



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

Distr.: General
30 April 2012

Original: English

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

Fifty-second session

9-27 July 2012

Item 6 of the provisional agenda*

**Implementation of articles 21 and 22 of the Convention on the
Elimination of All Forms of Discrimination against Women**

**Reports by specialized agencies on the implementation of the
Convention in areas falling within the scope of their activities**

**Report of the United Nations Educational Scientific and
Cultural Organization**

Summary

In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, the specialized agencies have been invited to submit to the Committee on the Elimination of Discrimination against Women, at its fifty-second session, reports on the implementation of the Convention in areas falling within the scope of their activities.

* CEDAW/C/52/1.

I. Introduction

1. The Committee on the Elimination of Discrimination against Women will, at its fifty-second session, examine the national reports of the following countries: Bahamas, Bulgaria, Guyana, Indonesia, Jamaica, Mexico, New Zealand and Samoa.

2. As a specialized agency of the United Nations, the United Nations Educational, Scientific and Cultural Organization (UNESCO) contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, and communication and information. In accordance with its medium-term strategy for 2008-2013, gender equality has been designated as one of two global priorities of the Organization. The Priority Gender Equality Action Plan for 2008-2013 is pursued through (a) gender-specific programming; and (b) mainstreaming of gender equality perspectives in all UNESCO fields of competence.

3. UNESCO has a major role and responsibility within the United Nations system for the implementation of the Convention on the Elimination of All Forms of Discrimination against Women, which, in its article 10, provides that “the States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education”. The right to education is at the very heart of the mission of UNESCO and is an integral part of its constitutional mandate. At the World Education Forum, held in Dakar in 2000, 164 Governments pledged to achieve the goals of the Education for All initiative and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector are working together to reach those goals. The Dakar Framework for Action mandated UNESCO to coordinate those partners, in cooperation with the four other conveners of the Dakar Forum (the United Nations Development Programme, the United Nations Population Fund, the United Nations Children’s Fund and the World Bank). UNESCO focuses its activities on five key areas: policy dialogue, monitoring, advocacy, mobilization of funding and capacity development.

4. UNESCO efforts to promote women’s empowerment, women’s rights and gender equality are guided by the UNESCO medium-term strategy for 2008-2013, biannual programme and budget document, and organization-wide Priority Gender Equality Action Plan for 2008-2013, which supports and guides the implementation of its global priority of gender equality, the Convention, the Beijing Platform for Action and resolutions and international and regional instruments relevant to UNESCO areas of action.

5. The commitment of UNESCO to pursue the priority of gender equality is facilitated by the Division for Gender Equality of the Office of the Director General of UNESCO. As the UNESCO focal point for gender equality, the Division provides policy guidance and recommendations in the secretariat, carries out capacity-building and coordinates cutting edge research in order to provide informed policy advice to member States. The Division also monitors gender parity within the secretariat of UNESCO.

II. Measures taken by UNESCO to implement the provisions of the Convention in the countries to be considered at its fifty-second session

Bahamas

6. In 2010, UNESCO launched a project with Caribbean community library radio stations on the power of information literacy through young voices. The project provided a platform to inform young women and men in such areas as education opportunities, career development and school-related violence, with the aim of promoting literacy and research skills from elementary school to the tertiary level and beyond through hands-on training in media services. The project enabled the young trainees to operate radio stations and develop innovative programmes on various issues related to education, violence and discrimination in schools, culture and literacy. Similar radio programmes that promote the voices of young women and men today exist in the neighbouring Caribbean countries.

Bulgaria

7. In 2011, the National Commission of Bulgaria for UNESCO, in partnership with the Sofia University and L'Oréal Bulgaria, launched the second edition of the L'Oréal-UNESCO Award for Women in Science, which provides fellowships for young women scientists. Two grants of €5,000 each were granted to two young scientists for their research on the application of a new materials analysis method through laser technologies and on new species of flint algae, which led to the classification of a new species of algae. The fellowships are designed to encourage the winners to further their scientific studies and pursue professional careers in the field of life sciences.

8. In 2011, UNESCO and the University of Library and Information Technology in Sofia organized a workshop on redesigning institutional policies and practices to enhance the quality of teaching through the innovative use of digital technologies. The workshop was attended by leading Bulgarian and foreign experts, politicians, academics, teachers, researchers and specialists in information and communications technology. The objectives of the workshop were to (a) identify innovative institutional policies that define the image of educational systems and the new role of teachers in the twenty-first century; (b) propose strategies for the implementation of innovative teaching technologies and methodologies, focusing specifically on the importance of promoting girls' and women's access to information and communications technology; (c) identify good practices to be implemented in national policies and initiatives in the education system of the twenty-first century; (d) develop recommendations for knowledge-sharing and promote cooperation and networking at the regional and global levels to promote education reforms through the application of information and communications technology in accordance with the requirements of the digital age, taking into account the specific needs of girls and women.

Guyana

9. The UNESCO International Programme for the Development of Communication, the only multilateral forum in the United Nations system designed to mobilize the international community to discuss and promote media development in developing countries, funded the installation of radio studio facilities at the University of Guyana and its centre for communication studies. As part of the installation process, five faculty members and 25 students, mainly women, received basic training in the use of the radio equipment and maintenance of the facilities. The establishment of the radio studio facilities will result in the development of practical training sessions for the approximately 150 female and male students who enrol in the diploma and degree programmes each year.

10. In 2011, a documentary film showing examples of how to speak about HIV/AIDS and how to promote the systematic integration of gender equality considerations into the UNESCO response to HIV/AIDS was launched in Guyana on World AIDS Day to help teachers to acquire the skills and the confidence to address sensitive issues in the classroom. Developed by the UNESCO International Bureau of Education, the documentary film provides concrete examples of pedagogical approaches that go beyond the academic and theoretical resources available to teachers to address the interactive and participative nature of teaching about HIV/AIDS. The DVD is composed of six modules showing different classroom dynamics and levels, for example, how teachers address HIV/AIDS education in the classroom through different lessons in the health and family life education curriculum implemented in Guyana; the impressions and feelings of teachers regarding HIV/AIDS education; and comments from head teachers, school directors, local leaders, parents and experts from the Ministry of Health and the Ministry of Education in Guyana and the International Bureau of Education. The sequences were shot in classrooms in Guyana with learners aged 5 to 13 and in a teacher training classroom. The situations are particularly adapted to the Caribbean context but are also useful in other cultural environments.

Indonesia

11. The UNESCO Office in Jakarta recently launched a project on gender-sensitive and pro-poor programmes for community radio, in collaboration with the World Association of Community Radio Broadcasters. Community radio is one of the most effective ways to give a voice to marginalized women and to allow them to exercise their freedom of expression. A total of 25 gender-sensitive and pro-poor radio programmes have been produced by the partner radio stations of the project, targeting 10 radio and 16 broadcast multilingual campaigns on violence against women, which helped to raise awareness about issues pertaining to violence and discrimination against women, food security, women's rights and women's health.

12. Within the framework of the UNESCO E-9 Initiative, a forum for the nine highly populated developing countries to discuss their experiences in education, exchange best practices and monitor progress on achieving the goals of the Education for All initiative, Indonesia organized in 2011 an international seminar on improving female literacy in cooperation with national women's associations and non-governmental organizations. The seminar highlighted the important role of the work done by the women's associations and non-governmental organizations in

increasing female political participation and social inclusion through adult literacy education. The participants, both Government and non-governmental organizations representatives from the nine countries and countries of the Association of Southeast Asian Nations, discussed and shared experiences with regard to (a) the development of strategies to enhance women's participation in social, political and cultural life; (b) the mobilization of technical and financial resources to implement programmes for disadvantaged women and girls; (c) the creation of best practices in eradicating female adult illiteracy; and (d) the necessity to promote female entrepreneurship.

Jamaica

13. The UNESCO Office in Kingston has developed a project on empowering vulnerable young women to produce, use and disseminate information and communications technology-based HIV/AIDS-related material in the Caribbean. The project aims at providing training to young women, especially teenage mothers, for radio, television, print and mobile media. By using behaviour change communication strategies and participatory approaches, the project will strengthen the life skills of the women, with a view to minimizing their vulnerability to HIV/AIDS. The young women will be key actors in the development of the communication material, which will be used in existing community multimedia centres as well as other media outlets in the Caribbean. They will also be trained to produce their own material on pertinent issues related to HIV/AIDS.

14. UNESCO launched a project on developing responses to youth crime and violence in the Caribbean through non-formal education, sports and the use of information and communications technology, which will help to promote a culture of peace, non-violence and citizenship in Jamaican schools and communities and reduce the negative incidences and impact of insecurity, crime and violence among young women and men. The project aims at (a) developing tailored educational programmes to reduce the number of school dropouts and promote the development of coping mechanisms, learning opportunities and marketable skills among young women and men at risk; (b) training educators in non-formal education techniques aimed at enhancing the knowledge and skills of young women and men to communicate, negotiate and resolve conflicts in constructive and peaceful ways; (c) promoting the potential of sports and physical education as mechanisms for teaching, discipline, sportsmanship and mutual understanding; and (d) using information and communications technology and behaviour change communication strategies to assist in efforts aimed at reducing youth crime and gender-based violence in selected communities.

Mexico

15. The UNESCO Office in Mexico is carrying out a project on building an evaluated and integral model for gender equality from an intercultural approach in indigenous populations in Mexico. The purpose of the project is to reinforce the effective implementation of legislation on violence against women, from an intercultural perspective, by conducting negotiations with Government counterparts, providing training to teachers from the indigenous communities of Chiapas and Oaxaca, establishing a network of schools for the prevention of gender-based violence and developing an accompanying strategy to be used in school settings.

16. The UNESCO Office in San José has launched a project on capacity-building for radio journalists working on gender-based violence. The aim of the project is to organize series of training workshops for 40 female and male radio journalists from the communities of Chiapas and Michoacán with a view to creating gender-sensitive community radio programmes and increasing the media coverage of issues relating to gender-based violence and discrimination against women. Subsequent to the training workshops, a support network will be set up among the radio journalists to continue broadcasting the radio programmes within their own communities.

17. UNESCO, in collaboration with the concerned ministries of education, has developed a project on stopping violence in Central America and Mexico. Decision makers, teachers and students will receive training on how to create peaceful environments and prevent violence in schools and on the streets. The project will moreover identify the different types of violence that exists in each country, including ethnic and gender-based violence, in order to develop targeted recommendations.

18. Professor Susana López, a specialist in developmental genetics and molecular physiology at the Institute of Biotechnology in Cuernavaca, was one of five winners of the 2012 annual L'Oréal-UNESCO Award for Women in Science. An outstanding role model for the next generation of scientists, Ms. López received \$100,000 in recognition of her contribution to the advancement of science and for having identified how rotaviruses cause the deaths of 600,000 children each year.

19. Mexico has launched an initiative to improve teacher training in gender-sensitive and learning approaches, with the aim of elaborating a model to prevent gender-based violence in indigenous populations in Mexico. The model, which will be used in response to problems of violence and insecurity in schools, will be the basis for a series of capacity-building workshops for teachers and local media professionals to develop non-violent behaviour among young women and men from indigenous communities.

New Zealand

20. No information.

Samoa

21. A project on expanding and improving comprehensive early childhood education and care was developed with the aim of improving the quality of non-formal early childhood education. The Ministry of Education, Sports and Culture of Samoa recently held a consultation meeting with early childhood educators to discuss the role of parents. Samoa was involved in the initial survey on the work done by local community learning centres, which resulted in the production of a generic parent education information manual and a facilitator guidebook. The books will now be adapted to support and promote the specific needs of and educational opportunities offered to girls. Facilitators who work in the local community learning centres will guide the parent education programme, which aims at increasing parents' knowledge about early childhood education and ways to support their children, especially the girl child. The next step will be to apply the recommendations made at the consultation meeting to (a) improve quality education

through gender-sensitive teacher education, management and leadership, curriculum development and assessment using benchmarks for literacy, numeracy and life skills; (b) increase national capacities in educational analysis, policy, planning and monitoring; and (c) strengthen partnerships between UNESCO, Governments and development partners to promote technical and vocational education and training through the existing community learning centres.

Table
Gross enrolment ratio female and male: gender parity index education statistics for all countries reporting for the fifty-second session

<i>Data</i>		<i>Gross enrolment ratio</i>						<i>Gender parity index for gross enrolment ratio</i>		
		<i>Primary</i>		<i>Secondary</i>		<i>Tertiary</i>		<i>Primary</i>	<i>Secondary</i>	<i>Tertiary</i>
		<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>			
<i>Country</i>	<i>Year</i>									
Bahamas	2007	111	113	95	92	87	85	0.98	1.02	—
	2008	114	115	95	93	88	84	0.99	1.01	—
	2009	114	111	95	93	90	87	1.02	1.02	—
	2010	115	113	98	93	94	87	1.01	1.05	—
Bulgaria	2007	101	102	88	92	90	93	0.9	0.9	1.22
	2008	102	103	88	91	91	92	0.99	0.96	1.19
	2009	103	103	86	90	91	93	0.99	0.96	1.3
	2010	—	—	—	—	—	—	—	—	—
Guyana	2007	94	92	93	93	64	57	1.02	1.0	2.12
	2008	92	89	96	89	68	55	1.03	1.07	1.43
	2009	86	83	96	90	73	57	1.03	1.06	0.98
	2010	86	83	96	87	83	73	1.03	1.1	2.5
Indonesia	2007	114	119	72	71	55	56	1.95	1.0	0.99
	2008	114	117	70	70	55	57	0.97	0.99	0.91
	2009	115	119	75	75	61	63	0.96	0.99	0.95
	2010	119	117	77	77	62	63	1.01	1.0	0.89
Jamaica	2007	85	87	98	93	94	81	0.97	1.05	—
	2008	86	90	98	93	95	85	0.96	1.05	2.24
	2009	87	91	96	95	100	93	0.95	1.01	2.2
	2010	87	91	94	91	100	90	0.9	1.03	2.28
Mexico	2007	112	114	87	82	60	57	0.98	1.06	0.97
	2008	113	115	90	84	61	57	0.98	1.07	0.87
	2009	114	116	90	84	62	57	0.98	1.07	0.97
	2010	—	—	—	—	—	—	—	—	—

<i>Data</i>		<i>Gross enrolment ratio</i>						<i>Gender parity index for gross enrolment ratio</i>		
		<i>Primary</i>		<i>Secondary</i>		<i>Tertiary</i>		<i>Primary</i>	<i>Secondary</i>	<i>Tertiary</i>
		<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>			
New Zealand	2007	100	101	121	118	146	138	0.97	1.02	1.46
	2008	101	101	120	114	143	129	0.99	1.04	1.46
	2009	101	101	126	123	156	147	1.0	1.02	1.44
	2010	101	101	122	116	145	131	1.0	1.04	1.46
Samoa	2007	106	104	—	—	—	—	101	—	—
	2008	—	—	—	—	—	—	—	—	—
	2009	103	103	90	78	82	67	0.9	1.15	—
	2010	109	107	91	79	85	68	1.01	1.14	—