



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

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

Forty-second session

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Item 5 of the provisional agenda*

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

**Reports provided by the specialized agencies of the
United Nations system 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

* CEDAW/C/2008/III/1.



Report of the United Nations Educational, Scientific and Cultural Organization

I. Introduction

1. The Committee on the Elimination of Discrimination against Women will consider, at its forty-second session, the reports of Bahrain, Belgium, Cameroon, Canada, Ecuador, El Salvador, Kyrgyzstan, Madagascar, Mongolia, Myanmar, Portugal, and Uruguay.

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 areas falling within the scope of their activities, accounting for recent activities, policies and programmes implementing article 10 on education (in the case of the United Nations Educational, Scientific and Cultural Organization (UNESCO)) and related articles.

3. The right to education is at the very heart of the mission of UNESCO and is an integral part of its constitutional mandate. The constitution of UNESCO expresses the belief of its founders in “full and equal opportunities for education for all”.

4. The normative action of UNESCO for the implementation of the Convention against Discrimination in Education (1960) contributes to promoting equality of educational opportunities among boys and girls. Basic education for girls and women has also been an important element in the vision for education developed by the International Commission on Education for the Twenty-first Century, as set out in its report submitted to UNESCO entitled *Learning: the treasure within* (1996), where it is stated that “Non-discriminatory education benefits both girls and boys and thus ultimately contributes to more equal relationships between men and women. Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change”.

5. UNESCO has a major role and responsibility within the United Nations system in the field of the right to education and for the implementation of the Convention on the Elimination of All Forms of Discrimination against Women, which 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” (article 10).

6. Section I of the present report summarizes the activities of UNESCO to implement the Convention within the organization itself; section II presents initiatives taken to implement the Convention in the countries considered by the Committee.

II. United Nations Educational, Scientific and Cultural Organization activities to implement the Convention within the organization itself

7. As a specialized agency of the United Nations, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

8. The UNESCO Division for Gender Equality within the Bureau of Strategic Planning is responsible for initiating, facilitating and monitoring all actions pertaining to women's empowerment, women's rights and gender equality at headquarters and in the field. The Division has over 40 gender focal points, one in each programme sector and one in almost every field office, as well as in several of the national commissions for UNESCO.

9. Moreover, the new medium-term strategy for 2008-2013 of UNESCO designates gender equality as one of two global priorities. This priority will be pursued through a two-pronged approach: (a) gender-specific programming; and (b) gender mainstreaming, with action in all fields of competence of UNESCO. The efforts of the organization to promote gender equality and women's empowerment are guided by the Beijing Platform for Action, the Convention on the Elimination of All Forms of Discrimination against Women, Security Council resolution 1325 (2000) on women and peace and security, and other resolutions and international and regional human rights instruments relevant to the areas of action of UNESCO.

10. UNESCO is committed to a series of actions supportive of women's empowerment, women's rights and gender equality in Member States and contributes to the promotion of the provisions of the Convention by:

(a) Preparing a results-based priority gender equality action plan for 2008-2013 to define the action envisaged by UNESCO in its fields of competence as provided for in the programme and budget for 2008-2009, and in line with the organization's decision to designate gender equality as one of two global priorities in its medium-term strategy for 2008-2013;

(b) Mainstreaming gender equality issues throughout the programming cycle at all programme levels, and developing a monitoring and evaluation system to review the organization's workplan documents from a gender equality perspective;

(c) Building commitment, competence and capacity for gender mainstreaming through dedicated capacity development and resources for those purposes. UNESCO has been providing mandatory gender mainstreaming training to all Professional staff at headquarters and field offices through its "Capacity development and training in gender mainstreaming programme", which was launched in September 2005. In 2008-2009, UNESCO will develop online basic gender training for new recruits and colleagues seeking refresher courses, training sessions for selected staff in sectors and central services in order to create a pool of gender equality resource persons, and tools and guidelines for the implementation of the priority gender equality action plan;

(d) Developing the "Gender Equality Plus" knowledge portal to support Professionals working in international cooperation and development within the specific areas of expertise of the organization in their efforts to more effectively promote gender equality through and in their work;

(e) Organizing regularly seminars of the UNESCO Forum on Gender Equality to bring more attention to gender equality issues in relation to the domains of the organization, and to raise awareness of the importance of promoting women's empowerment and achieving gender equality;

(f) Increasing progressively the representation of women at decision-making levels within the secretariat to reach 50 per cent by 2015, and supporting equal

career opportunities for staff and appropriate working arrangements to balance work and life. Those objectives will be supported through the development of a management programme for women staff at the P-4/P-5 levels, a coaching programme, and the inclusion of gender awareness in the Leadership and Change Management Programme offered to staff at the P-5 level and above.

III. Measures taken by the United Nations Educational, Scientific and Cultural Organization to implement the provisions of the Convention in the countries to be considered at the forty-second session of the Committee

A. Longitudinal and comparative gender-parity educational statistics for all countries reporting for the forty-second session

11. Tables 1 to 3 present data on the gross enrolment ratio at the primary, secondary and tertiary levels, by country and by region. Table 4 shows the percentage of female students at the pre-primary, primary, secondary and tertiary levels, also by country and by region.

Table 1
Primary education

A. Country data

<i>Data (percentage)</i>	<i>Gross enrolment ratio, Primary Female</i>			<i>Gross enrolment ratio, Primary Male</i>			<i>Gross enrolment ratio, Primary Total</i>			<i>Gender parity index for gross enrolment ratio, Primary</i>		
	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
<i>Year</i>												
<i>Country</i>												
Bahrain	110	111	119	110	111	120	110	111	120	1.00	0.99	1.00
Belgium	103	102	102	103	103	102	103	102	102	1.00	1.00	0.99
Cameroon	101	(*)98	98	118	(*)118	117	109	108	107	0.86	(*)0.84	0.84
Canada	99	..	..	100	..	..	100	..	..	0.99	..	..
Ecuador	117	117	117	117	117	117	117	117	117	1.00	1.00	1.00
El Salvador	115	114	112	119	118	116	117	116	114	0.97	0.96	0.96
Kyrgyzstan	97	96	96	97	97	97	97	97	97	1.0	0.99	0.99
Madagascar	131	136	137	137	142	142	134	139	139	0.96	0.96	0.96
Mongolia	106	98	102	105	96	99	106	97	101	1.01	1.02	1.02
Myanmar	112	114	115	110	111	114	111	113	114	1.02	1.02	1.01
Portugal	114	113	112	120	119	118	117	116	115	0.95	0.95	0.95
Uruguay	112	112	113	115	115	117	113	114	115	0.97	0.98	0.97

B. Data aggregated by region

<i>Data (percentage)</i>	<i>Gross enrolment ratio, Primary Female</i>			<i>Gross enrolment ratio, Primary Male</i>			<i>Gross enrolment ratio, Primary Total</i>			<i>Gender parity index for gross enrolment ratio, Primary</i>		
	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
<i>Year</i>												
<i>Region</i>												
Arab States	91	91	92	100	101	102	96	96	97	0.90	0.90	0.90
Central and Eastern Europe	(*)93	96	96	(*)96	98	98	(*)95	97	97	(*)0.97	0.98	0.98
North America and Western Europe	100	101	101	102	102	101	101	101	101	0.98	0.99	1.00
Sub-Saharan Africa	84	87	(*)89	97	100	(*)95	90	94	(*)95	0.87	0.88	(*)0.89

Source: Available from <http://stats.uis.unesco.org>, UNESCO Institute of Statistics, Education (accessed on 29/07/2008).

Note: Two dots (..) indicate that data is not available.

One asterisk (*) indicates that the figures are estimates from the UNESCO Institute of Statistics.

Table 2
Secondary education

A. Country data

<i>Data (percentage)</i>	<i>Gross enrolment ratio, Secondary All programmes Female</i>			<i>Gross enrolment ratio, Secondary All programmes Male</i>			<i>Gross enrolment ratio, Secondary All programmes Total</i>			<i>Gender parity index for gross enrolment ratio, Secondary All programmes</i>		
	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
<i>Year</i>												
<i>Country</i>												
Bahrain	103	104	104	98	99	100	101	101	102	1.05	1.05	1.04
Belgium	107	107	108	110	111	111	109	109	110	0.97	0.97	0.97
Cameroon	23	24	21	30	30	26	27	27	24	0.79	0.79	0.79
Canada	116	..	..	119	..	..	117	..	..	0.97	..	..
Ecuador	61	65	68	61	64	67	61	65	68	1.00	1.01	1.02
El Salvador	66	66	66	65	64	63	65	65	65	1.02	1.02	1.04
Kyrgyzstan	89	87	87	88	86	86	88	86	86	1.01	1.01	1.01
Madagascar	..	(*)20	23	..	(*)21	24	..	(*)21	24	..	(*)0.96	0.95
Mongolia	94	96	95	83	85	84	89	91	89	1.13	1.13	1.12
Myanmar	44	46	49	46	47	49	45	47	49	0.94	0.99	1.00
Portugal	100	102	102	91	93	94	95	97	97	1.10	1.09	1.09
Uruguay	115	109	109	99	94	94	107	101	101	1.15	1.15	1.16

B. Data aggregated by region

<i>Data (percentage)</i>	<i>Gross enrolment ratio, Secondary All programmes Female</i>			<i>Gross enrolment ratio, Secondary All programmes Male</i>			<i>Gross enrolment ratio, Secondary All programmes Total</i>			<i>Gender parity index for gross enrolment ratio, Secondary All programmes</i>		
	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
<i>Year</i>												
<i>Region</i>												
Arab States	65	65	(*)65	71	72	(*)70	68	68	(*)68	0.91	0.91	(*)0.92
Central and Eastern Europe	87	85	86	91	89	89	89	87	88	0.96	0.96	0.96
North America and Western Europe	101	102	101	100	101	101	101	101	101	1.01	1.01	1.00
Sub-Saharan Africa	(*)26	(*)27	(*)28	(*)33	(*)34	(*)35	29	30	32	0.79	0.79	0.80

Source: Available from <http://stats.uis.unesco.org>, UNESCO Institute of Statistics, Education (accessed on 29/07/2008).

Note: Two dots (..) indicate that data is not available.

One asterisk (*) indicates that the figures are estimates from the UNESCO Institute of Statistics.

Table 3
Tertiary education (ISCED 5 and 6)

A. Country data

<i>Data (percentage)</i>	<i>Gross enrolment ratio, ISCED 5 and 6 Female</i>			<i>Gross enrolment ratio, ISCED 5 and 6 Male</i>			<i>Gross enrolment ratio, ISCED 5 and 6 Total</i>			<i>Gender parity index for gross enrolment ratio, Tertiary</i>		
	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
<i>Year</i>												
<i>Country</i>												
Bahrain	(*)44	48	47	(*)23	20	19	(*)33	33	32	(*)1.95	2.41	2.46
Belgium	68	69	70	57	56	56	62	62	63	1.20	1.23	1.25
Cameroon	(*)4	(**)5	6	(*)6	(**)7	8	(**)5	(**)6	7	(*)0.64	(**)0.66	0.72
Canada	72	..	..	53	..	..	62	..	..	1.36	..	..
Ecuador	..	..	..	..	..	..	..	..	..	..	..	..
El Salvador	21	22	23	18	18	19	19	20	21	1.20	1.22	1.21
Kyrgyzstan	43	46	48	36	37	38	40	41	43	1.19	1.25	1.27
Madagascar	2	2	3	3	3	3	3	3	3	0.90	0.89	0.87
Mongolia	49	54	58	30	33	37	39	43	47	1.64	1.62	1.57
Myanmar	..	..	..	..	..	..	..	..	..	..	..	..
Portugal	64	62	61	48	48	48	56	55	55	1.32	1.30	1.28
Uruguay	(*)56	58	58	(*)28	33	35	(*)42	45	46	(*)2.02	1.74	1.68

B. Data aggregated by region

Data (percentage)	Gross enrolment ratio, ISCED 5 and 6 Female			Gross enrolment ratio, ISCED 5 and 6 Male			Gross enrolment ratio, ISCED 5 and 6 Total			Gender parity index for gross enrolment ratio, Tertiary		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
Region												
Arab States	(*)20	(*)22	(*)22	(*)22	(*)22	(*)22	21	22	(*)22	(*)0.95	(*)1.00	(*)1.00
Central and Eastern Europe	61	64	66	49	51	53	54	57	60	1.25	1.25	1.25
North America and Western Europe	79	80	80	60	60	60	69	70	70	1.31	1.32	1.33
Sub-Saharan Africa	4	(*)4	(*)4	6	(*)6	(*)6	5	(*)5	(*)5	0.61	(*)0.67	(*)0.67

Source: Available from <http://stats.uis.unesco.org>, UNESCO Institute of Statistics, Education (accessed on 29/07/2008).

Note: ISCED = International Standard Classification of Education.

Two dots (..) indicate that data is not available.

One asterisk (*) indicates that the figures are estimates from the UNESCO Institute of Statistics.

Two asterisks (**) indicate that the figures are national estimates.

Table 4

Percentage of female students: pre-primary, primary, secondary and tertiary**A. Country data**

Data (percentage)	Percentage of female students, Total secondary, All programmes			Percentage of female students, Pre-primary			Percentage of female students, Primary			Percentage of female students, Total tertiary		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
Country												
Bahrain	50	50	50	48	48	48	49	49	49	(*)63	68	68
Belgium	48	48	48	49	49	49	49	49	49	54	54	55
Cameroon	44	44	44	50	50	50	46	45	45	39	40	42
Canada	48	..	..	49	..	..	49	..	..	56	..	..
Ecuador	49	49	50	49	50	49	49	49	49	..	..	..
El Salvador	50	50	50	50	50	50	48	48	48	54	55	55
Kyrgyzstan	50	49	50	49	49	49	49	49	49	54	55	56
Madagascar	..	(*)49	49	..	51	51	49	49	49	47	47	47
Mongolia	53	52	52	51	52	52	49	49	50	62	61	61
Myanmar	48	49	49	..	..	50	50	50	50	..	..	..
Portugal	51	51	51	49	49	49	48	48	48	56	56	55
Uruguay	53	53	53	49	49	49	48	48	48	(*)66	63	62

B. Data aggregated by region

<i>Data (percentage)</i>	<i>Percentage of female students, Total secondary, All programmes</i>			<i>Percentage of female students, Pre-primary</i>			<i>Percentage of female students, Primary</i>			<i>Percentage of female students, Total tertiary</i>		
	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
<i>Year</i>												
<i>Region</i>												
Arab States	47	47	(*)47	46	46	(*)46	(*)47	(***)47	47	(*)48	(*)49	(*)49
Central and Eastern Europe	48	48	48	47	48	48	(*)48	48	48	55	55	55
North America and Western Europe	49	49	49	48	48	49	48	49	49	56	56	56
Sub-Saharan Africa	(*)44	(*)44	(*)44	(*)49	(*)49	(*)49	46	46	(*)47	38	(*)40	(*)40

Source: Available from <http://stats.uis.unesco.org>, UNESCO Institute of Statistics, Education (accessed on 29/07/2008).

Note: Two dots (..) indicate that data is not available.

One asterisk (*) indicates that the figures are estimates from the UNESCO Institute of Statistics.

Two asterisks (**) indicate that the figures are national estimates.

B. Country-specific reports: UNESCO initiatives and projects**Belgium**

12. In 2007, three national fellowships were awarded to young women scientists pursuing doctoral research in Belgium under the UNESCO-L'OREAL Programme for Women in Science. In 2006, Christine Van Broeckhoven of Belgium was awarded, as laureate for Europe, the international UNESCO-L'OREAL award for women in science.

Cameroon

13. UNESCO has continued to expand its community multimedia centre programme throughout Cameroon. While the centres are not women specific, they give priority to women both in the personnel chosen to run the centres (at all decision-making levels) and in terms of programme content, which is oriented towards issues relevant to women's empowerment and gender equality. Radio programmes cover a wide range of issues, from education for girls to literacy, reproductive health and HIV/AIDS prevention.

14. In 2007, UNESCO and the Sony Ericsson Women's Tennis Association Tour formed the Global Partnership for Gender Equality and announced their intention to fund women's leadership programmes in Cameroon, China, the Dominican Republic, India, Jordan and Liberia. In Cameroon, the partnership will work with a local non-governmental organization to form a group of influential women politicians, business leaders and athletes to promote gender equality and women's leadership. Through the organization of various sporting events, workshops and fund-raising activities, this group of women leaders will aim to raise awareness around and promote gender equality.

15. In December 2007, the Ministry of Women's Empowerment and the Family published a "Manual for gender mainstreaming in the policy, programmes, and development projects in Cameroon", with technical and financial support from UNESCO.

16. UNESCO is part of the Gender Equality Working Group in Cameroon, along with the European Union, the Canadian International Development Agency, the German Agency for Technical Cooperation, the United Nations Development Programme, the United Nations Population Fund, the United Nations Development Fund for Women, the World Health Organization and the United Nations Subregional Centre for Human Rights and Democracy in Central Africa. As part of this group, UNESCO provided technical and financial support to an awareness-raising workshop on tools for a gendered approach to poverty reduction strategy papers, which was held in Yaoundé in March 2007.

17. In March 2006, in the context of celebrations for International Women's Day, the UNESCO Division for Gender Equality organized an exhibition entitled "Femmes bâtisseuses d'Afrique". The exhibition presented photographs, paintings and mosaics that paid tribute to women construction workers in conjunction with other collaborators in the fields of conservation, restoration and land settlement. It featured the work of three women artists from Cameroon, among others.

Canada

18. On the occasion of International Women's Day 2007, UNESCO held an international round table on "Women Peacemakers". The round table aimed to highlight women's contributions to peacemaking around the world, and featured five exceptional women from different regions who are renowned for their achievements within the field of peacebuilding, conflict resolution and reconstruction. Among them was Senator Mobina Jaffer of British Columbia, Canada, who was appointed in 2002 by the Government of Canada as Special Envoy to the Peace Process in the Sudan. At the end of the round table, Senator Jaffer joined her fellow panellists in signing the "Women Peacemakers Statement" which can be accessed online at the UNESCO website (<http://www.unesco.org>).

19. Since 2003, 14 different national fellowships have been awarded to Canadian women scientists under the UNESCO-L'OREAL Programme for Women in Science.

Ecuador

20. In October 2007, university teachers and other professionals from Latin America and Spain came together to address peace, conflict resolution and gender issues in education at a congress on the theme "Co-education and culture of peace" in Loja, Ecuador. This annual forum is convened under the auspices of UNESCO by the Education and Gender Programme at the Metropolitan University of Educational Sciences.

Kyrgyzstan

21. In November 2007, the Ministry of Education of Kyrgyzstan and UNESCO organized a three-day workshop in Bishkek to promote gender-sensitivity in non-formal education. The workshop was attended by 30 educational specialists from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.

22. UNESCO and its partners have helped to start community learning centres in five communities in Kyrgyzstan. The centres help women and men of the local community to improve their skills and knowledge in agriculture. The centres also conduct training in problem solving, decision-making and effective communication.

Mongolia

23. In 2008, a fellowship was awarded to a young Mongolian woman scientist under the UNESCO-L'OREAL Programme for Women in Science.

Myanmar

24. No data was available.

Portugal

25. There are 43 schools in Portugal participating in the UNESCO Associated Schools Projects Network, which was launched in 1953. In this context, the Escola E.B. 2.3 de Sever do Vouga in Portugal promotes gender equality through the annual organization of a day for women's rights, where students present work on issues pertaining to women's rights in home life, work and politics, often in the presence of guests of honour such as Catarina Furtado, Goodwill Ambassador to the United Nations.

26. Since 2004, 13 national fellowships have been awarded to Portuguese women scientists under the UNESCO-L'OREAL Programme for Women in Science.

Slovenia

27. Since 2007, two national fellowships and one international fellowship were awarded to Slovenian women scientists under the UNESCO-L'OREAL Programme for Women in Science.

Uruguay

28. In May 2006, the UNESCO office in Montevideo, in association with the Ministry of Education and Culture, among others, held a conference on the theme "Science, water and gender" on the occasion of the Week of Science and Technology.

29. On the occasion of International Women's Day 2004, the UNESCO office in Montevideo, in conjunction with the Department of Culture and the Commission on Gender Equality of the Municipality of Montevideo, held a photography contest on the theme "Cultural diversity and gender equality — equal opportunities and rights for women and men". The opening of the exhibit was held during a ceremony on 8 March.

30. In 2004, the Education Sector of the UNESCO office in Montevideo collaborated with the gender and sexuality programme of the Iniciativa Latinoamericana to produce a gender-sensitive publication entitled *Youth, sexuality, and HIV/AIDS in Uruguay: know to prevent*.