



THE GAMBIA

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STATEMENT

BY

H.E. MRS. SUSAN WAFFA-OGOO

AMBASSADOR AND PERMANENT REPRESENTATIVE
PERMANENT MISSION OF THE GAMBIA TO THE UNITED NATIONS

AT THE

**55TH SESSION OF THE COMMISSION ON THE
STATUS OF WOMEN**

**NEW YORK
28TH FEBRUARY 2011**



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Government Delegation

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H.E. MRS. SUSAN WAFFA-OOGO

AMBASSADOR AND PERMANENT REPRESENTATIVE
TO THE UNITED NATIONS OF THE GAMBIA

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25TH SESSION OF THE COMMISSION ON THE
STATUS OF WOMEN

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28TH FEBRUARY 1985

Mr. Chairman,
Madam Under-Secretary,
Distinguished Delegates

My delegation would like to thank you and the Bureau for all the preparatory work you have undertaken to make this 55th Session of the Commission on the Status of Women a success. We celebrate UN-Women and we look forward to our continued relationship with the Commission with a view to enhancing the empowerment and development of women throughout the world.

Likewise, we hope that the agreed conclusions of this 55th session, reflected in the CSW, would further guide the work of UN-Women and other UN entities as it relates to this year's priority theme.

Madam Chairperson,

"Access and participation of women and girls in planning, training, science and technology, including, for the promotion of women's equal access to employment and decent work" is topical and should be at the center of many discussions that aim at empowering women. The education of women and girls empowers them to take charge of their well-being and that of their families and communities. However, access and participation of women in science and technology or education and training in the developing world is often limited by a lack of infrastructure which must be addressed through innovative policy interactions, legislation, establishment of partnerships and networks, as well as the provision of adequate financial resources. This presents particular challenges to the education system in most developing countries where the teaching of science and mathematics lags behind other disciplines. The teaching of basic science starts at the primary school level and the need for training more teachers in science and mathematics, therefore, cannot be overemphasized. As we strive to succeed, we must not leave the question of gender to chance and hence the need to address the issue of gender parity as well.

Madam Chairperson,

The Government of the Gambia has made education a top priority issue convinced that it is the root of future successes. We have embarked on a number of measures and initiatives to ensure, in particular, the education of girls and literacy of women. Our Education Policy 2001-2015 "Rethinking Education for Poverty Alleviation" places strong emphasis on gender mainstreaming and increased equitable access to basic, secondary and tertiary education, including teacher education and recognition. With its strategic objectives, the Government has made education a priority public sector investment. There are scholarship trust funds that disburse grants to students in the field of study, including grants from private sector NGOs and CBO Organizations. In addition, the Gambian Foundation for Education Project (GFE) and the International Development Research Centre have major tools to

encouraging all backgrounds to enroll and stay in school without fear of cost and this included special scholarships packages for girls who excel in mathematics and the sciences.

Madam Chairperson,

I highlight other initiatives from our national experience that we believe are examples of best practices that we can share with you... Policy interventions must specifically address the needs of women and girls or gender issues as specific issues in providing them with education and training in science and technology must incorporate gender dimension if they are to lead to women's equal access to full employment and decent work. It is therefore imperative to create a conducive school environment which promotes the health and welfare of children throughout the learning cycle. These include the provision of adequate water and sanitation facilities, and healthy, nutritious meals for children. The Gambia tries to achieve this through the Child-Friendly School Initiative (CFSI) which is supported by UNICEF and seeks to promote gender equality in enrolment and achievement as well as eliminating gender stereotypes - the promotion of free participation of women and girls in the management of schools is another way to enhance their equal participation in education and training.

Madam Chairperson,

As I stated earlier, at the heart of our education policy is the emphasis on gender mainstreaming at all stages of the educational process, from early childhood to higher education and technology. In the last five years, the Government has made a realization of these policy objectives through the establishment of the Ministry of Higher Education, Science and Technology and Research in science and technology as well as allowing private sector interventions in the field of ICT training. In the course of this year, we will see the commencement of operations by the American International University for West Africa embarking on the teaching of medicine, dentistry and pharmacology in The Gambia. We hope that these activities are all intended to promote the access and participation of women and girls in education and training, especially in science and technology.

The Government has also been working to ensure that women have equal access to full employment and decent work. Whereas Gambian women have registered significant strides in terms of management levels in the public sector, men still dominate in the upper levels of both the private enterprises as managers, professionals and technicians, while women predominate in the lower levels because they lack training and marketable skills. These challenges have galvanized the government's efforts to improve vocational and technical education, as well as generating dynamic entrepreneurs and technicians. Skills training programmes now being developed with the view to supply the domestic labour market. This will utilize a joint project a collaboration between The Gambian Government and the International Labour Organization has been designed with these goals in mind.

Madam Chairperson,

Most importantly, education and training should not be a privilege or only the educated women and girls in urban cities and towns. As in most other African and developing countries, the majority of the womenfolk are to be found in rural areas and are engaged in agriculture which is the mainstay of our economies. Education and training programmes must also be targeted at this important segment of the workforce particularly in agricultural extension, horticulture, and animal husbandry to enhance women farmers' skills and know-how and in the process, help bring about their economic empowerment.

Madam Chairperson,

Let me conclude by reiterating the following observation by George Bernard Shaw, "Reasonable people adapt themselves to the world. Unreasonable people attempt to adapt the world to themselves. All progress therefore depends on unreasonable people." For decades, women worldwide have mobilized, under the auspices of the UN, and as a result, gender politics and policy have changed for good. Yet a lot more remains to be done, and are exacerbated by new and more daunting challenges and so the struggle for equality and women's empowerment must continue undeterred.

As the great Mahatma Gandhi puts it, "We must become what we wish to see in the world."

Thank you.

Mashup Classification

newer technology and more complex systems are being developed to support these needs. This includes the use of machine learning and deep learning techniques to analyze large amounts of data and identify patterns and trends. It also includes the use of natural language processing and computer vision to understand and interact with users in a more natural way. These technologies are being used to create more personalized and efficient experiences for users across various platforms and devices.

Human Classification

As mentioned earlier, human classification is a process where people manually review and categorize data. This can be done by individuals or groups of people, and it can involve a wide range of methods and tools. One common method is to use a classification tree, which is a hierarchical structure that branches out from a single root node into multiple categories. Another method is to use a neural network, which is a type of machine learning algorithm that can learn to classify data based on its features. Other methods include rule-based classification, decision trees, and support vector machines. These methods can be used alone or in combination to achieve accurate classification results.

In addition to these automated methods, there are also manual classification methods. These methods involve people manually reviewing and categorizing data, often using a classification tree or a neural network as a starting point. This can be a time-consuming process, but it can also be more accurate than automated methods in certain cases, especially when dealing with complex and ambiguous data.

Conclusion

In conclusion, mashup classification is a process that involves combining data from multiple sources to create a new, integrated system. This can be done using automated or manual methods, and it can involve a variety of different technologies and approaches. The goal of mashup classification is to create a system that is both accurate and efficient, and that can be used to support a wide range of applications and industries. As technology continues to evolve, we can expect to see even more advanced and sophisticated mashup classification methods being developed in the future.