



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

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

Thirty-fourth session

Item 5 of the provisional agenda*

16 January-3 February 2006

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

**Report provided by specialized agencies of the
United Nations 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

1. On behalf of the Committee, the secretariat invited the United Nations Educational, Scientific and Cultural Organization (UNESCO) to submit to the Committee a report on information provided by States to UNESCO on the implementation of the Convention on the Elimination of All Forms of Discrimination against Women in areas falling within the scope of its activities, which would supplement the information contained in the reports of the States parties to the Convention that will be considered at the thirty-fourth session.
2. Other information sought by the Committee refers to activities, programmes and policy decisions undertaken by UNESCO to promote the implementation of the Convention.
3. The report annexed hereto has been submitted in compliance with the request of the Committee.

* CEDAW/C/2006/I/1.

Annex

Report of the United Nations Educational, Scientific and Cultural Organization to the Committee on the Elimination of Discrimination against Women at its thirty-fourth session

I. Introduction

1. The Committee on the Elimination of Discrimination against Women will hold its thirty-fourth session from 16 January to 3 February 2006 at United Nations Headquarters in New York. During the session, the Committee will consider the reports of the following countries: Australia, Cambodia, Eritrea, Mali, Thailand, the former Yugoslav Republic of Macedonia, Togo and the Bolivarian Republic of Venezuela.

2. Article 22 of the Convention on the Elimination of All Forms of Discrimination against Women invites specialized agencies to submit reports on the implementation of the Convention in areas falling within the scope of their activities, accounting for recent activities, policies and programmes implementing article 10 and related articles. Section II of the present report summarizes the United Nations Educational, Scientific and Cultural Organization (UNESCO) activities to implement the Convention within the organization itself; section III presents measures taken in the countries considered to implement the Convention.

II. Contribution of the United Nations Educational, Scientific and Cultural Organization to the implementation of the Convention on the Elimination of All Forms of Discrimination against Women

3. Pursuant to the UNESCO medium-term strategy for 2002-2007, women's needs and a gender equality perspective are integrated into policy planning, programming, implementation and evaluation activities in all areas of UNESCO competence, with a view to promoting women's empowerment and gender equality. Women's priorities and vision of development goals and approaches are addressed and promoted through greater participation of women at all levels and in all areas of UNESCO action. Region-specific programmes and activities that benefit girls and women of various ages, including the young and the elderly, focus on networking, exchange of information, sharing of knowledge and building alliances across borders and cultures within the framework of the United Nations Declaration and Programme of Action on a Culture of Peace. Further promotion and implementation of the Convention on the Elimination of All Forms of Discrimination against Women and all other international normative instruments that promote women's human rights remain a top priority.

III. Measures taken by the United Nations Educational, Scientific and Cultural Organization to implement the provisions of the Convention on the Elimination of All Forms of Discrimination against Women in the countries being considered at the thirty-fourth session, 16 January to 3 February 2006

Australia

Basic statistics: population and education

<i>Population (in thousands)^a</i>				
<i>Year</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Population sex ratio (males per 100 females)</i>
2005	20 155	9 953	10 202	97.6

<i>Education enrolment — primary level^b</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002/2003	104	104	104	97	96	97	1.00-1.01

<i>Education enrolment — secondary level^c</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002/2003	154	156	152	88 ^d	87 ^d	89 ^d	0.97-1.02 ^d

<i>Education enrolment — tertiary level^e</i>				
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Gender parity index</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002/2003	74	67	82	1.23

<i>Number of students per 100,000 inhabitants in tertiary education^f</i>			
<i>Year</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
2002	5 179	4 784	5 571

Activities under the United Nations Educational, Scientific and Cultural Organization sectors/programmes

Science sector

4. The 31st general conference committed UNESCO to actively addressing the recommendations of the World Conference on Science (Budapest, 1999) as they relate to science policy. In the Asia-Pacific region, the Organization's work on assistance towards Member States' science-policy formulation places priority on the provision of advisory services to interested Member States for the formulation and implementation of science and technology policies with a view to improving and mobilizing scientific and technological resources in support of sustainable development. A clear link is here established to the Millennium Development Goals and the contributions of science towards them. Activities entail the implementation of an initial feasibility study of new national and regional approaches to science policy development based on existing policy frameworks and current policy planning in the Pacific member states. Issues relating to gender, information and communication technologies and brain drain will receive priority attention.

Culture sector

5. The joint UNESCO/UNAIDS project "A cultural approach to HIV/AIDS prevention and care" can be linked to articles 2 (f) and 5 (a) of the Convention.

6. Taking into account the increased vulnerability of young girls and women to HIV/AIDS and the general "feminization" of the epidemic, gender issues are mainstreamed throughout all activities of the project. The project is aimed at analysing the socio-cultural factors that shape women's susceptibility, and promotes, among other objectives, socio-cultural patterns supporting gender equality in relation to HIV/AIDS prevention.

7. Two recent events held at UNESCO headquarters can be highlighted within the framework of the UNAIDS campaign "Women, girls, HIV and AIDS" in relation to objectives of the Convention:

- On the occasion of Women's Day 2004, a panel discussion was organized on the theme "Africa's cultural responses to HIV/AIDS: women and their struggles", gathering numerous specialists from the field. The panel discussion was organized with the participation of and for the benefit of African women's organizations concerned with HIV/AIDS.
- On the occasion of World AIDS Day 2004, a round table on the theme "Women migrants and HIV/AIDS in the world: an anthropological approach" was organized in cooperation with the International Organization for Migration and the Centre régional d'information et de prévention du Sida/Ile-de-France. High-level anthropologists and demographers analysed women migrants' acute vulnerability to HIV/AIDS in different regions of the world, and highlighted the role they can play in response to HIV/AIDS in their country of origin and in their country of residence. The proceedings of the round table are to be published in 2005.

Participation programme and emergency assistance

8. For the biennium 2004-2005, the Association of Commonwealth Universities, as an approved international non-governmental organization maintaining official relations with UNESCO, received \$15,000 for the project "Promoting gender equity in higher education management: training of trainers workshop".

Fellowships

9. Katharine Arwen Michie and Devi Stuart-Fox, both from Australia, were recipients in 2005 and 2002, respectively, of the UNESCO-L'Oréal fellowships, as part of the "For women in science" programme, benefiting women working in doctoral and post-doctoral research in the life sciences. Each fellowship is worth a maximum of \$20,000.

Cambodia

Basic statistics: population and education

<i>Population (in thousands)^a</i>				
<i>Year</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Population sex ratio (males per 100 females)</i>
2005	14 071	6 801	7 270	93.5

<i>Education enrolment — primary level^f</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002	124	130	117	93	96	91	0.90-0.95

<i>Education enrolment — secondary level^c</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002	25	31	20	24 ^d	30 ^d	19 ^d	0.64-0.64 ^d

<i>Education enrolment — tertiary level^g</i>				
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Gender parity index</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002	3	5 ^d	2 ^d	0.40 ^d

Year	Number of students per 100,000 inhabitants in tertiary education ^f		
	Total	Male	Female
2002	313	458 ^d	176 ^d

(Footnotes appear at end of text)

Activities under the United Nations Educational, Scientific and Cultural Organization sectors/programmes

Education sector

UNESCO has contributed to the wider efforts of the international community to achieve the two corresponding Education for All (goal 5) and Millennium Development Goals (goal 3, target 4) objectives of gender parity by 2005 and gender equality by 2015

10. Although progress has been slow since 2000, the need to provide education for all and bridge the gender gap has taken centre stage and increased awareness on female education and its importance to sustainable development. UNESCO intensified its efforts and work with its partners and Governments to address the barriers impeding girls' and women's full participation in order to make the goal of gender parity and equality a reality by 2015.

11. In Cambodia, a programme on technology-related vocational training for marginalized girls was launched as part of the Organization's efforts to contribute to poverty reduction. The project explores ways to empower poor and out-of-school girls in selected communities in the country by helping them to acquire appropriate technological knowledge and skills, to open the door to more job opportunities and ultimately increase their status in society. Pilot training activities have been undertaken in seven project sites, mostly in rural areas. A number of workshops have been held to discuss the issues and share the progress and results of the project with stakeholders at all levels (ministry officials, local governments, schools, communities, parents and the local business sector).

12. UNESCO is currently assisting the Government in the drafting and enactment of new laws on the right to education.

Training of researchers and university staff, with priority to least developed countries and poor women

13. Most developing countries in Asia need support with human resources development in higher education and research sectors. Especially in the least developed countries (such as Cambodia, Myanmar and the Lao People's Democratic Republic), there is a need to develop the teaching of science subjects. The programme will assist potential teachers and researchers to benefit from further training, instruction and experience-sharing by attending appropriate courses, workshops and high-level meetings.

14. The purpose of the programme is to build capacity in the areas of science teaching, research and education in selected countries of Asia by providing opportunities to young scientists to enhance their professional qualifications, with emphasis on women from poorer backgrounds.

Capacity-building in the life sciences: Regional Network for Microbiology and Microbial Biotechnology

15. The project facilitates active participation by scientists across all cluster countries in regional basic science networks — in particular the Regional Network for Microbiology and Microbial Biotechnology — with particular reference to least developed countries (Cambodia, the Lao People's Democratic Republic and Myanmar).

16. The key common denominators will be the recognition and encouragement of innovation, developing methodologies to identify and harness traditional and indigenous resources and knowledge, and the goals of gender equity and community participation.

Science and technology policy development: the Science and Technology Policy Asean Network and associated activities

17. UNESCO science policy activities in Asia and the Pacific will focus on the promotion of active participation of citizens in policy debates, to ensure that gender-equality issues are taken into consideration in the design of national science and technology policies. They will also facilitate active participation by scientists across all cluster countries in regional science policy networks — in particular Science and Technology Policy Asean Network — with particular reference to the least developed countries (Cambodia, the Lao People's Democratic Republic and Myanmar).

Culture sector

(See paras. 5-7 above.)

Cross-cutting theme: eradication of poverty, especially extreme poverty

Technology-related vocational training for marginalized girls: schools and learning centres as community catalysts for poverty reduction

18. The project is aimed at exploring ways of empowering poor and out-of-school girls in Cambodia, Indonesia and Nepal by helping them to acquire appropriate technology-related knowledge and skills. The second phase will further build the capacity of local partners to expand the pilot training activities launched during the past biennium and replicate the model in other sites. The following results have been obtained:

(a) Poor, out-of-school girls and women were trained and supported in finding employment. A new training cycle has started in two of the schools participating in the first phase in Indonesia. In Cambodia, the vocational skills have been further diversified; more stress is put on "appropriate technology". In Nepal, training activities have been launched within the Annex Programme of the National Centre for Technical and Vocational Education;

(b) Outreach strategies of the Technical and Vocational Education and Training system to marginalized girls were demonstrated and integrated into national development plans. The ministries of education, non-governmental organizations and donors were informed of project activities at several information and task-force meetings, while synergies with other related initiatives and programmes are being developed.

Urban poverty alleviation among young and female migrants in China, the Lao People's Democratic Republic, Cambodia and Mongolia

19. The general objective of the project is the integration of migrant workers into the urban social and economic fabric, targeting young and female migrants, given that they face double discrimination. During the reporting period, the following results were obtained:

(a) Life and basic skills, including vocational training, were designed and initiated with local and national partners. Female migrants have benefited from activities, such as health awareness (HIV/AIDS), legal and social rights protection, life and basic skills, vocational training and techniques for job seeking;

(b) Local officials and local partners were trained to promote the participation of local agencies, networking within or between the project sites, and to better understand rural-urban migration issues;

(c) Pedagogical tools were created by migrants produced in cooperation with non-governmental organizations;

(d) Awareness was raised among decision makers and the public about the rights of migrants.

Fellowships

20. Sakim Heng of Cambodia was the recipient in 2004 of a UNESCO/Israel co-sponsored fellowship to study education, worth a maximum of \$5,550.

Eritrea

Basic statistics: population and education

<i>Population (in thousands)^a</i>							
<i>Year</i>	<i>Population</i>			<i>Population sex ratio (males per 100 females)</i>			
	<i>Total</i>	<i>Male</i>	<i>Female</i>				
2005	4401	2 161	2 241	96.4			

<i>Education enrolment — primary level^f</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002	63	70	57	45	49	42	0.81-0.86

<i>Education enrolment — secondary level^c</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002	28	34	22	22	25	18	0.65-0.74

<i>Education enrolment — tertiary level^e</i>				
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Gender parity index</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002	2 ^d	3 ^d	0.4 ^d	0.15 ^d

<i>Number of students per 100,000 inhabitants in tertiary education^f</i>			
<i>Year</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
2002	144 ^d	251 ^d	38 ^d

(Footnotes appear at end of text)

Activities under the United Nations Educational, Scientific and Cultural Organization sectors/programmes

Education sector

Increasing access, participation and completion of universal primary education in Eritrea

21. Providing quality, relevant and equitable primary education to an increasing number of children in the member countries is both a challenge and an opportunity. It is a challenge owing to the persistent discrepancy between the rate of economic growth in these countries, which limits Government budgetary allocations to meet the growing demand for primary education and that of population increase. The discrepancy is delaying the achievement of universal primary education, while the attempt to increase the number of children in schools is compromising the quality of education. It is an opportunity because national development goals in these countries demand the expansion of education to provide the knowledge and skills to meet national goals.

22. The UNESCO-Nairobi strategy is aimed at accelerating the attainment of Education for All goals by accelerating progress towards universal primary education. The three components are: (a) increasing access and participation, especially in areas marked by geographical and gender disparities; (b) raising relevance and quality; (c) improving resource mobilization, allocation and accountability. Support will be given to targeted activities: (a) to increase access to participation in and completion of primary education; and (b) to review curriculums, giving emphasis to the acquisition of essential skills, abilities and attitudes.

Culture sector

(See paras. 5-7 above.)

Fellowships

23. Tsehai-Afewerki Netsereab of Eritrea was the recipient in 2005 of a UNESCO/Israel co-sponsored fellowship to study economics at the Golda Meier Mount Carmel International Training Center. The fellowship is worth a maximum of \$5,086.

Mali

Basic statistics: population and education

<i>Population (in thousands)^a</i>							<i>Population sex ratio (males per 100 females)</i>	
<i>Year</i>	<i>Total</i>			<i>Male</i>	<i>Female</i>			
2005	13 518			6 737	6 782			99.3
<i>Education enrolment — primary level^c</i>								
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>	
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>		
2002	58	66	51	45	50	39		0.76-0.77
<i>Education enrolment — secondary level^c</i>								
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>	
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>		
2002 (GER)	20	25	14	5 ^d	7 ^d	4 ^d		0.55-0.57 ^d
1990 (NER)								
<i>Education enrolment — tertiary level^e</i>								
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>					<i>Gender parity index</i>		
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>			
2002	3 ^d	--	--	--	--			--
<i>Number of students per 100,000 inhabitants in tertiary education^f</i>								
<i>Year</i>	<i>Total</i>			<i>Male</i>		<i>Female</i>		
2002	224 ^d			--		--		--

(Footnotes appear at end of text)

Activities under the United Nations Educational, Scientific and Cultural Organization sectors/programmes

Science sector

Days of reflections on scientific education of girls in Africa — September 2000

24. Result: Creation of the African Network of Scientific Women and Engineers that brings together most of the countries of West Africa, headquartered in Bamako.

Organization of a Science Camp of Excellence for girls — Bamako 2003

25. Purpose: About 100 girls, of whom a dozen from different countries of West Africa, are brought together for presentations, scientific experiments and meetings with women professionals.

Creation of a UNESCO Chair “Women, Sciences and Development” at the University of Ouagadougou — December 2003

26. This Chair covers Burkina Faso, Togo, Mali, Nigeria and the Ivory Coast.

Culture sector

(See paras. 5-7 above.)

Cross-cutting theme: eradication of poverty, especially extreme poverty

Contributing to the eradication of poverty by strengthening human security in Burkina Faso, Mali, the Niger and Benin

27. The project is aimed at contributing to the eradication of poverty and strengthening of human security through an intersectoral and multidisciplinary approach. In addition to non-governmental organizations (Caritas, Aide et Action and others), the main partners are the Canadian Embassy in the Niger, the Canadian Centre for International Studies and Cooperation (1,495,250 FCFA), the Office of the High Commissioner for Human Rights (\$5,000), the United Nations Development Programme and the World Food Programme. The following results were obtained in the period under consideration:

(a) Initial evaluation of projects and work carried out by the national monitoring committees established in Mali and the Niger on the link between poverty and human rights at a meeting on the island of Gorée (Senegal, March-April 2004). The meeting extended the debate to the national and regional levels and identified actions to be carried out in the framework of strategies combating poverty, mainly through the Poverty Reduction Strategy Papers;

(b) Participation of the most deprived communities in decision-making processes at the local level. In three villages in Burkina Faso, Mali and the Niger, management committees set up at the community level monitored the implementation of activities (validated by the local communities). Aimed in particular at women and girls, they dealt, among other things, with water supply, literacy instruction, training in income-generating activities and microcredit.

Participation programme and emergency assistance

Training of women in the area of the management of natural resources for 2004-2005

28. For the biennium 2004-2005, Mali, as a member State or associate member under the participation programme or under emergency assistance, received \$15,000 for this project.

Training on human rights, citizenship and local democracy in Senegal, Burkina Faso and Mali

29. In accord with the Governments of Senegal, Mali and Burkina Faso, this project, which seeks to popularize the experience of UNESCO in the area of training for human rights, citizenship and local democracy, is also inscribed in a perspective of accompaniment and deepening of the processes of decentralization, taking into account the central place of human rights in the promotion of democracy and development.

30. Towards the goal of reinforcing the gender-equality dimension, women will be active participants in all stages of the cycle of project — in research, action, the training of personnel, evaluation — in order to popularize and to produce pedagogic materials. Selected women's associations will participate in the implementation of the project. The project will respond to demands for training activities for women counsellors and other activities aimed at reinforcing the involvement of women in the public sphere at the local level.

* * *

31. For the biennium 2004-2005, the Conseil International des Radios-Télévisions d'expression française, as an approved international non-governmental organization maintaining official relations with UNESCO, received \$17,000 for the project "Magazines (12 radios, 12 télévisions) et spots radio et télévision sur les droits de l'homme (en général, de la femme et de l'enfant)".

* * *

32. The UNESCO-Bamako Office and the Malian non-governmental organization "Route du Sud" organized a one-day celebration around the theme of women and HIV/AIDS entitled "The South helps the South in the struggle against HIV/AIDS". The meeting was opened and attended by Cheick Oumar Sissoko, Minister of Culture of Mali.

Commission of the Status of Women meetings

33. During the meetings of the Commission of the Status of Women (from 28 February to 11 March 2005), the Chief of the UNESCO BSP/WGE section participated in a conference organized by the Permanent Mission of Canada to the

United Nations held on 1 March 2005 at United Nations Headquarters. The three panellists for the conference on the theme “Interventions to counter violence against women” were Carole Theberge, Minister for the Family, Senior Citizens and the Status of Women of Quebec (Canada); Berthe Aissata Bengaly, Minister for the Promotion of Women, Children and Family of Mali, and Saniye Gülser Corat, Chief, Women and Gender Equality Section, Bureau of Strategic Planning, UNESCO.

Fellowships

34. In 2002, Djeneba Konate Keita, from Mali, was awarded the UNESCO-L’Oréal fellowship as part of the “For women in science” programme, for women working in doctoral and post-doctoral research in the life sciences. Each fellowship is worth a maximum of \$20,000.

Chairs of the United Nations Educational, Scientific and Cultural Organization

35. The electronic network of UNESCO Chairs in Africa and the African university training and networking scheme address the growing digital gap between the North and South, and particularly Africa, by helping to develop knowledge and capacities in new information and communication technologies for use in promoting sustainable development. Through this project, support in new information and communication technologies will be provided to the 15 UNESCO Chairs and one regional research network (on philosophy and democracy), together with other associated research institutes undertaking activities concerned with human rights, democracy, good governance, gender issues and a culture of peace in sub-Saharan Africa. Chairs are present in Benin, Guinea (one on human rights, democracy and another on women, gender, society and development), Côte d’Ivoire, Gabon, Burundi, the Democratic Republic of the Congo, Equatorial Guinea, Madagascar, Ethiopia, Kenya, Namibia, South Africa, Zambia and Zimbabwe. Universities and research institutes from Mali, the Niger, Cameroon, Senegal will likewise be involved.

* * *

36. The UNESCO Chair for the Promotion of Culture of Peace and Human Rights was established in 2000 at the University of Mali.

Thailand

Basic statistics: population and education

<i>Year</i>	<i>Population (in thousands)^a</i>			<i>Population sex ratio (males per 100 females)</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2005	64 233	31 543	32 690	96.5

<i>Education enrolment — primary level^c</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2003	97	99	95	85	87	84	0.96-0.97

<i>Education enrolment — secondary level^c</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2003	77	77	77	--	--	--	1.00- --

<i>Education enrolment — tertiary level^e</i>				
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Gender parity index</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2003	39	36	42	1.17

<i>Number of students per 100,000 inhabitants in tertiary education^f</i>			
<i>Year</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
2001	3 501	3 412	3 588

(Footnotes appear at end of text)

Activities under the United Nations Educational, Scientific and Cultural Organization sectors/programmes

Education sector

Support for activities planned by cluster and field offices

37. Education for All goal 5 on the elimination of gender disparities in education by 2005 and on the achievement of gender equality by 2015 is directly linked to access and quality education issues. High drop-out and low enrolment rates among boys and girls in both primary and secondary levels are very often symptoms of poor quality education and gender biases in schools, at all levels of the education system.

38. The UNESCO Bangkok office, as a regional bureau, will provide technical support to Field Offices in areas where it has the capacity to do so. The Programme Specialist in Basic Education and Gender Equality, who is also the gender focal point for the Asia-Pacific region, will provide technical assistance to the field offices of the cluster countries, Cambodia and Viet Nam, as well as to the national commissions of the Lao People's Democratic Republic, Myanmar and Thailand.

Culture sector

(See paras. 5-7 above.)

Participation programme and emergency assistance

39. For the biennium 2004-2005, Thailand, as a member State or associate member under the participation programme or under emergency assistance, received \$20,000 for the project "Development of local contents for rural women empowerment with a view of contribution to community development".

Fellowships

40. In 2005, Ketsiri Kueseng, from Thailand, was awarded the UNESCO-L'Oréal fellowship, as part of the "For women in science" programme, for women working in doctoral and post-doctoral research in the life sciences. Each fellowship is worth a maximum of \$20,000.

The former Yugoslav Republic of Macedonia

Basic statistics: population and education

<i>Population (in thousands)^a</i>							
<i>Year</i>	<i>Total</i>			<i>Population sex ratio (males per 100 females)</i>			
	<i>Total</i>	<i>Male</i>	<i>Female</i>				
2005	2 034	1 015	1 019	99.6			
<i>Education enrolment — primary level^f</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002	97	96	97	91	91	91	1.00-1.00
<i>Education enrolment — secondary level^h</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002 (GER) ^c 2001/2002 (NER)	85 ^c	86 ^c	84 ^c	81 ^d	82 ^d	80 ^d	0.98 ^c -0.97 ^d
<i>Education enrolment — tertiary level^g</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Gender parity index</i>			
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Female</i>		
2002	28	24	32	1.34			

Year	Number of students per 100,000 inhabitants in tertiary education ^f		
	Total	Male	Female
2002	2 230	1 956	2 504

(Footnotes appear at end of text)

Activities under the United Nations Educational, Scientific and Cultural Organization sectors/programmes

Culture sector

(See paras. 5-7 above.)

Fellowships

41. Ana Alacovska of the former Yugoslav Republic of Macedonia was awarded in 2004 a RP-UNESCO fellowship to study general and comparative literature and international relations at the Università degli Studi di Roma "La Sapienza". The fellowship is worth a maximum of \$13,000.

Togo

Basic statistics: population and education

Year	Population (in thousands) ^a			Population sex ratio (males per 100 females)
	Total	Male	Female	
2005	6 145	3 035	3 110	97.6

Year	Education enrolment — primary level ^c						
	Gross enrolment ratio (percentage)			Net enrolment ratio (percentage)			Gender parity index GER-NER
	Total	Male	Female	Total	Male	Female	
2002	121	132	110	91	99	83	0.83-0.84

Year	Education enrolment — secondary level ^h						
	Gross enrolment ratio (percentage)			Net enrolment ratio (percentage)			Gender parity index GER-NER
	Total	Male	Female	Total	Male	Female	
1999/2000	36 ^d	51 ^d	22 ^d	27 ^d	36 ^d	17 ^d	0.44 ^d -0.48 ^d

<i>Education enrolment — tertiary level^e</i>				
<i>Gross enrolment ratio (percentage)</i>				
<i>Year</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Gender parity index</i>
1999/2000	4	6	1	0.20

<i>Number of students per 100,000 inhabitants in tertiary education^f</i>			
<i>Year</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
1999	343	576	115

(Footnotes appear at end of text)

Activities under the United Nations Educational, Scientific and Cultural Organization sectors/programmes

Education sector

42. Togo was one of the countries to participate in the UNESCO-DANIDA Special Project for Women and Girls in Africa, launched in 1997. The National Commission of Togo has provided a significant contribution to this project. The other countries involved in the project were Kenya, South Africa, the United Republic of Tanzania, Uganda and Zambia. This cooperation culminated with the publication in 2001 of the book *“Changing Times, Changing Attitudes: Alternative portrayals of men and women”*, which was widely distributed among member States, national commissions, non-governmental organizations, research institutes, universities and other partners around the world.

43. The project has included the organization of a series of training workshops for the production of radio programmes and reading materials. The workshops were attended by radio programme producers, interviewers, scriptwriters and literacy workers. During the two weeks of training, the participants were introduced to gender issues and learned how to apply them to their specific media. Based on real-life situations, they produced radio programme scripts and complementary illustrated booklets. Packaged together to reinforce one another, they are free of gender biases and responsive to a wide range of needs and conditions of African women. The radio programme scripts were presented in a variety of formats, including dramas, interviews and question and answer sessions. Workshop participants immediately broadcast the programmes, and have gone on to produce others of the same kind. They have become the local resource persons for the production of gender-sensitive radio programmes. The packages cover a range of themes, such as HIV/AIDS, domestic violence, the exploitation of girls employed as domestic servants, positive role models for women and girls, broadening opportunities for productive work, the negative consequences of child marriage and the need for a more equal division of housework between men and women. In order to share this experience with a wider audience, the Literacy and Non-Formal Education Section of the Division of Basic Education at UNESCO has transcribed and edited a selection of radio programme scripts. Each radio programme deals with a subject of high priority to African women. Although intended for use with neo-literate women and out-of-school girls, the messages in the radio programmes are also relevant for use with the listening public at large.

44. This special project has likewise produced a series of post-literacy booklets entitled “*Literacy, Gender and HIV/AIDS*” based on needs assessment with the same themes as those mentioned above. The Literacy and Non-Formal Education Section continues to receive numerous requests from various countries in the African region for copies of these booklets. It intends to conduct another round of workshops to follow up the achievements of this special project.

Science sector

45. The UNESCO Chair “Women, sciences and development”, created at the University of Ouagadougou (December 2003), covers Burkina Faso, Togo, Mali, Nigeria and Côte d’Ivoire.

Culture sector

(See paras. 5-7 above.)

UNESCO Project to Fight Human Trafficking in Africa

46. This project was launched in 2004 as part of the UNESCO comprehensive anti-poverty programme. Togo and Benin are two of the six pilot countries in Africa, the others being Nigeria, Lesotho, Mozambique and South Africa.

47. This project contributes towards the implementation of the Convention on the Elimination of All Forms of Discrimination against Women by endorsing articles 2 (f), 3, 5, 10 and 14 through awareness-raising, targeting local actors in the field of laws, customs and practices, which constitute discrimination against women and put them at risk of being trafficked, and article 6, by the essential nature of the project.

48. The goal is to combat human trafficking in Africa by promoting culturally appropriate policy responses designed on the basis of a rigorous analysis of the factors that lead to the trafficking of women and children.

49. The project consists of:

(a) Research in six pilot countries (including Benin and Togo) on factors related to human trafficking (e.g. lack of information, HIV/AIDS, harmful traditional practices and gaps in legislation and policies) and an analysis of the causal relationship between poverty, migration and exploitation;

(b) A participatory approach to take account of the specific needs and socio-cultural context of the population;

(c) Collecting and disseminating best practices in combating exploitative migration of women and children;

(d) Regional workshops and awareness-raising campaigns aimed at inspiring innovative policymaking and building the capacities of civil society (women’s and children’s rights, media, religious and community leaders) in close collaboration with other United Nations agencies and local non-governmental organizations.

World Heritage Centre: cooperation with the African Heritage School in the countries of the Accra Cluster

50. Assistance for the implementation of master plans for the preservation and development of historical city centres in Benin, Côte d'Ivoire, Ghana and Togo. Activities cover:

- Capacity-building in the preservation, conservation and management for local authorities and communities
- Poverty-reduction strategies
- Gender issues

Subregional workshop on promoting tourism for world heritage sites, Lomé

51. A subregional workshop on promoting tourism for World Heritage sites will be convened in Lomé, Togo. This five-day workshop will gather 12 participants from the African Heritage School, the Ecole Africaine des Métiers de l'Architecture et de l'Urbanisme and other African educational institutions, from both English and French-speaking African countries, in order to develop hands-on distance learning modules to train future local guides on African World Heritage sites.

52. At a subregional level, the meeting will provide a group of qualified guides to respond to the tourism industry's qualitative expectations, highlight their profession, fight against poverty in compliance with national poverty-reduction strategies and create job opportunities for women and youth.

Fellowships

53. In 2002, Yézoumi Akogo Assogbavi, from Togo, was awarded the UNESCO-L'Oréal fellowship, as part of the "For women in science" programme, for women working in doctoral and post-doctoral research in the life sciences. Each fellowship is worth a maximum of \$20,000.

Venezuela (Bolivarian Republic of)

Basic statistics: population and education

<i>Population (in thousands)^a</i>				
<i>Year</i>	<i>Population</i>			<i>Population sex ratio (males per 100 females)</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2005	26 749	13 442	13 307	101.0

<i>Education enrolment — primary level^f</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002	104	105	103	91	91	91	0.98-1.01

<i>Education enrolment — secondary level^c</i>							
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Net enrolment ratio (percentage)</i>			<i>Gender parity index GER-NER</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002	70	65	75	59	55	64	1.15-1.16

<i>Education enrolment — tertiary level^g</i>				
<i>Year</i>	<i>Gross enrolment ratio (percentage)</i>			<i>Gender parity index</i>
	<i>Total</i>	<i>Male</i>	<i>Female</i>	
2002	40 ^d	39 ^d	42 ^d	1.08 ^d

<i>Number of students per 100,000 inhabitants in tertiary education^f</i>			
<i>Year</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
2002	3 898 ^d	3 794 ^d	4 003 ^d

(Footnotes appear at end of text)

Activities under the United Nations Educational, Scientific and Cultural Organization programmes

Culture sector

(See paras. 5-7 above.)

Fellowships

54. María Teresa Abreu and Rocio Diaz-Benjumea Benavides, both from the Bolivarian Republic of Venezuela, were recipients in 2004 and 2003, respectively, of the UNESCO-L'Oréal fellowships, awarded as part of the "For women in science" programme, for women working in doctoral and post-doctoral research in the life sciences. Each fellowship is worth a maximum of \$20,000.

Notes

Two dashes (--) indicate that no data are available.

^a Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, *World Population Prospects: The 2004 Revision and World Urbanization Prospects: The 2003 Revision*, "[Country] Demographic profile: Medium variant 1950-2050", <http://esa.un.org/unpp>.

^b <http://stats.uis.unesco.org/TableViewer/tableView.aspx?ReportId=51>.

^c UNESCO Institute for Statistics, Education Sector, Excel File *Primary_Secondary_WGE_9802*, Worksheets "Gross Enrolment Ratio (GER), April 2005" and "Net Enrolment Ratio (NER), April 2005".

^d Estimate by UNESCO Institute for Statistics.

^e <http://stats.uis.unesco.org/TableViewer/tableView.aspx?ReportId=47>.

^f UNESCO Institute for Statistics, Education Sector, Excel File *Tertiary_WGE_9802*, Worksheet “Number of students per 100000 inhabitants in Tertiary education, April 2005”.

^g UNESCO Institute for Statistics, Education Sector, Excel File *Tertiary_WGE_9802*, Worksheet “Gross enrolment ratio in tertiary education (ISCED 5 and 6), April 2005”.

^h <http://stats.uis.unesco.org/TableViewer/tableView.aspx?ReportId=52>.
