



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

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

Forty-first 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/II/1.



Report of the United Nations Educational, Scientific and Cultural Organization

I. Introduction

1. The Committee on the Elimination of Discrimination against Women will, at its forty-first session, examine the national reports of the following countries: Finland, Iceland, Lithuania, Nigeria, Slovakia, the United Kingdom of Great Britain and Northern Ireland, the United Republic of Tanzania and Yemen.

2. Article 22 of the Convention on the Elimination of All Forms of Discrimination against Women invites the 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 Universal Declaration of Human Rights (1948) assigns two basic functions to education. First, 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, para. 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 further more just and harmonious societies. Human rights abuses and violent conflicts persist in which women and girls remain the principal victims. This kind of violence occurs not only at the international and national levels, but also in local communities and school environments. Exclusion from education and from fundamental human rights is one of the most powerful obstacles standing in the way of democracy and peace.

4. 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”.

5. UNESCO’s normative action 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 “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 men and women. Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change”.

6. 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 “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).

7. Section II of the present report summarizes UNESCO activities to implement the Convention on the Elimination of Discrimination against Women within the organization itself; section III presents initiatives taken to implement the Convention in the countries considered by the Committee.

II. UNESCO activities to implement the Convention on the Elimination of Discrimination against Women within the organization itself

8. 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.

9. The United Nations Educational, Scientific and Cultural Organization 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. The UNESCO medium-term strategy for 2008-2013, moreover, 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 UNESCO fields of competence. UNESCO efforts 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 UNESCO areas of action.

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) Mainstreaming gender equality issues throughout the programming cycle at all programme levels through the preparation of 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 reporting results against specific gender-relevant indicators;

(b) Developing a monitoring and evaluation system to review UNESCO workplan documents from a women’s empowerment and gender equality perspective;

(c) Building commitment, competence and capacity for gender mainstreaming through dedicated capacity development and resources for these 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, 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 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 UNESCO domains, and to raise awareness of the importance of promoting women’s empowerment and achieving gender equality;

(f) Reinforcing and/or restructuring the existing networks of gender focal points at headquarters, field offices and national commissions for UNESCO;

(g) Supporting equal career opportunities for staff and appropriate working arrangements to balance work and life;

(h) Progressively increasing the representation of women at decision-making levels within the Secretariat, to reach 50 per cent by 2015, including the development of a management programme for women staff at the P-4 and 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 and above levels.

11. UNESCO also organized the following conferences and events:

(a) Within the framework of the UNESCO Forum on Gender Equality, which focuses on various topics pertaining to women’s empowerment and gender equality, a panel discussion entitled “Gender equality in the United Nations and beyond” was organized on 30 January 2008 at UNESCO headquarters. The discussion, which was set in the context of the United Nations reform agenda, focused on ongoing reforms within the United Nations system as they relate to gender equality. Present at the panel discussion were Andrei Abramov, Special Assistant to the Special Adviser on Gender Issues and Advancement of Women, Office of the Special Adviser to the Secretary-General on Gender Issues and Advancement of Women, Mayra Buvinic, Sector Director for Gender and Development, Poverty Reduction and Economic Management Network, of the World Bank, Osnat Lubrani, the United Nations Development Fund for Women Regional Programme Director for Central and Eastern Europe, and Thokozile Ruzvidzo, Officer-in-Charge of the African Centre for Gender and Social Development, Economic Commission for Africa;

(b) From 10 to 25 March 2008, a series of activities were organized to celebrate International Women’s Day. In line with the United Nations official theme for International Women’s Day 2008, “Investing in women and girls”, an international round table on the theme “Gender equality: make it your business!” took place on 10 March 2008. The round table debate brought together fundraisers, businesswomen and businessmen, and high-level philanthropists who draw on their wealth to support and undertake initiatives in favour of women’s empowerment and gender equality, and who bear a strong conviction for the advancement of this cause,

such as Sigrid Rausing, a publisher, anthropologist and founder of the Sigrid Rausing Trust, which provides grants in the field of women's rights, among others; Sandra Reichel, the Director of the Generali Ladies Linz, an annual women's tennis tournament held in Austria, who is actively involved in supporting the UNESCO-Sony Ericsson Women's Tennis Association Tour Partnership for Gender Equality; and Paola Gianturco, former businesswoman and public relations executive, who today works as a philanthropist and photojournalist, documenting women's lives in countries around the world. Another activity was the screening of the documentary *Mutilations, Women's Cries*, by the French-Gabonese association Kerciné in collaboration with the World Health Organization. The documentary, which focused on the struggle to eliminate the practice of female genital mutilation in Africa, Latin America and Asia, was screened within the framework of the launching, at the 52nd session of the Commission on the Status of Women, of the interagency statement on the elimination of female genital mutilation, which was signed by UNESCO in 2007. Besides these events, an Ivorian concert and several exhibitions were also organized as a contribution to women's artistic expressions, creativity and performances;

(c) Since the launch in May 2007 of the landmark global partnership between UNESCO and the Sony Ericsson WTA Tour to further gender equality and promote women's leadership in all spheres of society, a substantial amount of funds have been raised and a series of programmes has been established. The tennis players Venus Williams of the United States of America, Tatiana Golovin of France and Jie Cheng of China were appointed "Promoters of gender equality" under the partnership with another announcement expected during the forthcoming Roland Garros Tournament in Paris in May and June. Furthermore, in February 2008, on the occasion of Canara Bank Bangalore Open '08 in India, a donation of \$100,000 was announced to enable the establishment of a new partnership programme in India, which will join previously announced programmes in Cameroon, Liberia, China, Jordan and the Dominican Republic.

III. Measures taken by UNESCO to implement the provisions of the Convention on the Elimination of Discrimination against Women in the countries to be considered at the forty-first session

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

12. Tables 1-5 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>												
Yemen	71	74	..	100	100	..	86	87	..	0.71	0.74	..
Lithuania	96	94	..	97	95	..	96	94	..	0.99	0.99	..
Slovakia	99	98	..	100	100	..	99	99	..	0.98	0.98	..
Finland	100	99	..	101	100	..	101	100	..	0.99	0.99	..
Iceland	97	97	..	100	100	..	99	98	..	0.98	0.97	..
United Kingdom	106	107	..	106	107	..	106	107	..	1.00	1.00	..
Nigeria	84	87	..	102	105	..	93	96	..	0.83	0.83	..
United Republic of Tanzania	101	105	109	105	109	112	103	107	110	0.96	0.96	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	..	100	101	..	96	96	..	0.90	0.90	..
Central and Eastern Europe	100	102	..	103	105	..	102	104	..	0.97	0.98	..
North America and Western Europe	100	101	..	102	102	..	101	102	..	0.98	0.99	..
Sub-Saharan Africa	86	89	..	98	101	..	92	95	..	0.87	0.88	..

Source: Available from <http://stats.uis.unesco.org/unesco/TableViewer/tableView.aspx>, UNESCO Institute of Statistics, Education (accessed 31/03/2008).

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

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>												
Yemen	30	30	..	63	61	..	47	46	..	0.48	0.49	..
Lithuania	100	100	..	100	100	..	100	100	..	0.99	1.00	..
Slovakia	96	97	..	95	96	..	96	96	..	1.01	1.01	..
Finland	112	114	..	107	109	..	110	111	..	1.05	1.04	..
Iceland	109	110	..	106	108	..	108	109	..	1.03	1.02	..
United Kingdom	106	106	..	103	104	..	105	105	..	1.02	1.03	..
Nigeria	29	29	..	37	36	..	33	32	..	0.79	0.82	..
United Republic of Tanzania	..	..	..	..	..	..	..	..	..	..	..	..

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	..	71	71	..	68	68	..	0.91	0.91	..
Central and Eastern Europe	89	87	..	93	91	..	91	89	..	0.96	0.96	..
North America and Western Europe	101	102	..	100	101	..	101	101	..	1.01	1.01	..
Sub-Saharan Africa	(**) 27	(**) 28	..	(**) 34	(**) 35	..	(**) 31	(**) 31	..	(**) 0.78	(**) 0.79	..

Source: Available from <http://stats.uis.unesco.org/unesco/TableViewer/tableView.aspx>, UNESCO Institute of Statistics, Education (accessed 31/03/2008).

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

Two asterisks (**) indicate that the figures are estimates from the UNESCO Institute of Statistics (UIS).

Table 3
Tertiary education (ISCED 5 and 6)

A. Country data

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
Year												
Country												
Yemen	5	5	..	13	14	..	9	9	..	0.38	0.37	..
Lithuania	89	94	..	58	60	..	73	76	..	1.55	1.56	..
Slovakia	40	46	..	33	36	..	36	41	..	1.23	1.29	..
Finland	98	101	..	82	83	..	90	92	..	1.20	1.21	..
Iceland	90	93	..	48	49	..	68	70	..	1.87	1.91	..
United Kingdom	69	69	..	51	50	..	60	59	..	1.37	1.39	..
Nigeria	7	..	..	13	..	..	10	..	..	0.53	..	..
United Republic of Tanzania	1	(**) 1	..	2	(**) 2	..	1	(**) 1	..	0.41	(**) 0.48	..

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
Year												
Region												
Arab States	(**) 20	(**) 22	..	(**) 22	(**) 22	..	21	22	..	(**) 0.95	(**) 1.00	..
Central and Eastern Europe	60	63	..	48	50	..	54	57	..	1.25	1.26	..
North America and Western Europe	79	80	..	60	60	..	69	70	..	1.31	1.32	..
Sub-Saharan Africa	4	(**) 4	..	6	(**) 6	..	5	(**) 5	..	0.61	(**) 0.61	..

Source: Available from <http://stats.uis.unesco.org/unesco/TableViewer/tableView.aspx>, UNESCO Institute of Statistics, Education (accessed 31/03/2008).

Note: ISCED = International Standard Classification of Education.

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

Two asterisks (**) indicate that the figures are estimates from the UNESCO Institute of Statistics (UIS).

Table 4
Percentage of female students: pre-primary, primary, secondary and tertiary

A. Country data

<i>Data</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>Country</i>												
Yemen	31	32	..	46	45	..	40	42	..	26	26	..
Lithuania	49	49	..	48	48	..	49	49	..	60	60	..
Slovakia	49	49	..	48	48	..	48	48	..	54	55	..
Finland	50	50	..	49	49	..	49	49	..	53	54	..
Iceland	50	49	..	49	49	..	48	48	..	65	65	..
United Kingdom	49	49	..	49	49	..	49	49	..	57	57	..
Nigeria	44	45	..	49	..	..	45	45	..	35	..	..
United Republic of Tanzania	..	..	..	50	50	50	49	49	49	29	(**) 32	..

B. Data aggregated by region

<i>Data</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>Region</i>												
Arab States	47	(**) 47	..	46	46	..	(**) 47	(**) 47	..	(**) 48	(**) 49	..
Central and Eastern Europe	48	48	..	47	48	..	48	48	..	55	55	..
North America and Western Europe	49	49	..	48	48	..	48	49	..	56	56	..
Sub-Saharan Africa	(**) 43	(**) 44	..	(**) 49	(**) 49	..	46	47	..	38	(**) 38	..

Source: Available from <http://stats.uis.unesco.org/unesco/TableViewer/tableView.aspx>, UNESCO Institute of Statistics, Education (accessed 31/03/2008).

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

Two asterisks (**) indicate that the figures are estimates from the UNESCO Institute of Statistics (UIS).

B. Country-specific reports: UNESCO initiatives and projects

Finland

13. Finland joined UNESCO on 10 October 1956.

Education

14. Eight schools in Finland participate in the UNESCO Associated Schools Projects Network (ASPnet), which was launched in 1953 (the network includes over 7,983 educational institutions, ranging from preschool education to teacher training in 175 countries). The Associated Schools commit to promoting the ideals of UNESCO by conducting pilot projects in favour of better preparing children and young women and men to meet effectively the challenges of an increasingly complex and interdependent world. The new ASPnet Strategy and Plan of Action (2004-2009) places emphasis on reinforcing the four pillars of Learning for the 21st Century (learning to know, to do, to be and to live together) and promoting quality education as outlined in the Dakar Framework for Action.

15. Finland also participates in the Baltic Sea Project (BSP), the first regional Project within ASPnet to combine environmental education on a specific environmental issue, the Baltic Sea and intercultural learning. The country moreover participates in the project "Great Volga River Route — Uniting the Seas" (Baltic, Black and Caspian Seas) in favour of World Heritage Education for Sustainable Development project, with the support of information and communications technology (ICT), which links ASPnet schools in 18 countries situated along the Great Volga River route, a region with rich cultural and natural heritage.

Communication and information

16. Finland is sponsoring the follow-up documentary to the film *If I Stand Up*, produced in 2004 by 10 Afghan camerawomen who were trained in communication technologies by the NGO AINA and by the Finnish Public Service Broadcasting Company YLE. The follow-up documentary will consist of four short portraits of political women in Afghanistan. Finland is also financing the training of one Afghan camerawoman in documentary film directing, camerawork, editing and production. The documentary film will be screened at UNESCO headquarters on the occasion of the celebration of International Women's Day in 2009.

UNESCO Fellowships Programme

17. National Fellowship awarded under the UNESCO-L'OREAL Programme for Women in Science: three fellowships in 2008.

Iceland

18. Iceland joined UNESCO on 8 June 1964.

Education

19. One school in Iceland participates in the UNESCO Associated Schools Projects Network (ASPnet), which was launched in 1953 (the network includes over 7,983 educational institutions, ranging from preschool education to teacher training in 175 countries). The Associated Schools are committed to promoting the ideals of

UNESCO by conducting pilot projects in favour of better preparing children and young women and men to meet effectively the challenges of an increasingly complex and interdependent world. The new ASPnet Strategy and Plan of Action (2004-2009) places emphasis on reinforcing the four pillars of Learning for the 21st Century (learning to know, to do, to be and to live together) and promoting quality education as outlined in the Dakar Framework for Action.

Lithuania

20. Lithuania joined UNESCO on 7 October 1991.

Education

21. Lithuania has 24 schools participating in the UNESCO Associated Schools Project Network (ASPnet), which was launched in 1953 (the network includes over 7,983 educational institutions, ranging from preschool education to teacher training in 175 countries). The Associated Schools are committed to promoting the ideals of UNESCO by conducting pilot projects in favour of better preparing children and young women and men to meet effectively the challenges of an increasingly complex and interdependent world. The new ASPnet Strategy and Plan of Action (2004-2009) places emphasis on reinforcing the four pillars of Learning for the 21st Century (learning to know, to do, to be and to live together) and promoting quality education as outlined in the Dakar Framework for Action.

UNESCO Fellowships Programme

22. UNESCO fellowships were awarded to young women in the following areas: 1 in music, 1 in biological nitrogen, 1 in education, 1 in intercultural dialogue, and 1 in corporate communication; and 1 national fellowship was awarded in 2008 under the UNESCO-L'OREAL Programme for Women in science.

UNESCO Participation Programme requests favouring women

23. Approved Participation Programme project requests that favour women's empowerment and gender equality are the project "Building the self-confidence of rural women through self-expression" and the project "Lifetime of flax: revival of Lithuanian women polyphonic songs".

Nigeria

24. Nigeria joined the Organization on 14 November 1960.

Education

25. Forty-one schools in Nigeria participate in the UNESCO Associated Schools Projects Network (ASPnet), which was launched in 1953 (the network includes over 7,983 educational institutions, ranging from preschool education to teacher training in 175 countries). The Associated Schools are committed to promoting the ideals of UNESCO by conducting pilot projects in favour of better preparing children and young women and men to meet effectively the challenges of an increasingly complex and interdependent world. The new ASPnet Strategy and Plan of Action (2004-2009) places emphasis on reinforcing the four pillars of Learning for the 21st Century (learning to know, to do, to be and to live together) and promoting

quality education as outlined in the Dakar Framework for Action. Nigeria is one of 11 countries chosen to pilot-test UNESCO's national education support strategies. Launched in May 2006, this initiative aims to help Governments establish coherent education policies in order to achieve education for all.

26. Nigeria is one of the 35 countries implementing the UNESCO Literacy Initiative for Empowerment (LIFE), a 10-year initiative aimed at achieving the goals of the United Nations Literacy Decade (2003-2012), and is also one of the 11 first-round countries of LIFE. Nigeria is also among the five countries (together with Haiti, Egypt, Morocco and Yemen) that develop LIFE country programmes aligned with their national development priorities, especially as concerns education for women and girls.

27. The country also participates in the 10-year UNESCO teacher training initiative for sub-Saharan Africa, which will assist the continent's 46 sub-Saharan countries in restructuring national teacher policies and teacher education, with a strong focus on female teachers.

Social and human sciences

28. As to the fight against human trafficking, especially trafficking of women, capacities of local, national and regional leaders and institutions to efficiently fight trafficking were strengthened in the country, and awareness was raised on human trafficking issues through the printing and dissemination of policy papers among relevant stakeholders and through increased cooperation with key regional and international organizations in western and southern Africa. Training of trainers on the socio-cultural approach to human trafficking in Africa was organized in collaboration with the UNESCO Bangkok Office, in Paris in 2006.

Communication and information

29. UNESCO has made efforts to use information and communications technology (ICT) to fight HIV/AIDS, especially to change young people's behaviour through preventive education schemes. The regional consultation meeting on HIV/AIDS prevention was held in Mali in February 2006. During the consultation meeting, a plan of action was defined and new initiatives on HIV/AIDS prevention for young girls and boys through information and communication were discussed in the context of national and regional plans in four countries: Burkina Faso, Guinea, Mali and Nigeria.

UNESCO Fellowships Programme

30. Fellowships were awarded to young women in the following areas: 2 in rural education, 1 in education planning and management, 2 in food sciences, 1 in pharmacy, 4 in life sciences, 1 in water management, 1 in environment, 1 in plant pathology, 1 in participation and development, 2 in awards ceremony, 1 in women and cultural heritage, 1 in use of ICTs for women's development and poverty reduction, 1 in library information systems and 2 in television documentary programme production.

Slovakia

31. Slovakia joined UNESCO on 3 February 1993.

Education

32. Nineteen schools in Slovakia participate in the UNESCO Associated Schools Projects Network (ASPnet), which was launched in 1953 (the network includes over 7,983 educational institutions, ranging from preschool education to teacher training in 175 countries). The Associated Schools are committed to promoting the ideals of UNESCO by conducting pilot projects in favour of better preparing children and young women and men to meet effectively the challenges of an increasingly complex and interdependent world. The new ASPnet Strategy and Plan of Action (2004-2009) places emphasis on reinforcing the four pillars of Learning for the 21st Century (learning to know, to do, to be and to live together) and promoting quality education as outlined in the Dakar Framework for Action.

33. In the field of education, Slovakia takes part in flagship projects and strengthens its collaboration with neighbouring countries, such as the Czech Republic, especially as regards the fight against the trafficking of women and the promotion of women. Slovakia is also working on a national programme on education for all (EFA).

Culture

34. UNESCO has organized a subregional workshop on the theme “Crafts-cultures without borders” for the training of women in Eastern Europe in Bucharest and Sibiu, in cooperation with the Crafts Foundation Romania. This workshop has brought together 10 female participants from five Eastern European countries to become managers of associations, small companies and cooperatives.

UNESCO Fellowships Programme

35. Fellowships were awarded to young women in the following areas: 1 in television documentary programme production, 1 in animal agriculture, 1 in life sciences, 1 in conservation science, 2 in intercultural dialogue, and 1 in information and communications technology; and 3 national fellowships were awarded in 2007 under the UNESCO-L'OREAL Programme for Women in science.

United Kingdom of Great Britain and Northern Ireland

36. The United Kingdom was a member of UNESCO from its creation on 4 November 1946 until 31 December 1985. It rejoined the organization on 1 July 1997.

Education

37. Twenty-two schools in the United Kingdom participate in the UNESCO Associated Schools Projects Network (ASPnet), which was launched in 1953 (the network includes over 7,983 educational institutions, ranging from preschool education to teacher training in 175 countries). The Associated Schools are committed to promoting the ideals of UNESCO by conducting pilot projects in favour of better preparing children and young women and men to meet effectively the challenges of an increasingly complex and interdependent world. The new

ASPnet Strategy and Plan of Action (2004-2009) places emphasis on reinforcing the four pillars of Learning for the 21st Century (learning to know, to do, to be and to live together) and promoting quality education as outlined in the Dakar Framework for Action. Education for All (EFA) is the United Kingdom's main priority in its cooperation with UNESCO.

38. Through the work of the United Kingdom Department for International Development (DFID), the country invests an enormous amount of effort in education projects. DFID is one of the founders of the *EFA Global Monitoring Report* since its first edition in 2002. The Partnership on Sustainable Strategies for Girls' Education is an inter-agency collaboration among DFID, UNESCO, the United Nations Children's Fund and the World Bank. It includes a searchable database of articles and reports as well as access to gender-disaggregated data for primary, secondary and tertiary education, projects and programmes of partners and other bilateral and multilateral agencies, training material and examples of good practices.

UNESCO Fellowships Programme

39. Two national fellowships were awarded in 2006 and 1 in 2008 under the UNESCO-L'OREAL Programme for Women in science.

United Republic of Tanzania

40. The United Republic of Tanzania joined UNESCO on 6 March 1962.

Education

41. Eight schools in the United Republic of Tanzania are participating in the UNESCO Associated Schools Projects Network (ASPnet), which was launched in 1953 (the network includes over 7,983 educational institutions, ranging from preschool education to teacher training in 175 countries). The Associated Schools are committed to promoting the ideals of UNESCO by conducting pilot projects in favour of better preparing children and young women and men to meet effectively the challenges of an increasingly complex and interdependent world. The new ASPnet Strategy and Plan of Action (2004-2009) places emphasis on reinforcing the four pillars of Learning for the 21st Century (learning to know, to do, to be and to live together) and promoting quality education as outlined in the Dakar Framework for Action.

42. The United Republic of Tanzania participates in the UNESCO teacher training initiative for sub-Saharan Africa, a 10-year project aimed at restructuring national teacher policies in 46 sub-Saharan countries, with a strong focus on female teachers.

43. In December 2007, a national training workshop on hands-on and gender inclusive secondary science education for employment was organized in collaboration with FAWETZ in Tanzania. The workshop was a follow-up of the regional training of trainers on promoting girls' participation in science that took place in Malawi from 8 to 13 October 2007. The teacher training aimed at countering the decrease in interest and performance of girls in science education with a four-fold strategy: it aimed at making science education more exciting and hands-on through laboratory and experimental work. It further supported the development and the use of gender-sensitive textbooks, and promoted the use of

teaching methods that are sensitive to the interests and needs of girls. The workshop also provided career guidance and counselling activities to girls, interested in future science and technology-related occupations, as well as guidance on entrepreneurship.

Natural sciences

44. The 10 annual Young Scientist Awards of the UNESCO Man and the Biosphere Programme, which places special emphasis on young researchers in developing countries and especially on women, has granted eight awards to female scientists in 2007 and 2008, respectively.

45. UNESCO has also created an African association of women geoscientists. The Earth science community in Tanzania is particularly active in the Association.

Culture

46. Building on lessons learned within the framework of the joint UNESCO/UNAIDS project “Culture, HIV and AIDS”, UNESCO has successfully advocated for the integration of a cultural approach into the United Nations joint programme on the reduction of maternal and newborn mortality in Tanzania. According to the United Nations Development Assistance Framework, maternal and newborn mortality rates in Tanzania remain one of the highest in Africa. The statistics indicate that 54 per cent of women do not use existing clinical facilities, preferring traditional medical care. In this context, a cultural approach will emphasize dialogue and complementarities between traditional Tanzanian therapy providers and clinical health professionals. The project responds to the call made by various United Nations agencies (United Nations Children’s Fund, United Nations Population Fund, World Health Organization, World Food Programme) for approaches that integrate both culture and biomedical features.

UNESCO Fellowships Programme

47. Fellowships were awarded to young women in the following areas: 1 in life sciences, 1 in African archaeology, 1 in environmental management, 1 in economics, 1 in leadership development for women, 1 in awards ceremony, and 1 in communication and information systems.

Yemen

48. Yemen joined UNESCO on 2 April 1962.

Education

49. Thirteen schools in Yemen are participating in the UNESCO Associated Schools Projects Network (ASPnet), which was launched in 1953 (the network includes over 7,983 educational institutions, ranging from preschool education to teacher training in 175 countries). The Associated Schools are committed to promoting the ideals of UNESCO by conducting pilot projects in favour of better preparing children and young women and men to meet effectively the challenges of an increasingly complex and interdependent world. The new ASPnet Strategy and Plan of Action (2004-2009) places emphasis on reinforcing the four pillars of Learning for the 21st Century (learning to know, to do, to be and to live together) and promoting quality education as outlined in the Dakar Framework for Action.

50. Yemen is one of the 35 countries implementing the UNESCO Literacy Initiative for Empowerment (LIFE), a 10-year initiative aimed at achieving the goals of the United Nations Literacy Decade (2003-2012), and is also one of the 11 first-round countries of LIFE. Yemen is also among the five countries (together with Haiti, Egypt, Morocco and Nigeria) that have started to develop LIFE country programmes aligned with their national development priorities, especially as concerns education for women and girls.

51. Within the framework of LIFE and the United Nations Literacy Decade, the first regional conference in support of global literacy was held in Doha, from 12 to 14 March 2007. The conference triggered new commitment for literacy, identified a range of innovative and proven practices and promoted strong partnerships in support of literacy, with a focus on the LIFE countries in the Arab region (Egypt, Iraq, Mauritania, Morocco, Sudan and Yemen). As a follow-up to this conference, a series of best practices in literacy in the Arab region was compiled to be used for fund-raising.

Social and human sciences

52. The Human and Social Sciences Sector of UNESCO conducted various programmes to promote gender equality and development in the region. Research has been undertaken on the impact of globalization on gender equality and cultural obstacles and social impediments to women's advancement. A paper on enhancing women's roles in the judiciary in Yemen has been commissioned, which will be made available to ministers of women's affairs in the neighbouring countries. The paper was presented at a seminar held in Amman during the Second World Congress on Middle Eastern Studies, 14 June 2006.

UNESCO Fellowships Programme

53. Fellowships were awarded to young women in the following areas: 1 in medicine, 1 in life sciences, 1 in the role of women during armed conflicts, 1 in awards ceremony, and 1 in women and cultural heritage; and 1 national fellowship was awarded in 2007 under the UNESCO-L'OREAL Programme for Women in science.