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REPORT BY THE DIRECTOR-GENERAL ON UNESCO ACTIONS PROMOTING WOMEN'S EMPOWERMENT AND GENDER EQUALITY

OUTLINE¹

By 179 EX/Decision 42 (Part II), the Executive Board requested the Director-General to present to the General Conference at future sessions a stand-alone report on the actions carried out by the Organization as a contribution to the promotion of women's empowerment and gender equality.

This document is the fourth stand-alone report on the Organization's contributions to women's empowerment and gender equality. It provides an assessment of UNESCO actions from May 2013 to April 2015 with emphasis on the following:

- Overall trends with respect to the implementation of Global Priority Gender
- Equality and the Gender Equality Action Plan for 2014-2021 (GEAP II);
- Key initiatives and results achieved;
- Evolution of gender parity in the Secretariat;
- Major challenges and lessons learned;
- Moving forward.

No decision is proposed.

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The online annex of this report is available at:

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/GENDER/PDF/Gen_Conf_Report_2015_Annex_17_07_2015.pdf

I. INTRODUCTION

1. UNESCO considers gender equality as human right, a commonly shared value and a critical and necessary condition for the achievement of all internationally agreed development goals. Gender equality was designated one of two global priorities of UNESCO in the Medium-Term Strategy 2008-2013. To translate this commitment into concrete actions, the Gender Equality Action Plan for 2008-2013 (GEAP I) was prepared. Based on the lessons learnt from GEAP I, GEAP II for 2014-2021 was drafted in 2013, by reflecting the recommendations of the IOS Review and the ILO Participatory Audit, and through wide-ranging consultations with UNESCO staff, Member States and United Nations agencies. GEAP II was then examined by the Executive Board at its 192nd session and adopted by the 37th session of the General Conference as a companion document to the new Medium-Term Strategy 2014-2021 (37 C/4) and the Programme and Budget 2014-2017 (37 C/5).

2. By 179 EX/Decision 42 (Part II) in 2008, the Executive Board requested the Director-General to present to the General Conference at future sessions a stand-alone report on the actions carried out by the Organization as a contribution to the promotion of women's empowerment and gender equality, describing the progress made and results obtained. This fourth stand-alone report covers the period from May 2013 to April 2015 and describes strategic initiatives and key results achieved in promoting women's empowerment and gender equality. It also presents the evolution of gender parity in the Secretariat and identifies major challenges and lessons learned, before concluding with recommendations for moving forward.

II. GLOBAL PRIORITY GENDER EQUALITY: KEY INITIATIVES AND RESULTS ACHIEVED

3. In this reporting period, UNESCO has continued to make a systematic and concerted effort to address Global Priority Gender Equality through substantive and concrete actions both within the Secretariat and through its initiatives in Member States. In these efforts, UNESCO continuously draws lessons from its activities and modalities, adapts existing initiatives and plans and implements new initiatives in strategic and critical areas in its areas of competence.

4. During the reporting period, **the Division for Gender Equality in the Office of the Director-General (ODG/GE)** has continued to provide coordination and guidance for the implementation of GEAP II, through policy advice and dialogue; high-level advocacy; capacity development; networking; technical support to gender mainstreamed and gender-specific initiatives implemented by major programmes; and through setting up and/or reinforcing partnerships.

5. After the restructuring exercise within the Secretariat, and within the accountability framework of GEAP II, UNESCO has renewed in November 2014 the Gender Focal Points (GFPs) Network, which is a critical resource for coordination and backstopping. Updated terms of reference and a requirement for the inclusion of GFP responsibilities in job descriptions with 20% time allocation and inclusion of GE as a criterion in performance assessments of GFPs have been reinforced and monitored. To strengthen accountability for the implementation of GEAP II, compliance with the requirements of GEAP II and promotion of Priority GE are now included as criteria for the performance assessment of all senior managers, including heads/directors of field offices and category 1 institutes.

6. A comprehensive gender analysis of all RP and XB workplans is routinely carried out by ODG/GE, with a view to monitor activities, track changes and gather good examples of workplans to serve as models for programme specialists. For resource tracking, UNESCO has introduced in SISTER the Gender Equality Marker (GEM) in January 2014, with a view to measuring the extent to which activities contribute to the promotion of gender equality and women's empowerment. Following the organization of several training and orientation sessions, ODG/GE has been closely monitoring the use of the tool.

7. To strengthen in-house capacities, the Division continued to provide training and technical support to all units of the Secretariat and selected field offices. The Division also conducted several sessions of the “Gender Equality Clinics” to offer individual and tailored support to staff in mainstreaming gender equality considerations in their programming, implementation, and monitoring activities. Results of the clinics have been very positive with improved planning and implementation of activities for gender equality. Technical support is provided on an ongoing basis to COP 21 Task Force; NET-MED project; the Youth Forum; Publications Board; Participation Programme as well as to the Palestinian Women’s Research and Documentation Centre; and the Regional Research and Documentation Centre on Women, Gender and Peace Building for the Great Lakes Region in Kinshasa.

8. To learn from the experience of other organizations, within the framework of the UNESCO Forum on Gender Equality, a seminar by Ms Caren Grown, Senior Director of the Gender Group at the World Bank, entitled “Advancing Gender Equality in the Post-2015 Development Agenda: Strategy, Substance and Structure” was organized for a record number of participants on 6 November 2014.

9. Raising awareness about gender gaps and building support for change through advocacy is an essential element of UNESCO’s efforts to promote women’s empowerment and gender equality. With that objective, several key events to promote gender equality were organized in collaboration with MPs and field offices in both Headquarters and in New York on the margins of the annual meetings of the Commission on the Status of Women. Some of the key events included a side event at the 37th session of the General Conference in 2013 on “Promoting Girl’s and Women’s Education for Gender Equality”, the 2015 edition of Mobile Learning Week, the Policy Forum of the Broadband Commission on the theme “Leveraging technology to empower women and girls” (February 2015); the launch of the Joint Programme on Empowering Adolescent Girls and Young Women through Education (with UN Women, UNFPA and WB); various cultural and intellectual events to celebrate International Women’s Day (March 8) and to commemorate the International Day for the Elimination of Violence against Women (25 November) in 2013, 2014 and 2015; the Director-General’s participation in the United Nations General Assembly thematic debate on “Advancing Gender Equality and the Empowerment of Women in the Post 2015 Development Agenda” in 2015, as well as several side events in collaboration with ED and CI in New York in 2014 and 2015.

10. UNESCO has continued to engage in high-level advocacy and networking initiatives, in order to ensure the successful implementation of Global Priority Gender Equality. Enhanced collaboration with a wide range of stakeholders has been promoted or reinforced, and the Organization continued to make a strategic contribution to the United Nations system, including through the submission of the second and the third UN-SWAP reports to UN Women. UNESCO compares favourably to other UN agencies in registering continuous improvement against the UN-SWAP indicators. UNESCO also participated in the UN Women-led process of developing a United Nations system-wide basic online training course on GE for all United Nations staff and led – with funding from UN Women – the development of an online interactive eLearning module on “gender equality and education” in that framework.

11. Partnerships with academic, policy-making networks, UNESCO National Commissions and UNESCO Chairs have been nurtured and developed. A network of UNESCO Chairs on GE is supported by the Division, through technical cooperation and participation in expert group meetings. In 2015, UNESCO received a record number of applications for Chairs on GE, indicating the effectiveness of advocacy and networking on Priority GE and credibility of UNESCO as a major actor in this area. Partnerships with academic institutions and associations, civil society organizations and the private sector are actively pursued and expanded. In collaboration with Koc University in Turkey, ODG/GE developed and piloted the first-ever gender equality and diversity training for private sector senior management, reaching over 200 senior managers in an executive style training session held in five consecutive days. A pilot project with funding from the Japanese Fund-in-Trust (JFIT) on capacity development for women’s political leadership in Tunisia and

Morocco has also registered good progress with local partners and universities. Collaboration agreements have been developed/signed with partners such as StrongHer/Alcatel-Lucent, European Women Rectors Platform and the World Women University Presidents Forum. UNESCO has also partnered with the first Women Leadership Academy, established in China in September 2014 with regional outreach.

Major Programme I: Education

12. In contributing to shaping the Education 2030 Agenda, UNESCO undertook a highly participatory and inclusive process of reviewing the 2015 EFA achievements in Arab States, which included gender technical officers and focal points of national governments and partners. This process resulted in nationally-owned review reports on the 2015 EFA achievements. The resulting reports reviewed the extent of EFA achievement as regards the goals corresponding to gender equity and equality (Goal 5 stand-alone, as well as Goal 2, 4 and 6). Sixteen Member States in the region completed the process and officially released the review reports. IIEP partnered with UNGEI, the Global partnership for Education (GPE) and Plan International to develop and field-test the Education Sector Plan (ESP) Gender Analysis Guidance for supporting existing and eligible GPE developing countries in preparing gender responsive ESPs.

13. Following the end of the United Nations Literacy Decade (UNLD) in 2012, the UNESCO Director-General report on “Implementation of the International Plan of Action for the UNLD (2003-2012)” was presented at the United Nations General Assembly in 2013. In 2014 this report’s emphasis on the further needs to focus more sharply on the learning needs of girls and women, was translated into one of the five strategic axes for the global agenda in the post-UNLD era in the new UNESCO Director-General’s report “Literacy for life: Shaping future agenda” submitted to the United Nations General Assembly in 2014.

14. At country level, gender mainstreaming in literacy has also been a clear priority with particular attention to girls and women. Within the framework of the UNESCO Capacity Development for EFA programme, UNESCO provided support to promote literacy for girls and women in Bangladesh, Cambodia, Chad, Mauritania, Mozambique, Nepal, South Sudan, Timor-Leste and Togo. In Afghanistan UNESCO has been implementing the Programme for Enhancement of Literacy to improve the level of literacy, numeracy and vocational skills of the adult population, with particular focus on female beneficiaries in 27 provinces. As of April 2015, there are 129,522 female learners, and 2,290 females have been employed as facilitators/teachers in 2015.

15. Under the Global Partnership for Girls and Women’s Education, UNESCO’s technical support to both policy and programme levels have been extended in Ethiopia, Nigeria, Pakistan, Senegal, and United Republic of Tanzania. Support was also extended to Pakistan with the Malala Funds-in-Trust project promoting quality education for girls, and the inception phase was launched in April 2014. UIL is supporting the Government of Saudi Arabia to develop a policy proposal on adult learning and education focusing especially on ensuring gender equality and enhancement of women’s literacy. Also, directors and executives of Youth and Adult Education for Women spent two weeks at UIL in 2014 to enhance their understanding of holistic and gender-sensitive lifelong learning.

16. UNESCO published in 2014 the Guide on mainstreaming gender equality in teacher training institutes. The Guide will be translated and adapted to regional contexts in Arab States, Latin America and Asia-Pacific regions. In 2015, IIEP published the book, *A matter of right and reason: Gender equality in educational planning and management*. This research examines the factors that prevent women from taking up higher management positions in education and offers strategies for overcoming these barriers. To strengthen the capacities of education stakeholders to promote and mainstream gender equality in education policies and practices in education systems across the region, UNESCO Bangkok has developed e-learning courses on gender equality in education in Asia-Pacific for decision-makers in the education system, teachers and heads of schools.

Regarding HIV and Comprehensive Sexuality Education, a peer-to-peer interactive exhibition organized by the Ministry of Education and Training, United Nations organizations, a museum and NGOs promoted healthier lifestyles for more than 35,000 children and young adults in Viet Nam, and research on School-Related Gender-Based Violence (SRGBV) with students, teachers, school administrators and parents is being conducted in the country with a view to developing prevention actions, gender sensitive teaching materials towards a safer school environment for boys and girls. In the United Republic of Tanzania UNESCO has been working with various partners to support government efforts on preventing HIV. Six hundred and forty-five teachers were trained, and 3,000 copies of high-quality teaching/learning materials were developed and disseminated to primary schools, teachers and universities, reaching 161,000 adolescents and young women and men.

Major Programme II: Natural Sciences

17. The impact of the L'Oréal-UNESCO For Women in Science Programme has been strengthened through further expansion of the national and regional programmes. There are now four regional programmes in Egypt and the Levant, the Maghreb, the Middle East, and sub-Saharan Africa, offering 24 fellowships and 50 national programmes providing 217 fellowships. In 2014 alone, 236 fellowships were provided. In 2013 and 2014, 30 young women benefitted from the UNESCO-L'Oréal International Fellowship Programme created for women in the life sciences at the doctoral or postdoctoral level. In 2015, the International Rising Talents Fellowship Programme was created. The first awards were given to 15 young women, selected among the best national and regional fellows.

18. The Organization for Women in Science for Developing World (OWSD), hosted by the World Academy of Sciences (TWAS) at the International Centre for Theoretical Physics (ICTP), supported women scientists in their careers in mathematics, physics and engineering through the Postgraduate South to South Fellowship Programme for Women Scientists. This programme provides financial support to 50 young women from least developed countries to undertake Ph.Ds at a host institute of internationally recognized research excellence in the South.

19. The Man and the Biosphere Programme and a local partner supported the solar electrification of 100 households within the Volcanoes Biosphere Reserve in Rwanda from 2012 to 2014. With the support of One UN in Rwanda and the Government of India, four grandmothers were sent to Barefoot College in India, to be trained as qualified solar equipment engineers.

20. For capacity-building, the Nairobi Office actively supported 576 girls in science, technology, engineering and mathematics (STEM) in Kenya, in collaboration with government and private-sector partners. In coordination with the State Government of Campeche, the Mexico Office also developed a capacity-building strategy whose main beneficiaries are women apiculturists from Calakmul to economically empower indigenous women and their communities.

21. In terms of networks, the International Hydrological Programme created a new network for the five UNESCO Chairs working on women and water, with each Chair representing a network in the concerned countries: Brazil, Côte d'Ivoire, Dominican Republic, Morocco and Togo. The ICTP also supported the creation of new networks through the First Career Development Workshop for Women in Physics in 2013, focusing on developing countries, to help women establish a worldwide network that can provide support, advice and role models to other women. Also, the UN-Albanian Government Programme of Cooperation, the Albanian "Women in Science" Network, convened a retreat in 2013, enabling discussions on the status of women in science, organization of annual UNESCO World Science Day in Albania and the creation of a network website.

22. Funding was received in late 2014 from Sweden (Sida) for SAGA (STEM and Gender Advancement) for three years in a joint SC-UIS project to improve the measurement of gender equality in STEM. In Africa, the Global Observatory on Science, Technology and Innovation Policy Instruments (GO-SPIN) surveys that included policy instruments to promote gender equality were executed in Burkina Faso, Côte d'Ivoire, Gabon, Niger, Mozambique, Rwanda, Senegal and

Zambia. Also in Africa, the African Network of Scientific and Technological Institutions raised funds to conduct a study in Mapping Gender Issues in STEM.

23. During the project planning phase of the World Water Development Report (WWAP) series, WWAP's Gender Focal Point evaluates the proposal and offers advice on how gender equality concerns can be incorporated into the manuscript. Following the successful conference in 2014, UNESCO-IHE (Institute for Water Education) repeated its celebration of International Women's Day in 2015 and organized a joint conference with the Women for Water Partnership.

24. The partnership for research on gender in science, innovation, technology and engineering (GenderInSITE), a partner programme of OWSD hosted by TWAS at the ICTP campus with regional offices in Argentina, Kenya and South Africa, has been effective in mainstreaming gender equality considerations in science journalism through a partnership with SciDev.net.

Major Programme III: Social and Human Sciences

25. MP III developed activities to ensure that the gender equality dimension, including gender-based violence, is fully taken on board in assessing the level of inclusiveness of public policies. A state of the art on public policies pertaining to social inclusion and intercultural dialogue was issued in collaboration with the Overseas Development Institute (ODI). It highlighted the need to promote a more comprehensive gender mainstreaming component in all programme design activities that seeks to unpack, not only the deeper constraints preventing women and girls from participating in projects, but also how a lack of gender-sensitivity in programme design can in fact promote negative and unintended outcomes for women and girls.

26. With a view to promoting data and research on the impact of social transformations on women and men in order to inform evidence-based and targeted policies, a series of regional policy dialogue workshops were organized in Indonesia, Malaysia, Thailand, Panama and Kenya, on the theme of policy approaches to social inclusion and data gaps and opportunities in collaboration with the field offices and some partners. The workshops stressed the importance of comprehensive and reliable disaggregated data by sex and of acknowledging the knowledge produced by community actors in informing inclusive and participatory policies and programmes in favor of the most disadvantaged groups, especially vulnerable women and girls.

27. Following a "Consultation on Women's Empowerment for a Culture of Peace and Non Violence in the Pacific" held in Fiji, a draft statement on understanding of the place of culture in relation to gender equality and gender-based violence was published. As a follow-up to the "Underground Sociabilities research project" that mapped out routes of socialization in favelas and unpacked institutional and behavioural determinants of life choices in these communities, the UNESCO Office in Brazil is facilitating an international and regional dialogue to exchange practices around community approaches to gender-based violence.

28. Building on the rich experience of UNESCO's work in the framework of the Internal Migration in India Initiative and the creation of a new web portal, titled GYM for Gender, Youth and Migration, community radios have been developed across India, targeting specifically women migrants.

29. With regard to the empowerment of girls and women in and through sport, over 30 governmental and non-governmental experts expressed their interest in participating in the MINEPS V follow-up in this field. Furthermore, the revision of UNESCO's International Charter of Physical Education and Sport has paid due attention to gender sensitive language, including the explicit mention of the right of girls and women to have access to physical education, sport and physical activity.

30. Capacity-building on gender equality was enhanced through the organization of a MOST School Training Session on gender equality and human rights which was conducted within the

framework of the Second World Human Rights Forum, held in Marrakesh (Morocco) in November 2014.

31. The NET-MED Youth project provided an intersectoral platform to enhance GE in programmes pertaining to youth, with a particular focus on young women, especially women with disabilities and those living in rural areas. In Jordan, three training workshops on GE were organized in 2014 with Princess Basma Youth Resources Centre and benefit 70 youth (among which 37 are females). In Lebanon, a 3-day workshop was implemented with the British Council in 2015 to enhance the knowledge of gender mainstreaming among 22 young officers from 12 national NGOs. In Morocco and Tunisia, young women and men became involved in the implementation of a media monitoring methodology tailored to the project. A subregional training was also held in Beirut to follow-up actions among participants from Lebanon, Jordan, Palestine, and Syrians living in Lebanon.

32. With an overall objective of enhancing the capacities of youth and young women for preventing and responding to gender-based violence, UNESCO led a project in China and Mongolia, which combines social sciences with the use of communication and information technologies. An interactive toolkit called “Eye-report” was developed for making information accessible for young women and men. It was piloted among 1,000 youth in Mongolia, and 5,000 students in Beijing.

Major Programme IV: Culture

33. Important progress has been made in attaining the four expected results identified in the GEAP II. The Secretariats of the different Conventions in the Culture Sector, together with UNESCO’s field office network, carried out activities within the framework of their support to the implementation of the various cultural conventions.

34. The Culture Sector published the first UNESCO Report on “Gender equality, heritage and creativity” in 2014, aimed at stimulating debate, research and awareness-raising on the need for equal rights and opportunities for women and men, boys and girls in culture. It sheds light on the status of gender equality with regard to heritage and creativity and makes eight mutually reinforcing recommendations. The report now exists in English, French, Chinese and Spanish.

35. Progress has been made in the development of guidance and capacity-building tools to support a gender-sensitive approach to the implementation of the Conventions. Both the 2003 and the 2005 Conventions have introduced specific guidance in the reporting frameworks for periodic reporting, and the number of States providing gender-specific information in their reports is increasing.

36. An impressive increase from 12.5% in 2012 to 57% in 2014 has been recorded for the percentage of female experts receiving funding for participation in the annual sessions of the World Heritage Convention. This represents a significant progress in gender balance in the governance mechanisms of the World Heritage Convention.

37. With regard to training, the participation rate of women in entrepreneurship workshops for managers and communities of World Heritage Sites has increased to 50% in the last year, confirming the commitment to reinforce women’s participation and empowerment for economic development in and around World Heritage sites.

38. The World Heritage Centre has supported conservation activities that encourage women at the local level so that they can benefit economically from the World Heritage status, and launched the project, “Social inclusion of women and young people through earthen architecture driven traditional handwork techniques” in the City of Cuenca, Peru. A similar project in five sub-regions of Africa documented traditional management systems that reflect the significant role of women.

39. In recognition of the pivotal role of youth in constructing a more gender equal future, the World Heritage Education Programme has endeavoured to mainstream GE in its activities. In 2014, youth forums and capacity-building activities mobilized 141 young people, of which 57.4% were women.

40. Overall, the Secretariats of all conventions have endeavoured to ensure the use of gender-neutral language in the preparation of working documents and have continued to encourage States Parties to use gender-inclusive language in their statements. The Secretariats continue to take into account gender equality in publications, communication materials and statutory documents.

41. 30% of the total number of projects financed under the International Fund for Cultural Diversity under the 2005 Convention aim to empower women and girls and promote their participation in the cultural and creative sectors. The Expert Facility of the 2005 Convention was renewed through a new call in April 2015, and gender equality was one of the key selection criteria.

42. Progress has been steady in engaging female experts in policy-related work under the 2003 and the 2005 Conventions with the latter attaining the 50% target. Gender balance among participants in the capacity-building programme for intangible cultural heritage has improved up to 42%.

43. Efforts to feature gender equality in capacity-building activities under the Conventions have increased. The 2003 Convention, for example, has developed dedicated training materials covering the connection between intangible cultural heritage and gender equality, as well as opportunities and challenges for mainstreaming a gender responsive approach in the implementation of the 2003 Convention. However, the efforts will take time to translate into results at the policy level. Extrabudgetary support for capacity-building is essential to advance this work.

Major Programme V: Communication and Information

44. UNESCO has made significant efforts to systemize a gender-responsive programme geared at equal involvement of women and men in ICTs, media and enabling their freedom of expression and free access to information.

45. Through the Gender-Sensitive Media Indicators (GSIM), UNESCO supports media organizations to address gender inequalities. More than 40 media institutions and NGOs in over 30 countries have applied GSIM. For example, In Viet Nam, in 2014, GSIM were developed by the Ministry of Information and Communications helping media organizations, training institutions and associations assess to what extent they integrate GE into their work.

46. The Global Alliance on Media and Gender (GAMAG) is UNESCO-led global movement with over 600 organizations to promote GE in and through media in cooperation with other United Nations agencies, media partners and other stakeholders globally. In 2014 and 2015, regional chapters of GAMAG were launched in Asia-Pacific, Latin America and the Caribbean and Europe. UNESCO's contribution to the gender equality and media aspects of the 20-year review of the Beijing Platform for Action, which took place in the context of CSW in 2015, has been defined through the launch of a global survey on Members States' actions in this area.

47. To further stimulate awareness of the importance of gender-sensitivity in the media, the annual Women Make the News (WMN), online advocacy initiative, was organized under the theme, "Advancing Global Partnerships to Achieving Gender Equality in and through Media" in 2014 and "Yes we must! Reaching Gender Equality in the Media by 2030" in 2015. 13 media organizations promoted WMN 2014 initiative, and more than 32 partners promoted WMN 2015.

48. UNESCO succeeded in drawing global attention to gender equality issues in radio through World Radio Day 2014, under the theme "Enhancing gender equality in radio and empowerment of women". Through the project "Empowering Local Radio with ICTs", 32 radio stations in seven

African countries reflected an increase in the number of programmes dedicated to women's issues, growing voices of women heard on the airwaves as experts, reporters and interviewees. In Uganda, good practices for the community media organization was supported and documented to enlarge inclusion and participation. At least 18 community radio stations are adapting programming guidelines to strengthen representation of women and young people.

49. Through cooperation with the Athabasca University and the Media and Information Literacy (MIL) and Intercultural Dialogue University Network, the Massive Open Online Course on MIL was developed in 2014 with over 1000 girls enrolled, and provides training for women, men, girls and boys in media and information competencies and how to use this new knowledge to advocate for gender equality.

50. To celebrate the World Press Freedom Day 2013, a main event was held in San Jose, Costa Rica, under the theme "Safe to Speak: Securing Freedom of Expression in All Media". A parallel session at the conference focused on the issue of the safety of women journalists. UNESCO partnered with International Women's Media Foundation and the International News Safety Institute who carried a survey on "Violence and harassment against women in the news media: a global picture".

51. The YouthMobile Initiative created a comprehensive Global Roadmap in March 2014. Capacity-building workshops in South Sudan and Kenya in 2014 and 2015 have resulted in 50 young female programmers acquiring programming skills and releasing locally relevant apps addressing women's literacy and peace messaging. Since April 2015, UNESCO partners with the Technovation NGO (USA) which conducts an annual challenge attracting over 6,000 young girls worldwide to undertake a three-month training course in apps programming, entrepreneurship, etc.

52. Since the launch of "Women in African History: An E-Learning Tool" in 2013, it has been promoted in Ethiopia, Kenya, United Republic of Tanzania, and in other Member States of the African Union. It consists of multimedia content that highlights the role of women in African history. Since December 2013, the tool has been introduced in classrooms across these three countries.

UNESCO Institute for Statistics (UIS)

53. The UIS ensures that, where possible, all data and indicators published by the UIS are disaggregated by sex. This goal goes beyond data processing and requires continued efforts in developing methodology and capacity of national statisticians in order to produce timely and relevant indicators reflecting gender equality issues in UNESCO's fields of competence.

54. During the reporting period, the UIS has produced 780 sex-disaggregated indicators in total, including 642 in education, 98 in science, technology and innovation, and 40 in communication. In addition, the UIS produces 94 gender parity indices to shed light on gender disparities operating at different levels of education in terms of participation, progression and completion. Specific indicators are also developed to respond to critical issues affecting girls' education. For example, the UIS produces data on the numbers of schools in Africa with separate toilets for girls or the percentage of female teachers in primary and lower secondary education for all countries.

55. Based on the data, the UIS systematically incorporates analysis of gender disparities and related policy issues in every report. In 2015 the UIS released a global report, *Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children*, which specifically focuses on the availability/use of sex-disaggregated indicators. The UIS has also produced a series of eAtlases that specifically highlight GE issues related to literacy, teachers, out-of-school children, etc. Over the past biennium, the UIS has produced three interactive data visualization tools that focus on gender disparities in the fields of education and science. These products are designed to raise awareness and use of data among a wide range of audiences.

56. The UIS is currently preparing to develop new indicators to reflect gender equality issues in the fields of education, science and culture as part of the preparations to monitor progress towards the post-2015 sustainable development goals. In particular, the Government of Sweden has provided funding for a new project, started in 2015, to improve measurement of gender equality in STEM.

Bureau of Strategic Planning (BSP)

57. During the reporting period, BSP contributed to promoting and mainstreaming Global Priority Gender Equality by:

- coordinating, in collaboration with ODG/GE and the programme sectors, the monitoring and preparation of the reports on the implementation of the Approved Programme and Budget (37 C/5) to UNESCO's governing bodies (EX/4 reports), which include information on the Organization's implementation and achievement of the results related to the Global Priority Gender Equality;
- providing overall programmatic guidance to ensure that all areas of concern related to Global Priority Gender Equality are adequately reflected in UNESCO's Medium-Term Strategy (37 C/4), its Programme and Budget (37 C/5 and draft 38 C/5), UNESCO Country Programming Documents (UCPDs) and the Organization's workplans, and in coherence and alignment with the Approved GEAP 2 for 2014-2021;
- ensuring that gender equality is mainstreamed in United Nations system inter-agency initiatives, strategic partnership agreements developed with United Nations partners, public-private sector partnerships, category 2 institute/centre proposals;
- through high-level advocacy and within the framework of GEAP II, supporting global efforts to ensure that gender equality is both a stand-alone goal and mainstreamed in the proposed sustainable development goals in the emerging post-2015 development agenda; and
- mobilizing resources, negotiating and concluding, in close collaboration with the relevant programme sectors, partnerships and funding agreements with UNESCO's donors and partners to support extrabudgetary projects which promote gender equality, in the Organization's fields of competence, such as, for example, the Malala Fund, and projects on girls' education, supported by Azerbaijan, in the United Republic of Tanzania, Uganda and Kenya.

External Relations and Public Information (ERI)

58. Fellowships are an effective modality for UNESCO to enhance the human resources and capacity-building of Member States, especially developing countries. One hundred and 46 fellowships were awarded to women (US \$2,638,862) against 172 fellowships awarded to men (\$3,268,364), and more efforts will be needed to achieve gender parity within this programme.

59. As a complement to UNESCO's regular activities, the Participation Programme has been a vital tool for the implementation of Global Priority GE in UNESCO's Member States. As a member of the Intersectoral Participation Programme Committee, ODG/GE has evaluated a number of requests submitted by National Commissions and NGOs and ensured that gender equality issues are mainstreamed throughout the design and implementation of the projects. During the current reporting period (May 2013-April 2015), UNESCO supported 148 gender-specific or gender mainstreamed projects (\$2,849,579), which is a significant improvement compared to 64 projects (\$1,258,670) supported during the last reporting period (May 2011-April 2013).

Internal Oversight Service (IOS)

60. Over the reporting period, the IOS has contributed to Global Priority Gender Equality (GE) in various ways:

- Development of a new Evaluation Policy 2015: Gender Equality and Women's empowerment were integrated in UNESCO's new Evaluation Policy (196 EX/24.INF), which was approved by the Executive Board at its 196th session. The Policy clearly highlights the need for human rights and gender equality principles to be integrated in all stages of the evaluation process. This applies both to corporate evaluations (managed/conducted by IOS) and decentralized evaluations (managed by sectors and central services);
- Conduct of a large number of corporate evaluation exercises that informed strategic decision making and programme implementation by UNESCO, including with regards to the implementation of Global Priority Gender Equality;
- Integration of gender equality in IOS' evaluations in the various phases of the evaluation exercises, such as in the selection of the evaluation team; the preparation of evaluation terms of reference with the evaluation questions; the selection of the appropriate evaluation methodology; data collection and analysis; and report writing and evaluation follow up;
- Support to decentralized evaluations (managed by sectors and central services), including by providing advice on how to integrate gender equality when preparing for and managing project evaluations, and by disseminating tools and guidance material on integrating GE in evaluation;
- Production and dissemination of key evaluation findings and recommendations related to Priority GE. These included recommendations that informed the development of GEAP II, and others with a focus on specific areas of work, for instance to undertake more efforts to mainstream GE and to integrate gender-specific activities in the work of some of the ED-related category 1 institutes; to explore the relationship between gender equality and intangible cultural heritage; and to better consider gender equality in the proposal of anniversaries. Overall, the evaluations highlighted the need for GE to be better mainstreamed in UNESCO's work.

61. In line with UNESCO's policy, IOS regularly follows up with concerned stakeholders on the implementation of evaluation recommendations including those related to GE. From an evaluation perspective progress has been made with the implementation of Global Priority GE, but a lot remains to be done to fully implement it. This includes further strengthening gender mainstreaming across the organization; improving monitoring and reporting on achievements; developing SMART performance indicators; and strengthening the GFP Network. A mid-term evaluation of GEAP II is planned for 2017. IOS is committed to also better integrate GE in its own evaluation work.

III. EVOLUTION OF GENDER PARITY IN THE SECRETARIAT

62. In compliance with the UNESCO Action Plan for Gender Parity (2008-2015), particular attention has been given to the achievement of gender parity within the Secretariat.

63. During the reporting period, overall gender parity has been achieved, with women representing 54-55% of the total staff. Women represent a constant majority of General Service staff (61-62%), and gender parity is also achieved with Professional-level staff (50-51%). More efforts would need to be made for gender parity at Director-level positions where women held 37% of the posts in April 2015 (slight increase from 33% in 2013) and for NO staff (42-43 %).

IV. MAJOR CHALLENGES AND LESSONS LEARNED

64. In this period, the implementation of GEAP II continued to be affected by limited financial and human resources. These challenges have, however, been partially mitigated by relying on the expertise of the core ODG/GE team and active members of the GFP Network, as well as on extrabudgetary funding from the private sector and dedicated funds-in-trust. Furthermore,

strengthened accountability and responsibility frameworks under GEAP II and the introduction of the Gender Equality Marker in SISTER represented new or improved key elements to further institutionalize GE perspectives within the processes and the programmes of the Secretariat.

65. Progress has been made in efforts to integrate gender equality in the five Major Programmes with better success around flagship programmes and projects, such as: the Global Partnership for Girls' and Women's Education and the newly launched Joint Programme on Empowering Adolescent Girls and Young Women through Education; Mobile Learning Week; L'Oréal-UNESCO For Women In Science; The United Nations World Water Development Report(s); NET-MED Youth project; Culture Sector Report on Gender Equality, Heritage and Creativity; and Gender-Sensitive Media Indicators.

66. During this reporting period, several positive trends have emerged from UNESCO's efforts to promote gender equality. Among those, the most significant are: (i) continuous support from senior management, and especially from the Director-General, has put gender equality at the top of the agenda in all UNESCO domains; (ii) a key positive trend has been UNESCO's ability to remain sharply relevant in the United Nations system-wide intellectual and analytical processes at the global, regional and country levels, even in the absence of project funds; (iii) diversifying partnerships – reaching out to non-traditional partners, in particular the private sector and foundations, has proven to be a worthwhile effort with funds raised especially for gender-specific projects in Member States such as the promotion of girls' education and women's literacy; (iv) networks with research institutions, universities, civil society organizations and policy-makers have been very useful to enhance evidence base for policy reviews and build good practices for new modalities of project implementation; (v) gender mainstreaming is still the most useful methodology for promoting gender equality when complemented with gender-specific programming to address significant gender gaps. It is indispensable that there is a solid and common understanding of what gender equality means in each UNESCO domain and how this understanding can be operationalized into concrete action. It would be strategic if additional funds can be allocated to Priority Gender Equality so that some capacity building/training activities on gender equality can be implemented for the Secretariat staff, especially those in the field offices and institutes.

V. MOVING FORWARD

67. Progress has been achieved in implementing Global Priority Gender Equality through policy advice and dialogue, advocacy, capacity development, technical support to gender mainstreamed and gender-specific initiatives, and establishing/reinforcing networks and partnerships. Building on the gains achieved and the lessons learned, UNESCO will work to further strengthen its efforts in the coming years. Key elements among the measures to address the gaps for the institutionalization of Priority GE under GEAP II are:

- Organization of capacity-building/training activities on gender equality, gender mainstreaming, and the Gender Equality Marker in SISTER to better track financial allocation to the implementation of Global Priority Gender Equality;
- Strengthening the GFP Network;
- Further strengthening gender mainstreaming across the work of the organization; and
- Improving monitoring and reporting on key achievements made and results obtained.

68. As the agency with education, culture, the sciences and communication/information as its mandate, UNESCO has the responsibility and the obligation to continue to step up its efforts to promote gender equality and women's empowerment in all its domains through strengthened capacity and competence. Through its domains, UNESCO will support the implementation of the proposed SDG on gender equality in collaboration with all its partners, including other United Nations agencies.