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Policy Analysis on UNESCO's Action Plan for Gender Equality 2014-2021

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POLICY ANALYSIS OF UNESCO'S ACTION PLAN FOR GENDER EQUALITY
2014-2021

Policy Analysis Course-Linked Capstone

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Table of Contents

List of Tables

Abstract

The *Priority Gender Equality Action Plan 2014-2021* was generated in response to the evaluation and assessment of the *Priority Gender Equality Action Plan 2008-2013*, which originated as a way to hold UNESCO accountable to its given mandates on gender equality as an agency of the United Nations. This research provided a policy analysis regarding the effectiveness of the *Priority Gender Equality Action Plan 2014-2021* as a global initiative to promote gender equality. The analysis was structured into four sections. The first provided contextual background of the policy, its current state, and stakeholder analysis. Second, components of the policy were analyzed including its objectives, implementation, and outcomes. Thirdly, data was analyzed to seek further evidence of the policy's strength and sustainability. Finally, an analysis of the policy was constructed based on the aforementioned research regarding the effectiveness of the current plan in its objectives and those of UNESCO as a whole. In response to this analysis, recommendations for future improvements were also provided.

The outcomes provided a clear representation of the positive evolution of gender equality programming with the conclusion that the policy is effective in promoting UNESCO's mandate of gender equality and the policy's specific objectives. Further recommendations for future programming based on the analysis were greater accountability of all stakeholders, a greater focus on program and evaluation structures, and a greater effort to discuss how gender-based violence affects education.

Introduction

Growing up, it was common for me to hear from my parents that I could do whatever I set my mind to. If I applied myself and did the best that I could, then there was no reason for me to be treated any differently or given access to fewer resources just because I was a woman. As I got older and became more interested in politics and internationalization, I not only began to focus on how women were treated through the media and education in the United States but throughout the world. The more classes I took and the more I read from articles posted by organizations like the Institute of International Education and the United Nations, the more I realized that there's so much more work to be done for gender equality.

Fast forwarding to the U.S. presidential election of 2016, I watched the screen as the numbers refused to climb for Secretary Clinton and the tears running down the faces of supporters as they slowly realized that Secretary Clinton was not going to become the first female president of the United States. The results reaffirmed my fear that the United States had proven to be extremely misogynistic. As a middle-class white woman in the United States, I felt fear for the first time regarding thoughts I had assumed would never surface in my mind; twentieth century fears that haunted my grand and great grandmothers, but certainly not me. I feared for my reproductive rights, my right to choose, my healthcare benefits, and wondered what sort of benefits I would have once I reached old age. I then realized that the fear I felt may be that of women all over the world who have never had a fraction of the rights and security I have had growing up in the United States. Lydia Smith, a journalist for the *International Business Times* recently wrote an article in which she generated a list of ten reasons we need to continue working

toward a world that advances the rights of women instead of hindering their potential and

ignoring their right to equality. The list is as follows:

1. In January 2015, only 17 percent of government ministers globally were

   women (Inter-Parliamentary Union, 2015).

2. Around the world, women are paid less than men, in most countries

   earning on average 60 to 75 percent of men's wages (World Bank Gender

   Data Portal, 2015).

3. Over a third of women have experienced physical/sexual violence by a

   partner and/or sexual violence by a non-partner in their lifetime.

4. An EU survey showed that 34 percent of women with a health problem or

   disability had experienced violence by a partner in their lifetime,

   compared to 19 percent of women without a health problem or disability

   (European Union Agency for Fundamental Rights, 2014).

5. According to UN Women, in conflict and post-conflict countries, maternal

   mortality is on average 2.5 times higher (UN Women, 2015).

6. Women are more likely than men to work in informal employment. In

   South Asia, over 80 percent of women in non-agricultural jobs are in

   informal employment. In sub-Saharan Africa, the figure is 74 percent, and

   in Latin America and the Caribbean, it is 54 percent (UN Women, 2015).

7. Of 585 peace agreements from 1990 to 2010, only 92 contained any

   reference to women (International and Comparative Law Quarterly, 2010).

8. Women bear disproportionate caring responsibility for children, the

    elderly and the sick, spending as much as ten times more time a day on

    unpaid care work than men, according to the World Bank.

9. Women's participation increases the probability of peace agreements

    lasting at least two years by 20 percent. It also increases the probability of

    a peace agreement lasting 15 years by 35 percent, according to UN

    Women.

10. Girls who complete primary and secondary education are likely to earn

    income, have fewer unwanted pregnancies and break the cycle of poverty

    (2016).

With so many statistics that not only express the extreme disadvantages of girls and

women but also illustrate how the world could potentially be a more peaceful place, this

moment became a turning point for me. I wanted to understand how the international

community was combating these disparities among genders. That is when I learned of the

United Nations Educational, Scientific and Cultural Organization (UNESCO)'s initiative

to promote global gender equality through a series of action plans, the most recent being

the *Priority Gender Equality Action Plan 2014-2021*.

    For this Policy Analysis Course-Linked Capstone, the following questions will be

discussed: What evidence exists that the *Priority Gender Equality Action Plan 2014-2021*

has promoted global gender equality thus far? Based on the evidence, is the plan

sustainable? Does the plan follow UNESCO's mandate of gender equality? In order to

answer these questions, the *Priority Gender Equality Action Plan 2014-2021* will be

analyzed in four sections. First, the historical and cultural background that has led to this

policy will be discussed, including background information on the previous action plan,

Priority Gender Equality Action Plan 2008-2013 and then a stakeholder analysis of the

current plan will be provided. Further, components of the policy will be identified

including a secondary data analysis concluding with an overall analysis of the policy's

strength and influence in promoting gender equality. Recommendations will then be

provided based on the analysis.

As will be discussed, the *Priority Gender Equality Action Plan 2014-2021* as a

response to the *Priority Gender Equality Action Plan 2008-2013* illustrates a problem-

solving process- one with the goal of continued evaluation and adjustment in order to

reach a goal. For this policy, the goal is to provide the most sustainable plan for gender

equality promotion on a global scale. This policy analysis will provide evidence and

discussion as to the strength of that goal.

Current State of Policy

As part of the *Priority Gender Equality Action Plan 2014-2021* and in response to

changes made from the previous Action Plan, the section specific to education is paying

closer attention to "reducing gender gaps in youth and adult literacy and in post-primary

education (in terms of access, quality and learning outcomes)" (Action Plan, p. 29). For

the past three years since the implementation of the *Priority Gender Equality Action Plan

2014-2021*, reports have been initiated by the Director-General of the General

Conference describing numerous initiatives to promote gender equality, spear-headed by

the Gender Equality Division of UNESCO. As stakeholders of the policy, both the

Director-General as part of the General Conference of Member States and the Gender

Equality Division will be discussed further in the analysis as well as their roles in the

implementation of the policy. To better understand the policy at hand, it is important to

first introduce UNESCO as a United Nations agency and its framework in the form of its

five sections or "Major Programs".

Background

As a United Nations agency, UNESCO is responsible and required to promote

gender equality on a global scale within the agency's framework, which includes five

separate "Major Programs". Each program works in coordination with the others to

promote gender equality holistically and to contribute to the development outcomes in

terms of gender equality:

- Major Program I: Education- The Education Program addresses persistent gender

  equality disparities and promotes gender equality in education through the

  education system.

- Major Program II: Natural Sciences- The Natural Sciences Program provides

  strong role models for women in science, building their capacities in natural

  sciences and engineering. Contributions of both men and women together within

  the scientific community are highlighted.

- Major Program III: Social and Human Sciences- The Social and Human Sciences

  Program ensures that gender equality is fully integrated into policies for social

  inclusion and social transformation.

- Major Program IV: Culture- The Culture Program ensures that women and men

  both have the right to access, participate, and contribute to cultural life.

- Major Program V: Communication and Information- The Communication and

    Information Program promotes unique initiatives to empower women and girls.

    Action Plan, p. 28-41).

At the end of 2013, the Internal Oversight Service, of which will be discussed later as

a policy stakeholder, executed an evaluation of the previous *Priority Gender Equality*

Action Plan 2008-2013, showing that "significant progress has been made in expanding

access to education for girls and women over the past decade; net enrollment rate in

primary education at the global level increased from 79 percent in 1999 to 88 percent in

2010" (Action Plan, p. 28). Similar progress can be seen in regards to secondary

education with a gross enrollment rate rising from 56 percent in 1999 to 69 percent in

2010. Though an increase in the enrollment percentage of girls and young women is

impressive, the percentage of secondary education enrollments, regardless of increase,

remains mid range and, for many, still isn't good enough. However, rates of enrollment

are only one piece of a greater issue. In order to implement policy to better advocate for

gender equality within education on a global scale, much more needs to be addressed

aside from access to curricula, such as the historical and economic context and

geographic location where gender equality programming is trying to be implemented.

  Perhaps what should first and foremost be addressed in terms of context for

gender equality initiatives should be the definition and history of gender as well as gender

mainstreaming. According to Dr. Andrea Cornwall, professor of Anthropology and

International Development at the School of Global Studies at the University of Sussex

and Dr. Althea-Maria Rivas, professor of Critical Peace and Conflict at the Centre for

Development Studies at the University of Bath,

The term 'gender' entered the world of social science from two very

different points of origin. The first was the work of sexologists in the

1950s, who were coming to grips with what became known as 'gender

dysphoria: people who experience their essential identity to be in conflict

with the bodies in which they are born. The second point of origin came

from feminist theorists of the 1970s who posited the converse relationship

between 'sex' and 'gender'. In this discourse 'sex' was the basis onto

which 'gender' was mapped: 'gender' was malleable and 'sex' was

dubbed 'biological' and treated as fixed (2015, p. 401).

It is important to provide a distinction between the two terms as they are often confused

with one another in the international community. Because gender equality is a global

issue that affects everyone, UNESCO focuses on women and young girls as well as men

and young boys in order to garner gender neutrality from an early age. As UNESCO

promotes programs with respect to the fluidity of gender, individuals within international

communities may become more comfortable and better represented in regards to their

own gender identity.

Like "gender", it is important to also identify the term gender mainstreaming.

According to the International Labor Organization, gender mainstreaming is identified as,

The process of assessing the implications for women and men of any

planned action, including legislation, policies or programs, in any area and

at all levels. It is a strategy for making the concerns and experiences of

women as well as of men an integral part of the design, implementation,

monitoring and evaluation of policies and programs in all political,

economic an societal spheres so that women and men benefit equally, and

inequality is not perpetuated (2013).

Here, the distinction between "sex" and "gender" can lead to the distinct categorization of

two separate groups: men and women. More importantly, "the concept of 'sex' polarized

'gender', creating oppositional categories that appeared to repel each other as they

pushed away that which was similar and accentuated that which was different" (Cornwall

& Rivas, 2015, p. 401). In so doing, the distinction of differences led to a greater focus on

helping women and girls through gender equality initiatives instead of focusing on both

men and women, boys and girls. As a result, this possibly has hindered programs with the

goal of gender equality because "gender relations came to be framed in terms of an

oppositional power relationship between men-in-general and women-in-general, limiting

the analytical power of the concept of patriarchy to make sense of the oppression of men

as well as women" (Cornwall & Rivas, 2015, p. 401). One tends to forget that patriarchy

presents challenges for both men and women. As many girls are taught from an early age

that their beauty is more important than their skill, boys are taught that they need to be

tough and to not express emotion. Many women are then expected to marry and have

children while many men are expected to procure successful careers and make money. It

is important to understand these struggles in order to achieve a clear consensus as to the

challenges that come with gender mainstreaming on a global scale in order to implement

the most effective programming that benefits everyone.

Stakeholder Analysis

As a UN agency, the stakeholders of UNESCO's *Priority Gender Equality Action Plan 2014-2021* are many. In order to better understand the policy analysis and evaluation process, it is important to describe the stakeholders that play a role in the construction of the *Priority Gender Equality Action Plan 2014-2021* and/or affected by its construction and implementation:

General Conference of Member States- One of two UNESCO governing bodies, the General Conference is made up of 195 member states of UNESCO. The member states are made up of countries as well as territories that receive the member state affiliation upon membership to the United Nations. The General Conference determines the policies and the main lines of work of UNESCO. The Conference sets UNESCO's programs and budget every two years, elects the Members of the Executive Board and appoints the Director-General every four years (UNESCO, 2017).

Executive Board- As the second UNESCO governing body, the Executive Board assures the overall management of UNESCO by undertaking specific tasks given by the General Conference every two years based on programming and budget. All members of the Executive Board are elected by the General Conference (UNESCO, 2017).

Gender Equality Division- The Gender Equality Division ensures overall coordination of UNESCO policies, strategies, and actions in support of gender equality and women's empowerment and is housed within the office of the Director-General (UNESCO, 2017). (This division will be discussed in greater detail below).

International Labor Organization- As the oldest United Nations agency, the International Labor Organization sets international labor standards, promotes rights at work and encourages decent employment opportunities. It works to bring together governments, employers', and workers' representatives. It further works with the Internal Oversight Service when evaluating the effectiveness of past and present Gender Equality Action Plans (ILO, 2017).

Internal Oversight Service- Reporting directly to the Director- General since 2001, the Internal Oversight Service provides independent and objective assurance as well as advisory services designed to add value and improve UNESCO's operations (UNESCO, 2017).

Member State Home Governments- International governments are represented by the member states within the General Conference. Any program or policy discussed within the General Conference is then delivered by member states to these governments and are implemented.

Educational Institutions- Educational Institutions, such as child care facilities, primary and secondary schools, and universities are affected with changes and decisions made by the General Conference, Executive Board, and the Gender Equality Division in the promotion of gender equality through education, such as curricula, health, and access.

Families- Promotion of gender equality may affect or even threaten the patriarchy of households. Families may also be affected by being given the initial responsibility of promoting change through gender equality initiatives. Depending on country and culture, the family unit may greatly influence the community, which in turn may greatly influence the government.

Individuals- If girls and boys are taught from an early age, as a result of gender

equality initiatives, to focus on their similarities rather than their differences, girls will

learn that it's okay to be strong and boys will learn that it's okay to be emotional. Men

and women will learn to have mutual respect for one another and work together for

common goals.

The stakeholders of this policy are many, which should come as no surprise as the

subject of global gender equality is immense. This further recognizes the importance of

procuring an action plan that does its best to support and work with its stakeholders.

Following is a review of the policy components of which data collection and secondary

data analysis will be used to further discuss the policy's international influence since it's

inception in 2014.

Components of the Policy

Policy Formation

The *Priority Gender Equality Action Plan 2014-2021* was generated in response

to the evaluation and assessment of the *Priority Gender Equality Action Plan 2008-2013*,

which originated as a way to hold UNESCO accountable to its given mandates on gender

equality as an agency of the United Nations. It is also a companion document to the new

Medium-Term Strategy 2014-2021 otherwise known as *37 C/4,* which "sets out the

strategic vision and programmatic framework for UNESCO's action in education,

sciences, culture, communication and information at the global, regional and country

levels over the next eight years" (UNESCO, 2017) and the *Programme and Budget 2014-*

2017 otherwise known as *37 C/5,* which "defines the programme of activities and results

expected to be achieved at the end of a four-year period, and two biennial budgets"

(UNESCO, 2017).

As noted previously, the *Priority Gender Equality Action Plan 2014-2021* is

divided into several programs. Major Program 1: Education discusses how some of the

most extreme cases of discrimination are experienced in low-income areas such as urban

slums and rural communities against women and girls. As such, Major Program 1:

Education proposes change and development in relation to countries that have lower

economic standing and greater cultural disparity among genders. According to the Action

Plan, "The Programme aims to address persisting gender disparities and to promote

gender equality throughout the education system: in participation *in* education (access),

within education (contents, teaching and learning context and practices, delivery modes,

and assessments) and *through* education (learning outcomes, life and work

opportunities)" (Action Plan, p. 12).

Evaluation Structure

The evaluation structure of the *Priority Gender Equality Action Plan 2014-2021*

follows a two-pronged approach. While the International Labor Organization and the

Internal Oversight Service both provide outside evaluator support, the former focuses on

human rights while the latter focuses on programming; both evaluate the effectiveness of

gender equality programming on an international scale.

According to the Final Report of UNESCO's *Priority Gender Equality Action*

Plan 2008-2013, an evaluation of the action plan was called by the 190th session of the

Executive Board in October 2012 to determine the operational strategy for the medium-

term period (Forss, 2013, p. 1). The evaluation of UNESCO's *Priority Gender Equality*

Action Plan 2008-2013 generated by the International Labor Organization and Internal

Oversight Service was then shared with the Gender Equality Division and Director-

General of the General Conference. Based on the findings, the Executive Board worked

with the General Conference discussing what had worked and what needed to be

improved. The end result provided the information necessary to implement future action

plans, such as the most current *Priority Gender Equality Action Plan 2014-2021*.

  The evaluation process that led to the *Priority Gender Equality Action Plan 2014-2021*

was as follows:

- Internal assessment process by the Gender Equality Division

- Internal Oversight Service review of Priority Gender Equality

- The International Labour Office's Participatory Gender Audit Report

- Consultations with UNESCO staff from

    - Headquarters

    - Field offices (where UNESCO develops strategies, programs and activities
      in consultation with national authorities)

    - Member States (representatives of 195 countries and territories)

Based on the information received, the following table is a representation of lessons

learned from the *Priority Gender Equality Action Plan 2008-2013* provided by the

Internal Oversight Service in UNESCO's final report. The *Priority Gender Equality

Action Plan 2008-2013* will be listed as GEAP, *Medium-Term Strategy 2014-2021* will

be shown as *37 C/4,* and *Programme and Budget 2014-2017* will be shown as *37 C/5*.

Lessons Learned	Follow-Up
GEAP I contained too many expected results (over 80 in total) and it was thus impossible to implement and monitor all of them	GEAP II has chosen to focus on a more limited number (23) of expected results to ensure implementation and monitoring of these results
GEAP I was not fully aligned with the C/4 and C/5 documents which made monitoring very difficult	GEAP II is fully aligned with documents 37 C/4 and 37 C/5. All expected results in GEAP II are in the same as those in document 37 C/5 and will be monitored.
GEAP I did not specify roles and responsibilities of all staff clearly enough and so accountability was difficult to obtain	The accountability framework and table of roles and responsibilities contained in GEAP II will ensure that there is accountability across the Organization for working towards priority gender equality
Some colleagues were unsure of the definition of gender equality and of the approach to gender equality within their Sector	GEAP II provides a strong definition of gender equality, and also a paragraph which presents each sector's niche and approach with regard to gender equality
Up to now there has been no mechanism for monitoring resource allocation for Priority Gender Equality	GEAP II introduces the gender marker system which will be put in place from January 2014 and will enable tracking of resources allocated to Priority Gender Equality
Better alignment with the United Nations System would be necessary for advancing Priority Gender Equality	UNESCO has always aligned its work on Gender Equality with the United Nations system. This will be further enhanced in GEAP II through the integration of the UN SWAP indicators against which all United nations agencies report

The table shows a "call and response"-based process; that is, information gathered from evaluations of the previous plan provides the "call" for updates to improved the following plan. The follow up is the "response" to that "call". The previous program was evaluated with the expectation that areas of concern would be discussed and modified. A number of proactive changes were made including a more focused and limited number of expected results for the next action plan as well as a clear definition of gender equality for staff and stakeholders. The follow up done in response to the *Priority Gender Equality Action Plan 2008-2013* resulted in the construction of the *Priority Gender Equality Action Plan 2014-2021* with the following goals and objectives.

Goals and Objectives

The goals of the *Priority Gender Equality Action Plan 2014-2021* as they pertain to Major Programme I: Education are:

- Address persisting gender disparities and promote gender equality in education
    - Throughout the education system
    - In participation in education including access, promotion of safe and empowering learning environments
    - Within education including contents, teaching and learning context and practices, delivery modes, and assessments
    - Through education including learning outcomes life and work opportunities
- Ensure a common understanding of the meaning of gender equality in education
- Translate understanding into action with a strong sense of commitment by all UNESCO staff including senior management

- Pay attention to reducing gender gaps in youth and adult literacy in post-primary

  education in terms of access, quality, and learning outcomes

- Work jointly with partners at global, regional, and national levels to increase

  understanding on the various barriers to advancing gender equality

- Expand and strengthen expertise and knowledge base on what works and what

  does not including financial resources

- Promote a more holistic and intersectoral approach to quality education at all

  levels (Action Plan, p. 28-30)

Implementation

According to UNESCO's *Priority Gender Equality Action Plan 2014-2021*,

"gender equality is central to UNESCO's work, and thus is a pillar of programming and

activities in all Major Programmes. In order to achieve concrete and sustainable results

for the promotion of gender equality across alls its fields of competence, UNESCO

employs a two-pronged approach: gender mainstreaming in all programmes and activities

and gender-specific programming" (p. 15).

Gender Mainstreaming

Since 2005, UNESCO's Gender Equality Division has organized trainings on the

methodology for gender mainstreaming across all of UNESCO's Major Program Sectors,

including Education as part of their capacity-building program. Though their initial hope

that all UNESCO staff would be trained by 2013 didn't come to fruition, they have

continued to provide their training programs for staff and management, which remains

one of the focal points of the *Priority Gender Equality Action Plan 2014-2021;* that is,

accountability of UNESCO employees to make gender equality a priority, no matter the

level of authority. The training that the Gender Equality Division provides includes the

following goals to ensure UNESCO activities are gender-mainstreamed as much as

possible:

- All staff is familiar with the methodology used for gender mainstreaming across

  the Organization

- Continued support to all colleagues through gender-equality clinics, work plan

  analysis, inputs into programme implementation, and publication checklists

  (UNESCO, 2017)

Apart from trainings, the Gender Equality Division continues to exercise the following

mandates:

- **Policy Dialogue and Policy Advice-** The Division provides policy advice to the

  senior management to ensure that gender equality is an integral component of all

  UNESCO policies, strategies and programmes. It also provides programming

  advice to all units of the Secretariat for the implementation of the *Priority Gender*

  Equality Action Plan. 2014-2021.

- **Advocacy**- The Division is responsible for raising awareness of the cross-cutting

  nature of gender equality considerations in social, economic, political, scientific,

  cultural and educational fields.

- **Capacity Development-** The Division supports capacity development within

  UNESCO and among Member States, by developing holistic and multi-

  disciplinary approaches that would contribute to the achievement of the

  internationally agreed development goals.

- **Research**- the Division provides expert policy advice to Member-States and relevant actors based on evidence and works to strengthen the research-policy linkages.

- **Partnerships & Liaison**- The Division develops and establishes partnerships with other UN bodies.

- **Monitoring and Reporting**- The Division monitors and reports on the progress of the implementation the *Priority Gender Equality Action Plan 2014-2021.*

- **Representation**- The Division for Gender Equality at UNESCO represents the Organization on matters related to women's empowerment, women's rights and gender equality at all levels (UNESCO, 2017)

As part of their capacity development mandate, the Gender Equality Division is also responsible for working with Member States to promote gender-specific programming.

Gender-Specific Programming

Gender-specific programming addresses specific instances of discrimination and reduces inequalities through support to a particular group, which includes activities that focus on women's empowerment in situations where women suffer particular forms of inequality and discrimination. Current leading gender-specific programs include:

- Global Partnerships for Girls' and Women's Education

- UNESCO-L'Oreal 'For Women in Science' Program

- Women in the Media (UNESCO, 2017)

As a stakeholder, the Gender Equality Division provides immense support and responsibility in the implementation of this policy. As the Internal Oversight Service provides objective support in evaluating specific programs and eventually the policy in its

entirety, the Gender Equality Division provides more subjective support and is dependent

on the connections made with other stakeholders.

It has been three years since the *Priority Gender Equality Action Plan 2014-2021*

was initiated with much to be desired regarding the promotion of gender equality. The

following outcomes are a combination of data collection and secondary data analysis

used to illustrate the progress made so far.

Outcomes

Data Collection Structure

To better understand common trends and difficulties regarding international

programming geared toward gender equality initiatives, I sent out emails to potential

participants including a survey of 16 questions, which can be found in Appendix B. Three

attempts were made via email to procure survey responses. Originally sent to five

individuals who work for UNESCO, the questions surveyed the individuals' background

as well as their views on gender equality initiatives based on their experience. The survey

was then sent to an additional 21 professionals with experience at the United Nations as

well as UNESCO. Finally, the survey was sent to the staff of UN Women, a United

Nations agency. Ultimately, no responses were received. Resulting in a lack of response,

secondary data analysis was utilized to provide further support for the *Priority Gender*

Equality Action Plan 2014-2021.

The first document analyzed was the *Final Report April 2013* based on the

Priority Gender Equality Action Plan 2008-2013. Included in the analysis were two

specific tables: a table of results generated by the Internal Oversight Service describing

22 evaluations on non-gender equality specific programs and a table generated by the

Gender Equality Division highlighting their assessment of gender mainstreaming

programs.

The *Annex Report*, generated by the Director-General with assistance from the

Gender Equality Division, is the second document analyzed. Unlike the *Final Report*

April 2013, the *Annex Report* provided information on gender equality initiatives and

support based on the *Priority Gender Equality Action Plan 2014-2021*. The *Annex Report*

highlighted intersectoral/multisectoral initiatives, interagency activities & joint

programming, financial resources, and publications.

The secondary data from the *Final Report April 2013* included a table illustrating

the evaluations executed between 2008 and 2012 for 22 different programs sponsored by

UNESCO affiliates showing how and how much gender equality was promoted. Each

program had its own evaluation process and was evaluated each year by each program's

own evaluation team. The Internal Oversight Service then evaluated how each program

was evaluated in order to see how much gender equality was promoted organically in

relation to other global initiatives. As the following table depicts part of the overall

evaluation of information utilized for the current *Priority Gender Equality Action Plan*

2014-2021, secondary analysis of the table is useful to better understand the current plan

and policy outcomes. The following is a brief analysis of the Internal Oversight Service's

findings.

Secondary Data Analysis

Between 2008 and 2012, the Internal Oversight Service commissioned,

implemented, and published a total of 22 evaluations. Each row includes a different

represented programs evaluated based on five criteria represented in the columns. The

criteria is as follows:

- Gender Equality in Terms of Reference- to what extent are evaluation teams

  required to collect sex-disaggregated data

- Gender Equality Analysis- to what extent the subject of gender equality was

  analyzed within the purview of the program's strategic priorities

- Gender Equality Conclusions- to what extent programs discussed gender equality

  in a general context, i.e. not specific to strategic priorities

- Impact on Gender Equality- to what extent programs raised issues of impact on

  gender equality

- Process Aspects of Gender Equality- to what extent programs provided

  recommendations for a larger presence of gender equality initiatives as part of

  their strategic priorities

Of the 22 programs evaluated, none of them had a specific gender focus and none of

them were focused on a gender specific activity. Evaluations were executed with the

purpose of seeing how much gender equality had already been included as global

initiatives. Analysis of this table does not include descriptions of the 22 different

evaluation titles but rather, how they pertain to the five aforementioned areas of inquiry.

SPO is used as an abbreviation for Strategic Program Objectives.

Title	Gender Equality in Terms of Reference	Gender Equality Analysis	Gender Equality Conclusion	Impact to Gender Equality	Process Aspects of Gender Equality
Evaluation of the Capacity-Building for EFA	NO	YES	YES	NO	YES

Evaluation of UNESCO Santiago's Regional Network of School Leadership Development	NO	NO	NO	NO	NO
Evaluation of the Literacy Assessment and Monitoring Programme	N/A	NO	YES	NO	YES
Evaluation of the Latin American Laboratory for the Evaluation of Educational Quality	NO	NO	NO	NO	NO
Evaluation of SPO 1 and 2	YES	NO	NO	NO	NO
Evaluation of Learning and Development	NO	NO	NO	NO	NO
Evaluation of SPO 6	YES	YES	YES	NO	YES
Evaluation of SPO 4	YES	YES	YES	YES	YES
Evaluation of SPO 11	YES	YES	YES	NO	YES
Evaluation of SPO 5	YES	YES	YES	YES	YES
Evaluation of SPO 12 and 13	YES	YES	NO	NO	YES
Independent External evaluation of UNESCO	YES	YES	YES	NO	YES
Evaluation of SPO 7	YES	YES	YES	NO	YES
Evaluation of SPO 9 and 10	YES	YES	YES	YES	YES
Review of UNESCO Liaison Offices	NO	NO	NO	NO	NO
Evaluation of the Abdus Salam International Centre for Theoretical Physics	YES	NO	NO	NO	NO
Review of the Cooperation of UNESCO's Secretariat with the National Commissions for UNESCO	YES	YES	NO	NO	YES

Review of UNESCO Culture Sector's work on intercultural dialogue	NO	YES	YES	NO	YES
Evaluation of UNESCO Prizes	YES	NO	NO	NO	NO
Review of the IOCARIBE Secretariat	NO	NO	NO	NO	NO
Evaluation of UNESCO Priority Africa	NO	NO	NO	NO	NO
Evaluation of the Pilot Phase of the International Fund for Cultural Diversity	NO	YES	YES	NO	YES

Of the 22 evaluations, 11 present an analysis of gender equality. In addition, according to

Kim Forss, co-writer of the *Final Report April 2013*:

> Of the 11, most include a section that bears 'Gender Equality' in the title,
>
> and most of the time that chapter immediately follows a section on Global
>
> Priority. In no case do the evaluations merge on an analysis of the two
>
> strategic priorities. The evaluation reports vary between short reports of 30
>
> pages and long reports of 60-70 pages. The number of pages devoted to
>
> the analysis of progress made towards Gender Equality seldom goes
>
> beyond two pages. Most of the time the subject is treated on 1 page (if it is
>
> treated at all). In quantitative terms the analysis of Gender Equality gets
>
> around 3% of the attention in the text of the reports where this is requested
>
> (Forss, 2013, p. 16-17).

Forss also noted that these evaluations illustrated unorganized results and a very small

influence of gender equality within global programs and activities. Not one of the 22

programs evaluated included all five gender equality criteria.

Focusing on the table by percentages, roughly 55 percent of the evaluations

mentioned gender equality. Fifty percent included gender equality conclusions. Roughly

14 percent discussed the impact of gender equality and 55 percent of evaluations

discussed their process aspects of promoting gender equality. As a result, many of these

evaluations provided information showing that gender equality was addressed but not

further analyzed or discussed. However, this table and the *Final Report April 2013* as a

whole provided UNESCO with a baseline. That, along with additional assessment

executed at the end of 2013, led UNESCO to discuss, update, and promote the *Priority

Gender Equality Action Plan 2014-2021* with goals that would surpass those of the

previous plan.

As was previously mentioned, the *Priority Gender Equality Action Plan 2014-

2021* follows a two-prong approach focusing on both gender mainstreaming and gender-

specific programming. As the current plan is a result of the previous, both gender

mainstreaming and gender-specific programming were analyzed by the Gender Equality

Division for the *Final Report April 2013* as well. As part of the report, the Gender

Equality Division selected eight gender-specific interventions and used those case studies

to analyze their implementation and results in regards to their gender mainstreaming

effectiveness. The following is a list of the case study titles:

1. Addressing homophobic bullying and gender based violence in the school setting

   in Central America and the Caribbean

2. Accelerate progress towards scaling up gendersensitive and quality literacy and

   nonformal education programmes

3. Enhancing Gender Equality and women's empowerment in and through media

4. Support for Networks of Women Engineers and Scientists in Africa

5. Enhancing Gender mainstreaming in Science and Engineering courses for
    increased participation of female students in Nigeria

6. UNESCO Report on Gender and Culture

7. UBRAF "Scaling up gender-responsive and rights-based comprehensive sexuality
    education in China through curriculum review, educator training and outreach
    activities for young key populations"

8. Joint Programme: Women's Empowerment and Gender Equality

Upon analysis of the description, budget, partners, relevance, and results of each case
study, information was compiled into the following table by the Gender Equality
Division. Each row constitutes a different area of focus including a section for comments.

Element	Comment
Identifying gaps	Large differences between sectors and programme areas within sectors, some good practices, as for example gender indicators in Education and Communication and Information sectors' activities.
Raising awareness	Awareness is generally high, but not always built on substantive analysis of GE gaps. There have been significant efforts to raise awareness through capacity-building in the Organization.
Building support	Partnerships are often in place, but many interventions focus on a few partners rather than on network-building.|
Developing strategies	The C/4, C/5 and GEAP provide the strategic framework but there is a need to coordinate and align these documents as well as to make them more coherent and focused.
Adequate resources	Overall resources allocated to the priority Gender Equality are impossible to determine, however, they appear to be rather small.
Monitoring implementation	There is limited progress in this area as GEAP outcomes are often not linked to C/5 Expected Results, which are the ones being monitored and reported on.

Accountability	Not developed, and assumes information on results and processes leading to results

The outcomes of the case study evaluations are similar to those of the 22 evaluations

executed by the Internal Oversight Service. The comments made for the case study

criteria emphasize some positive outlooks such as raised awareness of gender equality

and partnerships in place in relation to building support. However, there is equal

representation of more negative outcomes such as obsolete accountability and the

potential of partnerships to lose sustainability as network-building remains low priority.

While one table evaluated programs that were not specific to gender equality, the other

table evaluated programs that were specific to gender equality and both seemed to

maintain many of the same issues. Both seemed to provide a medium-level success rate

and had components that were unorganized.

The Annex Report

The 38th session of the general conference led to a stand-alone report called the

Annex Report, generated in coordinator with the Director-General and the Gender

Equality Division. Within the report, actions were highlighted from the past three years

promoting gender mainstreaming. More specifically, it focused on the five Major

Programmes addressed in the *Priority Gender Equality Action Plan 2014-2021*. As

previously mentioned, the report was divided into four different initiatives that illustrated

the impact that the *Priority Gender Equality Action Plan 2014-2021* has already made,

specifically in education. As a response to lessons learned regarding the *Priority Gender

Equality Action Plan 2008-2013* previously discussed, all four initiatives mentioned

below are in conjunction with the 23 expected results of the *Priority Gender Equality

Action Plan 2014-2021* towards gender equality promotion.

Intersectoral/multisectoral initiatives

In supporting the expected results of the *Priority Gender Equality Action Plan 2014-2021,* the Director-General highlighted a number of intersectoral initiatives including the three following programs within the *Annex Report*. Through the Education for Sustainable Development Initiative in Vietnam, the country has worked to mainstream gender sensitivity and responsiveness in analysis, planning, and management. Bridging Learning Gaps for Youth in Syria focuses on post-primary learning for Syrian youth and vulnerable youth in host communities. This particular program has been a UNESCO education response to the crisis in Syria and has partnered with neighboring countries such as Jordon and Lebanon to host this program for its Syrian refugees (UNESCO, 2017). The third program highlighted was a seminar led by UNESCO Beirut. Participants in the seminar included 40 professors from 16 universities within the Arab States who were trained on delivering courses on Intercultural Dialogue Competences. The program given by UNESCO Beirut also discussed the importance of gender equality in education and the labor sector. Through the seminar, a course has been implemented "so far in four universities in Lebanon, with 60 percent of the 200 students being female" (2015, p. 2).

Inter-agency activities and joint programming

Primarily in 2015, at least 12 different agencies came together and promoted programs in the areas of education for adolescent girls and young women, female empowerment, Mobile Learning Week, International Women's Day, gender equality, learning opportunities, and flexible learning strategies for out-of-school children and

youth. For a full list of inter-agency activities and joint programming, please see

Appendix C.

Financial Resources

Financial support provided a third initiative highlighted in the *Annex Report*. The

report provided a list of financial resources allocated to gender equality initiatives within

the past few years with some funds pending release as the programs associated with the

funds were still being structured. The Malala Fund, the Section for Youth, Literacy and

Skills Development in the Division for Policies and Lifelong Learning Systems,

UNESCO Hanoi, the Institute of International Economic Policy, and the University

Interscholastic League are just a few groups that provided financial support for at least 12

different programs. The list provided a strong representation regarding the importance of

financial support in the promotion of gender equality. For a full list, please see Appendix

D.

Publications

As the fourth initiative mentioned in the *Annex Report,* publications on gender

equality were illustrated as a tool to promote gender equality programming as well as to

initiative and continue the dialogue of gender equality as a global initiative. The *Annex

Report* listed publications dated between 2013 and 2015 from such groups as the Section

for Youth, Literacy and Skills Development in the Division for Policies and Lifelong

Learning Systems, UNESCO Bangkok, UNESCO Beirut, UNESCO Hanoi, the Institute

of International Economic Policy, and the University Interscholastic League. As a result,

all of the above provided 52 publications promoting gender equality in education

including nine journal articles, 28 case studies, two framework and resource packs, and one handbook. A full list of publications can be found in Appendix E.

The information gathered by both the *Final Report April 2013* and the *Annex Report* provided a well-rounded representation of the past and the present; that is, both documents provide evidence of the state of gender equality during the policies in which they were constructed. The comparative and contrasting information adds to the overall analysis of the *Priority Gender Equality Action Plan 2014-2021*.

Analysis of Policy

The secondary data analysis of the *Final Report April 2013* and the *Annex Report* demonstrate a clear evolution from the *Priority Gender Equality Action Plan 2008-2013* to the current *Priority Gender Equality Action Plan 2014-2021*. The evaluations that were executed during the previous plan illustrated a number of challenges including the following:

- Accountability- While it was evident that UNESCO staff and stakeholders were promoting gender equality and educating others via the trainings on gender mainstreaming they received by the Gender Equality Division, it was clear that not everyone felt it their responsibility to schedule trainings as other events seemed to take precedence. As a result, not all UNESCO staff are trained in gender mainstreaming.

- Organization- This challenge in part overlaps with accountability. There didn't seem to be a clear structure in place regarding accountability (Should management be in charge of making sure staff is promoting initiatives,

attending trainings? Is management going to trainings as well?) or evaluation processes (programs had their own evaluation teams but each program's team evaluated differently).

The *Annex Report*, on the other hand, illustrated an abundance of programs, funding sources, and publications that generated a seemingly composed global initiative that promoted gender equality at a higher rate. This isn't to say that the current policy doesn't have challenges as well. According to the *Annex Report,* challenges include:

- Literacy- as activities related to youth and adult literacy usually require context-specific gender-sensitive and development-responsive approaches, activities tend to operate in a country with a limited exposure to those outside the country, which proves difficult if people teaching and promoting approaches and activities that may work in Germany but not in rural Uganda based on cultural context.

- Sexual Education- This sensitive topic and initiative involves the support and participation of various stakeholders from education and health as well as youth, parents and the community at large. However, it may be difficult to garner support for an initiative that people from some countries and cultures consider taboo or even offensive.

- Terminology- The difference between "gender" and "sex", as well as between "equality" and "equity" has been challenging as many materials come from other UNESCO entities and they often interchange these terms. When these materials are used, they may convey confusing messages to clients and partners.

From the information gathered so far and despite the challenges that have surfaced, the policy is promoting gender equality on a global scale and is reaching populations in areas of crisis as well as areas of privilege. Regarding education, many of the objectives have been met regarding the numerous educational programs that have been implemented in the last few years, as seen in Appendix C and D.

This overall analysis maintains an optimistic realism in that the policy being analyzed is of an action plan that will not be fully completed for another four years. Also, with the lack of survey responses, it is unclear whether the over all analysis would have come to a different conclusion. However, based on the evidence available, the *Priority Gender Equality Action Plan 2014-2021* seems to be effective as a policy.

Recommendations

As the *Priority Gender Equality Action Plan 2014-2021* is the second action plan initiated by UNESCO, it is important to focus on what improvements could be made to represent the action plan objectives better in the future. Although the policy appears to be working, there are areas that can be improved.

The first recommendation is to generate a small team within the Gender Equality Division whose sole purpose is to streamline program promotion as well as evaluation procedures through a uniform structural process. By maintaining the same structure for all programs, the Internal Oversight Service may receive more organized data when they perform their overall evaluations. Better structure may better uncover areas of concern should there be any, which can then provide data for future action plans.

A second recommendation is to focus more on sexual violence as an obstacle for women in relation to education. Though it is a sensitive topic, it can only get worse if the subject is not fully addressed including the physical and psychological implications that can follow sexual assault.

While researching for this policy analysis, I read a number of articles regarding sexual and gender-based violence. Josephine Monger, a National UN Volunteer Field Monitor with the United Nations Development Programme (UNDP) in Liberia, explains, "Despite many successes in empowering women, numerous issues still persist in all areas of life…Sexual and Gender-Based Violence is increasing in a variety of forms in Liberia. While there may be a decrease in some instances of physical domestic violence, both physical and emotional abuse continue to occur" (Monger, 2017). Upon reading Monger's article, I continued to contemplate the psychological implications of sexual and gender-based violence and how, like the aforementioned topic, psychological issues can appear to be just as sensitive or taboo within certain countries and cultures. In connection with education, these obstacles can lead to unwanted pregnancies, illness, and ridicule that result in women dropping out of school or at the very least, provide an environment in which it is hard to focus on one's studies. Though this topic was not specifically connected to the policy analyzed in this capstone, it produces an idea for further research in the area of education, which I hope to continue researching in the near future

Conclusion

Concentrating on the actions of providing programming initiatives to countries, territories, and global organizations, it is fair to say that this policy shows great merit.

The goals and the approach used for this Action Plan have the potential to promote

continued positive change in the world. Based on the data analyzed of the first three years

of the *Priority Gender Equality Action Plan 2014-2021,* it is evident that much has been

done in the promotion of gender equality under this policy. The following is an example

of that evidence:

- Numerous joint programming initiatives have worked to advocate for the
empowerment of adolescent girls through the leveraging technology,
focusing on literacy, and providing support for children in and out of
school.

- Under the Malala Fund, Section for Youth, Literacy and Skills
Development in the Division for Policies and Lifelong Learning Systems,
UNESCO Hanoi, Institute of International Economic Policy, and
University Interscholastic League, nearly 1,900,000 dollars were allocated
to 12 programs represented on 4 continents by 10 countries including
Argentina, Tanzania, Indonesia, Philippines, Timor-Leste, Kenya, Viet
Nam, Bangladesh, Mozambique, Nepal, as well as multi-country
initiatives.

- 52 publications have been circulated nationally regarding the
empowerment of literacy programs for young girls and boys, curriculum
and competency development, gender-sensitive indicators for Media,
gender disparity, and women in STEM (Science, Technology,
Engineering, and Mathematics) fields, to name a few.

"Gender" has been a topic of discussion since the 1950s in terms of definition, which has provided a foundation for the promotion of gender equality. Since 2008, UNESCO has generated and promoted action plans with the purpose of implementing global awareness of gender equality as an important global initiative. It is evident from the research that when men and women, boys and girls are treated equally and provided the same opportunities in education specifically, countries flourish economically and socially. By implementing the *Priority Gender Equality Action Plan 2014-2021* based on the evaluation of the *Priority Gender Equality Action Plan 2008-2013,* UNESCO has illustrated in its objectives the importance of educating both genders about their similarities rather than their differences from an early age in order to maintain gender equality programming as a sustainable global initiative. One can only hope that with the continuation of the *Priority Gender Equality Action Plan 2014-2021* and any future plans, there will continue to be growth in global gender equality initiatives through the promotion of literacy among both men and women as a foundation for sustainable development, sexual education, and primary and secondary education retention.

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Appendices

Appendix A

Participant Consent Form for Research Study:

**The Global Impact of Gender Equality programming: UNESCO's Priority Action
Plan 2014-2021 on Education**

Dear Participant,

You are being invited to participate in a research study about gender equality in
international education, specifically as it relates to results found through the
implementation of UNESCO's Priority Action Plan 2014-2021. This study is being
conducted by Sarah Nagel from the International Education Master's Program at the
School for International Training Graduate Institute (SIT) in Brattleboro, Vermont. It is
my aim, as a researcher, to use the collected data from this study as a means to gauge the
global impact of UNESCO international programs on gender equality in education and to
gain a better understanding of whether the impact can be sustainable.

You are eligible to participate in this research because you have been identified as a civil
servant of UNESCO. The process is simple and only requires that you are willing to give
your time to answer questions regarding your experience at UNESCO and knowledge of
gender equality programming as an International Education professional. There will be a
list of 16 questions, which should take you between 30-45 minutes to complete
depending on the length of your responses. The questions will be in survey format and
emailed to you. However, you have the option of a phone interview instead. Should a
phone interview be more convenient for you, please specify at the bottom of this form
with your contact information.

Your participation is completely voluntary, and you have the right to decline
participation. If at any point in the process you decide to withdraw your participation,
your information will be deemed unpublishable, and will be removed from the research.

By opening the survey link and completing the survey, you are recognizing your
willingness to participate in a study regarding the global impact of gender equality
programming in education through UNESCO.

If you have any questions or concerns regarding this study, please contact Sora Friedman,
PhD., Professor and Chair of International Education at SIT by telephone at 802 258-

3569 or by email: sora.friedman@sit.edu. You may also contact the SIT Institutional
Review Board by email at: irb@sit.edu.

Participant: _____

Participant's Signature:_____

Researcher's Signature:_____

Contact Information for Interview (optional) _____

Appendix B

Survey Questions

Qualitative survey questions for UNESCO Staff
1. What is your country of origin?
2. What is your gender?
3. What is your educational background and highest degree?
4. How long have you worked for UNESCO?
5. In which UNESCO office do you work?
6. What previous positions have you held outside of UNESCO?
7. What positions have you held inside of UNESCO including your current position?
8. Based on any or all previous experience, what do you personally think to be the criteria for a sustainable educational program that promotes gender equality?
9. Based on any or all previous experience, how does culture play a role in the promotion or limitation of gender equality?
10. Based on any or all previous experience, where is it the most difficult advocate for gender equality in terms of geographic location?
11. Based on any or all previous experience, where has there been evidence, if any, of resistance toward gender equality in communities where the average age of community members is 50+.
12. What evidence have you seen, if any, of a greater gender inequality within education in communities that speak both indigenous and major languages?
13. How might infrastructure play a role, if any, in gender inequality regarding education?
14. As UNESCO data has revealed an increase in enrollment percentages of women in primary and secondary education in the past few decades, what factors will be considered in order to maintain a continued increase in enrollment? What additional factors, if any, will need to be considered for increased enrollment at the university level?
15. Please include, if any, additional comments or reflections you would like to mention pertaining to your experience with gender equality in education.
16. Your name will remain confidential, however, sharing your job title may be useful for readers to contextualize your comments. Is it okay with you that I include your job title in my capstone paper?

Appendix C

Inter-Agency Activities and Joint Programming
Major Programme I: Education
Annex Report

A joint programme has been developed with UN Women and UNFPA, and in partnership with the World Bank on empowering adolescent girls and young women through education. The Joint programme was officially announced by the Director-General in March 2015, on the occasion of the CSW. UNESCO co-organized with UN Women and UNFPA a side-event to advocate for the empowerment of adolescent girls through education during the 59th session of the CSW (March2015).

A major collaborative initiative with UN Women also started, as reflected in the co-organization of the Mobile Learning Week 2015 "Leveraging technology to empower women and girls", during which literacy was a focus.

Under the implementation of the Gender Equality and Girls' Education in Viet Nam Programme, the Ministry of Education and Training and UNESCO are receiving support from UN Women, UNFPA and UNDP through sharing of existing materials, training resources and surveys.

UNESCO Bangkok has worked with UNICEF to provide meaningful learning opportunities for out-of-school children and youth and organized the Regional Consultation Meeting on Flexible Learning Strategies for Out of School Children.

UNESCO actively participated in the activities of UNGEI at global and regional levels, and continues to serve on the Global Advisory Committee as well as the Steering Committee.

UNESCO Bangkok has been annually celebrating International Women's Day in the form of both online/offline activities, such as screening of "Girl Rising" with support of INTEL, exhibitions at UNESCAP high level events, and a week-long online campaign, publishing series of articles to promote gender equality on UNESCO website.

Appendix D

Financial Resources 2013-2017
Major Programme I: Education
Annex Report

Under the **Malala Fund** (Special Account), the following projects have been initiated:
- Title: **Enhancing Adolescent girls' performance and retention at ordinary secondary school level in Tanzania**
  Period of implementation: 36 months from 2015
  Country concerned: Tanzania
  Approved amount: US$ 222,000
  Donor: EXB (Malala Fund- Special Account and UNFCU)

- Title: **Empowering Adolescent Girls and Women: Promoting equitable education, literacy and lifelong learning**
  Period of implementation: 36 months from 2015
  Country concerned: Nepal
  Approved amount: US$ 272,727
  Donor: EXB (Malala Fund- Special Account)

- Title: **Integrated Approach to Literacy and Adult Education to empower young women and their families through learning in rural and peri-urban communities in Mozambique**
  Period of implementation: 36 months from 2015
  Country concerned: Mozambique
  Approved amount: US$68,999
  Donor: EXB (Malala Fund- Special Account)

Under the **Section for Youth, Literacy and Skills Development in the Division for Policies and Lifelong Learning Systems**:
- Title: **International Conference on Girls' and Women's Literacy and Education: "Foundations for Sustainable Development" (Dhaka, 8 September 2014) held on the occasion of International Literacy Day in Support of the GEFI**
  Period of implementation: 8 September 2014
  Country concerned: Bangladesh and LDCs invited
  Approved amount: approximately US$ 40,000
  Donor: Co-organized with the Government of Bangladesh

Under **UNESCO Hanoi**:
- Title: **A youth exhibition on sexuality for a healthy life style**

Period of implementation: 2013-2015
Country concerned: Viet Nam
Approved amount: US$ 92,690
Donor: UBRAF

- Title: **Study on school-related gender-based violence**
  Period of implementation: 2015
  Country concerned: Viet Nam
  Approved amount: US$ 40,000
  Donor: Dutch

- Title: **Gender Equality and Girls' Education in Viet Nam: Empowering girls and women for a more equal society**
  Period of implementation: 2015-2017
  Country concerned: Viet Nam
  Approved amount: US$ 1,000,000
  Donor: Private Sector (CJ/ANA/others) through Malala Fund

Under the **Institute of International Economic Policy**:
- Title: **Gender Mainstreaming**
  Activity: Gender Mainstreaming of IIEP Training Materials
  Period of implementation: 2014-2015
  Country concerned: Global
  Approved amount: US$ 5,000
  Donor: IIEP Regular Programme Budget

- Title: **A matter of right and reason**
  Activity: Women's Leadership Research
  Period of implementation: 2012-2015
  Country concerned: Kenya and Argentina
  Approved amount by donor: US$ 25,000
  Donor: UNESCO Emergency Funds

- Title: **Stories behind gender differences in student achievements**
  Activity: Kenya Pilot Study
  Period of implementation: 2012-2015
  Country concerned: Kenya
  Approved amount by donor:
  - UNESCO Emergency Funds US$ 22,326
  - UNICEF-ESARO: US$ 25,592 (local costs, not through IIEP)
  - IIEP Regular Programme: US$ 12,000
  Donor: UNICEF-ESARO, Emergency Funds and IIEP Regular Programme Budget

- Title: **Rigorous Literature Reviews- Education**
  Activity: Interventions to enhance girls' education and gender equality: A
  rigorous review of the literature
  Period of implementation: 2013-2014
  Country concerned: Global
  Approved amount: US$ 14,000
  Donor: DFID

Under the **University Interscholastic League**: Main financial source for ER1/PR2
activities in CapEFA Programme: Below is an example of one gender-specific initiative
by UIL in 2015:

- Title: **Young women's life and work: participation in lifelong learning**
  Activity: youth-led action research to understand the situations of young
  marginalized women, their education needs and aspirations in life. It has capacity
  building and advocacy components.
  Period of implementation: 2015
  Countries concerned: Indonesia, Philippines and Timor-Leste
  Approved amount: 22,000 euro
  Donor: Voluntary contributions to UIL by Member States

Appendix E

**Publications
Major Programme 1: Education
Annex Report**

Section for Youth, Literacy and Skills Development in the Division for Policies and Lifelong Learning Systems
- "Left Behind: Girls' Education in Africa" UIS
- "Literacy programmes for sustainable development and the empowerment of women" by Anna Robinson-Pant (2014) UIL
- "Literacy Programmes with a focus on women to reduce gender disparity: case studies from UNESCO effective literacy and numerous practices database (LitBase) (2014) UIL
- A policy brief on "Empowering literacy programmes for women" (2014) UIL

UNESCO Bangkok
- UNESCO Bangkok has produced two regional research studies looking at issues of gender, learning achievement and the labour market. In 2014, the first study, entitled _Gender,Jobs and Education: Prospects and Realities in the Asia-Pacific_ was published, while this year's publication was entitled _A Complex Formula: Girls and Women in Science, Technology, Engineering and Mathematics in Asia_

UNESCO Beirut
In the process of being finalized in 2015:
- Booklet on Learning, curriculum and competency development in the Arab Region; and
- Regional Teacher Policy Framework and Resource Pack;
- Regional HED Policy Framework and Resource Pack;
- Whole-School Approach Handbook

Currently preparing:
- Arabic version of the UNESCO Guide for Gender Equality in Teacher Education Policy and Practices (2015).

UNESCO Hanoi
- Gender-Sensitive Indicators for Media of Viet Nam, published by MIC

Institute of International Economic Policy
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- 5 publications and 9 journal articles were published in print and online, with focus on women's empowerment and education.
- 26 case studies targeting women were newly added or revised during the reporting period in the UNESCO Effective Literacy and Numeracy Practices Database in English and French.