

## HIGHLIGHTS

- **Priority Gender Equality Training at UNESCO's Lima Office (Lima, Peru – 4 July):** 23 colleagues



participated in an intensive one-day training organized by the Division for Gender Equality. The purpose of this training was to help staff members better understand the concepts, methodologies and tools of Gender Equality used by UNESCO for improved and effective gender mainstreaming in all programme planning and management. Colleagues in the UNESCO Lima Office gave a presentation on the current situation of Gender Equality and Women's Empowerment in Peru. They consulted the Division on how to identify innovative solutions for gender

mainstreaming and programming. Within the framework of the Gender Clinic approach of the Division, the Director for Gender Equality met separately with members of the Office to provide one-on-one advice on specific programmes and initiatives.

- **Meeting with Peruvian Journalists (Lima, Peru – 5 July):** The Director of the Division for Gender Equality met with fifteen journalists to introduce UNESCO's work in the field of Gender Equality and provide clarifications on the role that the media can play in changing gender stereotypes and supporting Gender Equality. The workshop with journalists resulted in an [article](#) being published in one of the major newspapers of the country.



- **EMULIES Conference on Women's Leadership in Higher Education Institutions (Lima, Peru – 6-7 July):** EMULIES is a network of university rectors, deans and professors in the Americas to promote women's leadership in higher education and research institutions. Within the framework of the 5<sup>th</sup> EMULIES Conference attended by approximately 50 rectors, deans and researchers from North, Central and South America, Ms. Saniye Gülser Corat, Director of the Division for Gender Equality delivered a keynote speech on women's leadership in higher education and research institutions. During her keynote, she presented up-to-date data as well as the current challenges and opportunities women face in taking up leadership positions in universities and other higher education and research institutions. Participants shared their appreciation for the advocacy work that UNESCO carries out regarding women's leadership, particularly in the higher education sector.

- **International Symposium on Girls' Education in STEM (Bangkok, Thailand – 28-30, August):**



On 28-30 August 2017, UNESCO hosted “Cracking the Code: Girls' Education in Science, Technology, Engineering and Mathematics (STEM),” to examine girls' disadvantage in STEM studies and careers worldwide, and what the education sector can do to address gender gaps in STEM. As UNESCO's first international symposium and policy forum on girls' education in STEM, this forum brought together a diverse group of stakeholders, including policy-makers and those on the frontlines of girls' education in STEM.

Opening the event, the Director-General Ms. Irina Bokova asserted that “the Sustainable Development Goals call upon every society to harness scientific talent to find solutions, to improve health, nutrition, resource management, environmental protection... We need the talent of girls and women to search, to discover. This is a matter of progress and social inclusion in all countries, and it is why this Conference is so important, to understand, to share experiences and to launch new avenues of action and cooperation.”

The Director of the Division for Gender Equality, Ms. Saniye Gülser Corat, participated in two sessions: “Working Session: EQUALS: Building a coalition to promote skills in the digital age,” and Panel Discussion: TeachHER: Using public private partnerships to advance STEAM education.” She contributed to the advancement of the understanding of the multiple gender dimensions behind the use of and training on digital skills and reiterated the role of UNESCO as a co-leader of the EQUALS Skills Coalition. Given UNESCO's mandate in the sciences and gender equality as a global priority, she further explained that UNESCO has a key role to play in assisting work aimed at overcoming disparities in access to, influence over, and use of science, technology, engineering and mathematics.

- **Global Hope Coalition & UNESCO Conference on the Impact of Violent Extremism on Women and Children (New York, New York – 18 September):**

On the margins of the 72<sup>nd</sup> session of the UN General Assembly, UNESCO co-organized (with Global Hope Coalition) a high-level event, chaired by the Director-General Irina Bokova on the impact of violent extremism on women and children. Moderated by Ms. Saniye Gülser Corat and Phyllis Magrab, Director of the Georgetown University Center for Child and Human Development, this event attended by over 100 high-level personalities, brought together First Ladies of Mali and Rwanda along with four international experts for a very inspiring and moving discussion. The last session of the meeting featured testimonies of grass-roots activists and included the testimony of a young woman gang-raped by violent extremists who spoke out about it publicly for the first time. The event concluded with a call for action entitled: “Women, Children, and the trauma of Extremism: An Urgent Call to Action”.

## UNESCO's Gender Equality Champion

### The Work of UNESCO's Lima Office on Gender Equality and Interculturality

In recognition of its work on gender equality and interculturality, the Division has chosen UNESCO's Lima Office as this edition's Gender Equality champion. The UNESCO field office in Lima has initiated and been involved in a series of projects that have the potential of supporting gender transformative effects in Peruvian society.

Key projects/initiatives include:

- *Mujer poder y alimentacion en el Perú Antiguo* (translated as Woman, Power and Nutrition in Ancient Peru )



Written by the Peruvian renown researcher Maritza Villavicencio, the book is a product of a ten-year-long research on the first Andean cities from 2000 BC to 1532 AD, with a goal to re-analyze archaeological and ethno-historic sources in order to provide a new historic narrative on the role of women. The book reinvestigates the gender relations in Andean pre-Columbian societies with an emphasis on the role of women as active political agents. The Universidad San Martin de Porres Editorial Fund, one of the most prestigious academic publishers in

Perú, published the book and the foreword was written by UNESCO'S Lima Office Representative, Ms. Magaly Robalino Campos.

- Museo Nacional de Arqueología (MUNA) Project

Museo Nacional de Arqueología (MUNA) is the biggest public funded investment devoted to cultural infrastructure in Peruvian history scheduled to open in 2021 in line with Peru's 200<sup>th</sup> Anniversary for Independence. UNESCO's Lima Office was entrusted with the task to provide technical assistance for the development of the scripts, arrangements and display in all three permanent galleries of which the main narrative was decided to be "interculturality and gender equality."

The display of artifacts as well as the development of graphics and texts will be carefully devised to have a balanced representation of different ethnic and gender identities present in pre-Columbian societies. One of the project's curators stated "nowadays we know that it is not accurate to display Peruvian prehistory as the exclusive achievements of powerful men." One of the galleries will be exclusively devoted to the exploration of different gender identities and roles in pre-Columbian societies.

- Development of children’s books series *Ñampa Willaynin* – Tales of the Road



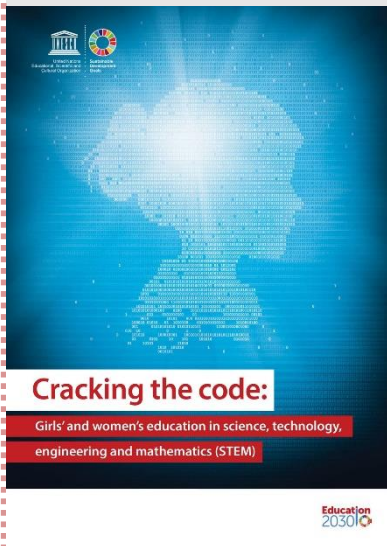
UNESCO’s Lima Office is providing technical assistance to the Peruvian government in developing heritage education reading material for public elementary schools on local pre-Columbian myths and legends, which highlight women as agents of social change. This children’s book series is called *Ñampa Willaynin* – an expression in Quechua for “Tales of the Road.”

The first book of the series named “[Micaela Conoce a Urpaywachac](#)” has recently been published and reinterprets female deities as powerful role models with leading attributes unlike what was originally known in the early colonial manuscript. This manuscript was written by Dominican Priest de Avila who recorded the Indian’s pagan beliefs during his travels of the Inca road section that

connects the coastal Inca shrine of Pachacamac with the highland city of Xauxa. 2,000 books have been printed and is in the process of being included in the regional curriculum. A second book, devoted to the myths and legends of the Pisco – Vilcashuaman section of the road, is underway thanks to the support of UNESCO’s Division for Gender Equality and will be published this coming December.



For more information, please reach out to [Mr. Enrique López-Hurtado](#) at the UNESCO Lima Office.



## In the news!

### New UNESCO report sheds light on gender inequality in STEM education

UNESCO's new publication, *Cracking the code: girls' and women's education in STEM*, which was launched at the UNESCO International Symposium and Policy Forum on the same issue, deciphers the factors that hinder and facilitate girls' and women's participation in STEM education. It provides an in-depth look at the challenges, learning achievements and progression. Here are some highlights from the report:

#### **What is the overall status of girls in STEM education?**

The gender disparity in STEM education is striking. In higher education, only 35% of all students enrolled in STEM-related fields are female. Today, only 28% of all of the world's researchers are women. Gender stereotypes and biased attitudes compromise the quality of the learning experience for female students and limit their education choices.

#### **What are the barriers?**

- A major concern in many countries is not only limited to the number of girls attending school, but the limited educational pathways available for those that do step into the classroom. Girls are significantly under-represented in STEM subjects in many settings.
- Girls appear to lose interest in STEM subjects as they get older, particularly between early and late adolescence. The gender gap in STEM becomes particularly apparent in upper secondary education, as reflected in girls' choices of advanced studies in mathematics and science.
- Women continue to drop out of STEM disciplines in disproportionate numbers during their higher education studies, while transitioning to the world of work and even during their career cycle.

#### **What is the role of socialization in these trends, and to what extent do girls and women internalize negative stereotypes?**

Girls' disadvantage in STEM is a result of multiple and overlapping factors embedded in both the socialisation and learning processes. These include social, cultural and gender norms, which influence the way girls and boys are brought up, learn and interact with parents, family, friends, teachers and the wider community. These influences are a powerful force in shaping their identity, beliefs, behaviour and choices.

Girls are often brought up to believe that STEM subjects are "masculine" topics and that female ability in STEM is innately inferior to that of males. While research on biological factors belies any factual basis for such beliefs, they persist and undermine girls' confidence, interest and willingness to engage in STEM subjects.

### **How can we help girls and women understand that gender stereotypes are artificial constructs and that studies and careers in STEM are open to them?**

- Education systems and schools play a central role in determining girls' interest in STEM subjects and in providing equal opportunities to access and benefit from quality STEM education. Teachers, learning contents, materials and equipment, assessment methods and tools, the overall learning environment and the socialisation process in school are all critical to ensuring girls' interest and engagement in STEM studies and, ultimately, STEM careers.
- STEM careers are considered to be 'the' jobs of the future. Ensuring girls and women have equal access to STEM education and ultimately STEM careers is an imperative from the human rights, scientific, and development perspectives. Gender equality in STEM will ensure that boys and girls, men and women, will be able to acquire skills and opportunities to contribute to and benefit equally from the benefits of STEM.

The new report is a resource for education stakeholders and others working to promote gender equality.

Learn more [facts](#) about girls' and women's education in STEM.

## ***Let's Mainstream!***

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### **“Microfinance for Sustainable Development for Rural Women in Sudan” Project by UNESCO's Khartoum Office**

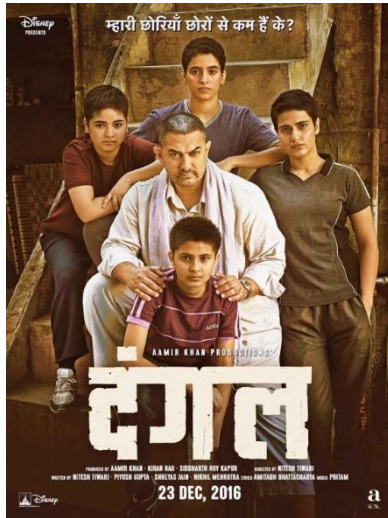
By combining capacity building, literacy education, microfinancing and community engagement, this project aims to create a sustainable financing model where rural women households can support their own education and well-being.

Focusing on women households in Om-Sayala, Sudan, this project will support the existing educational infrastructure by establishing community development centers and supporting them through the development of training material and staff training; educate rural women and their families on basic literacy and numeracy skills; educate rural women on the microfinance scheme and provide skills training on businesses they set up; organize women and young mothers in the targeted area to establish, manage and sustain community development centers so they can maintain it themselves in three years.

The project will start in January 2018 targeting the first cluster of 690 families and will establish 22 main community learning centers. It is expected to give 36,000 family members of Om-Sayala basic skills in literacy and numeracy in which 66% are female. In the future, it is aiming to expand the number of community learning centers to 230 as well as to ensure the sustainable management of these centers by training teenage girls to whom the centers will be handed over to.

For more information, please reach out to the Khartoum Office ([Dalal Siddig](#) or [Aiman Badri](#) )

## Gender Wire's Selection



### Dangal

This movie is an extraordinary true story based on the life of former wrestler Mahavir Phogat and his two daughters, Geeta and Babita Phogat. The film traces the inspirational journey of a father who trains his daughters to become Indian Olympic wrestling heroes in Haryana, the Indian state with a high rate of honor killings and one of the worst sex ratios in the country. It is part sports drama, part social commentary on female oppression and empowerment in India. It has become the fifth highest-grossing non-English film in history, the highest-grossing live actions sports movie of 2017, and the highest-grossing Indian film ever in China.

## ?!/? Did You Know ?!/?

Did you know that a lady named Elizebeth Smith Freidman, also known as "America's first female cryptanalyst" was the one that broke the most important secret codes in the world including Nazi ciphers and the secret messages of Al Capone's gang?

Elizebeth had studied Shakespeare and Tennyson at college and did not have any formal training in cryptanalysis but she had a knack for turning around jumbled letters of a cryptogram in her head and working the associations with pencil and paper. She would go on to become one of the greatest code-breakers in history, as would her husband William – who coined the word "cryptanalysis".



Elizabeth and her husband William discovered their talents at Riverbank Laboratories, the only place in the US during World War I that was cracking enemy codes sent from Washington. Even after the War, she continued to unravel encrypted messages and helped put members of Al Capone's gang behind bars. Thanks to recently declassified papers, it is now known that she was instrumental in smashing a network of Nazi spies trying to foment fascist revolutions in South America – their ultimate goal being an attack on the US - during World War II.

While her husband's achievements have been well-documented, Elizebeth's were largely marginalised for decades, but her their contributions are now beginning to be recognised thanks to the discovery of previously forgotten papers and interviews with the few surviving members of once-secret code-breaking enclaves. Jason Fagone rescues this extraordinary woman's life and work from oblivion in his new book, [The Woman Who Smashed Codes](#).