



**Convention on the Elimination
of All Forms of Discrimination
against Women**

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**Committee on the Elimination of Discrimination
against Women**

Thirty-first session

6-23 July 2004

Item 5 of the provisional agenda*

**Implementation of article 21 of the Convention on the
Elimination of All Forms of Discrimination against Women**

**Report provided by specialized agencies of the
United Nations on the implementation of the
Convention in areas falling within the scope of
their activities**

Note by the Secretary-General

Addendum

United Nations Educational, Scientific and Cultural Organization

1. On behalf of the Committee, the secretariat invited the United Nations Educational, Scientific and Cultural Organization (UNESCO), on 25 February 2004, to submit to the Committee a report on information provided by States to UNESCO on the implementation of the Convention on the Elimination of All Forms of Discrimination against Women in areas falling within the scope of its activities, which would supplement the information contained in the reports of the States parties to the Convention that will be considered at the thirty-first session.
2. Other information sought by the Committee refers to activities, programmes and policy decisions undertaken by UNESCO to promote the implementation of the Convention.
3. The report annexed hereto has been submitted in compliance with the request of the Committee.

* CEDAW/C/2004/II/1.

Annex

Report of the United Nations Educational, Scientific and Cultural Organization to the Committee on the Elimination of Discrimination against Women at its thirty-first session

I. Introduction

1. The Committee on the Elimination of Discrimination against Women (CEDAW) will hold its thirty-first session from 6 to 23 July 2004 at United Nations Headquarters in New York. On this occasion the Committee will consider the reports of the following countries: **Algeria, Angola, Argentina, Bangladesh, Croatia, Dominican Republic, Equatorial Guinea, Gabon, Italy, Lao People's Democratic Republic, Latvia, Malta, Paraguay, Samoa, Spain and Turkey.** The pre-session working group for the thirty-second session will meet from 26 to 30 July 2004.

2. Article 22 of the Convention on the Elimination of All Forms of Discrimination against Women invites specialized agencies to “submit reports on the implementation of the Convention in the areas falling within the scope of their activities”, accounting for recent activities, policies and programmes implementing article 10 and related articles. Section II of this report summarizes UNESCO's activities to implement the Convention within the organization itself; section III presents measures taken in the countries considered to implement the Convention.

II. Contribution of UNESCO to the implementation of the Convention

II.1. General

3. UNESCO's Women and Gender Equality section of the Bureau of Strategic Planning focuses on the Millennium Development Goal 3: “Promote Gender Equality and Women's Empowerment”. UNESCO as a whole contributes to the achievement of the MDGs, which fall within the Organization's fields of competence. This includes in particular the Goals relating to education. With regard to the Beijing Platform for Action, UNESCO is specifically concerned with Strategic Objectives: B — Education; I — Human Rights of Women; J — Women and the media; K — women and the environment and L — The Girl-Child.

4. The Section for Women and Gender Equality updated and clarified UNESCO's policy on gender equality in a direction that better reflects the new strategic orientations set in the Organization's Medium Term Plan for 2002-2007. In order to provide UNESCO's staff and partners with the means to subsequently implement this policy, all existing gender-responsive tools and resources produced by UNESCO were then collected and made available on UNESCO's new *Gender Mainstreaming Resource Center* (available at www.unesco.org/women). Gender Training was designed and organized for field and HQ gender focal points. In supplement to the face-to-face training, the Section also produced a *Gender Mainstreaming Training CD-ROM* that contains the full report of the training as well as a selection of gender-mainstreaming tools produced by UNESCO and other

United Nations programmes and agencies and independent institutions. This CD-ROM was sent to all participants and Field Offices with gender focal points.

Concomitantly, the Section took the lead on several occasions to organize large public events around International Women's Day (8 March) and World AIDS Day (1 December) which mobilized the national and international press. Through these celebrations the Section shed new light on UNESCO's programmes relating to artistic creation and HIV/AIDS from a gender perspective. These initiatives and many other ad hoc actions taken to backstop gender focal points in the Field Offices and those working in Headquarters gave new dynamism and greater coherence to UNESCO's work relating to gender equality.

II.2. Gender Focal Points

5. The Section for Women and Gender Equality organized a first capacity-building workshop for 23 Gender Focal Points based in both headquarters and field offices from 19 to 21 January 2004. The workshop was led by gender trainer Kalyani Menon-Sen.

In addition to providing gender training, the workshop provided a platform for mutual encouragement and inspiration by sharing success stories of individual initiatives, and forged a strong sense of community and collective action among the Gender Focal Points. A final report and a CD-ROM with useful tools for gender analysis was produced and sent to all participants for longer-term assistance in mainstreaming gender issues in their everyday work.

II.3. Mainstreaming gender in the combat against HIV/AIDS

6. HIV/AIDS has moved to the centre of attention of UNESCO, which commits itself to tackling the problem from a socio-cultural perspective. This implies recognizing and combating the problems related to gender inequality, which lie at the heart of and facilitate the spread of the disease.

7. On World AIDS Day on 1 December, an AIDS Forum was organized at UNESCO Headquarters in collaboration with the magazines *Elle* and *Paris-Match*. The theme of the event was *SIDA année 24: Mobilisation sur tous les terrains*. Substantial financial support was provided by Bristol-Myers Squibb, Roche Pharma, Pfizer, Schering Plough, GlaxoSmithKline and Boehringer Ingelheim. The public debate, facilitated by Sabine de la Brosse, head of the health section of *Paris-Match*, was very successful and attracted approximately 800 visitors. The aim of the Forum was to raise awareness of the urgency of the AIDS issue. As a follow-up to the World AIDS Day, the Section for Women and Gender Equality reviewed UNESCO's work on HIV/AIDS from a gender perspective.

8. In line with other United Nations agencies and programmes, UNESCO celebrated International Women's Day on 8 March 2004 around the theme "Women and AIDS". A conference was organized at UNESCO Headquarters on *Africa's cultural response to HIV/AIDS: women and their struggles*, with the participation of various NGOs working for AIDS research, prevention and the improvement of living conditions of AIDS patients. Information on the gender dimension of the AIDS pandemic were widely disseminated during the run-up to and on International Women's Day itself.

II.4. Women and education

9. The UNESCO Office in **Nigeria** successfully sensitized the private sector on the importance of girls' education. The office also developed a training manual for teachers based on Gender Sensitivity Module 5 in the context of UNESCO's "Guidance and Counseling" project. The manual will be distributed to and used as a guideline by teacher trainers in Africa. These modules are developed by the individual countries.

10. UNESCO's Women and Gender Equality Section advised the Ministry of Education of **Mozambique** on how to mainstream gender in their overall education policy. Strategies were developed in collaboration with other agencies and the donor community to help the Government to administer funds most effectively.

11. The Dondo Community Radio, inaugurated in late February 2004 by UNESCO in Maputu, **Mozambique**, will broadcast educational and information programmes to approximately 100,000 people living in the central province of Sofala. Among the issues covered will be education, health and women's issues.

12. The local launch of the Decade of Literacy in Africa took place in **Mauritius** on 4 December 2003. A round table discussion on 2 December 2003 focused on literacy and gender equality and was attended by about 60 participants. Two thirds of the 862 million illiterates worldwide are women. Participants committed themselves to working for gender equality in education and gender parity in enrolment by 2005.

13. Gender equality in education is one of the six goals of the Education For All programme endorsed by 164 Governments at the World Education Forum in Dakar in April 2000. In order to achieve this, gender parity in both primary and secondary education was set as a target for 2005. The goals stipulated were:

- Expanding and improving comprehensive early childhood care, especially for the most vulnerable and disadvantaged children
- Universal primary education
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
- Achieving a 50 per cent improvement in levels of adult literacy
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015
- Improving all aspects of the quality of education.

The *EFA Global Monitoring Report 2003/4, Gender and Education for All, The Leap to Equality* (UNESCO Publishing, France, 2003) (accessible online at: <http://www.efareport.unesco.org>), compiled by an independent expert group, revealed that gender parity in school enrolment will not be attained in the near future by 54 countries. The statistics of Chad, Yemen, Guinea-Bissau, Benin, Niger, Ethiopia, the Central African Republic, Burkina Faso, Guinea, Mali, Pakistan, China and India are especially worrying. While the global Gender Parity Index rose between 1990 and 2000, indicating that the number of girls enrolled in primary schools all over the world has risen faster than that of boys, only 52 countries have or will have achieved gender parity by 2005 and 57 per cent of out-of-school

children worldwide are girls. The main obstacles for children to attend school are the need to contribute to the family income, tuition fees and additional costs such as books and school uniforms, as well as early marriages, conflict, violence in schools and HIV/AIDS.

Although the global situation remains to the disadvantage of girls, several countries now face the reverse problem, with many boys not finishing secondary education, which creates an imbalance to the disadvantage of boys. The countries most concerned by this problem are Bangladesh, Denmark, Mexico, New Zealand, Bahrain, Iceland, Russia, Trinidad and Tobago, Colombia, Philippines, Malaysia, the United Arab Emirates, the United Kingdom, Suriname and Sweden. However, the report emphasizes that gender parity and gender equality should not be confused. Even in countries where boys are underachieving and dropping out earlier, women are not in an advantaged situation when it comes to income and competition for jobs at the decision-making level.

The 2003 report includes an Education for All (EFA) Development Index indicating the progress of individual countries towards the following four Dakar goals: universal primary education; adult literacy; quality of education (survival to grade 5); and gender parity. Data from countries in sub-Saharan Africa, the Arab States, Eastern Europe, South and West Asia and Latin America and the Caribbean for the year 2000 show that 22 countries, including Bangladesh, India, Nepal and Pakistan, will not meet these goals in the near future. Most of the 16 countries that have met them or are close to doing so are in Central/Eastern Europe and Latin America and the Caribbean.

14. While continuing its programme of capacity-building and institutional development, the International Institute for Educational Planning (IIEP) has focused its research more on HIV/AIDS, the basic situation of children in difficult situations and how education can be financed. IIEP also coordinates all UNESCO activities related to HIV/AIDS prevention through education and ensures accessibility of information on the impact of the pandemic on education systems and conditions. One of the many publications by which IIEP ensures the dissemination of its research outcomes is a review of the impact of policies in developing countries that have nearly achieved gender parity in education. Abolishing fees, providing funding for free meals and uniforms and improving teaching material has had a strong positive impact on the girls/boys ratio at schools in India and Bangladesh; however, retention of girls remains a problem as cultural barriers persist in keeping girls out of education or making them drop out.

UNESCO reviewed 62 national plans to achieve the fifth Dakar goal, to “achieve gender equality in education by 2015”. The focus of the survey was on specific actions planned by the respective Governments and on awareness of gender biases and how responsive plans are to them. The findings were that government plans tend to take gender parity in education for gender equality and neglect soft factors such as bias and discrimination. The need for improvement in the actual implementation of the EFA goals was recognized. UNESCO will react with a strategy and activities for the biennium 2004-2005. The United Nations Girls’ Education Initiative will be linked with the United Nations Literacy Decade and the activities of UNICEF to strive for gender parity in 25 countries. Simultaneously, UNESCO will allocate funds towards research into the causes of gender inequality in education and into improved measurement of gender equality, so as to analyse education policy and

practices. UNESCO will provide a wide range of gender-responsive services and strive to widen the options for women in secondary and tertiary education.

II.5. Women and science

15. In its medium term strategy 2002-2007 for the European Region, UNESCO stipulates that it will encourage harmonization of national science policies in the context of European integration, with the ultimate goal of a common European science policy. Special focus will be on the promotion of women in science and technology and on the creation of better framework conditions to encourage them to choose a scientific career and to make them participate in research projects and scientific events.

16. On the occasion of International Women's Day 2004, the Oréal-UNESCO Award and 15 fellowships for "Women in Science" were awarded. The Award goes to five women scientists from five different continents and is worth \$100,000 each. The 2004 laureates are Jennifer Thomson (South Africa) "for her development of transgenic plants resistant to viral infections, drought and other risks"; Nancy Ip (China) "for her discoveries on the molecular control of growth, differentiation and synapse formation in the nervous system"; Christine Petit (France) "for her elucidation of genetic defects in hereditary deafness and other sensory disorders"; Lucia Mendonça Previato (Brazil) "for her achievements in the understanding, treatment and prevention of Chagas disease"; and Philippa Marrack (United States of America) "for her characterization of the functions of T lymphocytes in immunity and the discovery of superantigens."

17. The Asia Pacific Gender Equity in Science and Technology (APGEST) initiative on gender, science and technology is a breakthrough for women's empowerment and poverty alleviation. Under the leadership of the UNESCO Office in Jakarta, the project promotes the adoption of policies and programmes that enable poor women in Asia and the Pacific to gain access to technology and science. The initiative is divided into two phases, the first of which was completed in 2002. It concentrated on the assessment of resources, gaps and best practices and provided technical assistance to two projects on green health technology, in Thailand and the Philippines. The results of this phase, which was funded by the Asia Pacific Gender Equality Network (APGEN)-UNDP, have been disseminated to stakeholders in the fields of gender, science and technology. They also form the basis of the second phase, from 2003 to 2005, in which projects focusing on specific technologies or on the development of best practices are being implemented, thus developing a policy environment that empowers women in the sciences.

II.6. Women and water

18. 2003 was the International Year of Fresh Water, a theme also taken up by International Women's Day 2003. In many societies, particularly in Africa, it is the women who gather water and wood for the household and who prepare the food: only 10 per cent of these tasks are carried out by men. Providing access to clean water close to the home can dramatically reduce women's workloads, give them time for other economic activities and enable their daughters to attend school.

On the other hand, women play a key role in raising water awareness among their children and thus in the next generation. About 2 million children die every year from illnesses due to contaminated water or unhygienic behaviour. UNESCO plays a

key role in the follow-up of the Fourth World Conference on Women, held in Beijing in 1995, at which Governments committed themselves to “promote knowledge of and sponsor research on the role of women, particularly rural and indigenous women, in irrigation, watershed management, sanitation, focusing particularly on indigenous women’s knowledge and experience” and of the Ministerial Declaration of the International Conference on Freshwater held in Bonn, Germany, in December 2001, in which gender was given a prominent place: “Both men and women should be involved and have an equal voice in managing the sustainable use of water resources and sharing of benefits. The role of women in water-related areas needs to be strengthened”. Gender-related perspectives have been included in water development strategies and women largely involved. In the Sewukan community of Magelan District, Java, Indonesia, the participation of women in the evaluation of 11 community water systems has affected gender relations in several ways.

II.7. Women and agriculture and the environment

19. The commitment of the Beijing Declaration to fund research on women’s roles in agriculture and the environment brought about better information on women’s huge contribution to food production worldwide and how this can benefit their countries’ economies and environment. Women are responsible for the largest part of the world’s food production, and their role in agriculture is constantly increasing. However, owing to the division of agricultural labour between men and women, women’s role is generally confined to producing the food for their families, which is unpaid and non-commercial, hence generally unrecognized by statistics and consequently underestimated in development strategies.

Although women tend to be better farmers, they are not given the same opportunities, such as bank loans to buy more land or equipment, to produce as much as men. However, a recent study in Dakiri, Burkina Faso shows that allocating smaller plots to men and women separately, instead of allocating larger plots to household heads has produced both higher yields and social benefits. UNESCO’s campaign to mainstream gender perspectives and women’s rights in all United Nations policies and programmes also brought about several major commitments relating to women in the Political Declaration of the Johannesburg Summit (28 August-4 September 2002). Among them were the commitments to “promote women’s equal access to and full participation, on the basis of equality with men, in decision-making at all levels, mainstreaming gender perspectives in all policies and strategies”, to “improve access to land and property, to adequate shelter and to basic services for the urban and rural poor, with special attention to female heads of households” and to “facilitate access to public information and participation, including by women, at all levels in support of policy and decision-making related to water resources management and project implementation”. As one of its results, empowering women has also improved the coastal environment on the Tanga Coast of Tanzania.

II.8. Women and information and communication technologies (ICTs)

20. In the framework of its programme on ICTs for poverty eradication, the UNESCO Office in New Delhi has established a partnership with Nabanna, a network of rural women in Baduria, India. Nabanna’s information network aims at enabling Baduria women with little or no opportunities for income and

independence to come together and share information and skills. It provides social and technological networks, conducting computer training and networking workshops where women can learn and practise how to use a computer, media and ICT tools to communicate. The candidates are encouraged to create an online network for mutual support, as well as forming a physical information group in their own neighbourhood. The network enables women to communicate over long distances and advertise courses and workshops in which they pass on skills and knowledge needed for better-paid labour. At the same time, the women's control over the project has an empowering impact on their lives and facilitates a culture of courage and initiative.

II.9. Women and culture for peace

21. The UNESCO Conference on the Role of Women in Intercultural Dialogue in Central Asia was held in Dushanbe, Tajikistan, from 11 to 13 June 2003. Central topics on the agenda were culture and the role of women in sustainable development in Central Asia; the challenges of globalization: protecting cultural diversity and plural identities; women in cultural policies for development; women and the new media. The role of women in the construction of intercultural dialogue in Central Asia was discussed in the light of women's role in the media, especially their initiatives and contributions, and of women as creators of a culture of peace. Best practices were shared and an action plan and recommendations were developed. UNESCO supported the setting up of a Central Asian women cultural network, which is expected to serve as a forum for Central Asian women who work in the areas of culture, education, arts and the media to share ideas and express their views on the issues at stake; and to foster cooperation among women's organizations to find partners and resources.

22. A subregional conference entitled "Building a culture of peace in South Asia — a gendered perspective", organized by the UNESCO Office Islamabad, will be held from 6 May to 8 May 2004. The conference seeks to provide a forum to share visions, experiences and strategies on peace-building and non-violent conflict resolution in South Asia. A key aim will be to develop strategies and actions to foster a culture of peace, with a particular view to documenting and building on South Asian Association for Regional Cooperation (SAARC) women's contribution to a culture of peace. Furthermore, it seeks to strengthen and coordinate activities that promote a culture of peace as a prerequisite for sustainable and environmentally sound development.

The major topics of the conference are:

1. Roadblocks and opportunities to promoting non-violent conflict resolution
2. Engendering human security in practical terms
3. Learning the tools for non-violent conflict resolution
4. Preventing armed conflict

All themes and sub-themes will be addressed from a gender perspective.

II.10. Women and sustainable development

23. UNESCO has developed an online teacher education module to respond to the fact that development affects men and women quite differently and often overlooks the need to promote women's right to own property, especially land, and to enable them to attain decision-making positions. The module aims at exploring how women from a number of countries are working to promote sustainable development in their communities and how their approaches and ideas can be integrated into a teaching programme. The objectives of this analysis are:

- To evaluate the way development impacts on women in varying situations
- To identify with women's concerns about development
- To understand the importance of accelerating the pace of change in women's development
- To appreciate the way women are working for a sustainable future in their own communities
- To identify opportunities for incorporating issues and activities from the module into a teaching programme.

24. On the basis of a study on activities and needs of women farmers in Machakos, Kenya, conducted recently by the UNESCO Section for Educational Policy Studies and Documents, UNESCO has developed a training programme in partnership with the Forum for African Women Educationalists (FAWE). The objective is to train women farmers to use food production technology in a more efficient, i.e. less time-consuming and energy-wasting way. Through the creation of partnerships between farmers and of formal education to provide technical training, the project aims at encouraging women to develop their entrepreneurial skills, introducing them to low-cost technologies and their application and maintenance, teaching them to assess what kind of technologies they will need and how to acquire them, involving local institutions in building the capacities of local women to meet their needs in respect of economic activities, technology access, acquisition and use, and designing projects meeting the needs of women farmers.

III. Measures taken by UNESCO to implement the provisions of the Convention in the countries being considered at the thirty-first session, 6-23 July 2004

Angola

Basic statistics — population and education

Country	Year	Population in thousands		
		Total	Male	Female
Angola	2003	13 625	6 719	6 906

Country	Year	Gross enrolment ratio (%) Primary			Net enrolment ratio (%) Primary		
		Total	Male	Female	Total	Male	Female
Angola	2000/2001	74 est	78 est	69 est	36.9	38.6	35.1

Country	Year	Gross enrolment ratio (%) Secondary			Net enrolment ratio (%) Secondary		
		Total	Male	Female	Total	Male	Female
Angola	2000/2001	18 est	19 est	16 est			

Country	Year	Gross enrolment ratio (%) at tertiary level			
		Total	Male	Female	
Angola	1999		0.7	0.9	0.5

Country	Year	Gender Parity Index (%)			
		Enrolment ratio Primary	Enrolment ratio Secondary	Gross enrolment ratio Tertiary	
Angola	1999		0.87	0.77	NI

est: UNESCO Institute for Statistics estimation.

Activities under UNESCO's programme

The Director General of UNESCO, Mr. Koichiro Matsuura paid an official visit to Angola from 13 to 15 January 2004, signing an accord for the training of primary school teachers worth US\$ 250,000. The Director General's visit also endorsed a joint programme that includes training of educational planners, managers and statisticians; the reconstruction of cultural heritage; support to scientific institutions and to pluralistic media. The last mentioned is intended to contribute to community participation and democratic citizenship. The multimillion dollar accord to train primary school teachers in poor communities is part of the collaboration between Angola, Japan and UNESCO.

Development Through Radio

Angola was one of the countries benefiting from the Development Through Radio (DTR) project, the aim of which is to supply women's groups with equipment to produce radio programmes addressing women's issues, and eventually have their own, women-run radio stations. It has been found to be empowering, especially to women, and therefore indispensable for sustainable development. Women are trained to use equipment and choose the issues of the programme. The project is part of a campaign in which UNESCO works for the abolition of gender discrimination in the media in Africa. While women are empowered through projects such as the DTR, collaboration with local specialized NGOs is sought and Governments are urged to develop policies to ensure women's participation at all levels of the media to ensure unbiased portrayals of women and their issues.

Argentina

Basic statistics — population and education

Country	Year	Population in thousands		
		Total	Male	Female
Argentina	2000	38 428	18 836	19 592

Country	Year	Gross enrolment ratio (%) Primary			Net enrolment ratio (%) Primary 2000		
		Total	Male	Female	Total	Male	Female
Argentina	2000/2001	120	120	120	107.5	107.8	107.1

Country	Year	Gross enrolment ratio (%) Secondary			Net enrolment ratio (%) Secondary		
		Total	Male	Female	Total	Male	Female
Argentina	2000/2001	97	94	100	79	77	82

Country	Year	Gross enrolment ratio (%) at tertiary level		
		Total	Male	Female
Argentina	2001	56.3	45.4	67.4

Country	Year	Gender Parity Index (%)		
		Enrolment ratio Primary	Net enrolment ratio Secondary	Gross enrolment ratio Tertiary
Argentina	1999	0.97	1.06	1.64

est: UNESCO Institute for Statistics estimation.

Strengthening local capacities

The Latin American and Caribbean Women's Health Network (LACWHN) successfully implemented the third Millennium Development Goal in its Itinerant University project. A special training programme on gender perspectives in health is held in cooperation with a local university and a women's organization and has provided in-situ capacity-building for more than 600 participants in Argentina, Bolivia, Brazil, Chile, Costa Rica, the Dominican Republic, Uruguay, Peru and Venezuela. The Itinerant University project takes a gender perspective on health issues and combats violence against women.

Bangladesh

Basic statistics — population and education

Country	Year	Population in thousands		
		Total	Male	Female
Bangladesh	2003	146 736	75 238	71 498

Country	Year	Gross enrolment ratio (%) Primary			Net enrolment ratio (%) Primary		
		Total	Male	Female	Total	Male	Female
Bangladesh	2000/2001	100	100	101	89	88	90

Country	Year	Gross enrolment ratio (%) Secondary			Net enrolment ratio (%) Secondary		
		Total	Male	Female	Total	Male	Female
Bangladesh	2000/2001	46	45	47	43	42	44

Country	Year	Gross enrolment ratio (%) at tertiary level		
		Total	Male	Female
Bangladesh	2001	6.3	8.3	4.1

Country	Year	Gender Parity Index (%)		
		Net enrolment ratio Primary	Net enrolment ratio Secondary	Gross enrolment ratio Tertiary
Bangladesh	2000	1.02	1.05	0.55

est: UNESCO Institute for Statistics estimation.

Women and education

The findings of the Education for All monitoring report show that Bangladesh is one of the countries where gender parity in enrolment improved a lot after fees had been abolished, free meals and uniforms introduced, and teaching materials and childcare facilities for studying mothers improved.

In order to advocate especially girls' education in the context of Education for All, UNESCO observed a Global Action Week from 3 April 2004 and supported the Belgium-based Global Campaign for Education in organizing the event. On 9 April 2004, the World's Biggest Lesson, an eye-catching worldwide event in support of girls' education, reached 50,000 people in Bangladesh.

Dominican Republic

Basic statistics — population and education

Country	Year	Population in thousands		
		Total	Male	Female
Dominican Republic	2000	8 373	4 254	4 119

Country	Year	Gross enrolment ratio (%) Primary			Net enrolment ratio (%) Primary		
		Total	Male	Female	Total	Male	Female
Dominican Republic	2000/2001	124est	126est	122est	93est	92est	93est

Country	Year	Gross enrolment ratio (%) Secondary			Net enrolment ratio (%) Secondary		
		Total	Male	Female	Total	Male	Female
Dominican Republic	2000/2001	59est	53est	67est	40est	35est	45est

Country	Year	Gross enrolment ratio (%) at tertiary level		
		Total	Male	Female
Dominican Republic	2000/2001	NI	NI	NI

Country	Year	Gender Parity Index (%)		
		Enrolment ratio Primary	Enrolment ratio Secondary	Enrolment ratio Tertiary
Dominican Republic	2000/2001	1.02est	1.28est	NI

est: UNESCO Institute for Statistics estimation.

Women and education — strengthening local capacities

The Dominican Republic was one of the countries benefiting from the capacity-building programmes of the Itinerant University, aimed at empowering women by taking a gender perspective in dealing with health issues.

UNESCO's activities during the Education for All (EFA) Week in April 2003 included the launch of an education forum under the title "Reinventing the school — what are the options? — Reflection on the future of the Dominican school and education" and a workshop on programming and finalization of an EFA strategic plan. The finalization of the strategic plan was announced at a final press conference by the Minister of Education, Dr. Milagros Ortiz Bosch, the President of the EFA National Forum, Dr. Rafael Toribio, and representatives of UNESCO and the European Union.

During EFA Week, the possible signing of an agreement between the UNESCO Office and the College of Journalists to establish the Club of Journalists Friends of

UNESCO, which will promote UNESCO's values and visions, in particular Education for All, gender equity, non-violence, peace and ethics, was discussed.

Equatorial Guinea

Basic statistics — population and education

Country	Year	Population in thousands		
		Total	Male	Female
Equatorial Guinea	2000	457	225	231

Country	Year	Gross enrolment ratio (%) Primary			Net enrolment ratio (%) Primary		
		Total	Male	Female	Total	Male	Female
Equatorial Guinea	1999/2000	131	141	116	79	88	70

Country	Year	Gross enrolment ratio (%) Secondary			Net enrolment ratio (%) Secondary		
		Total	Male	Female	Total	Male	Female
Equatorial Guinea	1999/2000	31est	43est	19est	26est	37est	16est

Country	Year	Gross enrolment ratio (%) at tertiary level		
		Total	Male	Female
Equatorial Guinea	1999	2.7	3.8	1.6

Country	Year	Gender Parity Index (%)		
		Net enrolment ratio Primary	Net enrolment ratio Secondary	Gross enrolment ratio Tertiary
Equatorial Guinea	1999/2000	0.80	0.43	0.43

est: UNESCO Institute for Statistics estimation.

Latvia

Basic statistics — population and education

Country	Year	Population in thousands		
		Total	Male	Female
Latvia	2003	2 307	1 058	1 249

Country	Year	Gross enrolment ratio (%) Primary			Net enrolment ratio (%) Primary		
		Total	Male	Female	Total	Male	Female
Latvia	2000/2001	100	101	100	92	92	92

Country	Year	Gross enrolment ratio (%) Secondary			Net enrolment ratio (%) Secondary		
		Total	Male	Female	Total	Male	Female
Latvia	2000/2001	91	90	92	87est	87est	87est

Country	Year	Gross enrolment ratio (%) at tertiary level		
		Total	Male	Female
Latvia	2001	68.5	52	85.5

Country	Year	Gender Parity Index (%)		
		Net enrolment ratio Primary	Net enrolment ratio Secondary	Gross enrolment ratio Tertiary
Latvia	2000/2001	1.00	1.01est	1.65

est: UNESCO Institute for Statistics estimation.

Malta

Basic statistics — population and education

Country	Year	Population in thousands		
		Total	Male	Female
Malta	2003	394	195	199

Country	Year	Gross enrolment ratio (%) Primary			Net enrolment ratio (%) Primary		
		Total	Male	Female	Total	Male	Female
Malta	2000/2001	106	106	106	98	98	98

Country	Year	Gross enrolment ratio (%) Secondary			Net enrolment ratio (%) Secondary		
		Total	Male	Female	Total	Male	Female
Malta	2000/2001	90	91	89	80est	79est	81est

Country	Year	Gross enrolment ratio (%) at tertiary level		
		Total	Male	Female
Malta	2001	24.4	20.4	28.7

Country	Year	Gender Parity Index (%)		
		Net enrolment ratio Primary	Net enrolment ratio Secondary	Gross enrolment ratio Tertiary
Malta	1999/2000	1.01	1.02est	1.4

est: UNESCO Institute for Statistics estimation.

Participation programme 2002-2003

Malta took part in the participation programme with a project entitled “Young girls telling their stories: empowering disadvantaged girls by encouraging re-appropriation of their stories”, initiated by Inizjamed. The aim of this project was to empower girls aged 11 to 15 living in a socially disadvantaged position in historical maritime cities by encouraging them to reappropriate their stories and history in order to understand the historical and cultural context which has led to that situation. They were encouraged to read about society and history in a way that makes them understand the reason for their present disadvantaged state and how to improve their quality of life and living conditions. The aim was to enable marginalized girls to re-enter society and to give them a more positive outlook on the world and their life, which will lead to very concrete improvement of their life. The project was funded by UNESCO and carried out in partnership with The Third World Group, Voluntary Youth Workers, a group of young professionals (teachers, lawyers, psychologists) and Kopin (Koperazzjoni Internazzjonali).

Spain

Basic statistics — population and education

Country	Year	Population in thousands		
		Total	Male	Female
Spain	2000	39 910	19 511	20 400

Country	Year	Gross enrolment ratio (%) Primary			Net enrolment ratio (%) Primary		
		Total	Male	Female	Total	Male	Female
Spain	2000/2001	105	105	105	100	99	100

Country	Year	Gross enrolment ratio (%) Secondary			Net enrolment ratio (%) Secondary		
		Total	Male	Female	Total	Male	Female
Spain	2000/2001	116	113	119	94est	92est	95est

Country	Year	Gross enrolment ratio (%) at tertiary level		
		Total	Male	Female
Spain	2001	58.9	53.9	64.2

Country	Year	Gender Parity Index (%)		
		Net enrolment ratio Primary	Net enrolment ratio Secondary	Gross enrolment ratio Tertiary
Spain	2000/2001	1.01	1.03	1.15

est: UNESCO Institute for Statistics estimation.