <p>Turkey</p> <p>LAC Region</p> <p>Japan</p>

Windhoek	FETWater programme with an objective of increasing the number of its female staff members, have hired a new female member as the network coordinator.	Africa
Beijing	Training on water education conducted, (70 out of 120 trainees were women).	China
2. Value of indigenous and local knowledge held by women, as well as women's contributions to sustainable development in SIDS, highlighted and showcased, with particular reference to natural disaster preparedness and response, biodiversity conservation and climate change Apia	Gender equality issues addressed in the LINKS Programme: <ul style="list-style-type: none"> • A poster on indigenous women's knowledge developed. • Section on "Women and Navigation" included in the Learning Resource Materials. • Women's knowledge of the aquatic environment will be showcased on Mayangna knowledge of the aquatic ecosystem in the Bosawas Biosphere Reserve publication (October 2009). 	Pacific States Nicaragua
3. Participation of women in the basic sciences increased through capacity building and training activities HQ (SC/EES)	Capacity-building of young women research scientists strengthened through: <ul style="list-style-type: none"> • MAB Young Scientist Award (16 out of 21 awardees were women). • GRASP (5 out of 20 awardees were women). Support provided to the African Association of Women Geoscientists (AAWG): <ul style="list-style-type: none"> • The International Conference on "Women and the International Year of Planet Earth" organized. • Round tables on "Women in Geosciences" (Earth Science Education Initiative for Africa) and on "The status of global Earth science education" (Young Earth-Scientists Congress in October 2009) organized. 	Africa
Windhoek	A new database was put in place to provide sex disaggregated data on scientists and engineers	Lesotho
Beijing	Women participation ensured during an expert training from the Department of Science and Technology, Ministry of Education, Culture and Science (March 2009).	Mongolia

4. Gender-responsive approach to disaster risk reduction promoted		
5. Gender Responsive approaches to biodiversity conservation and sustainable development fostered through promotion of effective participation of women in decision-making processes Windhoek	<p>Gender equality issues will be addressed in the Man and the Biosphere (MAB) Programme through the inclusion of gender-balanced representation in MAB National Committees, Biosphere Reserves Advisory Committee, and Biosphere Reserve Coordinator/Focal Point offices.</p>	Africa
6. Science policy Processes progressively gender mainstreamed Windhoek	<p>A new STI policy document addressing gender equality considerations developed.</p>	Swaziland
Montevideo	<p>First Forum on Science, Technology and Innovation Policies in LAC:</p> <ul style="list-style-type: none"> • A round table on the “Science, Technology and Gender” organized. • The book “Gender, Sciences and Technology” translated and edited. 	Latin America and Caribbean
7. Effective participation of women in processes shaping scientific policies and promotion of national science policy agendas HQ (SC/SPD)	<p>Gender perspective regarding scientific and technological research incorporated in the "Science, Technology and Innovation Policy reviews":</p> <ul style="list-style-type: none"> • The “First International Conference of Arab Women in Science & Technology” planned (Dubai, September 2009). • Policy-relevant science and technology gender-indicators produced (with UIS). For example, a regional consultation to develop alternative methodologies to collect and disseminate STI statistics and indicators in transition economies will be organized (October 2009). 	Armenia Nepal Azerbaijan Arab States Central Asia Uzbekistan

<p>8. Gender balance in capacity development initiatives of training, research and education, as well as in scientific events organized by IOC, promoted and progressively increased</p> <p>HQ (IOC)</p>	<p>Gender equality considerations addressed in all of the IOC units through the nomination of gender focal points who contributed to:</p> <ul style="list-style-type: none"> • Raising awareness among IOC professionals on gender equality issues related to their work. • Encouraging higher participation of women scientists in IOC programme activities. • The average attendance of women at IOC sponsored functions (e.g. meetings, training workshops; travel grants and fellowships) increased to higher than the expected 10%. 	<p>Global</p>
<p>9. UNESCO-L’Oreal Women in Science Partnership continued</p> <p>HQ-SC/BES</p>	<p>L’OREAL-UNESCO Awards to five women scientists from five different continents</p> <ul style="list-style-type: none"> • 2008 Awards <p>L’OREAL-UNESCO International Fellowships (\$40,000):</p> <ul style="list-style-type: none"> • 2008 Fellowships • 2009 Fellowships 	<p>Argentina, Israel Republic of Korea, United Arab Emirates, USA</p> <p>Brazil, Canada, Japan, South Africa, UK</p> <p>Argentina, Brazil, Colombia, Gabon, Indonesia, Italy, Kuwait, Lebanon, Mongolia, Morocco, Mozambique, Nepal, the Netherlands, Slovenia, South Africa</p> <p>Argentina, China, Germany, Ireland, Lebanon, Mauritania, Mexico, Malaysia, Pakistan, Serbia, South Africa, Syria, Tanzania, United Kingdom</p>

	<p>L'OREAL-UNESCO National Fellowships: 2008-2009 ten new countries were involved</p> <ul style="list-style-type: none"> • Fifty-two laureates signed the Charter “For Women in Science”. • A special book with 52 portraits of the Laureates was published. <p>Pilot Projects undertaken to fill in the lack of L'OREAL subsidiary companies in certain countries</p> <ul style="list-style-type: none"> • Five Regional Scholarships for Arab States (US\$ 20,000 each) awarded to young girls from the Arab States. • Five Regional Scholarships for Africa (US\$ 20,000 each) to African young girls. The experiment, very important for Africa, could continue after the project evaluation. 	<p>Arab States Africa</p>
<p>10. Gender dimensions of poverty and knowledge/technology transfer addressed through UNITWIN/UNESCO Chairs Programme</p> <p>HQ (SC/BES)</p>	<p>Numerous trainings in popularization of science to combat poverty, especially on water management, organized by the Network, “Women, Science, Technology and Development”.</p> <ul style="list-style-type: none"> • Three created in Pakistan (Lahore College for Women University). • A Masters degree in “Water, Women and Health” gathering 5 universities of West Africa (2009). • Publication of a booklet on water for young girls in South Asia with Pakistan Science Foundation created (2008). • A manual for trainers in popularization of science developed (Lahore College for Women University, 2008). • A manual for trainers on “How to popularize science against poverty” focused on women and water, especially in Africa published (2009). 	<p>Pakistan West Africa South Asia</p>
<p>11. Participation of women scientists and engineers in academic research and innovation, especially in developing countries promoted</p> <p>Nairobi</p>	<p>The network – Forum for Women Engineers and Girl Scientists in Africa officially launched (www.forumwegsa.com)</p> <p>Financial support provided to Kenya's National Council for Science and Technology and the Ministry of Higher Education Science and Technology to undertake:</p> <ul style="list-style-type: none"> • A study on women's participation in S&T in the workforce. • A mapping of gender perspectives in science and technology. • A national reporting document/score card to be used to record achievements in gender equality in S&T reform initiatives. • Draft guidelines on gender mainstreaming in S&T policies and programmes. 	<p>Botswana Uganda Kenya</p>

Implementation of GEAP by the Social and Human Sciences Sector, 2008-2009

GEAP Outcomes (as in document 181 EX/4 Part I Add.2)	Progress achieved toward meeting the GEAP outcomes	Country/ Region
<p>1. Policy recommendations for women's socio-economic empowerment formulated and communicated to policy-makers</p> <p style="text-align: center;">HQ</p>	<p>Policy-oriented research programmes on women's rights:</p> <ul style="list-style-type: none"> • Policy Dialogue for the Ministers of Women's Affairs of and researchers organized (2009) • A regional Research and Documentation Center on Women and peace building with a core activity on production of policy oriented research on women's rights to be established, in Kinshasa • Thirteen policy oriented research papers, containing a policy brief soon to be published • International Women's Studies and Gender Research Network Conference organized, organized. Forty research papers produced and disseminated (2009) 	<p>Global</p> <p>Sierra Leone</p> <p>Zimbabwe</p> <p>Kenya</p> <p>Congo</p> <p>Burundi</p> <p>Bangkok</p>
<p>HQ/Ramallah</p>	<p>Palestinian Women's Research and Documentation Center functions as a training, research and resource centre:</p> <ul style="list-style-type: none"> • Three hundred new publications added to the library. • Three new research outcomes published. • Two new fact sheets on Women and Education and Violence against Young Women drafted. • Three training sessions in English for Social Science conducted. • Twenty researchers from National institutions trained on policy action research. • Fifty-one women participated in a series of seminars on women's leadership. • One hundred and fifty stories were collected to identify the different types of discrimination against women. • Centre's first annual report is published and disseminated. • Centre's website developed: http://www.pwrdc.ps. 	<p>Palestine</p>
<p>Beirut</p>	<p>Regional conference entitled as "Arab Feminisms from a critical perspective" will be organized (October, 2009).</p>	<p>Arab region</p>
<p>Beijing</p>	<p>Project on "Strengthening the implementation of the law to combat domestic violence in Mongolia" implemented:</p> <ul style="list-style-type: none"> • Policy recommendations submitted to the government 	<p>Mongolia</p>

<p>3. Awareness raised among youth on gender-specific issues in the fight against HIV and AIDS-related discrimination</p> <p style="text-align: center;">Beijing</p>	<p>Gender equality considerations were integrated in a toolkit on HIV and AIDS prevention for migrant peer educators, especially young female migrants.</p>	<p>North Eastern Asia</p>
<p>4. Municipalities awareness of gender issues in the fight against racisms and discrimination enhanced</p> <p style="text-align: center;">Windhoek</p>	<p>The outcome document of a conference on regional coalitions of cities against racism and discrimination amended to include gender equality issues (March, 2009).</p>	<p>South Africa</p>

Implementation of GEAP by the Culture Sector, 2008-2009

GEAP outcomes (as in document 181 EX/4 Part I Add.2)	Progress achieved towards meeting the GEAP outcomes	Country/ Region
<p>1. Gender perspectives in cultural policies for development promoted</p> <p style="text-align: center;">Almaty</p>	<p>Support provided to the Women's Central Asian Cultural Network:</p> <ul style="list-style-type: none"> • The positive role of women in fostering cultural dialogue and cooperation in Central Asia emphasized through the development and maintenance of the website www.woman.unesco.kz 	<p>Kazakhstan Kyrgyzstan Tajikistan Turkmenistan Uzbekistan</p>
<p style="text-align: center;">Quito</p>	<p>Gender equality issues highlighted in the Cultural Diversity and Development projects:</p> <ul style="list-style-type: none"> • Gender equality issues integrated into the Cacao route project's action plan. • The second reunion of experts on the revitalization of the International Centre of Emerald highlighted the need for promotion of gender equality and indigenous women's empowerment. 	<p>Plurinational State of Bolivia Ecuador Peru Bolivarian Republic of Venezuela Cuba Argentina Spain Guatemala Mexico</p>
<p>2. Gender equality considerations integrated into policies and practices related to cultural heritage conservation</p> <p style="text-align: center;">HQ</p>	<p>The World Heritage workshops and seminars aim to have equal number of women participants.</p> <ul style="list-style-type: none"> • Women trained in workshops on tourism related issues. • The Fleuve Niger project (UNESCO-France) trained women on the linkages between cultural resources and the rivers. <p>Gender equality issues were addressed by the World Heritage Advisory Bodies in charge of training activities for cultural (ICCROM) and natural (IUCN) heritage.</p> <ul style="list-style-type: none"> • Gender equality addressed in the implementation and management of the AFRICA programme activities (2009). 	<p>Africa Sudan Benin Montenegro China</p>

	<ul style="list-style-type: none"> • Management training courses ensured a higher participation of women. • Technical course on heritage management ensured women's participation. 	
Windhoek	<p>Research project on national policies and legislative frameworks concerned with the tangible/intangible cultural heritage, highlighted gender issues:</p> <ul style="list-style-type: none"> • Research study on cultural diversity and gender equality produced. • High-level seminar on the central role of women in reconciliation processes in Africa organized. 	Africa
Montevideo	<p>Gender equality addressed during the "International Day for Cultural diversity, Dialogue and Development" through:</p> <ul style="list-style-type: none"> • Demonstration of women's role in transmission of cultural heritage. • Inclusion of women's artists groups. 	Uruguay

Implementation of GEAP by the Communication and Information Sector, 2008-2009

GEAP Outcomes (as in document 181 EX/4 Part I Add.2)	Progress achieved toward meeting the GEAP outcomes	Country/Region
<p>1. Gender equality perspectives fully integrated into communication and information-related policies and strategies</p> <p style="text-align: center;">HQ (CI/COM)</p>	<p>(a) International Programme for the Development of Communication (IPDC), requires equal participation of women and men, and implemented women's specific national and regional projects:</p> <ul style="list-style-type: none"> • Women's involvement in media content development ensured. • Gender equality awareness raised among the local populations. <p>(b) Evidence-based information made available to policy makers and media owners through support provided to a global survey conducted by the International Women's Media Foundation, and the Global Report on Women in the News Media, (2009).</p> <p>(c) Gender perspectives integrated in guidelines provided to UNESCO's Member States through the publication entitled "Media Development Indicators (MDI): A framework for assessing media development".</p>	<p>Afghanistan</p> <p>Mexico</p> <p>Central America</p> <p>Palestinian Territories</p> <p>Cuba</p> <p>Costa Rica</p> <p>Mekong Countries</p> <p>Thailand</p>
Windhoek	Celebration of International Women's Day focused on "The influence and impact of women in the Namibian media", (2008)	Namibia
<p>2. Enabling environment for equal accessibility to information and knowledge promoted through media and ICTs</p> <p style="text-align: center;">Windhoek</p>	Promotion of women journalists networks through development of a database	Southern Africa
<p>3. Women empowered to participate in development and public life through access to information and knowledge</p> <p style="text-align: center;">HQ (CI/FED)</p>	Support provided to the African Women's Development and Communication Network (FEMNET) to compile strategic information for advocacy on freedom of information.	Africa

Windhoek	Equal representation of women and men in the Subregional Workshop on Community Media in Southern Africa ensured (11 out of 31 participants were women).	Southern Africa Namibia
Almaty	Radiomost Community Radio assists women from Talas region to participate in public life by having access to local information (IPDC).	Kyrgyzstan
4. Gender perspectives in media content increased HQ (CI/COM)	Gender equality promoted through the UNESCO annual “Women Make the News” campaigns and online forum on the occasion of the International Women’s Day (2008). The campaign’s 2009 edition, “Gender Equality Policies in Media Organizations”: <ul style="list-style-type: none"> • Promoted the prevention of gender-based discriminations. • Developed and disseminated best practices on gender responsive media policies to promote equality for women journalists. 	Global
Bamako	Two training workshops on gender equality in the media carried out for women from rural radio stations.	Mali Burkina Faso
Beirut	Women’s writing skills and media content development enhanced through a training workshop ICT, the Internet (15 journalists benefited). A regional training workshop for women journalists on “Writing skills for Radio & TV” will be conducted (November 2009).	Syria Jordan Iraq Palestine Lebanon

Rabat	Capacity-building project for television professionals to better reflect current situation of women in the Maghreb region. The project will produce: <ul style="list-style-type: none"> • A guide and a regional training workshop on gender responsive techniques and methods to produce audiovisual materials (October 2009). 	Maghreb region
Almaty	A radio project entitled, Women Docu Drama broadcasted women's voices at the community level	Kyrgyzstan
Quito	Gender equality addressed in the International Programme on Communication Development: Women's participation in a training workshop for radio directors ensured	Ecuador
Santiago	Identified good practices through the participation of journalists, media organizations, professional associations and journalists' unions through the campaign "Women make the news"	Chile
5. Capacities of media institutions enhanced to offer high-quality and gender-responsive training HQ (CI/COM)	<ul style="list-style-type: none"> • International Conference on Ethics and Gender Equality in the newsroom provided trainings to 60 journalists. • Gender perspectives included in the "Model Curricula for Journalism Education", which set standards for journalism training. Currently, over 40 journalism institutions agreed to adopt these standards. 	
Almaty	Gender-balanced capacity-building workshops conducted: <ul style="list-style-type: none"> • KNPA: ICT for Small Newspaper Development. • IPDC Tajikistan: Human rights training for Tajik Mass Media. • CARnet: Training in Central Asia in reporting environmental news online. • AIBD: Design, Develop and Deliver Effective Competency. • Capacity-building for online access to public domain information in Central Asia; on FOSS applications in education. • Development of free, independent and pluralist media capacities. • Fostering Community Radio and CMC in Central Asia. 	Tajikistan Kyrgyzstan Kazakhstan
Apia	"Pacific Women in Media Action Plan" developed by UNESCO adopted by the Palau Government Office for Broadcasting Services. A group was formed to promote the plan entitled "the Pacific Women Advancing Vision of Empowerment", (WAVE). The group's first achievement is a Gender Media Survey of the Pacific States that will be presented at the PINA Summit (Port Vila, 2009).	Vanuatu Upulu Island

Beijing	Gender-responsive training for minority women media practitioners conducted to enhance the capacity-building of media institutions (in cooperation with the Chinese Society for Folk Film &TV Arts Promotion).	China
Katmandu	<p>A training workshop for women entitled, “Training Women journalists in Terai” under way with the following objectives:</p> <ul style="list-style-type: none"> • Increase skills and personal security issues. • Increase journalists’ skills on gender-sensitive conflict reporting. • Encouraged journalists to share skills. • A video documentary of the training will be produced. <p>The participants will be affiliated to Sancharika Samua and other media houses</p>	Nepal
Quito	Development of a programme for empowerment of women radio producers in the urban as well as rural areas	Ecuador
<p>6. Women’s involvement in conflict resolution and peace-building processes, as well as reconstruction efforts, strengthened through better access to information</p> <p>Beijing</p>	Disaster-training workshop for journalists from earthquake affected areas prioritized female participants (in cooperation with SARFT Training Centre, 2008)	China
Moscow	<p>The international seminar “Women Journalists: Building Bridges across Conflicts”</p> <ul style="list-style-type: none"> • Conference with 25 participants from Africa, Asia, Europe and America organized: international experiences shared, and strategies of peace communication discussed (Moscow). • Network of women journalists created. • Internet conference organized. • Website dedicated to women journalists’ contribution to peace building and peace communication in the world, created. 	Global

<p>7. Safety and security of female media professionals and journalists in conflict and post-conflict situations strengthened</p> <p>HQ (CI/COM)</p>	<p>The handbook, "Getting the Right Balance: Gender Equality in the News" published and distributed (in cooperation with the International Federation of Journalists)</p>	<p>Global</p>
<p>HQ (CI/FED)</p>	<p>Safety training for journalists in conflict and post conflict areas organized (female participation 40%)</p>	<p>Global</p>

ANNEX II

Participation Programme financed by UNESCO focusing either exclusively on women's empowerment/gender equality issues or having a component addressing gender equality issues (35 C/INF.21 – Paragraph 21)

Priority	Code	Title	Activity	Approved Amount
Women	4611100002AFG		Development of a National Literacy Strategy and Programme (Ministry of Education).	0
Women	4611100005AFG		Strengthening the capacity of the departments of the Ministry of Women Affairs and establishment of a network of information between the Ministry and women's institutions in the provinces of Afghanistan.	26000
Women	4613800001NEP		A study on the effectiveness of scholarship programmes in ensuring access and quality in school-level education in Nepal.	20000
Women	4613800006NEP		Providing hands-on skill in media gender, political and developmental reporting to females of eastern and western terai region of Nepal.	10000
Women	4651400001BKF		Training in management and commercial techniques of craftswomen in three cities of Burkina Faso.	21000
Women	4654800003LIR		Seminar in small business management skills for women.	20000
Women	4654800004LIR		Support rural women returnees	19000
Women	4663500008HAI		Support for the activities of the Association of Haitian Women in Science and	19600

Priority	Code	Title	Activity	Approved Amount
			Technology at the University of Quisqueya.	
Women	4656200003SEN		Workshop for craftswomen in design and marketing.	26000
Women	4654500008GBS		Training of mothers in pre-schools	15000
Women	4662600001CUB		Creation of museums on the fights of Cuban women	25000
Women	4663900001NAN		Gender differentials in school participation on the islands of the Netherlands Antilles	20000
Women	4654400003GUI		Support for the association of fight against illiteracy and for the literacy of women and adolescent girls in Middle and Lower Guinea.	22000
Women	4651200003BEN		Creation of a centre for literacy and training for the network of groups of women named/entitled AGNON.	20000
Women	4651200006BEN		Realization of a documentary of successful women in their firms.	20000
Women	4655600006NAM		Oral history research – women's participation in the liberation struggle of Namibia 1959-1990.	24200
Women	4671100001ONG		ACWW – Empowerment of Women through training and networking, Western Australia.	14000
Women	4671100002ONG		AIC " African women, leaders of change", Cameroon.	14000
Women	4664700001STI		Girl Guides Association Education resource	22000

Priority	Code	Title	Activity	Approved Amount
			centre.	
Women	4651500007BDI		Computer equipments for the training of 10 out-of-school adolescent-mothers.	15000
Women	4651500008BDI		Mobilization of young students and of the teaching body on the integration of gender HIV/AIDS and human rights in conflict prevention in five provinces of the country.	20000
Women	4657200008UGA		Strengthening artistic, management and marketing skills among women involved in the crafts industry.	20000
Women	4654700006LES		Support to foster parents on their role in care and protection of orphans and vulnerable children's rights.	23000
Women	4655300008MLI		Planned establishment of a crafts resource centre for the recovery and processing of plastic waste in the district of Bamako	16000
Women	4652400004CHD		Capacity-building of executive women of the National Ministry of Education for the use of ICT and Internet.	20000
Women	4652400005CHD		Capacity-building of the union of feminine groups for literacy named "Mourgan" in income-generating activities.	20000
Women	4611400003BHU		Capacity-building of a Counsellor: leadership in mental health. RENEW: Respect, Educate, Nurture & Empower women.	26000
Women	4671200006ONG		Higher Education and research, a challenge for Africa: from the professors' viewpoint.	15000

Priority	Code	Title	Activity	Approved Amount
Women	4616100004VAN		Malampa Province HIV/AIDS Project	13600
Women	4671300007ONG		ICET – Classroom Connections: Addressing survival rates for girls in Sub-Saharan African primary schools	14500
Women	4613300002MAS		Female trainers-in-training for cultural, contemporary and administrative vocational skills	20000
Women	4671100006ONG		ACSJF– women's training and their mentors vis-à-vis societies and youth at risk	15000
Women	4612300002INO		Establishment of three models of Mobile Learning Centres (Smart cars/Smart motorcycles) for post-disaster and post-conflict areas and Smart motorcycles targeting illiterate children of 4-15 years.	26000
Women	4653400003ERI		Dissemination of one of the most endangered oral traditions in Tigrigna ethnic group	20000
Women	4671500003ONG		OIDEL 15th and 16th session of the Summer Universities of Human Rights	15000
Women	4622400004MAU		Creation of a documentation centre for Mauritanian women	21000
Women	4671500009ONG		INWES – International Conference of Women Engineers and Scientists (ICWES14)	15000
Women	4623300005SUD		Promotion of Palm Leaves Craft Industry in Darfur	20000
Women	4614200004PAK		Strengthening of Science Caravans (Mobile	20000

Priority	Code	Title	Activity	Approved Amount
			Science exhibition for high school students)	
Women	4615600001TON		Subregional training for media personnel to promote international goals and commitments at the country level with particular emphasis to MDGs, EFA and ESD.	20000
Women	4615600004TON		Enhancing the impact of UNESCO's programme activities at the country level through public information activities and media relations.	20000
Women	4641100007ALB		Reducing gender disparities in the rural areas of Tirana, Vloa and Shkodra through awareness-raising and capacity-building of high school students and teachers in the rural areas of Tirana, Vloa, Shkod.	25000
Women	4642500006MNE		Culture is feminine in gender.	10000
Women	4653200001DJI		Construction of a Library in the city of Ali-Sabieh	26000
Women	4615800006TUV		Basic gender awareness project includes all of Tuvalu's (a small island and developing State) eight main islands (Funafuti, Nanumea, Niuatao, Nanumaga, Nui, Vaitupu, Nijufetau, Nukulaelae)	19000
Women	4671700005ONG		IYCW – Global Summit of Young Workers 2008: Together in Action for the Future of Work	15000
Women	4655500001MOZ		Families without illiteracy and without HIV/AIDS	25000

Priority	Code	Title	Activity	Approved Amount
Women	4671100008ONG		AIWCS – Training Seminar "Social transformation and development of south-east European countries: new challenges, new fields of action"	15000
Women	4623700003YEM		Women and Science and Technology "Capacities building, Empowerment in the field of science and tech policies".	25000
Women	4635100002MAT		Conference and follow-up report on gender equality in the small States of Europe	37600
Women	4612100005FIJ		Capacity-building project	20000
Women	4685700001CHD		Aid of emergency for the training of community teachers in IDP's camps and in host villages	40770
				1 031 270,00