

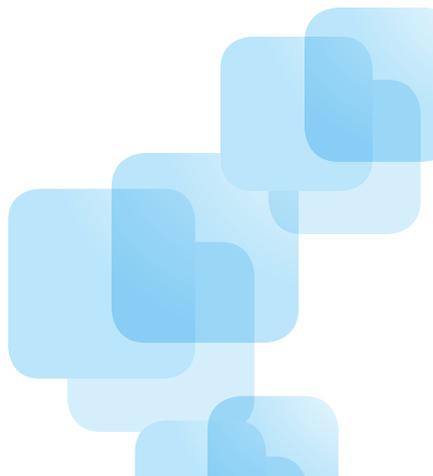


United Nations  
Educational, Scientific and  
Cultural Organization

Monitoring of the Implementation  
of the Convention and Recommendation  
against Discrimination in Education  
(8th Consultation)

# Girls' and Women's Right to Education

Overview of the Measures  
Supporting the Right to Education  
for Girls and Women reported on by  
Member States



This document was first prepared as a background document for the side event at the 37th Session of the UNESCO General Conference, Promoting Girls' and Women's Education for Gender Equality, in November 2013.

Published in 2014 by the United Nations Educational,  
Scientific and Cultural Organization  
7, place de Fontenoy, 75352 Paris 07 SP, France

© UNESCO 2014  
All rights reserved

The designations employed and the presentation of material throughout this document do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this document are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Designed and printed by UNESCO  
The printer is certified Imprim'Vert®, the French printing industry's environmental initiative.

*Printed in France*

ED-2014/WS/2 - cld 115.14

# Introduction

“Gender equality in education is a basic human right – it is also essential to achieving sustainable development. In our increasingly globalized world, the societies that succeed best will be those which guarantee women and girls equal access to education, thereby giving them the skills and the opportunities to develop their talents and interests, so they can contribute to building stronger and more resilient communities.”<sup>1</sup>

– Irina Bokova, Director-General of UNESCO

Gender equality is a priority for UNESCO. UNESCO is currently intensifying advocacy for girls’ right to education and the eradication of gender-based discrimination, notably through the implementation of the 1960 Convention against Discrimination in Education, which provides an international legal framework for the protection of the right to education and prohibits any form of discrimination based on sex, including any distinction, exclusion, limitation or preference.

UNESCO organizes periodic consultations to monitor the implementation of the Convention and Recommendation against Discrimination in Education. **The Eighth Consultation of Member States**, covering the period from 2006 to 2011, has been completed and the results of the Consultation were presented to UNESCO’s Governing Bodies in September

---

1 Bokova, Irina, Director-General of UNESCO, Foreword to *From Access to Equality, Empowering Girls and Women through Literacy and Secondary Education*

and November 2013. National reports submitted for this purpose show that many States have reinforced their legal frameworks to ensure gender equality and equity, and have adopted measures to make their education systems more inclusive of girls and women.

This document compiles the explicit references to girls' and women's right to education in national reports and is intended to serve as a practical tool for both advocacy and monitoring. The factsheets contained herein highlight progress and challenges in constitutional and legislative frameworks and measures addressing girls' and women's right to education.

# The international legal framework protecting girls' and women's right to education

On Malala Day (12 July 2013), the United Nations Special Rapporteur on the Right to Education urged governments worldwide to do their part: “Malala’s example inspires untold numbers of mothers and daughters to face down intimidation and fear, and to demand from their local governments what is their most basic right – an education. Governments must now work to ensure that all children receive the message that they must be in schools, in a classroom. Governments must be clear that education is not a privilege; it is a human right.”

Advocacy on the right to education as a fundamental and inalienable right is essential, emphasizing inclusion and State obligations to ensure its effective implementation.

To promote girls' and women's education, it is critical to intensify efforts to eradicate gender-based discrimination, in line with the normative instruments, and to give full effect to the provisions contained in **the 1960 UNESCO Convention against Discrimination in Education** and **the 1979 Convention on the Elimination of All Forms of Discrimination against Women**, especially its **Article 10** which establishes the obligation of the States Parties to “take all appropriate measures to eliminate discrimination against

women in order to ensure them equal rights with men in the field of education”.

**Girls’ and women’s right to education is also protected by other international standard-setting instruments.** The first one is the Universal Declaration of Human Rights, which provides that “everyone has the right to education”. There is also the *Convention on the Elimination of All Forms of Discrimination against Women*, *Convention against Discrimination in Education*, *International Covenant on Economic, Social and Cultural Rights*, *Convention on the Rights of the Child*, *Convention on the Rights of People with Disabilities*. In these Conventions, the status of education as a basic human right has been reaffirmed highlighting the view that the right to education applies to both girls and women and is critical to combat discrimination in all its forms.

**The 1995 Beijing Declaration and Platform for Action** also made specific reference to ensuring the right of women and girls to education (Strategic Objective B) and **the 2000 Dakar Education for All Framework for Action**, Goal 5, aimed to eliminate gender disparities in primary and secondary education by 2005, and aims to achieve gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to, and achievement in, basic education of good quality. **The 2000 Millennium Development Goals** set the elimination of gender disparity in secondary education by 2015 as one of their major goals.

# How to use these factsheets

The factsheets start by highlighting the situation of girls in education in each country through relevant indicators and data collected by the UNESCO Institute for Statistics (the N/A mention appears when there is no data available at all or since 2005).

They also include information on countries' status of ratification of the 1960 UNESCO Convention against Discrimination in Education (CADE) and the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

The “constitutional provisions, legislative provisions, measures” sections are composed of extracts from 40 country reports. They illustrate how Member States have made noteworthy advances in addressing gender inequalities and in the elimination of discriminatory attitudes towards girls and women. As these sections are solely composed of extracts from country report, no language editing has been made.

The factsheets are available in English. For Member States submitting their reports in other languages, the extracts have been translated by UNESCO.

# Table of Contents

Afghanistan . . . . .	11
Argentina . . . . .	13
Armenia . . . . .	18
Australia . . . . .	21
Bahrain . . . . .	23
Bangladesh . . . . .	29
Barbados . . . . .	35
Bosnia and Herzegovina . . . . .	39
Burkina Faso . . . . .	43
Chile . . . . .	48
Cook Islands . . . . .	51
Cuba . . . . .	54
Cyprus . . . . .	58
Dominican Republic . . . . .	61
Egypt . . . . .	64
Ethiopia . . . . .	66
Finland . . . . .	72
France . . . . .	74
Germany . . . . .	79
Ghana . . . . .	83
Hungary . . . . .	88
Iran (Islamic Republic of) . . . . .	90
Jordan . . . . .	95
Luxembourg . . . . .	98
Mauritius . . . . .	101
Montenegro . . . . .	106
Morocco . . . . .	109
Nauru . . . . .	114

Nigeria . . . . .	116
Norway . . . . .	119
Pakistan . . . . .	122
Philippines . . . . .	125
Poland . . . . .	128
Qatar . . . . .	134
Romania. . . . .	136
Serbia . . . . .	140
Slovakia . . . . .	145
Sweden . . . . .	149
United Republic of Tanzania. . . . .	152
Zimbabwe . . . . .	156

# Afghanistan

---

## Figures/Data

- Net enrolment rate in primary education Female: *N/A*  
Net enrolment rate in primary education Male: *N/A*  
Net enrolment rate in secondary education Female: 13% (2007)  
Net enrolment rate in secondary education Male: 34% (2007)
- Gender parity index for gross enrolment ratio (All levels combined): 0.61 (2009)
- Out-of-school rate for children of primary school age  
Female: *N/A*  
Out-of-school rate for children of primary school age  
Male: *N/A*
- Transition rate from primary to secondary Female: *N/A*  
Transition rate from primary to secondary Male: *N/A*
- Youth (15-24) literacy rate Female: *N/A*  
Youth (15-24) literacy rate Male: *N/A*

Source: UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 05/03/2003

CADE: State Party since 25/01/2010

## ● Measures

“For the purpose of providing equal education opportunities, the Afghanistan Ministry of Education has established education opportunities for nomads specifically and literacy programs for women in particular in remote and deep remote areas of the country.”<sup>2</sup> “Ministry of Education has not and will not let any discrimination, preferences among tribes in education. Education preference according to race, color, **sex**, language, religion and political beliefs in the educational system of the country is strongly prevented and regularly monitored by Ministry of Education relevant department is established.”<sup>3</sup>

“The literacy programs have been expanding from urban centers to rural areas. New literacy curriculum and learning material are being developed to target specific learners (i.e. women, farmers, etc.).”<sup>4</sup>

“Supporting gender studies at Kabul University (2010-Present)

- Conducted research on gender-based violence on university campuses and supported issuing decree by MoHE in eliminating gender-based violence on university campuses
- Currently conducting study on women’s roles in economic and agriculture development of Afghanistan.”<sup>5</sup>

---

2 Afghanistan Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 3.

3 Ibid, p. 1

4 Ibid, p. 4

5 Ibid, p. 4

# Argentina

---

## Figures/Data

- Net enrolment rate in primary education Female: *N/A*  
Net enrolment rate in primary education Male: *N/A*  
Net enrolment rate in secondary education Female: 88% (2010)  
Net enrolment rate in secondary education Male: 80% (2010)
- Gender parity index for gross enrolment ratio (All levels combined): 1.13 (2010)
- Out-of-school rate for children of primary school age  
Female: *N/A*  
Out-of-school rate for children of primary school age  
Male: *N/A*
- Transition rate from primary to secondary Female: 96% (2009)  
Transition rate from primary to secondary Male: 97% (2009)
- Youth (15-24) literacy rate Female: 99.4% (2011)  
Youth (15-24) literacy rate Male: 99% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 15/07/1985

CADE: State Party since 30/10/1963

## ● Legislative provisions

“**Act No. 23.592 on the Punishment of Discriminatory Acts**, passed in 1988, provides that any person who arbitrarily prevents, obstructs, restricts or in any other way impairs the full and equal exercise of the fundamental rights and guarantees enshrined in the National Constitution (including the right to education), shall, at the request of the injured party, nullify or cease to perform the discriminatory act and shall repair the moral and material damage caused. Particular consideration shall be given to all discriminatory acts or omissions committed for such reasons as race, religion, nationality, ideology, political or trade-union views, **gender**, economic standing, social status or physical characteristics (Article 1).”<sup>6</sup>

“**Act No. 26.150 on Comprehensive Sex Education**, passed in 2006, contains curriculum guidelines, including the requirement to foster learning that respects diversity, rejects all forms of discrimination and provides for **equal gender treatment and opportunities**;

**Act No. 26.485 on Comprehensive protection as a means of preventing and eradicating violence against women within the scope of interpersonal relationships and of punishing the perpetrators of such violence** was enacted in 2009 in order to eliminate gender discrimination in all areas of life; [...]

**Act No. 26.743 on Gender identity**, passed in 2012, provides that persons shall be registered and that the

---

6 Argentina Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 1.

certificate issued shall show their gender so that they will not face discrimination on that ground as in the past.”<sup>7</sup>

“The **National Education Act** sets out general policy for the development of youth and adult education, states that its purposes are to ensure literacy, the completion of compulsory education and its connection with the world of work, and provides, in Article 17, that it is one of the education system’s mode of delivery. Article 48 specifically sets the criteria and goals of **Continuing Youth and Adult Education (EPJA)** as follows:

[...] (d) include **gender equity** and cultural diversity in basic approaches and content.”<sup>8</sup>

## ● Measures

“The **National Teacher Training Institute (INFD)** is taking intersectoral action with the Ministry of Labour, Employment and Social Security, the National Women’s Council, the Human Rights Secretariat, Social Development and the Ministry of Health in the: [...] ‘**Another life is possible**’ **competition** held during Argentina’s campaign to promote gender equity and combat violence on the initiative of the Equity and Quality Secretariat of the Ministry of Education and the Alicia Moreau de Justo Foundation and funded by the United Nations Development Programme in Argentina (UNDP) in conjunction with the National Women’s Council and the Human Rights Secretariat.”<sup>9</sup>

---

7 Ibid, p. 2

8 Ibid, p. 9

9 Ibid, p. 8

“In accordance with the National Education Act, various strategies have been adopted to ensure that all boys and girls have access to good-quality comprehensive, free, compulsory primary education, as agreed by consensus in the 2000 Dakar Framework for Action.”<sup>10</sup>

*“Measures to guarantee equal access to all levels of education*

[...] Equal gender opportunities have been promoted under a **campaign against violence and for gender equality**, conducted jointly with other national ministries and organizations since 2009.”<sup>11</sup> “Action is being taken through **various education-system schemes and arrangements** such as child activity centres (CAI), youth activity centres (CAI), comprehensive sex education and counseling teams to foster an inclusive culture based on the principle of non-discrimination as a fundamental value in citizenship education.”<sup>12</sup>

*“Action to ensure inclusive education*

The national government has taken steps to ensure **gender equality and equity** in education, including:

- **awareness-raising and educational activities** carried out jointly with INADI in primary and secondary schools throughout the country, entailing plans for the compilation, publication and distribution of specific educational material on non-discrimination for use in all educational institutions; and the convening of intersectoral round tables to address migrant-related issues;

---

10 Ibid, p. 5

11 Ibid, p. 3

12 Ibid, p. 3

- the **special education curriculum**, setting out a variety of activities on the central importance of education, initial literacy teaching, intensive learning for pupils with disabilities attending special or ordinary schools, the extension of the school day, integration as a strategy for achieving full inclusion and the transition to ordinary schools for pupils who do not have disabilities but are currently attending special schools; and plans formulated, pursuant to Resolution No. 155, to establish an important information system containing school-record data on pupils with disabilities as input for policy-related decision-making (Article 27);
- the **universal child credit**, through which the State aims to ensure that children and teenagers attend school, undergo regular medical examinations and receive all compulsory vaccinations;
- **guaranteed access**, owing to resources available from an educational fund established under the Socio-Educational Policy Directorate’s National Programme for Educational Inclusion (PNIE) for the award of scholarships and encouragement of mobility.”<sup>13</sup>

“In 2004, the Minister of Education, Science and Technology proposed to implement strategies to offset social, gender and regional inequalities in order to achieve genuine equality of educational opportunities. Accordingly, the **National ‘Encuentro’ Literacy and Basic Youth and Adult Education Programme** was established in 2004 and is still operational.”<sup>14</sup>

---

13 Ibid, p. 4

14 Ibid, p. 11

# Armenia

---

## Figures/Data

- Net enrolment rate in primary education Female: 88% (2007)  
Net enrolment rate in primary education Male: 86% (2007)  
Net enrolment rate in secondary education Female: 88% (2010)  
Net enrolment rate in secondary education Male: 85% (2010)
- Gender parity index for gross enrolment ratio (All levels combined): 1.07 (2010)
- Out-of-school rate for children of primary school age Female: 2% (2007)  
Out-of-school rate for children of primary school age Male: 5% (2007)
- Transition rate from primary to secondary Female: 98% (2007)  
Transition rate from primary to secondary Male: 100% (2007)
- Youth (15-24) literacy rate Female: 99.8% (2011)  
Youth (15-24) literacy rate Male: 99.7% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 13/09/1993

CADE: State Party since 05/09/1993

## ● Constitutional provisions

“The Constitution of the Republic of Armenia was adopted in 2005 which provides for fundamental rights and freedoms of persons and citizens. The following provision on discrimination is laid down in Article 14: ‘Discrimination based on **sex**, race, skin colour, ethnic or social origin, genetic features, language, religion, ideology, political or other views, membership to a national minority, property status, birth, disability, age, or other personal or social circumstances shall be prohibited’.”<sup>15</sup>

## ● Legislative provisions

“In 1999, the National Assembly of the Republic of Armenia adopted the **Law ‘On education’**, which, based on the constitutional provisions, clearly guides the development of the educational system. The state guarantees for the right to education are established in this Law, according which: “The Republic of Armenia shall ensure the right to education, regardless of the nationality, race, **gender**, language, belief, political or other views, social origin, property status or other circumstances.” The legal equality of women and men has been provided for in this Law.”<sup>16</sup>

---

15 Armenia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 1.

16 Ibid, pp. 1-2

## ● Measures

“Concurrently, education related activities within a number of strategic projects, such as ‘Stable development project’ (‘The Strategic Programme of Poverty Reduction’), ‘Programme of anticorruption strategy and implementing activities thereof’, Medium-term Expenditure Framework, the activities and priority issues of RA Government Annual Action Plan, National Action Plans ensuring the implementation of protection of children rights, **improvement of standing of women** and raising their role in the society, social protection of disabled, youth state policy strategy have been implemented, as well as sections on education in national reports addressed to international bodies have been developed.”<sup>17</sup>

“Particularly, ‘Life skills’, ‘Ecology’, ‘Social Sciences’, ‘Healthy Life Style’, ‘Me and the World Around Me’ subjects were introduced in the field of public education. Thematic units relating to the fundamental human rights, **gender equality**, rights of national minorities, tolerance and civil society have been included in the curriculum of ‘Sociology’ subject.”<sup>18</sup>

---

17 Ibid, p. 9

18 Ibid, p. 24

# Australia

---

## Figures/Data

- Net enrolment rate in primary education Female: 97% (2010)  
Net enrolment rate in primary education Male: 97% (2010)  
Net enrolment rate in secondary education Female: 86% (2010)  
Net enrolment rate in secondary education Male: 85% (2010)
- Gender parity index for gross enrolment ratio (All levels combined): 1.05 (2010)
- Out-of-school rate for children of primary school age Female: 2% (2010)  
Out-of-school rate for children of primary school age Male: 3% (2010)
- Transition rate from primary to secondary Female: *N/A*  
Transition rate from primary to secondary Male: *N/A*
- Youth (15-24) literacy rate Female: *N/A*  
Youth (15-24) literacy rate Male: *N/A*

Source: UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>19</sup> since 28/07/1983

CADE: State Party since 29/11/1966

---

19 Reservation(s) to the CEDAW made by this country can be consulted at: [http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

## ● Legislative provisions

*“Discrimination in education*

From 20 June 2011, amendments to **the Sex and Age Discrimination Legislation Amendment Act 2011** came into force. Students of any age are now legally protected from sexual harassment. Students are also legally protected from sexual harassment by adult students and staff members from other institutions that they may come into contact with through inter-school events such as sports carnivals and school formals. These amendments provide greater protection for children from sexual harassment, particularly where it may occur through the use of modern technology, such as texting or the use of social networking sites.”<sup>20</sup>

## ● Measures

“The **Melbourne Declaration on Educational Goals for Young Australians** supports the Beijing Declaration which sets goals that seek to ensure that all Australian school students gain the knowledge and skills that underpin effective participation in society and employment. The Declaration further recognises that all children should be engaged in and benefit from a school education regardless of **gender**, ethnicity, disability or geographical location.”<sup>21</sup>

---

20 Australia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 5

21 Ibid, p. 5

# Bahrain

---

## Figures/Data

- Net enrolment rate in primary education Female: 98% (2006)  
Net enrolment rate in primary education Male: 98% (2006)  
Net enrolment rate in secondary education Female: 97% (2006)  
Net enrolment rate in secondary education Male: 92% (2006)
- Gender parity index for gross enrolment ratio (All levels combined): 1.12 (2006)
- Out-of-school rate for children of primary school age Female: 4% (2005)  
Out-of-school rate for children of primary school age Male: 1% (2006)
- Transition rate from primary to secondary Female: 99% (2010)  
Transition rate from primary to secondary Male: 99% (2010)
- Youth (15-24) literacy rate Female: 97.6% (2010)  
Youth (15-24) literacy rate Male: 98.6% (2010)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>22</sup> since 18/06/2002

CADE: Not yet a State Party to the Convention

## ● Measures

*“The Ministry provided many facilities and programmes to help achieve success in eradicating illiteracy. These include:*

(a) the **opening of nursery schools for mothers studying in continuing education centres**. This humanitarian and cultural provision offers a solution to one of the problems leading to the absenteeism of female learners since they are not able to leave their children unsupervised during class hours. This scheme greatly contributed to an increase in the number of admissions of women and of women continuing their studies;

(b) the **provision of transport for learners and teachers, especially women**; [...].

Collaboration and relations between the Ministry of Education, the other ministries and the private sector contribute to the preparation and implementation of literacy programmes. This is in addition to national efforts which support official endeavours in a number of areas **including women’s associations**, national societies, professional associations, social centres, schools and universities which all work towards enhancing the literacy programme and providing teaching premises for the day programme which

---

22 Reservation(s) to the CEDAW made by this country can be consulted at: [http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

is an alternative to evening classes for those who are unable to attend these.”<sup>23</sup>

*“The Bahrain Training Institute for Women*

Since its establishment the **Bahrain Training Institute for Women has been intent on working according to the principle of equal opportunities.** Thus, women trainees in the Institute represent approximately 45% of the total number. This is a consequence of the Institute’s planning and design of specialized training programmes for women according to the needs of the employment market. These programmes include ‘dressmaking and design,’ organized in collaboration with the ‘Tamkeen’ labour fund and the Supreme Council for Women, and they are all aimed at training Bahraini women jobseekers in dressmaking, design and embroidery. Through the provision of the necessary equipment this will help them to begin dressmaking projects and to work from home leading to the future creation of dressmaking and design workshops. In recognition of the important role in society played by women, who represent half of the population, the Institute has worked to provide them with new ideas and to encourage and assist them to enter the employment market. For example, in 2005 the Bahrain Training Institute entered a special partnership scheme with Citigroup. This has produced the pioneering training programme ‘Women in the Banking Sector’ whose preparation and implementation were detailed in a plan answering to the directives of the Supreme Council for

---

23 Bahrain Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 10-11

Women to create programmes which lead to women's economic empowerment."<sup>24</sup>

"The higher education system in the Kingdom of Bahrain is nothing but one outstanding example of the achievements of women and their empowerment to attain positions of leadership based on their personal abilities and innate capabilities and with support and encouragement from the Government. Since women represent half of society they have the same opportunities in the higher education system. These opportunities are:

- (a) to receive the **same scholarships and study places as men** according to ability and academic attainment and based on competition rather than gender;
- (b) to enter all institutions of higher education including the Royal Police Academy such that **women have the same opportunities as men to enrol on academic programmes in all institutions of higher education** in the Kingdom of Bahrain. Women also have the same opportunities to pursue higher education to the most advanced levels. Indeed, in the academic year 2010/11 the percentage of female students vis-à-vis males was approximately 54.4%."<sup>25</sup>

"The developed Vocational Education and Training Project is one of those projects which has been adopted internationally in technical and vocational training and it is used by many developed countries in the fields of industry, the service industries and commerce. Its philosophy essentially amounts

---

24 Ibid, pp. 24-25

25 Ibid, pp. 30-31

to linking education to the trade or profession which the student intends to enter. [...] The Project began to be implemented in the Kingdom in the academic year 2007/8 and continued to expand until it was applied in industrial secondary schools for boys and four secondary **schools for girls** in 2010/11."<sup>26</sup>

*"Students with Special Needs:* The Ministry of Education is concerned to identify those students who are slow learners and who have learning difficulties so as to meet their needs, organize a programme of rigorous academic care within a comprehensive educational plan and to prepare trained personnel specialized in this. [...] The programme has been implemented in **25 boys' and girls' schools**. It aims at developing the abilities, sensory and ambulatory skills of those with special needs and the learning of basic academic skills."<sup>27</sup>

*"Student Activities:* In 2005, the Ministry of Education established 10 school clubs throughout all provinces which would engage in cultural, educational, sport technical and other activities. In addition, each province contains two centres, one for boys and **one for girls**, which operate during the summer holiday (July and August). The Ministry went further, and in 2010 increased the number of these centres to 15."<sup>28</sup> "In order to promote the values of citizenship and human rights a number of events have taken place since November 2011. These varied between competitions for students, a series of workshops organized for secondary

---

26 Ibid, pp. 13-14

27 Ibid, p. 16

28 Ibid, p. 17

school students and **a camp for Girl Guides** attended by 200 students from secondary schools all of which focussed on the values of human rights, joint responsibility and tolerance."<sup>29</sup>

---

29 Ibid, p. 34

# Bangladesh

---

## Figures/Data

- Net enrolment rate in primary education Female: *N/A*  
Net enrolment rate in primary education Male: *N/A*  
Net enrolment rate in secondary education Female: 51% (2011)  
Net enrolment rate in secondary education Male: 43% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): *N/A*
- Out-of-school rate for children of primary school age  
Female: *N/A*  
Out-of-school rate for children of primary school age  
Male: *N/A*
- Transition rate from primary to secondary Female: 95% (2010)  
Transition rate from primary to secondary Male: 84% (2010)
- Youth (15-24) literacy rate Female: 80.4% (2011)  
Youth (15-24) literacy rate Male: 77.1% (2011)

Source: UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>30</sup> since 06/11/1984

CADE: Not a State Party to the Convention

---

30 Reservation(s) to the CEDAW made by this country can be consulted at: [http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

## ● Constitutional provisions

*“The Constitution of the People’s Republic of Bangladesh has a provision under fundamental rights as follows:*

Article 28

- (1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, **sex** or place-of birth.
- (2) **Women shall have equal rights with men** in all spheres of the State and public life.”<sup>31</sup>

## ● Legislative provisions

*Legislative Measures* include “**special quota facilities for women**, ethnic minorities and vocational students for admission to Diploma course.”<sup>32</sup>

**“Registration of Private Schools (Amendment) Act, 1989:** [...] The Act also enriched by gender focused teachers recruitment rule lead to at least two female teachers out of four. The Government of Bangladesh has initiated a process of nationalization of Registered Non-Government Primary Schools (RNGPS) which ultimately will enhance the quality of primary education.”<sup>33</sup>

---

31 Bangladesh Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 9

32 Ibid, p. 12

33 Ibid, p. 6

## ● Measures

“Bangladesh launched a **nationwide universal primary education programme** and made primary education compulsory in 1990 to fulfill its constitutional obligation in order to provide access to primary education irrespective of race, **sex**, religion or any other distinctions, economic or social.”<sup>34</sup>

“**National Education Policy-2010:** The National Education Policy-2010 is a basis for an education system suitable for the delivery of education which is pro-people, easily available, uniform, universal, well planned, science oriented and of high standard according to the constitutional directives and it is also working as a strategy to counter all sorts of discrimination in education. The main features of the Education Policy [include] [...] removing socio-economic discrimination irrespective of race, religion and creed and **eradicating gender disparity**; to develop non-communalism, friendliness, global fraternity, fellow-feeling and respect for human rights [...]”.<sup>35</sup>

“Measures taken for attaining education for all (EFA):

- *National Plan of Action (NPA) on Education for All (EFA)*  
The NPA on EFA makes the following broad proposals to ensure full and equitable access and equality of primary education: [...] *Improved Attendance, Retention and Completion of Cycle* [including] [...] **ensuring gender equity**. [...]

---

34 Ibid, p. 5

35 Ibid, p. 6

- *Basic Education for Hard-To-Reach Urban Working Children (BEHTRUWC) Project (2nd Phase).*  
It's an ongoing project located in the six divisional cities of the country. The project was started in 2004 and will continue up to December 2012. The main objectives of the project are: (i) to provide quality non-formal, life-skills-based basic education to 1,66,150 urban working children and adolescents of 10 to 14 years age group of which at least 60% are girls, and (ii) to provided 12630 learners of 13+ age group with livelihood skills training. The project is supported by UNICEF. The budget of the project is about Taka 2738.45 million.
- *“Post Literacy and Continuing Education for Human Development Program-2” (PLCEHD-2):*  
BNFE has been implementing the “Post Literacy and Continuing Education for Human Development Program-2” (PLCEHD-2) since 2002. [...]. “[One of the] main objectives of the Project [is] [...] to **eliminate gender disparity** and establish social equitability expediting women empowerment.”<sup>36</sup>

“Measures taken for Non-discrimination and Ensuring Quality in education:

- [...] **Female Stipend Programme:** In order to enhance educational opportunities, particularly for the girls, the Government of Bangladesh has undertaken the nationwide female stipend program for the primary and secondary level. As a result the gross enrolment rate of girls at secondary level comes to 53%. The Government has expanded the stipend program for the girls up to

---

36 Ibid, pp. 16-17

higher secondary and Graduation level throughout the country. The decision is expected to have far-reaching impact on education and empowerment of women and children as well as on overall socio-economic development of the country. Moreover, the government has already extended female stipend program up to graduation level so that the girls could get the scope of availing higher education. Stipend is being provided to nearly 3.9 million secondary to degree level students under four development projects. The Government has already made the stipend program more target oriented and pro-poor.

- **Quota facilities for women and ethnic groups:** To encourage women in technical education 10% quota facilities for women in addition to their normal opportunities, 2 seats are reserved for the tribal students in each institute to bring them in the mainstream society and 15% quota for vocational students for admission to Diploma course [...].<sup>37</sup>

“Bangladesh is fully committed to achieving EFA Goals by 2015. Primary education is free and compulsory in Bangladesh. The government introduced Inclusive Education (IE) in schools. Legally there is no discrimination in primary education. At present, about 51% of primary school children are female. **60% quota is reserved for female teachers in recruitment system.** Various initiatives are taken for basic education of children including ethnic minorities, special need children, **girls** and underprivileged groups.”<sup>38</sup>

---

37 Ibid, pp. 22-23

38 Ibid, p. 9

“[T]he latest education policy of the present government has set a comprehensive plan for eradicating the roots of all forms of discrimination in education. The formation of Permanent National Education Commission will have a very significant role to that end. A fruitful partnership among GO, NGOs and CSOs will accelerate the pace of removing all kinds of discrimination in education within very short period of time.”<sup>39</sup>

---

39 Ibid, p. 24

# Barbados

---

## Figures/Data

- Net enrolment rate in primary education Female: 97% (2007)  
Net enrolment rate in primary education Male: 90% (2007)  
Net enrolment rate in secondary education Female: 95% (2011)  
Net enrolment rate in secondary education Male: 83% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): 1.26 (2011)
- Out-of-school rate for children of primary school age Female: 3% (2007)  
Out-of-school rate for children of primary school age Male: 10% (2007)
- Transition rate from primary to secondary Female: 97% (2005)  
Transition rate from primary to secondary Male: 100% (2005)
- Youth (15-24) literacy rate Female: *N/A*  
Youth (15-24) literacy rate Male: *N/A*

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 16/10/1980

CADE: State Party since 24/06/1975

## ● Constitutional provisions

“**The Constitution of Barbados** Section 11 stipulates the protection of fundamental rights and freedoms of the individual. It states *inter alia*:

‘Whereas every person in Barbados is entitled to the fundamental rights and freedoms of the individual that is to say, that the right, whatever his race, place of origin, political opinion, colour, creed or **sex**, but subject to respect for the rights and freedoms of others and for the public interest [...]’.”<sup>40</sup>

“Section 23 deals with protection from discrimination on grounds of race, **sex**, national or social origin and states *inter alia*:

- (1) Subject to this provision of this section –
  - (a) No law shall make any provision that is discriminatory either of itself or in its effect;
  - (b) No person shall be treated in a discriminatory manner by any person acting by virtue of any written law or in the performance of the function of any public authority.”<sup>41</sup>

“Where a school or institution in respect of which an application is made under section (32)(1) has been inspected, the Minister shall register the school, as the case may be, if he is satisfied that:

- (a) the premises are suitable for use as a school or institution,

---

40 Barbados Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 1

41 Ibid, p. 2

- (b) the accommodation provided at the premises is adequate and suitable, having regard to the number, ages and sex of the pupils attending the school or institution,
- (c) efficient and suitable instruction is being or will be provided at the school or institution having regard to the ages and sex of the pupils attending the school or institution, [...].<sup>42</sup>

## ● Measures

“Discrimination is prohibited in education. Both genders have uninhibited access to school places. **A non-discriminatory curriculum** is pursued by both males and females throughout their school careers. The curriculum is also pursued at the private educational institutions.”<sup>43</sup>

“**Initiatives** have been taken in addition to those written into the legislation, and women in particular, at the tertiary level have been availing themselves to these opportunities more and more, as they realize the value of education as a vehicle for upward social mobility and for advancing their status towards true gender equality. The greater availability of scholarships, enabling grants, loans, fellowships and opportunities are examples of the initiatives taken. These measures have had a mushrooming effect on the education of women and their upward social mobility as seen in their being in the boardrooms of businesses, and taking up of higher level jobs, once the preserve of men, both in the public and private sector, and at higher level institutions.”<sup>44</sup>

“All secondary schools have Industrial Arts facilities and

---

42 Ibid, p. 3

43 Ibid, p. 6

44 Ibid, p. 7

these are utilized by both genders. Technical and vocational education is free at the secondary level and children are given a small stipend to assist in pursuing their studies."<sup>45</sup>

**“Education is the only means for true gender equality.** The main task facing administrators has been the need to emphasize the critical role which education must play in a developing society whose stated aim/ objective is to attain First World status by the year 2025. The initiatives outlined in **The National Strategic Plan 2005-2025** gives a blueprint of the milestones to be achieved in the education sector. The administrators have had to factor in the growing militancy of women as they strive for true gender equality which is their right.”<sup>46</sup>

“The objective of education for all is in train with **no discrimination in terms of gender**, ethnic minorities, and no discrimination in the quality of education. Government allocates approximately 20% of its education budget to primary education which is just adequate to meet the statutory and non-statutory obligations.”<sup>47</sup>

---

45 Ibid, p. 10

46 Ibid, p. 17

47 Ibid, p. 8

# Bosnia and Herzegovina

---

## Figures/Data

- Net enrolment rate in primary education Female: 89% (2011)  
Net enrolment rate in primary education Male: 88% (2011)  
Net enrolment rate in secondary education Female: N/A  
Net enrolment rate in secondary education Male: N/A
- Gender parity index for gross enrolment ratio (All levels combined): 1.06 (2011)
- Out-of-school rate for children of primary school age Female: 9% (2011)  
Out-of-school rate for children of primary school age Male: 11% (2011)
- Transition rate from primary to secondary Female: 83% (2009)  
Transition rate from primary to secondary Male: 84% (2009)
- Youth (15-24) literacy rate Female: 99.7% (2011)  
Youth (15-24) literacy rate Male: 99.7% (2011)

Source: UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 01/09/1993

CADE: State Party since 12/07/1993

## ● Constitutional provisions

“Basic principles of respect for human dignity, tolerance, freedom and equality are incorporated into the Constitution of BiH, which is particularly reflected in **Article 2 – Human Rights and Fundamental Freedoms** (paragraphs 1, 2, 4): [...]

4. *Nondiscrimination*- ‘The enjoyment of the rights and freedoms set forth in this Article, or in the international agreements listed in the Annex to this Constitution, is ensured for all in BiH without discrimination on any ground such as **sex**, race, colour, language, religion, political or other opinion, national or social origin, affiliation with a national minority, property, birth or other status’.”<sup>48</sup>

## ● Legislative provisions

“Article 3 of the **Framework Law on Primary and Secondary Education** in Bosnia and Herzegovina defines the general goals of education, which include [...] ‘ensuring equal opportunities for education and choice at all levels of education, regardless of sex, race affiliation, social and cultural background and status, family status, religion, psycho-physical and other personal characteristics.’ (item (e)).”<sup>49</sup>

“The **Framework Law on Primary and Secondary Education in BiH** regulate[s] *the Role and Obligations of Schools* as follows: [...] ‘Schools shall not exert discrimination in the

---

48 Bosnia and Herzegovina Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, pp. 3-4

49 Ibid, p. 6

children's access to education or their participation in the education process, based on race, color, **sex**, language, religion, political or other opinion, ethnic or social origin, based on the children being those with special needs, or on any other basis.' (Article 35, paragraph 1)".<sup>50</sup>

**"The Framework Law on Higher Education in BiH**, Article 4, paragraph 2, item 5, provides that higher education is based on 'respect for human rights and civic freedoms, including ban of all forms of discrimination.' Access to higher education is defined in Article 7, paragraph 2, «**Higher education** within the scope of which the licensed higher education institutions operate in Bosnia and Herzegovina **shall not be restricted**, either directly or indirectly, based on any realistic or assumed basis such as: **sex**, race, sexual orientation, physical or other disability, marital status, colour of skin, language, religion, political or other opinion, national, ethnic or social origin, affiliation with an ethnic community, property, birth, age or any other status." Article 38, subparagraph 3 defines the Rights and Obligations of Students 'The statute or another equivalent core document of any higher education institution shall contain the provisions that protect students against discrimination on any basis, such as: **sex**, race, sexual orientation, physical or other disability, marital status, colour of skin, language, religion, political or other opinion, national, ethnic or social origin, affiliation with an ethnic community, property, birth, age or any other status'."<sup>51</sup>

"According to the **Law [on Higher Education]**, the access to higher education may not be restricted, directly or

---

50 Ibid, pp. 6-7

51 Ibid, p. 7

indirectly, on any ground actual or presumed contrary to the Constitution, legislation and international legislation, such as **gender**, race, sexual orientation, physical or other disability, marital status, colour, language, religion, political or other opinion, national, ethnic or social origin, affiliation with a national community, property, birth or some other status.”<sup>52</sup>

---

52 Ibid, pp. 14-15

# Burkina Faso

---

## Figures/Data

- Net enrolment rate in primary education, female: 62% (2012)  
Net enrolment rate in primary education, male: 66% (2012)  
Net enrolment rate in secondary education, female: 17% (2012)  
Net enrolment rate in secondary education, male: 21% (2012)
- Gender parity index for gross enrolment ratio (all levels combined): 0.88 (2011)
- Out-of-school rate for children of primary school age, female: 37% (2012)  
Out-of-school rate for children of primary school age, male: 34% (2012)
- Transition rate from primary to secondary, female: 48% (2011)  
Transition rate from primary to secondary, male: 53% (2011)
- Youth (15-24) literacy rate, female: 33.1% (2007)  
Youth (15-24) literacy rate, male: 46.7% (2007)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 14/10/1987

CADE: State Party since 4/9/2012

## ● Legislative provisions

### “Discrimination is outlawed in: [...]”

- **The Education Act, section 3:** ‘Everyone living in Burkina Faso shall have the right to education without discrimination on any ground such as **sex**, social origin, race, religion, political opinions, nationality or state of health. This right shall be exercised on the basis of equity and equal opportunities for all citizens.’<sup>53</sup>

## ● Measures

### “Measures adopted in order to eliminate and prevent discrimination: [...]”

- Measures promoting girls’ education and inclusive education; [...]
- Establishment in 1989 of a technical service for girls’ enrolment, upgraded in 1996 to become the Department for Promotion of Girls’ Education (DPEF) by Decree No. 96-351/PRE/PM/MEBA;
- Establishment in 1989 of a specific service for promoting girls’ enrolment, upgraded in 2007 to a technical department for girls’ education and gender promotion by Decree No. 2007-542/PRES/PM/MESSRS; [...]
- Establishment of a framework for concerted action on gender by donors (financial and technical partners);
- Adoption by the Cabinet on 8 June 2012 of a national strategy to accelerate girls’ education (SNAEF);

---

53 Burkina Faso Report submitted for the Eighth Consultation on implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 3

- Award of scholarships to disadvantaged girls [...]”.<sup>54</sup>

**“Action taken by the government to guarantee equal access to all levels of education within Burkina Faso [...]”:**

- On the institutional level, a technical body has been set up to promote education for disadvantaged groups such as girls and persons living with disabilities; [...]
- Development of a national strategy to accelerate girls’ education;
- Scholarships awarded to deserving girls from disadvantaged backgrounds;
- Introduction of quotas for girls’ access to technical education;
- Subsidized parents’ fees for first-time enrolment of girls in the first year of primary school;
- Technical and financial support for teaching mothers to establish income-generating activities enabling them to contribute more effectively to girls’ schooling; [...]
- Joint programme for women’s literacy launched in 2008 by the Ministry of Education and Literacy and the Ministry for Women’s Empowerment.”<sup>55</sup>

**“[...] Strategies and programmes implemented to ensure that by 2015 all children, particularly girls [...], have access to and complete free and compulsory primary education:**

- **Programmes/Projects**

- Implementation of the Strategic Development Plan for Basic Education (PDSEB);
- Implementation of the BRIGHT project (Burkinabé Response to Improve Girls’ Chances to Succeed);

---

54 Ibid, pp. 3-4

55 Ibid, pp. 4-5

- National Strategy to Accelerate Girls' Education 2012-2022;
- Implementation of women's literacy programme.

- **Strategy**

- Subsidized parents' fees for first-time enrolment of girls in the first year of primary school;
- Granting of a take-home dry-food ration to girls with a good attendance record, in some priority provinces of Burkina Faso;
- Technical and financial support for teaching mothers to establish income-generating activities enabling them to contribute more effectively to girls' schooling;
- Issuing of replacement birth certificates for girls;
- Achievement awards for the best girls;
- Completion by the Ministry of Secondary and Higher Education (MESS) and the Ministry of Education and Literacy (MENA), with support from UNFPA and the Ministry of the Economy and Finance, of a study on gender-based violence in schools;
- Implementation of integrated communication plans (ICPs) to accelerate girls' and women's education in very under-resourced areas;
- Building of girls' community centres;
- Establishment of high-quality school clubs to ensure girls' access, continuing education, safety and success at school;
- Training of teachers and educational supervisors on how to prevent female genital mutilation;
- Teacher training on inclusive education;

- Training of the Teaching Mothers' Association on the role and responsibilities of teaching mothers;
- Teacher training on gender-based violence in schools."<sup>56</sup>

**“Adult education and lifelong learning: [...]**

- Introduction in women's centres of girls' learning centres for sewing, weaving and dyeing;
- Support for girls in children's homes to enable a few disadvantaged girls to enrol every year for various training courses (electrics, mechanics, etc.)."<sup>57</sup>

**“Activities carried out to raise public awareness of the principles of non-discrimination and equality of educational opportunities:**

- Gender advocacy guides translated into the Mossi, Fulani and Dioula national languages;
- Teacher training on gender in education; [...]."<sup>58</sup>

---

56 Ibid, pp. 7-8

57 Ibid, pp. 10-11

58 Ibid, p. 14

# Chile

---

## Figures/Data

- Net enrolment rate in primary education Female: 93% (2011)  
Net enrolment rate in primary education Male: 93% (2011)  
Net enrolment rate in secondary education Female: 87% (2011)  
Net enrolment rate in secondary education Male: 83% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): 1.02 (2011)
- Out-of-school rate for children of primary school age Female: 7% (2011)  
Out-of-school rate for children of primary school age Male: 7% (2011)
- Transition rate from primary to secondary Female: 93% (2010)  
Transition rate from primary to secondary Male: 88% (2010)
- Youth (15-24) literacy rate Female: 98.9% (2009)  
Youth (15-24) literacy rate Male: 98.9% (2009)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 07/12/1989

CADE: State Party since 26/10/1971

## ● Legislative provisions

“General Law on Education [...]

**Article 11** contributes to **gender equality** by specifying that **neither pregnancy nor motherhood is to be an impediment to entering or remaining within educational establishments, and that appropriate facilities are to be provided in such cases.** It also requires that in State-funded establishments, no change in the marital status of parents or guardians shall prevent a student from remaining within the establishment. It also prohibits, for a period of one academic year, the expulsion of a student for reasons of academic underachievement or because his or her parents have failed to fulfil any financial obligations they may have contracted.

As for the promotion of equal opportunities in education, **article 4** of the General Law on Education requires the State to ensure the quality of education and to ensure equal opportunities and inclusion in education and reduce inequalities resulting from factors such as financial, social, ethnic, gender or geographical circumstances.”<sup>59</sup>

---

59 Chile Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 3

## ● Measures

“Although the levels of access are similar, strategies have nonetheless been implemented to ensure equal educational opportunities for males and females. The main strategy in this respect, established in 2002, is a gender equity system within management improvement programmes. This establishes annual targets to overcome educational gaps between the sexes. The targets are reflected in a variety of measures and programmes for gender mainstreaming.”<sup>60</sup>

---

60 Ibid, p. 5

# Cook Islands

---

## Figures/Data

- Net enrolment rate in primary education Female: *N/A*  
Net enrolment rate in primary education Male: *N/A*  
Net enrolment rate in secondary education Female: 84% (2011)  
Net enrolment rate in secondary education Male: 72% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): 1.13 (2011)
- Out-of-school rate for children of primary school age  
Female: *N/A*  
Out-of-school rate for children of primary school age  
Male: *N/A*
- Transition rate from primary to secondary Female: 100% (2010)  
Transition rate from primary to secondary Male: 99% (2010)
- Youth (15-24) literacy rate Female: *N/A*  
Youth (15-24) literacy rate Male: *N/A*

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 11/08/2006

CADE: Not yet a State Party to the Convention

## ● Legislative provisions

### “The Education Act (1986/87) [...]

The purpose of this Act will be to provide for an education system in the Cook Islands with an emphasis on:

[...]

- (e) ensuring everyone involved in the education system is treated with dignity, respect and understanding, in a way that is consistent with —
  - (i) the fundamental human rights and freedoms in Articles 64 and 65 of the Constitution of the Cook Islands
  - (ii) the Convention on the Rights of the Child
  - (iii) the Convention on the Elimination of All Forms of Discrimination against Women
  - (iv) the Convention on the Rights of Persons with Disability.”<sup>61</sup>

## ● Measures

### “Non-discrimination in Education [...]

The **Cook Islands Ministry of Education’s strategic policy Equity, Access and Participation**, states:

‘For the purposes of this policy ‘equity, access and participation’ means that all Cook Islanders, regardless of ability, **gender**, wealth, location, language or ethnic origin, will be able to participate in relevant, quality and appropriate

---

61 Cook Islands Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 3

learning experiences. It is the responsibility of the Ministry of Education (MoE) to provide such opportunities and mitigate any barriers to accessing them that may exist’.”<sup>62</sup>

“The Ministry takes into consideration the implementation of policies set up by the Ministry of Internal Affairs. These are issues that relate directly to youth, **gender** and disability.”<sup>63</sup>

---

62 Ibid, p. 4

63 Ibid, p. 14

# Cuba

---

## Figures/Data

- Net enrolment rate in primary education Female: 98% (2011)  
Net enrolment rate in primary education Male: 98% (2011)  
Net enrolment rate in secondary education Female: 87% (2011)  
Net enrolment rate in secondary education Male: 87% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): 1.14 (2011)
- Out-of-school rate for children of primary school age  
Female: 2% (2011)  
Out-of-school rate for children of primary school age  
Male: 2% (2011)
- Transition rate from primary to secondary Female: 99% (2010)  
Transition rate from primary to secondary Male: 98% (2010)
- Youth (15-24) literacy rate Female: 100% (2011)  
Youth (15-24) literacy rate Male: 100% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>64</sup> since 17/07/1980

CADE: State Party since 02/11/1962

## ● Constitutional provisions

“Education in the Republic of Cuba is legally based on the Constitution of the Republic of Cuba that was enacted on 24 February 1976 and signed into law on 24 February 1992, containing the provisions below. [...]

Chapter VI. EQUALITY. Article 42 provides that discrimination because of race, skin colour, **sex**, national origin, religious beliefs and any other form of discrimination harmful to human dignity is forbidden and will be punished by law. The institutions of the State educate everyone from the earliest possible age in the principle of equality among human beings.

Chapter VI. Article 43 provides that all citizens, regardless of race, skin colour, **sex**, religious belief, national origin and any situation that may be harmful to human dignity (...) have a right to education at all national educational institutions, ranging from elementary schools to the universities, which are the same for all.”<sup>65</sup>

---

64 Reservation(s) to the CEDAW made by this country can be consulted at: [http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

65 Cuba Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 2

## ● Measures

“Education is also provided in a non-institutional educational setting under the Educate Your Child programme, a family-oriented welfare scheme designed to prepare families to participate actively in their children’s education. It was first implemented in **women’s prisons**, yielding very good results, and was then extended to men’s prisons before being rolled out gradually to all of the country’s provinces as from 2010.”<sup>66</sup>

“**Higher Education** [...]. The main features of Cuba’s policies are: [...]

- access to university studies for all citizens holding the required qualification, with no restrictions or constraints arising from any type of discrimination as to **gender** (most students enrolled are women), skin colour, social origin, religious beliefs or any other characteristic; [...].”<sup>67</sup>

“The Cuban State has therefore created the material conditions and built up the human capital to provide free and universal quality education for all at all levels of education, regardless of learners’ or their families’ **gender**, skin colour, household income, religion, opinions or political beliefs.”<sup>68</sup>

“Special education was provided to all girls and boys with special educational needs in specifically equipped centres and many of these pupils were integrated into general education institutions. [...]

---

66 Ibid, pp. 4-5

67 Ibid, p. 9

68 Ibid, p. 2

The **Standing Committee for Children, Young People and Equal Rights for Women of the People's National Assembly**, Cuba's supreme State authority, discharges crucial advisory, evaluative, investigative, monitoring and other functions in order to provide for and protect the **rights of girls**, boys, teenagers, young people **and women**, as it has full authority and capacity to monitor and coordinate action between national and local authorities (provinces and municipalities).

The Committee may exercise legislative initiative (Article 88 of the Constitution), through which various laws and legal provisions have been studied and measures have been established to ensure its effectiveness in childhood and **women's issues**. At all of the Assembly's regular sessions, the Committee discusses reports on the implementation of the State's priorities regarding children, Ministers report to the Deputies on action taken, debates are held and agreements are made that may require the conduct of enquiries in the provinces and municipalities."<sup>69</sup>

---

69 Ibid, p. 3

# Cyprus

---

## Figures/Data

- Net enrolment rate in primary education Female: 99% (2010)  
Net enrolment rate in primary education Male: 99% (2010)  
Net enrolment rate in secondary education Female: 90% (2010)  
Net enrolment rate in secondary education Male: 88% (2010)
- Gender parity index for gross enrolment ratio (All levels combined): 0.98 (2010)
- Out-of-school rate for children of primary school age Female: 1% (2010)  
Out-of-school rate for children of primary school age Male: 1% (2010)
- Transition rate from primary to secondary Female: 100% (2009)  
Transition rate from primary to secondary Male: 100% (2009)
- Youth (15-24) literacy rate Female: 99.8% (2011)  
Youth (15-24) literacy rate Male: 99.8% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 23/07/1985

CADE: State Party since 09/06/1970

## ● Measures

“A comprehensive strategy for **in-service training of teachers** has been adopted, which provides for the systematic identification of training needs and planning of specific programs to address these needs for upgrading the skills of teachers at various stages of their career, keeping them at the fore front of technological and educational developments and compensating for any weaknesses they may exhibit. The strategy promulgates a combination of institutional and school-based training variety of forms of training aiming at a balance between theoretical and practical training. These include the following:

**Optional Seminars:** These included a series of **seminars for teachers** in all levels of education, Special Education Needs teachers, educational psychologists and other specialists in the area of education on the following topics:

- [...]
- Gender equality.
- [...].<sup>70</sup>

“The Government of the Republic of Cyprus has initiated an ambitious **educational reform programme**, inviting dialogue among all stakeholders [...]. This initiative was launched in January 2005, following a report by a Committee of seven academics which identified the weaknesses of the Cyprus Educational System and the areas in need of reform and made recommendations. [...] More explicitly, the ongoing educational reform is an effort for a comprehensive

---

70 Cyprus Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 27

introduction of changes and innovations at all levels and all aspects of the system. The main objective of this effort is to create a democratic and pupil-focused educational system, which includes all pupils irrespective of social, racial or ethnic background, **gender**, or physical or mental ability and offers high quality education to all [...]."<sup>71</sup>

---

71 Ibid, pp. 5-6

# Dominican Republic

---

## Figures/Data

- Net enrolment rate in primary education Female: 88% (2011)  
Net enrolment rate in primary education Male: 91% (2011)  
Net enrolment rate in secondary education Female: 67% (2011)  
Net enrolment rate in secondary education Male: 58% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): *N/A*
- Out-of-school rate for children of primary school age Female: 9% (2011)  
Out-of-school rate for children of primary school age Male: 7% (2011)
- Transition rate from primary to secondary Female: 94% (2010)  
Transition rate from primary to secondary Male: 84% (2010)
- Youth (15-24) literacy rate Female: 98.1% (2011)  
Youth (15-24) literacy rate Male: 96.1% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 02/09/1982

CADE: State Party since 30/08/1977

## ● Legislative provisions

“[T]he **General Education Act 66-97** governing pre-university education in the country establishes, in the principles and purposes of education in the Dominican Republic, section 4 (a) and (j), rights corresponding to those enshrined in the Convention and the Recommendation, [...]:

**Section 4** – Education in the Dominican Republic is based on the following principles:

- (a) Education is a permanent and inalienable human right. In order to make its effective, everyone is entitled to a comprehensive education that will allow them to develop their own individual personality and perform a socially useful activity, appropriate to their vocation and within the requirements of the national or local interest, without any kind of discrimination based on race, **sex**, creed, economic and social position or anything else; [...].”<sup>72</sup>

## ● Measures

“The current curriculum used in the Dominican Republic’s education system pays attention to diversity as one of the cornerstones for achieving educational quality and fairness, by providing for a set of processes and actions that adequately respond to educational needs. Some of the main measures are described below:

- The development of new legal frameworks that enable more open inclusion policies. For example, **Department**

---

72 Dominican Republic Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 2

**Order No. 03-2008** amending national guidelines for inclusive education, established by Department Order 24-2003. Article 1 states that 'Every education centre must welcome and value all children and young people under 18 years in their diversity, and accordingly must ensure access, retention and promotion in the education system, without excluding anyone on the grounds of **gender**, social class, culture, ethnicity, religion, age, etc. or their personal condition (different styles and rates of learning, ability, interests, motivations, ways of relating, disability or being intellectually gifted)'. [...]"<sup>73</sup>

---

73 Ibid, p. 4

# Egypt

---

## Figures/Data

- Net enrolment rate in primary education Female: *N/A*  
Net enrolment rate in primary education Male: *N/A*  
Net enrolment rate in secondary education Female: *N/A*  
Net enrolment rate in secondary education Male: *N/A*
- Gender parity index for gross enrolment ratio (All levels combined): 0.95 (2010)
- Out-of-school rate for children of primary school age  
Female: *N/A*  
Out-of-school rate for children of primary school age  
Male: *N/A*
- Transition rate from primary to secondary Female: *N/A*  
Transition rate from primary to secondary Male: *N/A*
- Youth (15-24) literacy rate Female: 86.1% (2012)  
Youth (15-24) literacy rate Male: 92.4% (2012)

Source: UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>74</sup> since 18/09/1981

CADE: State Party since 28/03/1962

---

74 Reservation(s) to the CEDAW made by this country can be consulted at: [http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

## ● Constitutional provisions

“**Article 3 of part II Constitution of 1923** article that ‘the Egyptians in the law are equal in the enjoyment of civil rights and politics, the text of the Constitution in the same section the following with regard to education:

- Primary education is compulsory for Egyptian **boys and girls** free of charge in public offices [...]’<sup>75</sup>

“Article 40 Included that citizens are equal by the law and they are equal in the rights and duties without discrimination regardless of **sex**, origin, language, religion or creed.”<sup>76</sup>

---

75 Egypt Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 2

76 Ibid, p. 3

# Ethiopia

---

## Figures/Data

- Net enrolment rate in primary education Female: 83% (2011)  
Net enrolment rate in primary education Male: 89% (2011)  
Net enrolment rate in secondary education Female: *N/A*  
Net enrolment rate in secondary education Male: *N/A*
- Gender parity index for gross enrolment ratio (All levels combined): 0.88 (2011)
- Out-of-school rate for children of primary school age  
Female: 16% (2011)  
Out-of-school rate for children of primary school age  
Male: 10% (2011)
- Transition rate from primary to secondary Female: 80% (2010)  
Transition rate from primary to secondary Male: 84% (2010)
- Youth (15-24) literacy rate Female: 47% (2007)  
Youth (15-24) literacy rate Male: 63% (2007)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>77</sup> since 10/09/1981

CADE: Not yet a State Party to the Convention

## ● Constitutional provisions

"[...] [T]he federal constitution buttresses women's education when it states that 'The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures.'<sup>78</sup>

## ● Measures

"[T]he **Education and Training Policy** states (article 3.7.7): 'Special attention will be given to women and to those students who did not get educational opportunities in the preparation, distribution and use of educational support input'.<sup>79</sup>

"The Ethiopian government as well as the regional states has policies and strategic statements promoting the equality of women within the education context. The **national plan for gender equity** embraces several initiatives to realize equity of women. For example, to improve girls participation in schools and higher education, the government, thorough

---

77 Reservation(s) to the CEDAW made by this country can be consulted at: [http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

78 Ethiopia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 6

79 Ibid, pp. 6-7

the Higher Education Proclamations and the internal policy of the Ministry of Education, has introduced a **positive discrimination policy** at the main point of entry i.e, at grade ten, twelve, and university level. Due to this measure, the enrollment of female students in higher education shows perceptible increment. Other preferential treatment includes special (tutorial) support for female students when they join universities, pilot scholarship program providing different assessments for female students, etc. Through establishing separate latrines and provision of sanitary napkins efforts are made to encourage and motivate girls to hold on tenaciously to their learning."<sup>80</sup>

"To address gender equality the Ministry of Education opened a **Women's Affair Department** in 1994 to implement the provision of *girls education through the process of gender main streaming at all level of the sector*. In 2006 this department was expanded to include other equity issues and was called the **Gender and Equity Department**. It was given the responsibility to address issues of minorities such as pastoralists, children with special needs and other marginalized groups, without in fact putting aside its role for girls' education."<sup>81</sup>

"The **national Girl's Education Strategy** identifies the various problems of girls with respect to enrollment and the problems of drop out they experience. It also provides measures that will address the schooling cost, cultural impediments, gender based biases in schools and health related problems. The strategy specifies the responsibilities of the Ministry of Education, Regional Education Bureaus,

---

80 Ibid, p. 7

81 Ibid, p. 7

schools and other relevant bodies. The strategy reflects on changes that have taken place on girls' education, of the achievements made and the challenges perceived at present. Strategic measures that have been taken to increase the enrollment and performance of girls are:

- Establish the system/put necessary institutional mechanism to facilitate the process of gender mainstreaming at federal, regional and institutional level.
- Mobilize and create the awareness of community about the benefit of educating girls.
- Develop and use gender sensitive curriculum and teaching method.
- Increase the share of females in leadership and teaching staff.
- Strengthen the network of stakeholders and partners under forum and girls advisory committee.
- Develop projects to provide incentives such as material and financial support to vulnerable children's.
- Create safe and secured environment to girls at school and institutions.
- Take affirmative action to girls at the entry and during their attendance.
- Increase the participation of community to decrease the drop out and repetition rate of girls.
- Establish boarding and Para boarding services mainly to children coming from pastoralist and semi pastoralist community.
- Awarding best performing girls.
- Developed and utilized anti-harassment code of conduct.

For each strategy action plan has also been developed and implemented at all levels.”<sup>82</sup>

“The **Education Sector Development Program IV (2010/11-2014/15)/ ESDP IV/ of Ethiopia** is currently put in to effect as part of the Growth and Transformation Plan (GTP) of Ethiopia (2010/11-2014/15). GTP aims to engender the overall development of the country and it is a road map to this end for five years. Just as its predecessor, ESDP III, ESDP IV accords **priority to women’s participation and equality in education**. The goal of gender equality under ESDP IV is to promote equal access in education and training for women. Under ESDP IV, several mutually reinforcing strategies are designed for implementation. These, among others, include:

- Updating the existing strategy and action plan for gender equality in education
- Making efforts to establish and strengthen women education forums at all levels of education.
- Setting up of girl students’ clubs in all levels of education.
- Implementing gender mainstreaming effectively at all levels.
- Continue efforts to focus on increasing the enrolment, retention and performance of female students, including girls from pastoralist and agro-pastoralist groups, with special attention to their participation in science and technology.
- Giving more attention to monitor the implementation of ‘affirmative action’ programs.
- Creating strong work relationship relationships with line ministries for collaborative work on gender issues.

---

82 Ibid, pp. 7-8

- Raising community awareness about the benefit of girls' education.
- Producing a gender sensitive curriculum, textbooks and reference."<sup>83</sup>

---

83 Ibid, pp. 8-9

# Finland

---

## Figures/Data

- Net enrolment rate in primary education Female: 98% (2011)  
Net enrolment rate in primary education Male: 98% (2011)  
Net enrolment rate in secondary education Female: 94% (2011)  
Net enrolment rate in secondary education Male: 93% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): 1.08 (2011)
- Out-of-school rate for children of primary school age Female: 2% (2011)  
Out-of-school rate for children of primary school age Male: 2% (2011)
- Transition rate from primary to secondary Female: 100% (2010)  
Transition rate from primary to secondary Male: 100% (2010)
- Youth (15-24) literacy rate Female: *N/A*  
Youth (15-24) literacy rate Male: *N/A*

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 04/09/1986

CADE: State Party since 18/10/1972

## ● Measures

“One of the main goals of the **Development Plan** is that the Ministry of Education and Culture will prepare an **action programme to promote equal opportunity in education**. The aim is **to lower gender differences significantly in competencies and education**, to lessen the effect of the socio-economic background on participation in education, and to improve the situation of disadvantaged groups in education. The programme will enhance the possibilities of every individual to learn and to develop creativity, knowledge and different talents, **prevent gender segregation** and **promote gender sensitivity in education**. A research project will be initiated in support of the action programme. The Government will adopt the action programme for equal opportunity in education by the end of 2012.”<sup>84</sup>

---

84 Finland Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 2

# France

---

## Figures/Dates

- Net enrolment rate in primary education, female: 99% (2010)  
Net enrolment rate in primary education, male: 98% (2010)  
Net enrolment rate in secondary education, female: 100% (2011)  
Net enrolment rate in secondary education, male: 98% (2011)
- Gender parity index for gross enrolment ratio (all levels combined): 1.05 (2011)
- Out-of-school rate for children of primary school age, female: 1% (2010)  
Out-of-school rate for children of primary school age, male: 1% (2010)
- Transition rate from primary to secondary, female: N/A  
Transition rate from primary to secondary, male: N/A
- Youth (15-24) literacy rate, female: N/A  
Youth (15-24) literacy rate, male: N/A

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>85</sup> since 14/12/1983

CADE: State Party since 11/9/1961

## ● Legislative provisions

“The **principle of co-education** has been enshrined in the **Education Code (Article L. 121-1)** since the latter was amended by the 2005 framework and programme law for the future of schools: ‘Primary and secondary schools and establishments of higher education [...] shall help promote co-education and gender equality, particularly with regard to guidance.’

The **principle of equality between boys and girls** is present in **Article L.131-1** on compulsory education for children of both sexes [...]. However, for all that, co-education does not at present entail full equality between girls and boys. Thus, for example, although they perform better at school than boys, girls do not follow the same training paths and their career plans are less ambitious.”<sup>86</sup>

## ● Measures

“The **preparatory instructions for the start of the 2012 school year**, dated 27 March 2012, specifically **stresses the need for equality between girls and boys**:

---

85 The text of this country's reservation(s) can be consulted at: [http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

86 France Report submitted for the Eighth Consultation on implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 15

“Assimilation by pupils of the principles of non-discrimination and gender equality is enshrined in the Education Code and the common core as one of the missions of the school system. Gendered statistics should be used to take stock of the challenges involved.

As soon as they start school it is the educational community's responsibility to open up the field of possibilities for pupils – both girls and boys – when offering them guidance and to encourage them to behave respectfully to each other. This is reflected in educational and teaching methods and the organization of school life. To promote equality between girls and boys, schools and colleges must use their plans to involve the whole of the educational community, taking as their basis:

- The school regulations, which incorporate the constitutional principle of equality of girls and boys and rejection of all forms of sexual and sexist violence and all forms of discrimination;
- The reform of upper secondary education, which, by remodelling the streams relating to science (S) and science and technology in industry and sustainable development (STI2D), has opened up new prospects for investigative teaching, personalized coaching and involvement of pupils elected to the school council (CVL);
- The link between schools and businesses, which can be used to develop cooperation with the world of work (placements, mentoring, open days) and change views about occupations;
- The Health and Citizenship Education Committee (CESC), which is helping to prevent sexist violence and to introduce a sex education programme under the July

2010 law on violence against women, which provides for provision of information on gender equality and combating sexist prejudice at all levels of schooling;

- Educational activities to involve pupils in various projects on the subject of citizenship.”<sup>87</sup>

“The interministerial agreement on gender equality in the education system was signed by eight ministers for the 2006-2011 period. It committed the signatories to stepping up interministerial action promoting gender equality in the education system. The agreement steering committee is chaired by the Ministry of Education, Youth and the Voluntary Sector. A new version of the interministerial agreement is currently being drafted.”<sup>88</sup>

### **“Partnership with associations**

#### **– School Science and Technology Plan**

An agreement between the Ministry and the ‘Women and Mathematics’, ‘Women and Science’ and ‘Women Engineers’ associations was signed on 31 January 2011 upon announcement of the School Science and Technology Plan. These three associations work in schools to promote careers in science and technology for girls by increasing awareness of the occupations and openings available. They offer meetings with women pursuing scientific careers.

An agreement between the Ministry and the association ‘Elles bougent’ (‘Women on the Move’) was signed in the first term of the 2011-2012 school year. The association’s object is to introduce girls – through a sponsorship system – to technical

---

87 Ibid, p. 15

88 Ibid, pp. 15-16

and engineering occupations in the car, aviation, space, rail, shipping and energy industries.

– **The Olympes de la parole competition**

The agreement between the Ministry and the French Association of Women Graduates (AFFDU) was renewed in January 2011. Every year AFFDU organizes the “Olympes de la parole”, a nationwide school competition from primary to upper-secondary level encouraging pupils to think about each individual’s role at school and in society in terms of the core theme of gender equality. This event was held for the eleventh time in 2012.”<sup>89</sup>

---

89 Ibid, p. 16

# Germany

---

## Figures/Data

- Net enrolment rate in primary education Female: *N/A*  
Net enrolment rate in primary education Male: *N/A*  
Net enrolment rate in secondary education Female: *N/A*  
Net enrolment rate in secondary education Male: *N/A*
- Gender parity index for gross enrolment ratio (All levels combined): *N/A*
- Out-of-school rate for children of primary school age  
Female: *N/A*  
Out-of-school rate for children of primary school age  
Male: *N/A*
- Transition rate from primary to secondary Female: 99%  
(2007)  
Transition rate from primary to secondary Male: 99%  
(2007)
- Youth (15-24) literacy rate Female: *N/A*  
Youth (15-24) literacy rate Male: *N/A*

Source: UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 10/07/1985

CADE: State Party since 17/07/1968

## ● Constitutional provisions

“As set out in the **Basic Law** (Grundgesetz) ‘No one may be disadvantaged or favoured as a result of their **gender**, parentage, race, language, home country and origins, faith, religious or political views. No one may be disadvantaged because of their disability’ (Art. 3 (3) GG).”<sup>90</sup>

## ● Legislative provisions

“**The General Equality of Treatment Act** (Allgemeines Gleichbehandlungsgesetz – anti-discrimination law) which entered into force on 18 August 2006 relates to the access to all forms and all levels of careers advice, vocational education, including vocational training, vocational further training as well as retraining and practical occupational experience, and also to employment and working conditions including wages and conditions of dismissal. The aim of the law is to prevent or remove disadvantages due to race or ethnic background, **gender**, religion or philosophy, disability, age or sexual orientation.”<sup>91</sup>

## ● Measures

“With regard to the higher education sector, special reference should be made to the **endeavours to reduce the gender imbalance e.g. in the natural, engineering and technical**

---

90 Germany Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 2

91 Ibid, p. 3

**sciences.** Since the decision to pursue a particular course of study is taken at school, a key component is represented by information and image campaigns which are carried out in cooperation with the schools. Their objective is to enable pupils to make an open-minded decision in favour of a study course in the fields of mathematics, natural sciences and engineering and to dismantle any aversion that might exist. Some of these measures, intended to increase the take-up in these fields of study, are specifically addressed to girls (vocational orientation days, practical experience for girls, campaigns).

We refer to the **comprehensive measures for the advancement of women in the higher education and academic programme** (*Hochschul- und Wissenschaftsprogramm*). A majority of *Länder* have additionally set up **special Land programmes** for the advancement of women in general. Thus the development of networks is supported to the same extent as the establishment of coordination offices and centres of excellence. In addition, **study courses specifically for women** are offered. In setting up and designing the study courses, there are a number of measures which can be taken to make it easier for women to decide to enter higher education. They include extended examination deadlines for parents, the establishment of part-time study courses and child care support.

The endeavours to reduce the gender imbalance are also a criterion governing the performance-related **allocation of funds** to and within higher education institutions. If target agreements are concluded between *Länder* and higher education institutions, the issue of the adequate representation of women at all qualification levels plays a

key role. This ensures that incentives for further measures are assured.”<sup>92</sup>

“To promote gender equality in the science sector, the German Commission for UNESCO, together with L’Oréal Germany and the Christiane Nüsslein-Volhard Foundation, annually provides three **support awards of 20,000 Euros to outstanding female Ph.D. scientists** with children. Thereby, qualified and dedicated women are supported during a phase of their lives when, especially frequent in the German case, promising careers are interrupted or even ended for the sake of the family. Additionally, this program helps to improve ECCE facilities at research institutions.”<sup>93</sup>

---

92 Ibid, pp. 9-10

93 Ibid, p. 24

# Ghana

---

## Figures/Data

- Net enrolment rate in primary education Female: 81% (2012)  
Net enrolment rate in primary education Male: 83% (2012)  
Net enrolment rate in secondary education Female: 44% (2009)  
Net enrolment rate in secondary education Male: 48% (2009)
- Gender parity index for gross enrolment ratio (All levels combined): 0.91 (2012)
- Out-of-school rate for children of primary school age Female: 18% (2012)  
Out-of-school rate for children of primary school age Male: 17% (2012)
- Transition rate from primary to secondary Female: 91% (2011)  
Transition rate from primary to secondary Male: 90% (2011)
- Youth (15-24) literacy rate Female: 83.2% (2010)  
Youth (15-24) literacy rate Male: 88.3% (2010)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 02/01/1986

CADE: Not yet a State Party to the Convention

## ● Legislative provisions

“The **Children’s Act [1998]** provides as follows:

*Section 3, Non-Discrimination. No person shall discriminate against a child on the grounds of gender, race, age, religion, disability, health status, custom, ethnic origin, rural or urban background, birth or other status, socio-economic status or because the child is a refugee.”<sup>94</sup>*

## ● Measures

“Now known as **the Ministry for Gender and Social Protection**, the former **Ministry of Women and Children’s Affairs (MOWAC)** was established by the Government of Ghana and mandated to initiate/formulate policies to promote gender mainstreaming across all sectors that will lead to the achievement of gender equality and empowerment of women and facilitate the survival, development and growth of children.

MOWAC had the responsibility of monitoring policy formulation and programme implementation in the sector areas, coordinating cross-sector issues on women and children and evaluating the impact of sector policies on women and children. The mission of MOWAC was **‘to enhance its contribution to the development of Ghana by achieving equal status between men and women; to facilitate enforcement of the rights of women and children; to promote the survival, development, protection of**

---

94 Ghana report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 15

**children; and increase the participation of both women and children in the development process through skilled and committed staff’.**<sup>95</sup>

“The **Education Sector Strategic Plan** provides the overall policy framework for the development of education in Ghana. The policy framework, among others, aims at the following, to:

- improve equitable access to and participation in quality education at all levels;
- bridge gender gap in access to education; and
- improve access to quality education for people with disability.”<sup>96</sup>

“The **Science, Technology and Mathematics Education (STME) Clinic** was instituted by the Ghana Education Service in 1987 to help **improve enrolment and performance of girls in the study of science and technology-related subjects** in secondary and tertiary institutions. The goal of the STME is to help bridge gender gap in the field of science and technology and thereby maximize the potentials of Ghanaian women.

The programme brings together girls from second cycle educational institutions for a short-term intensive intervention programmes to enable them to interact with female scientists who are brought in as role models and through these interactions, give the girls opportunity to change any negative perceptions they might harbour about the woman scientist.”<sup>97</sup>

---

95 Ibid, pp. 16-17

96 Ibid, p. 17

97 Ibid, p. 21

“The Ghana Education Service (GES) established the **Girls’ Education Unit** in 1997. The Unit has ensured a non-discriminatory enrolment in education, thus ensuring the reduction of gender disparities in the education sector.”<sup>98</sup>

“With the onset of the EFA Programme, the National Commission has on consistent basis, promoted the six goals identified through advocacy and policy advice. In 2005 for instance, a **campaign was launched in support of girls’ education** together with Child Rights (NGO) and the Ghana National Education Campaign Coalition (GNECC). The programme was organized in Accra, Kumasi and Ho on the theme: ‘**Stand up for Girls’ Education**’.”<sup>99</sup>

“**Free Food Rations for Girls.** In this programme, girls are given take-home food rations every month to ensure their continued enrolment in primary and junior high schools. The programme is supported by the World Food Programme and it is implemented across districts in the 3 northern regions of Ghana. The programme aims at boosting enrolment of girls in schools in northern Ghana. Beneficiaries take-home specified quantities of maize, cooking oil and iodized salt if they stay in school for at least three quarters of the month. Take-home rations enable the poorest and hungriest families to send their daughters to school and ensure they complete the entire school year.”<sup>100</sup>

---

98 Ibid, p. 27

99 Ibid, pp. 27-28

100 Ibid, p. 20

“Other significant efforts at creating awareness and promoting non-discrimination and equality of educational opportunities include the observation of the **annual EFA week** and the Commission’s focus on and promotion of assistance to increasing **women’s participation in Technical, Vocational Education and Training** (WITED). Assistance was sought from UNESCO in 2003/2004 to help females in mechanical training, etc. to complete their studies, acquire tools and eventually set up their own businesses.”<sup>101</sup>

---

101 Ibid, p. 28

# Hungary

---

## Figures/Data

- Net enrolment rate in primary education Female: 92% (2011)  
Net enrolment rate in primary education Male: 93% (2011)  
Net enrolment rate in secondary education Female: 92% (2011)  
Net enrolment rate in secondary education Male: 92% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): 1.05 (2011)
- Out-of-school rate for children of primary school age Female: 2% (2011)  
Out-of-school rate for children of primary school age Male: 3% (2011)
- Transition rate from primary to secondary Female: 99% (2009)  
Transition rate from primary to secondary Male: 98% (2009)
- Youth (15-24) literacy rate Female: 99.0% (2011)  
Youth (15-24) literacy rate Male: 98.8% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 22/12/1980

CADE: State Party since 16/01/1964

## ● Legislative provisions

“The paragraphs of **the CXXXIX Act of 2005 on Higher Education** in connection to equal treatment are [...]:

[...]

**Section 27** : (12) The senate shall set up a committee for equal opportunities, which shall monitor the balanced representation of women and men in the operation of the higher education institution, shall make proposals for achieving such balanced representation, shall control the effectiveness of related measures, shall explore manifestations of discrimination and the measures prejudicing the balanced representation of women as well as shall initiate the abolishment of such discriminatory measures.”<sup>102</sup>

## ● Measures

“When the education is arranged for one gender – in case the participation is voluntary and the participants are not put at a disadvantage – the law on the **‘requirement for equal opportunities in education’** is not violated.”<sup>103</sup>

---

102 Hungary Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 1-2

103 Ibid, p. 4

# Iran (Islamic Republic of)

---

## Figures/Data

- Net enrolment rate in primary education Female: 96% (2005)  
Net enrolment rate in primary education Male: 98% (2005)  
Net enrolment rate in secondary education Female: 80% (2011)  
Net enrolment rate in secondary education Male: 82% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): 0.98 (2011)
- Out-of-school rate for children of primary school age Female: 4% (2005)  
Out-of-school rate for children of primary school age Male: 1% (2007)
- Transition rate from primary to secondary Female: 97% (2010)  
Transition rate from primary to secondary Male: 97% (2010)
- Youth (15-24) literacy rate Female: 98.5% (2008)  
Youth (15-24) literacy rate Male: 98.8% (2008)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: Not yet a State Party to the Convention

CADE: State Party since 17/07/1968

## ● Constitutional provisions

“By virtue of **Article 20 of the Constitution**, ‘all nationals’ either woman or man, are equally supported by law and enjoy all basic, political, economic, social and cultural rights, observing principles of Islam.”<sup>104</sup>

“Based on the Iranian Constitutional Law and relevant rules and regulations, all students should enjoy equal rights in using educational facilities and no discrimination and/or exclusion in terms of **gender**, race, ethnicity and nationality is acceptable in education.”<sup>105</sup>

## ● Legislative provisions

“Subsequent to the adoption of the **Women’s Rights and Responsibilities Charter** by the Islamic Republic of Iran, in its 570th sessions the High Council for the Cultural Revolution, especially focused on and emphasized the need to set policies to enhance women’s Participation in Higher Education, in order to combat discrimination against women and use their expertise in Higher Education and enhance their participation and involvement in this area.”<sup>106</sup>

---

104 Iran Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 2

105 Ibid, p. 2

106 Ibid, p. 14

“As per **the law on supplying means and facilities of education for Iranian children and adolescents** approved in 1974, the Government is obliged to provide the requirements of free education for all children (regardless of their gender) as well as necessary education facilities for disadvantaged children who may be deprived of education due to financial problems. [...]

Based on the **law on Goals and Duties of the MoE**, approved in Feb. 14, 1988, elimination of all types of prejudice in the education of Iranian children has been stipulated.”<sup>107</sup>

## ● Measures

“In the policies of MoE concerning **the 4th Economic, Social and Cultural Development Plan**, besides the issue of developing education for all school-age children, Para 11 of these policies pays special attention to promoting physical education and sports and improving the physical and mental health of students (with girl students being attached priority to).”<sup>108</sup>

“Several laws emphasize enrolment and survival of all school-age pupils in General Education (primary and lower secondary). These laws also put emphasis on the development of education at higher levels, an issue focused on in the 20-year Foresight Document of the country as well. Some of these laws are as follows:

[...]

---

107 Ibid, p. 2

108 Ibid, p. 2

Approving **Article 52 of the 4th Five-Year Development Plan** (2005-09) on ensuring access to equal educational opportunities, especially for girls and quantity and quality development of general education [...].”<sup>109</sup>

“Para (M): Supplying equipment required for the renovation, reinforcement, standardization and customization of educational environments in general, and girl’s schools in particular, adopting mechanisms for supporting school-developer benefactors. [...]

Para (O): Provision of decent facilities to eliminate educational deprivation through development of boarding schools, central village schools, central dormitories, distance and media learning, funding for food, transportation and health-care for students and providing for other expenditures concerning boarding schools, developing gender-wise educational, training and sports spaces, and expansion of preprimary and nursery programs, particularly in bilingual regions of the Country.”<sup>110</sup>

“Strategic Priorities for Achieving Goals by 2015:

- [...]
- 2. Increasing net intake rates at primary first grade and net enrolment ratios in the primary and lower secondary education at levels, **with a focus on girls of rural regions;** [...].”<sup>111</sup>

“In recent years, several plans have been implemented on increasing the intake and survival rates of school-aged children with emphasis on vulnerable and out-of-reach

---

109 Ibid, pp. 3-4

110 Ibid, p. 17

111 Ibid, p. 11

children, **with a focus on girl students in less developed regions.** A success story is the joint project of the Ministry of Education and the UNICEF office in Tehran on **rural girls' intake growth and quality enhancement** in less developed villages of the country. In the first phase of the project, in addition to educational analysis, sociological and psychological analysis were also used to prepare and apply a suitable model on attracting the attention of local participants as well as the involvement of learners who are inhabitants of in border villages of Sistan and Balouchestan province with the lowest intake and enrolment rates in the whole country as compared to other provinces.

The above project was implemented and evaluated in the school year 2002-2003 through 2004-2005 in three regions of high priority in Sistan and Balouchestan (Dashtyari, Kenarak, and Nikshahr Nomads). The results of the project revealed that besides **enhancing girls' self-confidence** and the local community's trust in the school environment, promotion rate also increased by an average of 8%. Based on the results of the first phase of the pilot plan, the above project was implemented in 7 provinces since October 2007, three provinces with the financial and technical support of the UNICEF Office in Tehran and four other provinces with support from the General Education Deputy Office, under the supervision of EFA Coordination Management on a semi centralized basis, aimed at the adoption and implementation of a model fit for enhancing intake rates and education quality of girl students in less developed rural regions."<sup>112</sup>

---

112 Ibid, pp. 8-9

# Jordan

---

## Figures/Data

- Net enrolment rate in primary education Female: 91% (2010)  
Net enrolment rate in primary education Male: 91% (2010)  
Net enrolment rate in secondary education Female: 88% (2010)  
Net enrolment rate in secondary education Male: 83% (2010)
- Gender parity index for gross enrolment ratio (All levels combined): 1.04 (2010)
- Out-of-school rate for children of primary school age  
Female: 9% (2010)  
Out-of-school rate for children of primary school age  
Male: 9% (2010)
- Transition rate from primary to secondary Female: 99% (2007)  
Transition rate from primary to secondary Male: 99% (2007)
- Youth (15-24) literacy rate Female: 99.3% (2011)  
Youth (15-24) literacy rate Male: 99.1% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>113</sup> since 01/07/1992

CADE: State Party since 06/04/1976

## ● Measures

“Based on the **Global Plan of Action to achieve the goals of ‘Education for All’** initiative in terms of carrying out review on its progress, evaluation and monitoring, regular evaluation, activating the role and future vision, determining the educational policies in place, improving the quality of education, the Government of Jordan has been keen to offer equal education opportunities to all and regardless of their race, **sex** or religion in all stages and levels.”<sup>114</sup>

### **“Level of Qualitative Improvement in Achieving the Generalization of Basic Education, solutions and Procedures:**

[...] 3. Educate families through holding parents and teacher councils on the importance of education and the dangers of early marriage for girls. [...]”<sup>115</sup>

“The Future plan for achieving the intended objectives in light of (ERfKE II) and the strategy of the Ministry according to the basic indicators until 2015:

---

113 Jordan withdrew the reservation made upon ratification with regard to article 15 (4) of the Convention, but maintained a declaration stating that it does not consider itself bound by some provisions of the Convention. To view the text of the declaration: [http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

114 Jordan Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 1

115 Ibid, p. 2

[...] 2. Ensuring the application of 'Education for All' initiative and providing equal educational opportunities regardless of **gender**, nationality or religion. [...]"<sup>116</sup>

---

116 Ibid, p. 9

# Luxembourg

---

## Figures/Dates

- Net enrolment rate in primary education, female: 93% (2010)  
Net enrolment rate in primary education, male: 91% (2010)  
Net enrolment rate in secondary education, female: 88% (2010)  
Net enrolment rate in secondary education, male: 85% (2010)
- Gender parity index for gross enrolment ratio (all levels combined): 1.01 (2010)
- Out-of-school rate for children of primary school age, female: 4% (2010)  
Out-of-school rate for children of primary school age, male: 6% (2010)
- Transition rate from primary to secondary, female: N/A  
Transition rate from primary to secondary, male: N/A
- Youth (15-24) literacy rate, female: N/A  
Youth (15-24) literacy rate, male: N/A

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 2/2/1989

CADE: State Party since 20/1/1970

## ● Legislative provisions

**“The law of 6 February 2009 on compulsory education provides in section 3 that:**

Schooling shall promote children’s development, creativity and confidence in their own abilities. It shall enable them to acquire an all-round education and prepare them for working life and their responsibilities as citizens in a democratic society. It shall teach children ethical values based on the Universal Declaration of Human Rights and encourage them to observe **equality between girls and boys**. It constitutes the basis of lifelong learning.”<sup>117</sup>

## ● Measures

“No distinction is made between boys and girls; access to education is guaranteed to all. In this connection the Ministry of Education is actively helping to promote **diversification of educational and occupational choices**.”<sup>118</sup>

“To contribute to the objectives set out in the National Gender Equality Action Plan, the Ministry is actively helping to promote diversification of educational and occupational choices with the ‘**Girl’s day – Boy’s day**’ project.

---

117 Luxembourg Report submitted for the Eighth Consultation on implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 14

118 Ibid, p. 4

This project gives pupils in general and technical secondary education, particularly the younger classes, an opportunity to find out about an unfamiliar occupation, supposedly for the opposite sex, and thus to contemplate the future from a less conventional angle."<sup>119</sup>

---

119 Ibid, p. 9

# Mauritius

---

## Figures/Data

- Net enrolment rate in primary education Female: *N/A*  
Net enrolment rate in primary education Male: *N/A*  
Net enrolment rate in secondary education Female: *N/A*  
Net enrolment rate in secondary education Male: *N/A*
- Gender parity index for gross enrolment ratio (All levels combined): *N/A*
- Out-of-school rate for children of primary school age  
Female: *N/A*  
Out-of-school rate for children of primary school age  
Male: *N/A*
- Transition rate from primary to secondary Female: 76% (2010)  
Transition rate from primary to secondary Male: 66% (2010)
- Youth (15-24) literacy rate Female: 97.8% (2011)  
Youth (15-24) literacy rate Male: 95.8% (2011)

Source: UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>120</sup> since 09/07/1984

CADE: State Party since 20/08/1970

---

120 Reservation(s) to the CEDAW made by this country can be consulted at: [http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

## ● Constitutional provisions

“The Constitution, which is the supreme law of Mauritius and provides that any law inconsistent with it shall be void, guarantees the enjoyment in Mauritius of fundamental rights and freedoms without discrimination by reason of race, place of origin, political opinions, colour, creed or sex.”<sup>121</sup>

## ● Measures

“**The National Human Rights Commission (NHRC)** is empowered under the Protection of Human Rights Act 1998 and the Sex Discrimination Act 2002 to deal with allegations of violations by public bodies of the human rights set out in Chapter II of the Constitution and with allegations of **sex discrimination** in the public and private sector as well as with cases of sexual harassment. The NHRC has the power not only of enquiring into complaints but also to review safeguards provided under any enactment for the protection of human rights and to give its views to the authorities on relevant legislation. [...]”<sup>122</sup>

“At the Secondary level, the **FIFA Football for Health project** was started in 2010 on a pilot basis in 11 secondary schools and extended in 2011 to 163 secondary schools covering some 17,000 students. It was scheduled to be implemented in 2012 in all secondary schools (State and private) at Form I level with the aim of conveying 11 health messages by playing football (e.g. **Respect for girls and women which**

---

121 Mauritius Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 1

122 Ibid, p. 3

**sensitizes on gender based violence including trafficking in women**, Protect yourself from HIV, Avoid drugs and alcohol, etc).”<sup>123</sup>

“Following the launching of the **African Women’s Decade in Mauritius** in October 2010, boys were encouraged to opt for courses in Cookery/Needlework and girls for Design and Technology within the National Youth Achievement Award Scheme run by the Ministry of Youth and Sports for those aged between 14-25 years. In 2011, 27 boys were able to opt for Cookery, 2 for Needlework and 54 girls for Design and Technology.”<sup>124</sup>

**“Measures taken to ensure greater participation of women and youth in the TVET sector included:**

- Setting up of New training centres, namely the Knowledge Based Training Centre in Port Louis, New Bel Air Training Centre, Carreau Esnouf Educational Centre.
- Provision of Increased capacity in existing training centres and trades.
- Introduction of Basic Certificate courses in a number of trades, especially for young persons not eligible and/or could not secure a place in the National Certificate Level 3 Courses.
- Introduction of new Diploma programmes in Engineering, Business Administration, Hospitality and Beauty Therapy
- Implementation of Second Chance Programme for 16-21 year olds who are neither in full time education nor in full time employment.”<sup>125</sup>

---

123 Ibid, p. 9

124 Ibid, p. 9

125 Ibid, pp. 9-10

“The **National Productivity and Competitiveness Council (NPCC)**, which operates under the Ministry of Finance and Economic Development, initiated in June 2005, with seed grant from UNESCO, a course in functional English literacy and ICT targeting learners with low academic level in English and Computer to bridge the digital divide and to **empower women** in fulfillment of the Millennium Development Goals.”<sup>126</sup>

“**The ELIT project** (English Literacy using Information Technology) was, with the collaboration of the then Ministry of Women’s Rights, Child Development, Family Welfare & Consumer Protection, pilot tested with 184 women aged 16 and above in 14 women centres around the island of Mauritius. The specific objectives for the ELIT course are to:

- provide young girls and women (15 years and above) the possibility for further education and increase their employability.
  - improve their creative skills
  - empower them to take advantage of schemes promoting entrepreneurship development.
  - develop a productivity culture through non-formal education
  - facilitate inter-generation learning
  - bridge the digital divide by using ICT as a tool to make learning more interesting, interactive and flexible. [...]
- <sup>127</sup>

“The **Women’s Unit of the Ministry of Gender Equality, Child Development and Family Welfare**, which was set up

---

126 Ibid, p. 15

127 Ibid, pp. 15-16

to serve as a focal point for women issues and functions through a network of 12 women centres and about 1000 women's associations throughout the island, also provides Training on dressmaking, home economics, hair dressing, floral arrangements, handicrafts, tailoring etc. at the Women Centres."<sup>128</sup>

**"The Home Economics Division**, a sub section of the Women's Unit, provides Home Economics courses on Foods and Nutrition, Home Management, Clothing and Textiles, Child care, child development, and Health and hygiene. The courses are student centered, lay much emphasis upon practical demonstrations and applied nutrition and target school drop outs, non-working women, working women (EPZ sector and sugar cane workers), youth waiting for employment, in school students (both boys & girls), potential entrepreneurs, NGOs and redundant EPZ workers. These courses were organised in 172 centres over the whole island."<sup>129</sup>

**"Respect for human rights and fundamental freedoms: The School curriculum at Primary level has been reviewed** to provide an education that is gender friendly and meets the needs for both the academic, aesthetic, physical and social development of the child. Citizenship education, Health and Physical Education and ICT have been included. It also mainstreams about Human Rights, Children's Rights, duties of all children, Women's Rights and concern for the environment."<sup>130</sup>

---

128 Ibid, p. 16

129 Ibid, p. 16

130 Ibid, p. 17

# Montenegro

---

## Figures/Data

- Net enrolment rate in primary education Female: 94% (2012)  
Net enrolment rate in primary education Male: 93% (2012)  
Net enrolment rate in secondary education Female: *N/A*  
Net enrolment rate in secondary education Male: *N/A*
- Gender parity index for gross enrolment ratio (All levels combined): 1.04 (2010)
- Out-of-school rate for children of primary school age Female: 6% (2012)  
Out-of-school rate for children of primary school age Male: 7% (2012)
- Transition rate from primary to secondary Female: *N/A*  
Transition rate from primary to secondary Male: *N/A*
- Youth (15-24) literacy rate Female: 99.3% (2011)  
Youth (15-24) literacy rate Male: 99.3% (2011)

Source: UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 23/10/2006

CADE: State Party since 26/04/2007

## ● Constitutional provisions

“The Constitution (**Article 8**) prohibits direct or indirect discrimination on any grounds. It also defines that regulations and introduction of special measures aimed at creating the conditions for the exercise of national, **gender** and overall equality and protection of persons who are in an unequal position on any grounds shall not be considered discrimination, until the achievement of the aims for which such measures were undertaken.”<sup>131</sup>

## ● Legislative provisions

“**General Law on Education** guarantees the equality to all citizens of Montenegro in the exercising of the right to education, regardless of the national affiliation, race, **gender**, language, religion, social background or other personal characteristics. **The laws regulating individual fields of education** (Law on Preschool Education, Law on Primary Education, Law on Vocational Education, Law on Gymnasium, Law on Education of Children and Youth with Special Educational Needs, Law on Adult Education) define goals of education and upbringing, which result from the generally accepted, universal values of a democratic society, as well as own values founded on specific features of national and cultural tradition of nations living in Montenegro, which offer opportunities for a comprehensive development of an individual, regardless of **gender**, age, social and cultural background, national and religious affiliation, and physical and mental constitution.”<sup>132</sup>

---

131 Montenegro Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 2

132 Ibid, p. 3

“Article 15 of the **Law on Prohibition of Discrimination** says: Discrimination in the field of education and vocational training is considered to be making difficult or denying the enrolment into educational institution and institution of high education and the choice of educational programme at all levels of education, expelling from these institutions, making difficult or denying the possibility to attend classes and participate in other educational activities, classification of children, pupils, participants in education and students, abusing or otherwise making unjustified differentiation or unequally treating them, on any ground referred to in Article 2, paragraph 2 of this Law (Discrimination is any unjustified, legal or actual, direct or indirect distinction or unequal treatment, or failure to treat a person or a group of persons in comparison to other persons, as well as exclusion, restriction or preferential treatment of a person in comparison to other persons, based on race, colour of skin, national affiliation, social or ethnic origin, affiliation to the minority nation or minority national community, language, religion or belief, political or other opinion, **gender**, gender identity, sexual orientation, health conditions, disability, age, material status, marital or family status, membership in a group or assumed membership in a group, political party or other organization as well as other personal characteristics.)”<sup>133</sup>

“According to the **Law [on higher education]**, in exercising the right to higher education no discrimination is allowed on any grounds such as **sex**, race, marital status, colour of skin, language, religion, political or other beliefs, national, ethnic or other origin, belonging to a national community, material status, disability, birth or on similar grounds, position or circumstances.”<sup>134</sup>

---

133 Ibid, p. 7

134 Ibid, p. 5

# Morocco

---

## Figures/Dates

- Net enrolment rate in primary education, female: 95% (2012)  
Net enrolment rate in primary education, male: 96% (2012)  
Net enrolment rate in secondary education, female: N/A  
Net enrolment rate in secondary education, male: N/A
- Gender parity index for gross enrolment ratio (all levels combined): 0.90 (2010)
- Out-of-school rate for children of primary school age, female: 4% (2012)  
Out-of-school rate for children of primary school age, male: 3% (2012)
- Transition rate from primary to secondary, female: 81% (2011)  
Transition rate from primary to secondary, male: 85% (2011)
- Youth (15-24) literacy rate, female: 74% (2011)  
Youth (15-24) literacy rate, male: 88.8% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>135</sup> since 21/6/1993

CADE: State Party since 30/8/1968

## ● Measures

“Morocco has worked to establish an interministerial framework bringing together sectoral policies on gender: the government agenda for equality, which has now become **the 2012-2016 government equality plan for parity** [...], which aims to create a high level of synergy in order to mainstream gender in socio-economic development programmes and policy. This plan has adopted eight priority fields of action for the 2012-2016 period. The second field covers education and bears the title **‘Fair and equal access for girls and boys to a high-quality education system leading to qualifications’**. The action plan for this field is structured round two strategic objectives:

1. Ensuring fair and equal access for girls and boys to a high-quality education system and reducing the drop-out rate;
2. Introducing an incentive system for innovative initiatives to promote equality and combat gender-based violence in schools.

The main measures planned in this connection are:

---

135 The text of this country’s reservation(s) can be consulted at:  
[http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

- Assistance for the Ministry of Education in consolidating support measures for universal girls' access to the various levels of education;
- Introduction of a learning support scheme to combat dropping out;
- Capacity-building support for organizational mechanisms responsible for gender mainstreaming."<sup>136</sup>

"In addition, a number of other measures and initiatives have been taken, namely:

- Awareness-building and incentives for universal girls' access to education;
- Support for girls to continue their education to the highest possible level;
- Promotion of egalitarian values in school life, curricula, teacher's books and teaching methods. [...]

Note should also be taken of the Education Ministry's work regarding **annual production of gender-disaggregated statistics** making it possible to analyse the presence of girls and women at all stages of the education system, of the **production of technical and teaching aids and materials for education on equity in schools** (2002), of the inclusion of **Family Code principles in curricula** (2004), of **mainstreaming of gender equality in the Education Ministry's strategic planning** and regional education and training academies (2005), of the training, support and **awareness-building activities** pursued regarding gender and gender mainstreaming, and of the study of the status and

---

136 Morocco Report submitted for the Eighth Consultation on implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 21

social and working conditions of women employed at all levels and in all fields of the education system.

The Ministry of Education has also prepared a **Medium-Term Strategic Action Plan for Gender Mainstreaming (PASMT/ IES)**, consisting of 13 projects, which constitutes a roadmap for implementing the directives and recommendations of the **2009-2012 emergency programme for eradication of sexist stereotypes in school textbooks, for gender mainstreaming in educational practice and for equal access for girls and boys to a high-quality education system leading to qualifications.**<sup>137</sup>

“Other projects are also being implemented, namely:

- The **Project to Support School Management in Morocco (PAGESM)**, which aims to raise the quality of basic education for girls and boys in the Moroccan education system and which includes a gender component intended to support allowance for the differing needs of girls and boys when preparing school work plans and to bolster measures facilitating women’s access to school management positions.
- The **cooperation programme with the European Union**, under which the Ministry will work to institutionalize **regional ‘gender’ units** through team-building and training sessions for the purpose of mainstreaming gender in central and regional strategic planning processes and the action plans of regional divisions in order to provide strategies and in-house and external communication tools to publicize the gender approach and project and build capacities of the budget department and regional

---

137 Ibid, p. 22

budget managers to ensure that they are able to use gender-sensitive budgeting (GSB) for the next 2013-2016 Medium-Term Strategic Action Plan.”<sup>138</sup>

---

138 Ibid, pp. 23-24

# Nauru

---

## Figures/Data

- Net enrolment rate in primary education Female: *N/A*  
Net enrolment rate in primary education Male: *N/A*  
Net enrolment rate in secondary education Female: *N/A*  
Net enrolment rate in secondary education Male: *N/A*
- Gender parity index for gross enrolment ratio (All levels combined): 1.10 (2008)
- Out-of-school rate for children of primary school age  
Female: *N/A*  
Out-of-school rate for children of primary school age  
Male: *N/A*
- Transition rate from primary to secondary Female: *N/A*  
Transition rate from primary to secondary Male: *N/A*
- Youth (15-24) literacy rate Female: *N/A*  
Youth (15-24) literacy rate Male: *N/A*

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 23/06/2011

CADE: Not yet a State Party to the Convention

## ● Legislative provisions

“The Education Act 2011 [...] affirms that every child has the right to education (see section 7(a)). Nauru is proposing in early 2013 to introduce to Parliament an **Equal Opportunity Bill** which will, among other things, prohibit discrimination on the grounds of **sex**, race, disability, age, sexuality, **marital status or pregnancy** (with some limited exceptions). It is expected that this Bill will be enacted and enter into force during the course of 2013.”<sup>139</sup>

## ● Measures

“There is no affirmative action in relation to gender, as there is no recognisable distinction in Nauru between boys and girls in terms of educational access and attendance. The **proposed Equal Opportunity Act** will protect female students from discrimination on the grounds of pregnancy or breast feeding.”<sup>140</sup>

“Nauru’s education system is directed towards the full development of the human personality. [...] It is [...] demonstrated in the breadth of the school curriculum and extra-curricular activities, which include arts and culture, sport and social events. Respect for human rights and fundamental freedoms is strengthened through the observance by schools of world literacy day, participation by pupils in **campaigns to end violence against women**, **the observance of international women’s day**, and similar events.”<sup>141</sup>

---

139 Nauru Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 2

140 Ibid, p. 5

141 Ibid, pp. 10-11

# Nigeria

---

## Figures/Data

- Net enrolment rate in primary education Female: 55% (2010)  
Net enrolment rate in primary education Male: 60% (2010)  
Net enrolment rate in secondary education Female: *N/A*  
Net enrolment rate in secondary education Male: *N/A*
- Gender parity index for gross enrolment ratio (All levels combined): 0.84 (2005)
- Out-of-school rate for children of primary school age Female: 45% (2010)  
Out-of-school rate for children of primary school age Male: 40% (2010)
- Transition rate from primary to secondary Female: *N/A*  
Transition rate from primary to secondary Male: *N/A*
- Youth (15-24) literacy rate Female: 58% (2008)  
Youth (15-24) literacy rate Male: 75.6% (2008)

Source: UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 13/06/1985

CADE: State Party since 18/11/1969

## ● Measures

“Since 2004, Nigeria has evolved **several policies geared towards addressing specific needs and challenges of inclusive education**. [...] This reform [...] is all embracing and covers a wide range of issues and challenges in Early Childhood/Pre-school, basic, post-basic and secondary; tertiary, including open and distance learning; special needs education including the nomadic cattle rearing or fishing communities; the gifted and the challenged; and the disadvantaged youths, **including women and girls**.”<sup>142</sup>

“The **National Action Plan** (2006), reviewed in 2007 and 2011 respectively, has identified priority direction for the attainment of Education for All (EFA), UBE and MDGs based on the following targets: [...] **eliminating gender disparities/discriminations through** the education of women and girl-child/girls generally [...].”<sup>143</sup>

“In Nigeria, the **framework for Inclusive Education** involves several global normative instruments. These included 1999 Constitution, the National Policy on Education (2004), the Universal Basic Education Act (2004), the National Action Plan and the 10-year Strategic plan (2007), the Policy on Integrated Early Childhood Development in Nigeria (2007), the National policy on HIV/AIDS for the Education Sector in Nigeria (2005); and the National Policy on Gender in Basic Education. All these plans, policies, guidelines, enactments and implementation agencies are **deliberate actions by government with full political backing targeted**

---

142 Nigeria Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 1

143 Ibid, p. 4

**the easily discriminated groups such as** the disabled, the disadvantaged, the gifted and talented, **women**, orphans/abandoned children and children living with HIV/AIDS. The main thrust of these policies and guidelines is to focus on de-segregation, anti-discrimination and enforcing the fundamental human rights of these special needs groups.”<sup>144</sup>

---

144 Ibid, p. 5

# Norway

---

## Figures/Data

- Net enrolment rate in primary education Female: 99% (2010)  
Net enrolment rate in primary education Male: 99% (2010)  
Net enrolment rate in secondary education Female: 94% (2010)  
Net enrolment rate in secondary education Male: 94% (2010)
- Gender parity index for gross enrolment ratio (All levels combined): 1.09 (2010)
- Out-of-school rate for children of primary school age Female: 1% (2010)  
Out-of-school rate for children of primary school age Male: 1% (2010)
- Transition rate from primary to secondary Female: 100% (2009)  
Transition rate from primary to secondary Male: 100% (2009)
- Youth (15-24) literacy rate Female: *N/A*  
Youth (15-24) literacy rate Male: *N/A*

*Source: UNESCO Institute for Statistics (UIS)*

---

## ● Status of ratification

CEDAW: State Party since 21/05/1981

CADE: State Party since 08/01/1963

## ● Legislative provisions

“All young people who have completed the primary and lower secondary school have a right to upper secondary education or vocational training. Access to specific schools and study programmes is based on academic achievements. Race, colour, **sex**, language, religion, political or other opinion, national or social origin, or economic situation shall not be considered in the application process (**Education Act, section 3-1**).”<sup>145</sup>

## ● Measures

“Major principles and values reflected in the 1960 Convention are similar to fundamental values in the **Norwegian welfare state underpinning the integration and social inclusion policies**: All persons legally resident in Norway have the same rights, obligations and opportunities, regardless of their ethnic background, **gender**, religion, sexual orientation or functional capacity. Equal rights, equal opportunities, solidarity, fairness and an equitable wealth distribution are basic principles in all policy areas, including education and training.”<sup>146</sup>

“Action Plan for Gender Equality

The latest Norwegian government’s **general action plan for gender equality** was launched in November 2011. It runs from 2011 to 2014 and contains 86 new policy initiatives/measures. The plan addresses gender equality in all areas

---

145 Norway Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 15

146 Ibid, p. 3

of society and is the first Norwegian general action plan for gender equality in 20 years. Traditional gender choices of education and occupation are among the main causes of systematic differences between women and men at the workplace and otherwise in society. The action plan aims to ensure that Kindergarten, and primary and secondary education is conducive to an equitable society, and that all pedagogical activities in Kindergarten and in the school are organized accordingly."<sup>147</sup>

---

147 Ibid, p. 13

# Pakistan

---

## Figures/Data

- Net enrolment rate in primary education Female: 65% (2011)  
Net enrolment rate in primary education Male: 79% (2011)  
Net enrolment rate in secondary education Female: 29% (2011)  
Net enrolment rate in secondary education Male: 40% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): 0.80 (2011)
- Out-of-school rate for children of primary school age Female: 35% (2011)  
Out-of-school rate for children of primary school age Male: 21% (2011)
- Transition rate from primary to secondary Female: 73% (2010)  
Transition rate from primary to secondary Male: 72% (2010)
- Youth (15-24) literacy rate Female: 61.5% (2009)  
Youth (15-24) literacy rate Male: 79.1% (2009)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>148</sup> since 12/03/1996

CADE: Not yet a State Party to the Convention

## ● Measures

“A number of measures were being undertaken by GoP to provide literacy programs for adults, especially **women**. Under the President’s Education Sector Reforms program, an amount of Rupees 100 Million was allocated annually since 2001-02 till 2008 for opening adult literacy centers in the provinces. The **Literacy Initiative for Empowerment (LIFE)** was launched in collaboration with UNESCO in 2006. LIFE activities include training of literacy managers and teachers, curriculum development, development of literacy materials, establishment of community learning centers and needs assessment for literacy for the next 10 years. A number of other adult literacy projects were implemented by the Government and by NGOs. For the first time in the history of Pakistan, a national curriculum for literacy was developed and launched. The curriculum covers the areas of basic literacy (3 levels), functional literacy and income-generating skills. [...]

The major focus of literacy programs in Pakistan was on the female population. More than 80% of literacy centers were for women. A number of **development programs and projects** were launched since 2000 for the promotion of

---

148 Reservation(s) to the CEDAW made by this country can be consulted at: [http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

girls' primary education and female literacy. These programs and projects showed positive results."<sup>149</sup>

---

149 Pakistan Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, pp. 17-18

# Philippines

---

## Figures/Data

- Net enrolment rate in primary education Female: 89% (2009)  
Net enrolment rate in primary education Male: 88% (2009)  
Net enrolment rate in secondary education Female: 67% (2009)  
Net enrolment rate in secondary education Male: 56% (2009)
- Gender parity index for gross enrolment ratio (All levels combined): 1.03 (2009)
- Out-of-school rate for children of primary school age Female: 10% (2009)  
Out-of-school rate for children of primary school age Male: 12% (2009)
- Transition rate from primary to secondary Female: 97% (2008)  
Transition rate from primary to secondary Male: 99% (2008)
- Youth (15-24) literacy rate Female: 98.5% (2008)  
Youth (15-24) literacy rate Male: 97% (2008)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 05/08/1981

CADE: State Party since 19/11/1964

## ● Legislative provisions

### “Republic Act No. 9710 – The Magna Carta of Women.

Section 13. Equal Access and Elimination of Discrimination in Education, Scholarships and Training:

- (a) The State shall ensure that **gender stereotypes and images in educational materials and curricula are adequately and appropriately revised**. Gender-sensitive language shall be used at all times. Capacity-building on gender and development, peace and human rights education for teachers, and all those involved in the education sector shall be pursued toward this end. Partnerships between and among players of the education sector, including the private sector, churches, and faith groups shall be encouraged.
- (b) Enrollment of women in nontraditional skills training in vocational and tertiary levels shall be encouraged.
- (c) Expulsion and non-readmission of women faculty due to pregnancy outside of marriage shall be outlawed. No school shall turn out or refuse admission to a female student solely on the account of her having contracted pregnancy outside of marriage during her term in school.”<sup>150</sup>

“Republic Act No. 8371 – The Indigenous Peoples Rights Act of 1997

**Section 21.** Equal Protection and Non-discrimination of Indigenous Cultural Communities/Indigenous Peoples

---

<sup>150</sup> Philippines Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 12

(ICCs/IPs). [...]The State shall ensure that the fundamental human rights and freedoms as enshrined in the Constitution and relevant international instruments are guaranteed also to indigenous women. Towards this end, no provision in this Act shall be interpreted so as to result in the diminution of rights and privileges already recognized and accorded to women under existing laws of general application. [...]

Section 26. Women. ICC/IP women shall enjoy equal rights and opportunities with men, as regards the social, economic, political and cultural spheres of life. The participation of indigenous women in the decision-making process in all levels, as well as in the development of society, shall be given due respect and recognition.

The State shall provide full access to education, maternal and child care, health and nutrition, and housing services to indigenous women. Vocational, technical, professional and other forms of training shall be provided to enable these women to fully participate in all aspects of social life. As far as possible, the State shall ensure that indigenous women have access to all services in their own languages."<sup>151</sup>

---

151 Ibid, pp. 10-11

# Poland

---

## Figures/Data

- Net enrolment rate in primary education Female: 97% (2010)  
Net enrolment rate in primary education Male: 97% (2010)  
Net enrolment rate in secondary education Female: 92% (2009)  
Net enrolment rate in secondary education Male: 90% (2009)
- Gender parity index for gross enrolment ratio (All levels combined): 1.12 (2010)
- Out-of-school rate for children of primary school age Female: 3% (2010)  
Out-of-school rate for children of primary school age Male: 3% (2010)
- Transition rate from primary to secondary Female: 98% (2009)  
Transition rate from primary to secondary Male: 99% (2009)
- Youth (15-24) literacy rate Female: 100% (2011)  
Youth (15-24) literacy rate Male: 100% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 30/07/1980

CADE: State Party since 15/09/1964

## ● Constitutional provisions

“Pursuant to the constitutional rule (**art. 32 and 33 of Polish Constitution**) that no person can be discriminated against in political, social or economic life for any reason, and that women and men have equal rights in family, political, social and economic life, in particular equal right to education, the education system in Poland provides equal access to education at all stages of education.”<sup>152</sup>

## ● Legislative provisions

“In accordance with art. 40 sec. 6 of **the Act [on Employment Promotion and Labour Market Institutions]**, the rule of equality in receiving trainings is applied to sending for trainings, irrespective of **sex**, age, disability, race, ethnical background, nationality, sexual orientation, political convictions, religion or union membership. New provisions of the above Act (art. 2a and 2b [...]) which entered into force on 1 January 2011 make it possible to seek to exercise rights by persons towards whom the rule of equality was infringed.”<sup>153</sup>

“On 1 January 2011, the **Act of 3 December 2010 on the Implementation of certain European Union Regulations concerning Equal Treatment** entered in force. This Act specifies the areas and methods of protection against breaches of the principle of equal treatment on grounds of sex, racial, ethnic or national origin, religion or religious

---

152 Poland Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 3

153 Ibid, p. 83

affiliation, belief, disability, age or sexual orientation as well as legal remedies for protection of the principle of equal treatment as well as competent authorities in that regard.”<sup>154</sup>

## ● Measures

“The **Government Plenipotentiary for Equal Treatment (GPET)** was appointed by the **Regulation of the Council of Ministers of 22 April 2008**. The GPET carries out the following tasks: implementation of the government’s policy concerning equal treatment, including measures to protect against discrimination, especially discrimination on grounds of sex [...], marital or family status, [...]”<sup>155</sup>

“As of 1 April 2009, the **assessment of requests for financial support** is carried out based on the so-called **minimum standard** in the case of all projects implemented under the HC OP [the Human Capital Operational Programme] in order to guarantee compliance with the principle of equal opportunities. This means that projects provided with financial support must satisfy at least two of the following requirements:

- the project contains an analysis of women’s and men’s situation in the project intervention area and/or catchment area which indicates unequal opportunities on grounds,
- the analysis of women’s and men’s situation contains quantitative data which indicate that there are no unequal opportunities in the project intervention area and/or catchment area,

---

154 Ibid, p. 5

155 Ibid, p. 5

- the data according to sex as used in the analysis of women’s and men’s situation refer to the project intervention area and catchment area,
- the solution planned to be developed and/or actions correspond to inequality on grounds of sex which exist in the project intervention area and/or catchment area and/or allow differentiating actions (forms of support) aimed at women and men,
- results are given according to sex and/or show how the project will influence the situation of women and men in the project intervention area and/or catchment area,
- the project shows how management based on equal opportunities would be ensured.”<sup>156</sup>

“Under the regional HC OP component, the most important form of support included: actions in order to increase participation in trainings and life-long training, especially through actions aimed at limiting the number of early school leavers, limiting discrimination due to sex, and improving the quality of and access to education and trainings at the primary, vocational and higher level, including for students from rural areas.”<sup>157</sup>

“With regard to the implementation of a new core curriculum as defined in the **Regulation of the Minister of National Education of 23 December 2008** *on the core curriculum for pre-school education and general education in different types of schools*, as well as new textbooks, the GPET requested the Minister of National Education to provide a group of experts working on new textbooks the recommendations specified during an **analysis of these textbooks in terms of equal**

---

156 Ibid, p. 37

157 Ibid, p. 85

**treatment or protection against discrimination on grounds of sex**, [...] marital or family status. In March 2009, a ‘Letter to Experts’ was posted on the website of the MNE in which the Ministry of National Education informed about the need to analyse the content provided in textbooks in terms of equal treatment and protection against discrimination.”<sup>158</sup>

“In April 2010, at ORE in Warsaw, a Conference was held, entitled ‘Education for human rights in work with children’, with an aim of initiating a discussion on actions undertaken by educational establishments to propagate respect for law regulations and shaping attitudes of civic responsibility. It was attended by MNE representatives, Educational Authorities, teacher excellence establishments and other educational institutions and organisations. The Conference provided an occasion to inaugurate regional training courses that prepare teachers to work with children in the field of human rights, tolerance, counteracting discrimination, and racism on the basis of Polish version of the European Council’s education package called ‘**Compasito – a manual on human rights education for children**’. [...] The subject matter of the course in focused on themes connected inter alia with democracy, discrimination, equality of sexes, family environment, and foster care, education, health and welfare, as well as poverty and social exclusion. [...]”<sup>159</sup>

“**The issues related to the Roma population** have also been taken into account in the so-called ‘Roma component’ of the Human Capital Operational Programme (Sub-action 1.3.1 Projects for the Roma community – competition projects). The implementation of this component complements the

---

158 Ibid, p. 41

159 Ibid, p. 117

Programme for the Roma community in Poland and therefore includes projects related to education, employment, social integration, health, activation of the Roma population in the area of civil life and knowledge about the Roma community. These projects take into account the **'gender' perspective**. The funds allocated to the 'Roma component' amount to PLN 12 million per year."<sup>160</sup>

---

160 Ibid, p. 16

# Qatar

---

## Figures/Data

- Net enrolment rate in primary education Female: 94% (2011)  
Net enrolment rate in primary education Male: 94% (2011)  
Net enrolment rate in secondary education Female: 96% (2011)  
Net enrolment rate in secondary education Male: 87% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): 1.68 (2011)
- Out-of-school rate for children of primary school age Female: 5% (2011)  
Out-of-school rate for children of primary school age Male: 5% (2011)
- Transition rate from primary to secondary Female: 100% (2010)  
Transition rate from primary to secondary Male: 100% (2010)
- Youth (15-24) literacy rate Female: 98.3% (2010)  
Youth (15-24) literacy rate Male: 96.3% (2010)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party<sup>161</sup> since 29/04/2009

CADE: Not yet a State Party to the Convention

## ● Constitutional provisions

“Qatar considers education, benevolence, equality, freedom and high morals to be the pillars of society as stipulated by the Qatari Constitution: [...]

Article 35

All persons are equal before the law and there shall be no discrimination whatsoever on grounds of sex, race, language or religion.”<sup>162</sup>

## ● Measures

“Qatar provides education for both sexes, equally and fairly. Girls have excelled due to their desire to continue their education. The State is endeavouring to encourage them and providing for their educational needs according to their age groups, school age or adults, as well as providing opportunities for university and continuing education.”<sup>163</sup>

---

161 Reservation(s) to the CEDAW made by this country can be consulted at: [http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-8&chapter=4&lang=en#EndDec](http://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en#EndDec)

162 Qatar Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 2

163 Ibid, p. 7

# Romania

---

## Figures/Data

- Net enrolment rate in primary education Female: 87% (2010)  
Net enrolment rate in primary education Male: 88% (2010)  
Net enrolment rate in secondary education Female: 83% (2009)  
Net enrolment rate in secondary education Male: 82% (2009)
- Gender parity index for gross enrolment ratio (All levels combined): 1.09 (2010)
- Out-of-school rate for children of primary school age Female: 13% (2010)  
Out-of-school rate for children of primary school age Male: 12% (2010)
- Transition rate from primary to secondary Female: 97% (2009)  
Transition rate from primary to secondary Male: 98% (2009)
- Youth (15-24) literacy rate Female: 97.4% (2011)  
Youth (15-24) literacy rate Male: 97% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 07/01/1982

CADE: State Party since 09/07/1964

## ● Legislative provisions

“In Romania, access to higher education is done according to individual capacities as provided by The **Law of National Education, no. 1/2011** through the following articles: [...]

In higher education there are not allowed discriminations on age, ethnicity, sex, social origin, political or religious orientation, sexual orientation criteria or other types of discrimination, except the affirmative measures envisaged by the law (Article 118 (2)).”<sup>164</sup>

“**Law 272/ 2004** on *protecting and promoting the child’s rights*, that guarantees: [...]

- the same rights for all the children without any discrimination, no matter the race, colour, **sex**, language, religion, public opinion or other kind of opinion, nationality, ethnical pertaining or social origin, material situation, the degree or type of deficiency, the status at birth or obtained, training, developing or any other kind of difficulties of the child, of the parents or of other legal representatives or any other type of distinction (Article 7); [...].”<sup>165</sup>

“**Law 202/2002 on equal chances between women and men** published in the Official Monitor Part I no. 301 from 8.05.2002 that:

- forbids any form of discrimination based on **gender** in what concerns women’s and men’s access to all levels of

---

164 Romania Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 29

165 Ibid, p. 5

- instruction and professional training, improvement and, in general, to continuous education (Article 14(1));
- ensures equal chances and treatment **between women and men** within public and private institutions of education (Article 14 (2 and 3));
  - assigns the role to ensure instruction and education in the spirit of **equal chances between genders** to the Minister of Education"<sup>166</sup>

## ● Measures

### **“The National Strategic Report for Social Protection and Social Inclusion**

- is drafted by the Romanian Government in accordance with the specifications of the European Commission;
- aims to promote the integrated family policies for vulnerable groups;
- identifies instruments for an integrated approach on anti-discrimination and on equal chances between men and women; [...]."<sup>167</sup>

“Strategies and programmes aiming to increase access to education, mainly for girls:

- *I and the other – in private life. Education for gender equality project* – This project was developed by Parteneriat pentru Egalitate Centre during 2002-2003, within Gender and Education Programme. The project had as objectives to promote education for gender

---

166 Ibid, pp. 6-7

167 Ibid, pp. 19-20

equality among teachers, pupils and stakeholders from the field of education.

- *Pupils' participation, a way of living democracy project* (2005-2006) – This project aimed to create structures and mechanisms of participation for pupils at school level and to offer the pupils concrete opportunities to practice democratic participation. Also, it aimed to support the transformation of school in a democratic environment for study, characterized by a participative management, a flexible curricular offer and an organizational culture based on the principles of democracy and human rights.
- *The Global Campaign for Education- the 2011 edition*- This campaign aimed to bring to public attention the importance of accessing education for women and girls. The central concept of the edition was that of narration, the focus being of personal experiences of women for whom access to education or, on the contrary, the obstacles met in this area, represented decisive factors for their further personal and professional evolution.
- *The Global Campaign for Education- the 2012 edition* – This campaign aims to bring to public attention the importance of **Education and care for early childhood**. The central concept of this edition is that of **image – photographs, drawings** etc. – encouraging children's active participation, and also that of adults in activities that will contribute to illustrating the childhood expectations– happy and healthy children, growing up in a safe environment."<sup>168</sup>

---

168 Ibid, pp. 24-25

# Serbia

---

## Figures/Data

- Net enrolment rate in primary education Female: 93% (2011)  
Net enrolment rate in primary education Male: 93% (2011)  
Net enrolment rate in secondary education Female: 91% (2011)  
Net enrolment rate in secondary education Male: 90% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): 1.07 (2011)
- Out-of-school rate for children of primary school age Female: 6% (2011)  
Out-of-school rate for children of primary school age Male: 5% (2011)
- Transition rate from primary to secondary Female: 100% (2010)  
Transition rate from primary to secondary Male: 99% (2010)
- Youth (15-24) literacy rate Female: 99.2% (2011)  
Youth (15-24) literacy rate Male: 99.3% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 12/03/2001

CADE: State Party since 11/09/2001

## ● Constitutional provisions

“The second part of the Constitution of the Republic of Serbia contains a definition of the legal framework for the exercise of human and minority rights and freedoms. The Constitution stipulates prohibition of discrimination, which refers to all areas of social life (Article 21):

All are equal before the Constitution and law. Everyone shall have the right to equal legal protection, without discrimination.

*All direct or indirect discrimination based on any grounds, particularly on race, sex, national origin, social origin, birth, religion, political or other opinion, property status, culture, language, age, mental or physical disability shall be prohibited.*

*Special measures which the Republic of Serbia may introduce to achieve full equality of individuals or groups in a substantially unequal position compared to other citizens shall not be deemed discrimination.”<sup>169</sup>*

## ● Legislative provisions

**“Law on the Fundamentals of the Education System** [LFES – Official Gazette of RS, no. 72/09, 52/11]:

[...] Principles of the educational system, based on inclusive principles (Article 3) rely most explicitly on the rights guaranteed by the Constitution, including the right

---

<sup>169</sup> Serbia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), p. 6

to education of all citizens of the Republic of Serbia. Comprehensiveness is the basic principle (*shall provide for all children, pupils and adults*), which is followed by equal rights and accessibility (*equal right and accessibility of education and pedagogy without discrimination based on gender, social, cultural, ethnic, religious or other background, place of residence or domicile, financial or health status, developmental difficulties and impairments and disabilities ...*), adaptation to age and personal educational needs, provision of quality, continuity (life-long learning) and respect for differences."<sup>170</sup>

“Provisions of the Article 44 of the LFES relate to detection of forms and prohibition of discrimination:

*Activities aimed at threatening, belittling, discriminating or singling out groups or individuals on the basis of their racial, national, ethnic, linguistic, religious background or gender, physical and psychological characteristics, developmental impairments and disabilities, health condition, age, social and cultural origin, financial status or political views as well as encouraging or not preventing such activities, and other types of activities stipulated by the law prescribing the prohibition of discrimination, shall be prohibited in an institution. Discrimination of a group or an individual shall imply each and every direct or indirect, covert or overt exclusion or limitation of rights and freedoms, unequal treatment or failure to act or unjustified differentiation through lax discipline or giving precedence. Special measures introduced for the purpose of achieving full equality, protection and progress of disadvantaged persons or groups shall not be considered as discrimination. More detailed criteria enabling an employee,*

---

170 Ibid, p. 7

*pupil or another person in an institution to detect different forms of discrimination shall jointly be prescribed by the minister and the minister in charge of human rights.*<sup>171</sup>

## ● Measures

“The education inspection of the Ministry of Education and Science in cooperation with authorities entrusted with performing inspection supervision at the city and municipal levels, works, within its competences and authorities, also on preventing discrimination in education through regular and extraordinary inspection supervisions. The article 14 7 of the LFES defines how the education inspection proceeds.

The aim of the inspection supervision is to control the implementation of this and the governing law and pertaining regulations, through direct insight into the operation and activities of an institution, and depending on the results of the supervision, impose measures and control their implementation. [...]

Along with other authorities, if facts are established in regular or extraordinary inspection supervision indicating discrimination in education, an inspection inspector shall:

- [...]
- prohibit by means of an official decision, the conducting of activities within the institution aimed at threatening, belittling, discriminating or singling out groups or individuals on the basis of their racial, national, ethnic, linguistic, religious background or **gender**, physical and psychological characteristics, developmental

---

171 Ibid, pp. 7-8

impairments and disabilities, health condition, age, social and cultural origin, financial status or political views as well as encouraging or not preventing such activities, as well as on other grounds stipulated by the law prescribing prohibition of discrimination;

- [...]”<sup>172</sup>

“Situations and activities threatening, belittling, discriminating or singling out groups or individuals in educational institutions, which directly relate to discrimination based on: racial, national, ethnic, linguistic, religious background or **gender**, physical and psychological characteristics, developmental impairments and disabilities, health condition, age, social and cultural origin, financial status or political views as well as encouraging or not preventing such activities, are rarely distinguished and reported. Reasons for such action may be presumed. These situations are either not observed or not recognised as discrimination cases, or due to the severity of sanctions prescribed for such cases, they are rarely reported.”<sup>173</sup>

“Strategic documents dealing with vulnerable groups of population [e.g. Strategy for Improvement of the Status of Women and Improvement of Gender Equality, Official Gazette of RS, number 15/09] indicate discrimination in different forms of social life as one of the urgent social problems. [...]”<sup>174</sup>

---

172 Ibid, pp. 25-26

173 Ibid, p. 35

174 Ibid, p.11

# Slovakia

---

## Figures/Data

- Net enrolment rate in primary education Female: *N/A*  
Net enrolment rate in primary education Male: *N/A*  
Net enrolment rate in secondary education Female: *N/A*  
Net enrolment rate in secondary education Male: *N/A*
- Gender parity index for gross enrolment ratio (All levels combined): 1.10 (2011)
- Out-of-school rate for children of primary school age  
Female: *N/A*  
Out-of-school rate for children of primary school age  
Male: *N/A*
- Transition rate from primary to secondary Female: 97% (2010)  
Transition rate from primary to secondary Male: 97% (2010)
- Youth (15-24) literacy rate Female: *N/A*  
Youth (15-24) literacy rate Male: *N/A*

Source: UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 28/05/1993

CADE: State Party since 31/03/1993

## ● Constitutional provisions

“Universal protection against discrimination is laid down in **article 12 of the Constitution** of the Slovak Republic (the Constitution), which states that ‘People are free and equal in dignity and their rights. Basic rights and liberties are inviolable, inalienable, secured by law, and unchallengeable. Basic rights and liberties on the territory of the Slovak Republic are guaranteed to everyone regardless of **sex**, race, colour of skin, language, creed and religion, political or other beliefs, national or social origin, affiliation to a nation or ethnic group, property, descent, or another status. No one shall be harmed, advantaged or discriminated against on these grounds’.”<sup>175</sup>

## ● Legislative provisions

“To ensure effective implementation of every person’s right to equal treatment, Slovakia has adopted legislation to specify the principles of the prohibition of discrimination in certain areas regulated by law (social security, employment law, education, healthcare, the provision of goods and services). In July 2004 there came into effect in Slovakia **act no. 365/2004 Z.z. on equal treatment in certain areas and on protection against discrimination** [...] which lays down the general framework for compliance with the principle of equal treatment in combination with the general provisions on equality laid down in the Constitution and other

---

175 Slovakia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 1

legislation with related content that the antidiscrimination act directly amended.”<sup>176</sup>

“The **original antidiscrimination act adopted in 2004** took over and transposed Council Directive 2000/43/EC implementing the principle of equal treatment between persons irrespective of racial or ethnic origin, Council Directive 2000/78/EC of establishing a general framework for equal treatment in employment and occupation, and **Council Directive 96/97/EC [...] on the implementation of the principle of equal treatment for men and women in occupational social security schemes.**”<sup>177</sup>

“[U]nder section 2(1) of the antidiscrimination act ‘compliance with the principle of equal treatment involves the prohibition of discrimination on grounds of **sex**, religious belief or faith, membership of a national or ethnic group, disability, age, sexual orientation, marital status and family status, skin colour, language, political or other views, national or social origin, property, lineage or other status’.”<sup>178</sup>

“**[The] act no. 131/2002 Z.z. on higher education institutions** [...] states that ‘the rights laid down by this act are guaranteed equally to all applicants and students in accordance with the principle of equal treatment in education established by the relevant act, the antidiscrimination act. In accordance with the principle of equal treatment all discrimination is prohibited on grounds of age, **sex**, sexual orientation, **marital status and family status**, race, skin colour, disability, language, political or other opinions, membership of national

---

176 Ibid, p. 2

177 Ibid, p. 2

178 Ibid, p. 2

minority, religion or belief, trade union activity, national or social origin, property, lineage or other status.”<sup>179</sup>

“**Act no. 245/2008 Z.z.** introduced a number of fundamental changes in the school system:

- Section 3 establishes new principles for upbringing and education e.g. [...] **equality of men and women** [...].”<sup>180</sup>

---

179 Ibid, p. 18

180 Ibid, p. 3

# Sweden

---

## Figures/Data

- Net enrolment rate in primary education Female: 99% (2011)  
Net enrolment rate in primary education Male: 100% (2011)  
Net enrolment rate in secondary education Female: 93% (2011)  
Net enrolment rate in secondary education Male: 93% (2011)
- Gender parity index for gross enrolment ratio (All levels combined): 1.11 (2011)
- Out-of-school rate for children of primary school age Female: 1% (2011)  
Out-of-school rate for children of primary school age Male: 1% (2008)
- Transition rate from primary to secondary Female: 100% (2010)  
Transition rate from primary to secondary Male: 100% (2010)
- Youth (15-24) literacy rate Female: *N/A*  
Youth (15-24) literacy rate Male: *N/A*

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 02/07/1980

CADE: State Party since 21/03/1968

## ● Constitutional provisions

“According to the Instrument of Government (regeringsformen), which is part of the Swedish Constitution all public authorities are obliged to counteract discrimination due to sex, colour, national or ethnic origin, language, religion, disability, sexual orientation, age and ‘any other circumstances affecting the private person’.”<sup>181</sup>

## ● Legislative provisions

“The Discrimination Act (2008:567) (diskrimineringslagen) explicitly bans discrimination in the educational system related to a person’s sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. In addition to prohibiting discrimination **the Discrimination Act (2008:567)** also obliges pre-schools, schools and universities to actively prevent discrimination due to **gender**, ethnicity, religion or other belief, disability and sexual orientation.”<sup>182</sup>

“Since 2006 degrading treatment and discrimination due to **gender**, ethnicity, religion or other belief, disability and sexual orientation in the educational system has been illegal and the **Discrimination Act (2008:567)** introduced two additional grounds of discrimination: transgender identity or expression and age.”<sup>183</sup>

---

181 Sweden Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 2

182 Ibid, p. 2

183 Ibid, p. 3

“On 1 January 2009 **Sweden’s Discrimination Act** entered into force. The act combats discrimination on grounds of **gender**, transgender identity or expression, ethnic origin, religion or other belief, disability, sexual orientation or age.”<sup>184</sup>

“According to the **Education Act (2010:800)** all children and youth in Sweden must have access to equivalent education, regardless of **gender**, place of residence and social and financial background.”<sup>185</sup>

## ● Measures

“To further promote gender equality the Government assigned the **National Agency for Education** to implement actions in order to promote gender equality in schools under the Education Act during 2011.”<sup>186</sup>

---

184 Ibid, p. 11

185 Ibid, p. 8

186 Ibid, p. 21

# United Republic of Tanzania

---

## Figures/Data

- Net enrolment rate in primary education Female: 98% (2008)  
Net enrolment rate in primary education Male: 98% (2008)  
Net enrolment rate in secondary education Female: N/A  
Net enrolment rate in secondary education Male: N/A
- Gender parity index for gross enrolment ratio (All levels combined): 0.98 (2012)
- Out-of-school rate for children of primary school age Female: 2% (2008)  
Out-of-school rate for children of primary school age Male: 2% (2008)
- Transition rate from primary to secondary Female: 37% (2009)  
Transition rate from primary to secondary Male: 45% (2009)
- Youth (15-24) literacy rate Female: 72.8% (2010)  
Youth (15-24) literacy rate Male: 76.5% (2010)

Source: UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: Not yet a State Party to the Convention

CADE: Not yet a State Party to the Convention

## ● Constitutional provisions

“In the process of implementing the 1960 Convention and recommendation against discrimination in education, Tanzania through its **constitution of 1977 part (ii) section (g & i)** required the government and all its agencies to provide equal opportunities to all citizens, **men and women alike** without regard to their colour, tribe, religion or status. [...]”<sup>187</sup>

## ● Measures

“Apart from the Constitution, policy documents like **Education and Training Policy (ETP) of 1995** chapter 3 pp, 17-22 further indicate how the central government planned the provision of public social services including education. The policy emphasize that the government will guarantee access to education to everybody irrespective of their **sex**, colour, ethnicity, creed or economic status.”<sup>188</sup>

“The **Primary Education Development Programme (PEDP) and Secondary Education Development Programme (SEDP)** among other issues also focused on **gender equity and equality**. For example SEDP I and SEDP II focused on increasing A-level participation rates especially in the science subjects, **improving girls participation** and performances at all levels; improving access to secondary education for nomads’, marginalized groups and learners with disabilities,

---

187 Tanzania Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 3

188 Ibid, p. 3

completing tasks such as expansion of Form 5, Open and Distance Learning.”<sup>189</sup>

“In addition to that, among the **intentions of ETP** (1995) was to promote access and equity through making access to basic education available to all citizens as a basic right; encouraging equitable distribution of educational institutions and resources; expanding and **improving girls` education**; screening for talented, gifted and disabled children so that they are given appropriate education and training, and developing programmes to ensure access to education to disadvantaged groups.”<sup>190</sup>

“Furthermore, the Ministry of Education and Vocational Training has adopted **Inclusive Education tool kit** which stipulates access and provision to education to all regardless of their **gender**, races, age and disabilities. Also, **National Strategy on Inclusive Education** (2007-2017) is another action planned by the Ministry which states o that all children, youths and adults in Tanzania have equitable and accessible quality education in inclusive settings. This strategy ensures that people with disabilities of special needs are also taken on board.”<sup>191</sup>

“There has been several activities taken carried out to raise public awareness on the principles of non discrimination. These include;

- (i) Issuing directives and guidelines to various education institutions which provide education services.
- (ii) **Promoting gender friendly schooling environment.**

---

189 Ibid, p. 5

190 Ibid, p. 6

191 Ibid, p. 5

- (iii) Sensitizing parents on importance of taking children with special needs to school
- (iv) **Conducting research** that focus on problems of access, quality and **gender** in education particularly in school environments."<sup>192</sup>

"In addition, the government, civil society and the private sector have used media to bring awareness to the society about non discriminatory practices in the provision of education services. The emphasis has been on sensitization of leaders at community levels to ensure that **all children get education irrespective of** their origin, colour, **gender** or special needs. For instance, community leaders have played a key role in making sure that parents who do not want to take their children to school are taken to task by informing responsible authorities."<sup>193</sup>

---

192 Ibid, p. 10

193 Ibid, p. 11

# Zimbabwe

---

## Figures/Data

- Net enrolment rate in primary education Female: *N/A*  
Net enrolment rate in primary education Male: *N/A*  
Net enrolment rate in secondary education Female: *N/A*  
Net enrolment rate in secondary education Male: *N/A*
- Gender parity index for gross enrolment ratio (All levels combined): *N/A*
- Out-of-school rate for children of primary school age  
Female: 9% (2011)  
Out-of-school rate for children of primary school age  
Male: 11% (2011)
- Transition rate from primary to secondary Female: *N/A*  
Transition rate from primary to secondary Male: *N/A*
- Youth (15-24) literacy rate Female: 92.1% (2011)  
Youth (15-24) literacy rate Male: 89.6% (2011)

*Source:* UNESCO Institute for Statistics (UIS)

---

## ● Status of ratification

CEDAW: State Party since 13/05/1991

CADE: State Party since 30/05/2006

## ● Constitutional provisions

“In the Constitution under section 23 subsections (1) and (2) the provisions are very clear with regards to ‘protection from discrimination on the grounds of race etc’.

Subsection (1) states, Subject to provisions of this section:

- (a) no law shall make any provision that is discriminatory either of itself or in its effect; and
- (b) no person shall be treated in a discriminatory manner by any person acting by virtue of any written law or in the performance of the functions of any public office or any public authority.

(2) For the purposes of subsection (1), a law shall be regarded as making a provision that is discriminatory and a person shall be regarded as having been treated in a discriminatory manner if, as a result of that law or treatment, persons of a particular description by race, tribe, place of origin, political opinions, colour, creed, **sex, gender**, marital status or physical disability are prejudicial:

- (a) by being subjected to a condition, restriction or disability to which other person of another such description are not made subject; or
- (b) by the according to persons of another such description of a privilege or advantage which is not accorded to persons of the first – mentioned description; and the imposition of that condition, restriction or disability or the according of that privilege or advantage is wholly or mainly attributable to the description by race, tribe, place of origin, political opinions,

colour, **gender**, creed, **sex**, marital status or physical disability of the persons concerned.”<sup>194</sup>

“In the Constitution of Zimbabwe the Convention [against Discrimination in Education] provisions are guaranteed in general terms, for example, under the Bill of Rights in Sections 19, 20 and 23. Other legislative texts that guarantee the Convention are found in Section 4 of the Education Act. Section 4 of the Act – Children’s fundamental right to education in Zimbabwe is quite specific on the right of the child to education. The following subsections are very clear and illustrate the point.

4(1) Notwithstanding anything to the contrary contained in any other enactment, but subject to this Act, every child in Zimbabwe shall have the right to school education.

(2) Subject to Subsection (5), no child in Zimbabwe shall:

- (a) be refused admission to any school; or
- (b) be discriminated against by the imposition of onerous terms and conditions in regard to his admission to any school; on the grounds of race, tribe, place of origin, political opinions, colour, creed or **gender**.

Subsection (5) referred to above takes as defence in criminal proceedings for a person who contravenes sub-section (2) on the following grounds:

- Where the school reserves admission of children of one **gender** and the aggrieved child is the other **gender**; or

---

<sup>194</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 7-8

- Where admission is refused in the interests of defence, public safety or public morality; or
- Where refusal of admission is justified in view of physiological differences between children of different **gender**; or
- On the basis of creed where the school concerned accords preference in admission to members of that religious organisation or adherents of a particular religious belief."<sup>195</sup>

## ● Legislative provisions

"As outlined in the Constitution of Zimbabwe, every Zimbabwean has a right to education. Furthermore Section 4 of the **Education Act** criminalises discrimination on the grounds of race, tribe, place of origin, ethnicity, political opinion, colour, creed or **gender**."<sup>196</sup>

"The Legal Age of Majority Act now in the **General Laws Amendment** [Chapter 8:07] which was enacted to rectify the cultural **gender** imbalances by giving majority status to women."<sup>197</sup>

## ● Measures

"Sanitary wear programme

This programme was born out of an identified need. It was observed that during the menstrual cycle, girls from

---

<sup>195</sup> Ibid, pp. 9-10

<sup>196</sup> Ibid, p. 10

<sup>197</sup> Ibid, p. 8

disadvantaged homes did not turn up for school because of lack of sanitary wear or they used unclean cloths and other materials. In 2010 the MoESAC with help from UNICEF and other cooperating partners provided more than 5 000 girls with sanitary pads. The programme has seen more girls attending school daily. Plans for the programme include requesting Treasury to make funds available for this purpose and also to train girls to make clean sanitary pads for themselves as part of their life skills programme. Girls who have benefitted from the programme are said to have attended class regularly.”<sup>198</sup>

---

198 Ibid, p. 20