



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

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

**Fiftieth session**

3–21 October 2011

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 by the United Nations Educational Scientific and  
Cultural Organisation (UNESCO)**

*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 fiftieth session, reports on the implementation of the Convention in areas falling within the scope of their activities.

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\* CEDAW/C/50/1.

## INTRODUCTION

1. The Committee on the Elimination of Discrimination against Women (CEDAW) will, at its fiftieth session, examine the national reports of the following countries: Chad, Côte d'Ivoire, Kuwait, Lesotho, Mauritius, Montenegro, Oman and Paraguay.
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. Accordingly, UNESCO reports on the implementation of Article 10 on “Education” and related articles.
3. The Universal Declaration of Human Rights (1948) assigns two basic functions to education. Firstly, it stipulates that “Education shall be directed to the full development of the human personality” and secondly, that “It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace” (Article 26, paragraph 2). Despite the commitments made by Member States to the Universal Declaration of Human Rights and the other more recent Human Rights instruments, much work remains to be done to achieve just and harmonious societies. Human rights abuses and violent conflicts persist which affect disproportionately women and girls. Violence occurs at every level, including in school environments.
4. The right to education is at the very heart of UNESCO's mission 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”. Exclusion from education and from fundamental human rights is one of the most powerful obstacles which stand in the way of democracy and peace.
5. UNESCO's normative action for the implementation of the Convention against Discrimination in Education (1960) contributes to promoting equality of educational opportunities among girls and boys. 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, in its Report presented to UNESCO: “Learning: The Treasure Within” (1996), which stated that “Education is a human right and an essential tool for achieving the goals of equality, development and peace. Non-discriminatory education benefits both girls and boys, and thus ultimately contributes to more equal relationships between women and men. Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change [...]”.
6. The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. At the World Education Forum (Dakar, 2000), 164 governments pledged to achieve EFA and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector are working together to reach the EFA goals. The Dakar Framework for Action mandated UNESCO to coordinate these partners, in cooperation with the four other convenors of the Dakar Forum (UNDP, UNFPA, UNICEF and the World Bank). As the leading agency, UNESCO focuses its activities on five key areas: policy dialogue, monitoring, advocacy, mobilization of funding, and capacity development.
7. 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).

#### **UNESCO'S GENERAL ACTIVITIES TO IMPLEMENT THE CEDAW IN THE SECRETARIAT**

8. As a specialized agency of the United Nations, 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 UNESCO's Medium-Term Strategy for 2008-2013, gender equality has been designated as one of two global priorities of the Organization. The "Priority Gender Equality" is pursued through a two pronged approach, (i) gender specific programming and (ii) gender mainstreaming in all of UNESCO's fields of competence.

9. UNESCO's efforts to promote women's empowerment, women's rights and gender equality are guided by the Beijing Platform for Action, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Resolutions and international and regional instruments relevant to UNESCO's areas of action, UNESCO's Medium-Term Strategy for 2008-2013, UNESCO's bi-annual Programme and Budget document, as well as UNESCO's organization-wide "Priority Gender Equality Action Plan for 2008-2013" which supports and guides the implementation of its global "Priority Gender Equality".

10. More specifically, UNESCO contributes to the fight against discrimination and exclusion through research, normative instruments and operational programmes and projects. UNESCO encourages an enhancement of women's civil, political, and social rights of citizenship, and an engagement in transnational solidarity to promote women's human rights across the globe. Globalization is a multi-dimensional process of economic, political, cultural, and ideological change, and has a mixed impact on women's rights. On the one hand, it has led to increasing violations of women's economic, political, and cultural rights due to the feminization of poverty, the expansion of religious fundamentalisms, new forms of militarism and conflict, etc. On the other hand, aspects of globalization have provided women with increasing opportunities to work in solidarity at national, regional, and international levels to demand their rights. UNESCO's objective is to advance and share knowledge about the gendered aspects of globalization and help promote mechanisms that strengthen the positive aspects and consequences of globalization, especially with respect to women's human rights and gender equality.

11. Within the Secretariat, the Division for Gender Equality in the Office of the Director-General is responsible to initiate, facilitate and monitor all actions pertaining to women's empowerment, women rights and gender equality.

12. UNESCO launched a dynamic Global Partnership for Girls' and Women's Education entitled "Better Life, Better Future", at a high-level forum at UNESCO Headquarters on 26 May 2011, in the presence of United States Secretary of State Hillary Rodham Clinton and United Nations Secretary-General Ban Ki-moon, and international leaders of the political and corporate world. "Better Life, Better Future" addresses two main areas which require increased attention – secondary education and adult literacy. It will seek to introduce programmes aimed at stemming the dropout of adolescent girls in the transition from primary to secondary education and in lower secondary schools, as well as focus on scaling up women's literacy programmes through stronger advocacy and partnerships. In parallel with this partnership, UNESCO also established a High-Level Panel on Girls' and Women's Education for Empowerment and Gender Equality in order to step up global advocacy. Including leading defenders of gender equality from government, multilateral organizations, civil society and the private sector, the Panel will act as a global conscience for the advancement of girls and women.

13. Violence against women and girls is one of the obstacles to the achievement of the objectives of equality, development and peace. It has a major impact on the social and economic development of countries and special attention must be given to combating violence in learning contexts. UNESCO's guidebook "Stopping Violence in Schools: A Guide for Teachers" was prepared in support of Education for All and the United Nations International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). Teachers and students can use the guide to address and prevent violence in schools, and focus on numerous factors such as the need for student participation, a holistic approach involving parents, educators and the community, the linking of policy, legislation and practice, the development of indicators on violence; and cultural sensitivity in addressing human rights concepts. The guide also offers a key starting point for the international community to take action.

14. The "Toolkit for Gender Indicators in Engineering, Science and Technology", designed for guidance in collecting sex-disaggregated data in scientific and technological activities, aims at helping decision-makers, researchers and practitioners understand gender equality issues better and formulate successful policies and programmes. The toolkit also intends to promote a common approach in the systematic collection of sex-disaggregated data in science and technology, and provides an overview of the participation of women in these fields, both in industrialized and industrializing countries. It provides a survey of the differential gender patterns of participation by men and women in science and technology, and assesses information provided by current sex-disaggregated quantitative data, along with a discussion of the reasons for differential rates of participation between women and men. The volume looks at international methods for measuring science and technology activities, personnel and qualifications, and occupations, as well as how these can be properly disaggregated by sex, age and other variables.

15. UNESCO organized, on 22 June 2011, a conference on "Promoting Women's Participation in Post-Conflict Reconstruction". Despite women's activities in peace-building, they are too often excluded from formal structures of decision and policy-making in post-conflict situations, and their specific experiences and competencies are not taken into account into the elaboration of projects of reconciliation and reconstruction. In countries in situations of post-conflict, women are often excluded from decision-making and public participation, whilst sexual and gender-based violence remain important problems. The objectives of the conference were to identify the obstacles to the participation of women in processes of post-conflict reconstruction and to propose strategies to better support their participation; to identify measures to be taken by governments to formulate and to implement effectively a National Action Plan on UN Resolution 1325; and to elaborate strategies to support the fight against sexual and gender-based violence in countries in periods of post-conflict.

16. UNESCO's flagship initiative of community multimedia centers (CMC) provides access to information and communication resources, especially for marginalized and rural women. CMCs combine traditional local media such as radio, TV and newspapers with new technologies. To date, UNESCO has supported over 130 CMCs in more than 25 countries in Africa, Asia-Pacific and Latin America and the Caribbean. Women are the primary stakeholders in many community multimedia centers across the world, and are involved in CMCs as producers, managers, decision makers and representatives of their communities. With a strong mandate to address issues pertaining to women's empowerment, women's rights and gender equality, there is a strong representation of women in all aspects of CMCs.

17. UNESCO recently published a model Media and Information Literacy (MIL) Curriculum for Teachers. Through MIL, the media audiences (readers, viewers and listeners) are equipped with the competencies necessary to assess the gender sensitive

performances of media and to participate in media. One of the key underlying principles of the use of the curriculum is that women and men, particularly in rural settings, must have equal access to information and knowledge.

## **MEASURES TAKEN BY UNESCO TO IMPLEMENT THE PROVISIONS OF CEDAW IN THE COUNTRIES TO BE CONSIDERED AT THE 50th session**

### **CHAD**

#### **Culture**

18. In close collaboration with the International Theatre Institute of Chad, UNESCO intends to carry out training activities for both female and male theatre professionals in the country. The project is expected to foster new initiatives and reinforce the country's performing arts capabilities and the theater industry overall. The main activities include training for theatre professionals in the fields of management and communication; organization of technical/methodological meetings between artists and other relevant professionals; setting up music and theatre residencies involving experts and trainers as well as a network of sales outlets for local artists, especially women; and promotion of the project through a dedicated website and traditional mass media, including radio channels.

#### **Communication and Information**

19. UNESCO has launched a project to build the capacity of female and male media professionals in Chad. Considering that media pluralism is a recent phenomenon in Chad, Chadian journalists, particularly women, still suffer from threats and are often arrested in the exercise of their profession. The project aims to train both female and male journalists in writing for radio and production techniques, technicians in the use of digital editing software and Arabic- and Sara-speaking presenters in language translation methodology; and to develop at least ten high-quality programmes with a focus on the Millennium Development Goals. UNESCO has also established a Press House in Chad which will strive to improve the level of professionalism among journalists, and to contribute to promoting greater cohesion and dynamism among press organs and professional organizations. The goal of the project is to set up a structure devoted to the training of journalists in the independent media as well as those from other countries. The structure would also serve as a venue for meetings and exchange between the journalists.

### **CÔTE D'IVOIRE**

#### **Education**

20. UNESCO's Chair on "Water, Women and Decision-making", located at the Ivorian Center of Economy and Social Research (CIRES), promotes an integrated system of research, training, information and documentation in the field of women, water, natural sciences and technology and social sciences. The activities of the Chair contribute to providing a better access for women to safe drinking water and to the active involvement of women in the management of water resources. The Chair collaborates closely with the other UNESCO Chairs dealing with issues pertaining to women, sciences, technology and water, in particular in Argentina, Sudan, Burkina Faso, Morocco and Brazil.

21. Women and young girls living in rural sub-prefectures in Côte d'Ivoire have benefited from literacy classes through the project "Literacy for women in western Côte d'Ivoire" with UNESCO's support. The project has reached 370 women and led to the inclusion of 1000 girls in school. Following the success of this project, similar projects have been developed in other countries in the region.

**Natural Sciences**

22. The “Managing Drinking Water Project” in Côte d’Ivoire implemented an “Improved Village Hydraulic” (IVH) system. This project has three main objectives: i) reduce by half the percentage of the population that has no sustainable access to drinking water, ii) reduce children’s mortality rate, and iii) involve women in the maintenance and the management of village water supply, enabling them to use the time saved from water collection to pursue income generating activities which will benefit themselves and their families. The project is on-going, and will be extended to include other countries.

**Communication and Information**

23. A workshop on “Community Radios in African Human Development: Strengthening Networks, Empowering Women and Improving Content” was organized in June 2011 in South Africa. The workshop examined the situation of the various national community radio networks, and discussed current and future activities focusing on HIV and AIDS, water and sanitation, women’s empowerment and gender equality. The workshop tried to identify the methodologies, technologies and best practices for the coverage of issues related to human development in Africa. It gathered 25 delegates, representing community radios and national networks, from 13 countries: Burkina Faso, Cameroon, Central African Republic, Chad, Côte d’Ivoire, Democratic Republic of Congo, Ghana, Kenya, Mozambique, Senegal, South Africa, Uganda and Zimbabwe.

**MONTENEGRO**

24. No recent information available.

**KUWAIT****Natural Sciences**

25. UNESCO’s International Hydrological Programme is developing a project on sanitation, focusing on a holistic approach to address sanitation challenges. The project aims at promoting women’s empowerment through access to sanitation and its multiple benefits, such as health improvement, educational opportunities and opportunities to live and be educated with dignity and safety.

26. In reference to the limited number of female scientists, technicians, and engineers participating in science events, UNESCO developed a project entitled “Women & Water: Women’s Contribution to Enhance Water Management in the Arab States of the Gulf”. Following the organization of several workshops, a number of relevant recommendations were developed, such as the “Better Buildings: Enhancement of Water, Energy and Waste-Management in Arab Urban Ecosystems”. Based on this recommendation, UNESCO organized a regional “Green” conference in Doha, where a majority of the high-level participants were women. Following the conference in Doha, UNESCO is preparing, for 2012, a follow-up workshop on “Women, Youth and Engineers - Making Environmental Institutes More Environmentally Friendly”.

27. One of the five 2011 “L’Oréal-UNESCO Awards For Women in Science” was granted to Ms Faiza Al-Kharafi, Professor of Chemistry at Kuwait University, for her work on corrosion, a problem of fundamental importance to water treatment and the oil industry.

## **LESOTHO**

### **Education**

28. UNESCO has launched a project to strengthen comprehensive education sector responses to HIV and AIDS in Lesotho, funded by the Japanese government. The project will build the capacities of various stakeholders in Lesotho's education sector, such as teachers, teacher trainers, policy makers and local counselors educational. The main activities include an advocacy campaign to promote a rights-based approach to HIV prevention, treatment, care and support as well as access to education for all young women and men.

### **Communication and Information**

29. The Lesotho National Commission for UNESCO and UNESCO's Office in Windhoek are organizing a series of workshops focusing on the role of media in education for sustainable development. The first workshop, which took place on 11 November 2010, identified priority actions to strengthen media as partners in education for sustainable development. The second one, to be held from 8 to 10 December 2011, will focus on effective reporting on education for sustainable development. The overall goal of this series of workshops is to promote greater understanding of sustainability and development among media professionals, both women and men, of Lesotho. The direct beneficiaries of the workshops are journalists/media practitioners from different media houses in Lesotho, both from audiovisual and print media. Through this project, UNESCO - together with other United Nations agencies - addresses the important role that media can play in the promotion of the UN Decade of Education for Sustainable Development (2005-2014). The Decade seeks to integrate the principles, values and practices of sustainable development into all aspects of education and learning, in order to address social, economic, cultural and environmental problems of the 21st century.

30. UNESCO has commissioned a survey on media and information literacy levels of teachers in Lesotho, Namibia and Swaziland. The outcomes of the research will serve as an indication of the need for media and information literacy (MIL) training for teachers. The survey targets teachers in about 150 schools in rural and urban Lesotho, Namibia and Swaziland. It is being conducted by the Research ICT Africa (a network of researchers in 20 African countries), in cooperation with the Ministries of Education of concerned countries. The purpose of this research is to enable decision making in UNESCO and among other stakeholders, including media and information professionals, educators, citizens' media groups, women's associations, policy and decision makers, about the need for actions to promote MIL at all levels of society.

### **UNESCO Participation Programme**

31. One participation programme request was approved by UNESCO in the area of Social and Human Sciences: National Campaign Against Human Trafficking, 2000 Euros.

## **MAURITIUS**

### **Education**

32. UNESCO has launched a project on "Curriculum, Peace Education and Poverty Alleviation", which aims to support the achievement of the goals of Education for All (EFA), with a special focus on women. The project covers nine countries in Sub-Saharan Africa: Angola, Burkina Faso, Burundi, Congo-Brazzaville, Mali, Mauritius, Mozambique, Niger and Rwanda. The project has adopted a participatory approach combining research, action and training, and the work with national teams focuses on the development of

capacities for analysing the complex interrelations between the curriculum and poverty; identifying the responses that the curriculum could bring in terms of values, attitudes, skills and knowledge that learners need to overcome poverty; and defining the most appropriate strategies for curriculum change.

### **Natural Sciences**

33. UNESCO's "Local and Indigenous Knowledge Systems Programme" recently published a book on "Women's Knowledge: Traditional Medicine and Nature (Mauritius, Reunion and Rodrigues)" detailing the knowledge and practice of traditional female healers of the Mascarene Islands (Mauritius, la Reunion and Rodrigues), focusing particularly on care after childbirth. The book draws attention to the knowledge of medicinal plants and medical practices of women, and considers the place of medicinal knowledge within the evolving societies who are actively confronting the threats and opportunities that globalization poses to local identities. The book was launched at a workshop on bio-processing of traditional plant medicines, held in Mauritius and co-hosted by UNESCO.

### **Communication and Information**

34. The project "Building Institutional Capacity of the Mauritian Press for Ethical and Gender-Sensitive Journalism" was launched by UNESCO in 2008. This project has helped to bridge the gaps in the current Mauritian media environment by providing training on ethical reporting and gender-sensitive journalism, both of which have been identified as key areas for development. While training workshops were provided to a target group of 25 female and male journalists from Mauritius, the project also included the production of training manuals containing Codes of Ethics for journalists and the creation of a resource centre to allow further capacity building in the fields of ethical and gender-sensitive reporting.

## **OMAN**

### **Education**

35. Oman strongly supports UNESCO's Associated Schools Project Network, and there are currently 14 active schools in the Sultanate at various educational levels, including both girls' and boys' schools. The schools are engaged in projects, activities and gender-sensitive experiments designed to increase knowledge of global issues affecting girls and boys and the importance of developing international cooperation and understanding through openness to other peoples and cultures, to strengthen, understand and respect the principles of human rights and fundamental freedoms which are held to be the foundation of democracy and to foster communication and the exchange of information and experience among the schools associated with the network around the world.

36. In collaboration with the Oman Ministry of Social Affairs and the National Rural Development Office, UNESCO has produced television programmes for women in rural areas in Oman. Three programmes have been created to encourage women to actively participate in the construction of national media landscapes, and to initiate small income generating businesses in the agricultural area. The project also seeks to address the communication needs of rural women through connection with existing women's associations dealing with Freedom of Information.



**PARAGUAY****Education**

37. UNESCO has initiated a project entitled “Teachers Learning in Networks”. The project has enabled more than 300 Spanish and Literature secondary school teachers, especially female teachers, to take part in training and field studies on language teaching (Spanish, Guarani) and to understand how the lack of access to language teaching often leads to social exclusion. The project will be expanded to cover other regions in Latin America and the Caribbean.

**Communication and Information**

38. UNESCO's project “Information, Press Freedom and Good Governance in Paraguay” aims at optimizing the independent informative task of local regional journalists, both women and men, as a means of making information more pluralistic and democratic. The project will develop regional debates and workshops on the issue, and establish contacts and alliances among journalists at national and regional levels to install a social network that can unite journalists and make them more confident through these capacity building workshops and debates. The final objective of the project is to establish an information network for good governance named 'E-miliano-REd'.

39. The “Young Correspondent Net for Jaku'Eke Paraguay Informative Agency”, initiated with UNESCO's assistance, strives to involve young women and men in social debates and promote their participation in communication media by facilitating the interchange of information and learning experiences among their networks. Jaku'éke Paraguay has also initiated activities in the area of women's empowerment and gender equality in order to provide young women with the opportunity to develop and circulate news relevant to their own reality by exchanging experiences and knowledge with other young women

**IV. Gross enrolment ratio female and male - gender parity index Educational Statistics for All Countries Reporting for the 50<sup>th</sup> session**

<i>Data</i>		<i>Gross enrolment ratio. Primary. Female</i>	<i>Gross enrolment ratio. Primary. Male</i>	<i>Gross enrolment ratio. Secondary. Female</i>	<i>Gross enrolment ratio. Secondary. Male</i>	<i>Gross enrolment ratio. Tertiary. Female</i>	<i>Gross enrolment ratio. Tertiary. Male</i>	<i>Gender parity index for gross enrolment ratio. Primary</i>	<i>Gender parity index for gross enrolment ratio. Secondary</i>	<i>Gender parity index for gross enrolment ratio. Tertiary</i>
Country	Year									
Kuwait	2006	96	97	91	87	...	...	0.99	1.05	...
	2007	97	100	92	90	...	...	0.98	1.02	...
	2008	95	96	91	88	...	...	0.98	1.04	...
	2009	94	96	91	89	...	...	0.98	1.03	...
Oman	2006	...	...	...	...	...	...	...	...	...
	2007	...	...	...	...	...	...	...	...	...
	2008	...	...	...	...	...	...	...	...	...
	2009	83	85	89	93	...	...	0.98	0.96	...
Montenegro	2006	...	...	...	...	...	...	...	...	...
	2007	116	116	94	93	...	...	1.00	1.01	...
	2008	...	...	...	...	...	...	...	...	...
	2009	111	113	99	98	...	...	0.98	1.01	...
Paraguay	2006	107	110	67	65	...	...	0.97	1.04	...
	2007	104	107	67	65	33	24	0.97	1.04	1.35
	2008	101	104	68	65	...	...	0.97	1.04	...
	2009	98	101	68	65	43	30	0.97	1.05	1.43
Chad	2006	62	91	9	24	...	...	0.68	0.36	...
	2007	62	89	12	26	...	...	0.70	0.45	...
	2008	70	99	13	31	-	3	0.70	0.41	0.15
	2009	74	105	14	34	1	3	0.70	0.41	0.17
Côte d'Ivoire	2006	62	78	...	...	(**) 5	(**) 11	0.79	...	(**) 0.49
	2007	62	78	...	...	6	11	0.79	...	0.50
	2008		83	...	...	...	...	0.79	...	...
	2009	66	81					0.81		
tho	2006	114	115	41	33	4	3	1.00	1.27	1.19

<i>Data</i>		<i>Gross enrolment ratio. Primary. Female</i>	<i>Gross enrolment ratio. Primary. Male</i>	<i>Gross enrolment ratio. Secondary. Female</i>	<i>Gross enrolment ratio. Secondary. Male</i>	<i>Gross enrolment ratio. Tertiary. Female</i>	<i>Gross enrolment ratio. Tertiary. Male</i>	<i>Gender parity index for gross enrolment ratio. Primary</i>	<i>Gender parity index for gross enrolment ratio. Secondary.</i>	<i>Gender parity index for gross enrolment ratio. Tertiary</i>
		2007	107	108	(**) 45	(**) 34	...	...	0.99	(**) 1.32
2008	106	107	(**) 48	(**) 36	...	...	0.99	(**) 1.35	...	
2009	104	105	(**) 52	(**) 38	...	...	1.00	(**) 1.38	...	
Mauritius	2006	99	99	(**) 89	(**) 88	(**) 23	(**) 22	1.00	(**) 1.01	(**) 1.02
	2007	98	98	(**) 89	(**) 88	(**) 25	(**) 21	1.00	(**) 1.01	(**) 1.18
	2008	99	100	(**) 88	(**) 87	(**) 29	(**) 23	0.99	(**) 1.01	(**) 1.25
	2009	100	100	(**) 88	(**) 86	...	...	1.00	(**) 1.02	...

*Footnotes*

(\*\*) *UIS estimation*

*Missing Values*

... *Data not available*