



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

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

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Item 6 of the provisional agenda*

Implementation of articles 21 and 22 of the Convention

**Reports by specialized agencies on the implementation of
the Convention in areas falling within the scope of
their activities**

**Report of the United Nations Educational, Scientific and
Cultural Organization****

Summary

In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, the specialized agencies of the United Nations have been invited to submit to the Committee on the Elimination of Discrimination against Women, at its sixty-third session, reports on the implementation of the Convention in areas falling within the scope of their activities.

* CEDAW/C/63/1.

** This document was submitted late due to delayed inputs from other sources.



I. Introduction

1. At its sixty-third session, the Committee on the Elimination of Discrimination against Women will examine the national reports of the following countries: Czech Republic, Haiti, Iceland, Japan, Mongolia, Sweden, United Republic of Tanzania and Vanuatu.

2. As a specialized agency of the United Nations, the United Nations Educational, Scientific and Cultural Organization (UNESCO) contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, and communication and information. In accordance with the UNESCO medium-term strategy for 2008-2013, gender equality was designated as one of the two global priorities of the Organization, and it continues to be a global priority for the period 2014-2021. The gender equality priority is pursued through a two-pronged approach: (a) gender-specific programming; and (b) mainstreaming of gender equality perspectives into all of the fields of competence of UNESCO.

3. UNESCO has a major role and responsibility within the United Nations system for the implementation of the Convention on the Elimination of All Forms of Discrimination against Women. Article 10 of the Convention provides that “States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education...”. The right to education is at the very heart of the UNESCO mission and represents an integral part of its constitutional mandate.

4. Efforts by UNESCO to promote women’s empowerment, women’s rights and gender equality are guided by its medium-term strategy for 2014-2021, its organization-wide gender equality action plan for 2014-2021, which supports and guides the implementation of its global priority gender equality, the Convention on the Elimination of All Forms of Discrimination against Women, the Beijing Platform for Action and the UNESCO biennial and quadrennial programme and budget documents, as well as resolutions and international and regional instruments relevant to its areas of action.

5. The UNESCO commitment to pursuing the priority of gender equality is facilitated by the Division for Gender Equality in the Office of the Director-General. As the UNESCO focal point for gender equality, the Division provides policy guidance and recommendations to senior management and programme sectors for mainstreaming gender equality considerations in UNESCO policies, strategies and programmes; carries out capacity-building; monitors gender parity and work-life balance within the Secretariat and develops and establishes partnerships with other United Nations bodies, regional bodies, intergovernmental organizations, non-governmental organizations, private foundations and private sector partners that support women’s empowerment and gender equality initiatives.

II. Measures taken to implement the provisions of the Convention in the countries to be considered at the sixty-third session

Czech Republic

6. Czech Republic has been a party of the UNESCO Convention against discrimination in Education of 1960 since 26 March 1993. The country also responded to the seventh consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education. In addition, in the summary report submitted by Czech Republic, mention is made of inclusive education, especially for the Roma population. In that regard, the Ministry of Education fosters the education of Roma children in various ways, especially by establishing so-called preparatory classes for Roma children before they enter basic school. Further assistance is granted to the educational institutions by the public authorities. Steps have also been taken towards the Education for All programme as well as universal access, that is availability of primary schooling free of charge, compulsory and without any discrimination or exclusion. To keep these steps in check, a number of policies and laws have been put into place. The country has established a system of continuing education on the basis of individual capacity, especially in terms of basic education for those who have not completed the whole period of their education. In addition, Czech Republic also furnishes data on the living and professional working conditions of the teaching staff at all levels. Also available are the salary scales to compare the salaries of teaching staff with other civil servants. As regards the rights of national minorities to carry out their own educational activities in accordance with article 5, paragraph 1(c), of the Convention and the recommendation against discrimination in education, Czech Republic gives special emphasis to the legal and policy framework relating to educational standards in institutions run by minorities, for example, for the Roma population. There are also facilities to teach the students in their mother tongue in those educational institutions.

7. Under articles 1 and 3 of the Constitution, all people are free, have equal dignity, and enjoy equality of rights. Everyone is guaranteed the enjoyment of their fundamental rights and basic freedoms without regard to gender, race, colour of skin, language, faith and religion, political or other convictions, national or social origin, membership in a national or ethnic minority, property, birth, or other status.

8. According to article 25 of the Constitution, citizens belonging to national and ethnic minority groups are also guaranteed, under the conditions set down by law, the right to education in their own language.

9. Within article 33, everyone has the right to education. School attendance is obligatory for the period specified by law. Citizens also have the right to free elementary and secondary school education, and, depending on the ability of particular citizens and the capability of society, also to university-level education. Private schools may be established and instruction provided under conditions set by law; education may be provided at such schools in exchange for tuition.

10. According to the Education Act of 2004, education is based on the following principles: equal access of all citizens of the Czech Republic or nationals of any other European Union member State without any discrimination based on any

grounds at schools established by the State, region or municipality. Section 2 of the same Act furnishes details on the goals of education. These include personal development of the individual, lifelong learning, ethic and spiritual values, understanding and applying the principles of democracy, fundamental human rights, the equality of women and men in society, awareness and respect for religious, ethnic, and cultural identities, knowledge of European and global cultural values and traditions, as well as knowledge of the environment, sustainable growth and protection of health.

11. Preschool education is provided but is not compulsory for children between 3 and 6 years of age. Basic compulsory education starts when the child is 6 years of age and continues for 8 to 9 years. In addition, instruction in artistic fields is provided, for example in music, ballet and drama, among others. Secondary education lasts for three to four years and then tertiary-level professional schools commence for three to three-and-a-half years. Bachelor programmes normally last for three years, but in some cases for four years, while master's degree programmes last for two years. The long-term master's degree programmes, however, in general are for five years.

12. The agency responsible for the overall educational system is the Ministry of Education, Youth and Sports. It defines national education school policies, strategic development, financing and administrative activity in the school system. While the school authorities are appointed, most of the work performed in the management and administrative jurisdictions is delegated. The Centre for Evaluation of Educational Achievement is accountable for developing new examinations and assessments of educational outcomes at the end of basic educational period.

Haiti

13. Haiti has not been a party to the UNESCO Convention against discrimination in Education of 1960. The country also did not respond to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

14. The preamble of the Constitution commits to fortify the national unity, eliminating all discrimination between the populations of the towns and of the countryside, by the acceptance of the community of languages and of culture and by the recognition of the right to progress, to information, to education, to health care, to work and to leisure for all citizens, both male and female. Furthermore, it affirms the belief in establishing a governmental regime based on fundamental liberties, respect for human rights, social peace, economic equity, gender equality and the concerted action and the participation of all the population in the decisions engaging national life, by an effective decentralization. In addition, it assures that women are represented in the instances of power and of decision which must conform to the equality of the sexes and to gender equality.

15. Under article 17 of the Constitution, all Haitians, regardless of sex or marital status, who have reached the age of 21 may exercise their political and civil rights if they meet the other conditions prescribed by the Constitution and by law. The same provision guarantees a quota of at least thirty percent (30 per cent) to women, which is recognized at all levels of national life, notably in the public services. Article 18 states that all Haitians are equal before the law, and article 35 pledges to provide all

workers with equal working conditions and wages regardless of their sex, beliefs, opinions and marital status.

16. Under article 32 of the Constitution, the State guarantees the right to education, and the instruction is free to all degrees. It also states that education is a responsibility of the State and of the territorial collectivities. Hence, they must place school freely within the reach of all, and see to the level of training of the teachers of the public and non-public sectors. The State further guarantees to persons with special needs the protection, the education and any other means necessary for their full enjoyment and for their integration or reintegration into society. Under article 208, higher education is free. It is provided by the University of Haiti (Université d'État d'Haiti), which is autonomous, and by the superior public schools and the superior private schools accredited by the State. While article 209 states that the State must finance the operation and development of the State University of Haiti and the public superior schools. Their organization and their location must be planned from the perspective of regional development. On the other hand, article 210 encourages the establishment of research centres.

17. In the Haitian educational system the Creole language is given an important place. It must be studied as a language and be used as a medium of instruction from the preschool cycle to university.

18. The primary body responsible for the management and overseeing the educational structure is the Ministry of National Education, Youth and Sports. However, the system is facing a severe crisis with lack of adequate human resources, absence of stable source of financing, lack of infrastructure and management of administration. This in turn has led to waste and inefficient utilization of potentials.

19. The State of Haiti devotes a significant percentage of rental taxes for the construction and maintenance of school premises. It was also decided in 1996 that the State would also gradually levy a tax on education.

20. In Haiti, the academic year begins in October and ends in June. Although not compulsory, the preschool begins at the age of 3 and lasts until the age of 5, while the official age for entrance into primary school is 6. The system is structured so that the primary school cycle lasts six years, the lower secondary level lasts three years, and the upper secondary lasts four years.

21. Several projects related to gender equality within UNESCO programmes have been implemented in Haiti in the past five years. The "Appui à l'inclusion sociale des femmes et des jeunes exclus" initiative targeted the excluded youth of the disadvantaged section of society and the impact of social, economic and gender equality on women. The overall goal was the social inclusion of women and youth through informal means of education. In addition, it also promoted a healthy image of masculinity in the context of the culture and society of Haiti.

22. The ongoing project, "Promotion of gender equality in Haiti through socially inclusive policies" examines assistance provided by UNESCO to the Ministry on the status and rights of women in updating public policies in regard to endorsing gender equality.

23. The programme "Les Hélène, quinzaines de formations artistiques décentralisées au féminine" intervenes in various communities and departments of

the country on the theme of male/female equality in art and culture through various types of workshops (theatre, painting, playwriting, percussion instruments and the guitar) for young women and girls that last 15 days. This is especially important as the art world in Haiti is dominated mostly by men. Therefore, the workshops would be a help in discovering young women and girls with fresh talent.

24. The project “Media assessment in Haiti using the media development indicators” implements an assessment of media development in Haiti based on the UNESCO media development indicators and using the gender-sensitive indicators for media to ground a gender dimension throughout the assessment. In the same area, the project “Empowering citizens through pluralistic media practices in Haiti” aims at promoting media pluralism, and work with community media, including community radio, to adopt programming guidelines for ensuring the representation of women and youth through a journalism contest. The project produced guidelines for future media practices that will be in line with the insurance of pluralism, gender equality and the integration of media and information literacy that stimulates community participation. Also in the same area, the project aims at reducing the existing gap between the participation of women and men in in community radio programmes, to raise awareness among both radio journalists and radio listeners of gender equality issues, as well as to promote the participation of women in the economic, social and political lives in their communities.

Iceland

25. Iceland is neither a party to the UNESCO Convention against discrimination in education of 1960, nor did the country report to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

26. Under article 65 of the Constitution, everyone shall be equal before the law and enjoy human rights, irrespective of sex, religion, opinion, national origin, race, colour, property, birth or other status. Men and women shall enjoy equal rights in all respects.

27. Article 75 guarantees everyone suitable free, general education and tuition. A fundamental principle of the educational system is that everyone should have equal opportunity to acquire an education, irrespective of sex, economic status, geographic location, religion, and cultural or social background.

28. Since 2005, the Ministry of Education, Science and Culture carried out intensive work towards the formation and implementation of a comprehensive life long, national learning strategy. The main emphasis has been on cooperation and continuity between school levels, improved governance, increased decentralization and autonomy, quality assurance and evaluation and the enhancement and improvement of vocational education and training, as well as flexibility and second chances for those who drop out.

29. The Iceland 2020 policy statement envisions a future for Iceland to become a member State of the Nordic welfare States guaranteeing social security and the equality of citizens. Good educational standards, high levels of employment and the active participation of citizens, irrespective of their place of residence, status or gender, being the prerequisites for success.

30. Article 3 of the Compulsory School Act stipulates that compulsory education shall be generally of 10 years' duration, but may be shorter. It is compulsory for all children, in general, between the ages of 6 and 16, to attend school.

31. Preprimary schooling is not compulsory, but is available for children between the ages of 2 and 5. Compulsory attendance at school starts at the age of 6, as mentioned above, and lasts for 10 years with no divisions of primary or secondary school. Upper secondary school is not compulsory, but students who wish to enrol may do so. Four branches of study are offered at that level, including social sciences, natural sciences, foreign languages and business and economics.

32. Preprimary education is regulated by the Preschool Act No. 90, which indicates that preschool is the first level of education and is intended for children who are below the compulsory school age. Article 4 stipulates that local authorities are responsible for the operation of preschools. According to article 13, the Ministry of Education, Science and Culture issues a National Curriculum Guide for preschools which shall be revised on a regular basis. This is applicable in the cases of lower, secondary and higher education. Another common ground found in all four areas of education is that the pupils whose mother tongue is not Icelandic are entitled to instruction in Icelandic as a second language. The instruction aims at encouraging pupils to become active participants in Icelandic society. Article 17 stipulates that pupils have the right to have their special needs met regarding studies in compulsory school, without discrimination and regardless of their physical or mental attainment.

33. Article 12 of the Upper Secondary School Act No. 92 indicates that the Ministry of Education can provide non-State schools with accreditation to carry out instruction at the upper secondary level. Such schools may be run as non-profit organizations, limited public companies or as other types of accepted legal entities. Article 34 of the same act emphasizes that students with physical disabilities and students with emotional or social difficulties shall be provided with instruction and special study support. Article 54 stipulates that, upon approval of the Ministry of Education, upper secondary schools may participate in the operation of a lifelong learning centre in partnership with local authorities, professional associations, trade unions, employers' associations or other interest groups.

34. According to Article 23 of the Act on Equal Status and Equal Rights of Women and Men No. 10/2008, last amended in 2011, gender mainstreaming shall be observed in all policymaking and planning in the work of schools and educational institutions, including sports and leisure activities. At all levels of the educational system students shall receive instruction on issues of gender equality, in which emphasis shall be placed, among other things, on preparing both sexes to play an equal role in society, including work and family life. Educational materials and textbooks shall be designed in such a way so as not to discriminate against either sex. In presentations on educational and vocational opportunities, and in counselling provided by the schools, boys and girls shall receive instruction and counselling regarding the same jobs, irrespective of their gender. The ministry in charge of education shall monitor compliance with gender equality in schools and educational institutions, including in sports and leisure activities. Furthermore, the ministry in charge of education shall monitor developments in those areas of society with regard to gender equality.

35. The Parliament (Althingi) is legally and politically responsible for the educational system. It determines the basic objectives and administrative framework of the system. Education at all levels is under the jurisdiction of the Ministry of Education, Science and Culture. The municipalities are responsible for the operation of preprimary and compulsory schools. Upper secondary schools and institutes of higher education are run by the states. There is an office of Evaluation and Analysis which is responsible for supervision of good practices within educational and research institutions.

Japan

36. Japan is neither party to the UNESCO Convention against discrimination in Education of 1960, nor did the country report to the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education.

37. Under article 14 of the Constitution, all persons are equal under the law, and there shall be no discrimination in political, economic or social relations because of race, creed, sex, social status or family origin.

38. Article 24 provides for matrimonial equality. It views marriage as based only on the mutual consent of both sexes and it shall be maintained through mutual cooperation with the equal rights of husband and wife as a basis. With regard to choice of spouse, property rights, inheritance, choice of domicile, divorce and other matters pertaining to marriage and the family, laws shall be enacted from the standpoint of individual dignity and the essential equality of the sexes.

39. Article 26 mentions that all persons shall have the right to receive an equal education correspondent to their ability, as provided by law. All persons shall be obligated to have all boys and girls under their protection receive ordinary education as provided for by law. Education is compulsory for children between the ages of 6 and 15 years. Public education is free, and all children are required to attend six-year of elementary school and three years of school at the lower secondary level.

40. Article 1 of the revised Fundamental Law on Education (2006) stipulates that education shall aim at the full development of personality and strive to nurture those citizens, sound in mind and body, who are imbued with the qualities necessary for building a peaceful and democratic State and society. Articles 4 and 5 of the law further specify that all citizens should be given the opportunity to continue to learn throughout their lifetimes, on all occasions and in all places, and to apply the outcomes of lifelong learning appropriately to refine themselves and lead a fulfilling life. Citizens shall all be given equal opportunities to receive education according to their abilities, and shall not be subject to discrimination in education on account of race, creed, sex, social status, economic position, or family origin. Article 11 stipulates that, considering the importance of early childhood education as a basis for the lifelong formation of one's personality, national and local governments shall endeavour to promote such education by providing an environment favourable to the healthy growth of young children, and other appropriate measures.

41. Elementary or primary school is the first compulsory stage of education where children between the ages of 6 and 12 are required to attend school. Almost every

child is enrolled in schools that are run by local governments. Lower secondary school is for children aged between 12 and 15 years and is compulsory. Upper secondary is not compulsory and has three types of programmes; full-time, part-time and correspondence courses. Higher education includes institutions such as junior college, which lasts three years, universities, which last four years, special training schools, and technological colleges.

42. The national government, under the Private School Promotion Subsidy Law, has been providing subsidies to private educational institutions for their current and other expenditures, with a view to helping maintain and improve the level of educational and research activities of those institutions, as well as to help alleviate the financial burden of their students.

43. The partially amended Social Education Act, which was enacted in June 2008, established the duties of national and local governments for social education, the administrative works of the Boards of Education, the management of *kominkan* (community leaning centres), libraries and museums, and the regulations concerning certification of librarians and others. The amendments established new regulations for after-school classrooms and school support regional headquarters and reviewed the qualification requirements for librarians and curators to set up systematic and explicit training for in universities for librarians.

44. In Japan, there are 47 prefectures (*To-Do-Fu-Ken*), further divided into a number of municipalities. In every prefecture there is a Prefectural Board of Education which serves as the central authority in the prefecture. The board is responsible for the administration and management of government services relating to education, science and culture.

45. Women in Arab States have been a central force of pro-democracy activism and they remain highly visible in many civil society organizations. However, the tendency was for them to be excluded from formal political structures and institutions. The emergent civic movements have shown that there is strength in numbers and have clearly had an impact. However, they lack the experience and mechanisms to become structured entities in the political arena and lack the resources necessary to fully participate in the construction of their countries — at least in the short term. Many women's groups are focused entirely on responding to needs on the ground and have little or no access to decision-making processes. International actors may compound the problem as they lack modalities for structured and consistent engagement with civic actors, and, thus, women leaders and groups. In Tunisia, despite the adoption of a quota system for the 2011 elections with a legal requirement to present 50 per cent of female candidates, many parties failed to give women top places on the party lists; thus, women make up only 24 per cent of the new parliament (an advance in respect to other Arab States, but far less than the hoped-for gender parity). Of the 49 women parliamentarians, the majority belong to the Islamic Ennahda Party, whose support for women's rights has been bought into question.

46. The Japanese Government for the biennium 2014-2015 financed the extrabudgetary project "Training programmes for women's political participation and leadership in democratic transition in Arab States". The project has been implemented in Tunisia and in Morocco in the context of the results of the elections in 2011. Although there was a legal requirement to present 50 per cent women candidates, many parties failed to give women top places on the party lists, and thus women make up only 24 per cent of the new parliament, which is an advance in respect to other

Arab States, but far less than the hoped-for gender parity. This project provided research to understand the reasons for women's low participation in political parties and designed and undertook training to reinforce this participation.

Mongolia

47. Mongolia has been a party to the UNESCO Convention against discrimination in education of 1960 since 4 November 1964. The country, though, did not report to the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education.

48. Under article 14 of the Constitution, all persons lawfully residing within Mongolia shall be equal before the law and the courts. No person shall be discriminated against on the basis of ethnic origin, language, race, age, sex, social origin and status, property and assets, employment occupation and official position, religion and conscience, conviction and opinion and education. Every human being shall be a legal person.

49. Under article 16(7) of the Constitution, the right to learning and education, compulsory schooling encompasses primary and lower secondary education (nine years of study). Education is free of charge up to the upper (general) secondary level. Citizens may establish and operate private schools, which meet the requirements of the State.

50. In accordance with the Education Law 2002 and subsequent amendments, the goal of education is to provide the citizen with appropriate intellectual, moral and physical skills, and develop respect for the principles of humanism and the ability to learn, work and live independently.

51. The Law on Preschool Education, enacted in 2008, provides for alternative forms of provision of preschool educational services and requires every child to be enrolled in early childhood educational activities.

52. Preschool education is not compulsory but is available to children from 3 to 6 or 7 years of age. Primary education starts at the age of 8 lasting until age 12, covering four years, but with the change in the educational structure in 2008, the age of admission is now 6 years. For secondary education, there are two programmes, lower and upper secondary education, each lasting three years. It is possible to start vocational training after the completion of the lower secondary education. Tertiary education is offered at universities and colleges. A diploma is obtained after three years of study, a bachelor's degree programme lasts for four to five years, master's degree programmes for one to two years and doctoral programmes for three to four years.

53. The State Inspectorate of Education, Culture and Science is a government agency that monitors and assesses the implementation of educational policies, regulations, laws and develops recommendations for educational institutions, if necessary.

54. In every aimag (rural province) there is an Education and Culture Department, which oversees the educational and financial performance of schools and kindergartens in their areas, and mentors teachers on classroom management, teaching methods and student assessment.

55. At all levels, from kindergarten to universities, there is self-governance. The management committee of the school, for example the School Board, consisting of teachers, students, parents and representatives of the local community, is in charge of managing and monitoring all affairs related to the school.

56. Article 16(11) of the Constitution guarantees that men and women shall enjoy equal rights in the political, economic, social and cultural fields and in marriage. Marriage shall be based on the equality and consensual relationship of the spouses who have attained the age determined by law. The State shall protect the interests of a family, motherhood and the child.

57. Several projects related to gender equality within UNESCO programmes have been implemented in Mongolia in the past five years. The aim of the project “The role of men in gender equality” in Mongolia is to increase men’s abilities to see themselves as responsible, caring, and non-violent partners. The aim of the project is to help improve their skills in gender equality in order to keep gender equality in society and also improve their skills in order to keep the status of equality of women and men. The project provided policymakers, gender-related practitioners, and civil society leaders with a framework for developing strategies, implementing programmes, and evaluating efforts that engage men in all spheres of life. It also contributed to advancing men’s roles and identities in order to significantly increase men’s involvement in working towards gender-equal societies through providing workshops and training sessions.

58. The objective of the project “Strengthening educational sector capacity to deliver comprehensive education on sexuality” is aimed at strengthening the capacity of the secondary educational sector of Mongolia to deliver good quality comprehensive education on sexuality and to contribute to the reduction of rates of infection among youth with sexually transmitted infections and the transmission of HIV. Along with this, it developed training activities for adolescents to acquire life skills based on sex education that promotes healthy lifestyles, gender equality and human rights.

59. Although the prevalence of HIV is low in Mongolia, there are still considerable risks that persist in forms of other sexually transmitted diseases. These risks are increasing because there are inadequate health trainers and lack of awareness in schools. Thus, the programme, “Reducing sexual transmission of HIV among young people and promoting a healthy lifestyle and awareness about gender equality and rights” has been implemented. Its goal is to reduce transmission of HIV among vulnerable young people and to promote healthy lifestyles, gender equality and rights through comprehensive sex education, HIV prevention and health education in both formal and non-formal educational settings. In the same area, the project “Promoting HIV/AIDS education for girls and women in Mongolia” aims to deliver good quality comprehensive education on sex and HIV, especially targeting girls and women, along with promoting healthy lifestyles, gender equality and human rights.

Sweden

60. Sweden has been a party to the UNESCO Convention against discrimination in Education of 1960 since 21 March 1968. The country also did report to the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education on 6 September 2006. In the

summary report submitted by Sweden, it was mentioned that with regard to the implementation of the Convention, the judiciary as well as administrative and other competent authorities had power. Furthermore, detailed information is provided on the extent to which educational policy and national laws correspond to the provisions of the Convention. For example, in Sweden, the Act prohibiting Discrimination and other Degrading Treatment of Children and School Student, was adopted in April 2006. The purpose of this Act is to promote equal rights for children and school students and to combat discrimination on the grounds of sex, ethnic origin, religion and other beliefs, sexual orientation or physical disability. Sweden also provided information on secondary education, which is generally available and accessible to all.

61. Under article 1 of the Constitution, the public power shall be exercised with respect for the equal worth of all and the liberty and dignity of the individual. In particular, the public institutions shall secure the right to employment, housing and education, and shall promote social care and social security, as well as favourable conditions for good health. Public institutions shall promote the opportunity for all to attain participation and equality in society and for the rights of the child to be safeguarded. Public institutions shall combat discrimination of persons on the grounds of gender, colour, national or ethnic origin, linguistic or religious affiliation, functional disability, sexual orientation, age or other circumstance that affects the individual.

62. Under article 12 of the Constitution, under protection against discrimination, no act of law or other provision may imply the unfavourable treatment of anyone because they belong to a minority group by reason of ethnic origin, colour, or other similar circumstances or on account of their sexual orientation. Under article 13, no act of law or other provision may imply the unfavourable treatment of anyone on grounds of gender, unless the provision forms part of efforts to promote equality between men and women or relates to compulsory military service or other equivalent official duties. Under the supplementary provision of the Constitution, the State expenditure shall be referred *inter alia* to integration of gender equality in education and academic research.

63. Under article 18 of the Constitution, all children covered by compulsory schooling shall be entitled to a free basic education in the public educational system. Public institutions shall also be responsible for the provision of higher education. Under another supplementary provision, Sweden has a designated committee on education that looks into the school system, financing options for students, special types of education as well as higher research and education.

64. The new Education Act of 2010 stipulates that education in the school system aims at providing pupils with the acquisition and development of knowledge and values. It should promote the development and learning of all pupils, and a lifelong desire to learn. Education is based on democratic principles, incorporating respect for human rights. The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men, and solidarity with the weak and vulnerable are the values that the school should represent and impart. The role of social partners in vocational education and training has been strengthened in this Act through the formation of national and local councils.

65. Preprimary education starts from the age of 1 and lasts until age 5 and is not compulsory. However, for parents who work or study, the State provides the option

of after school care until the age of 12. Compulsory education takes the form of a nine-year comprehensive school for children between the ages of 7 and 16 called *grundskola*. The right to education has also been extended to children seeking asylum. They have access to preschool activities, school-age child care and education in the public educational system on essentially the same conditions as children who are residents in Sweden.

66. Upper secondary education is provided free of charge and lasts for about three years. Higher education includes universities and university colleges. A university diploma is acquired in two years, bachelor's degrees in three years, and master's degrees in four years of study.

67. The parliament (Riksdag) and the government have the overall responsibility for publicly financed education, while Ministry of Education and Research is responsible for central administration of the educational system.

United Republic of Tanzania

68. The United Republic of Tanzania has been a party to the UNESCO Convention against discrimination in Education of 1960 since 3 January 1979. The country also did report to the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education on 10 November 2006. In the summary report submitted by the United Republic of Tanzania, it is stipulated that in regard to the implementation of the Convention, the judiciary as well as administrative and other competent authorities had power. Furthermore, detailed information is provided on the extent to which educational policy and national laws correspond to the provisions of the Convention. The Tanzanian Education Fund established in 2001 for enhancing quality, access and equity of education at all levels by offering grants, loans and educational infrastructure is a notable example. A special emphasis on gender equality along with gender parity measures have been applied by Tanzania. Education for All is another implementation reflected in the report. There has been a significant increase in the enrolment ratios of primary schools since 2001 under the Primary Education Development Plan. Within this Plan, school fees have been abolished along with other costs of school attendance. Tanzania has also established, "Community Learning Centres" to provide services for the educational needs of children who drop out of school and those cannot be enrolled in formal schools.

69. The Constitution of the United Republic of Tanzania ensures that the Government and all its agencies will provide equal opportunities to all citizens, men and women alike, without regard to their colour, tribe, religion or station in life. It aims at building a nation of equal and free individuals enjoying freedom, justice, fraternity and concord. All persons are equal before the law and are entitled, without any discrimination, to protection and equality before the law.

70. Under section II(11) of the Constitution, every person has the right to self-education, and every citizen shall be free to pursue education in a field of his or her choice up to the highest level according to his merits and ability. The Government shall endeavour to ensure that there are equal and adequate opportunities for all persons to enable them to acquire education and vocational training at all levels of schools and other institutions of learning.

71. The general aims and goals of education in Tanzania include: development and personal enhancements of citizens; appreciation of culture, customs and traditions; promotion of literacy, social, scientific, vocational, technological, professional skills. It also hopes to create respect and understanding for human dignity, human rights, fundamental rights, national and ethnic integrity, cooperation, peace and justice. Further, it examines enabling a rational use, management and conservation of the environment. The primary goal is to equip citizens with knowledge and skills for their well-being and the holistic development of society.

72. Preschool education is provided both in Zanzibar and Tanzanian mainland but is not compulsory. Primary education starts at 7 years of age and lasts for about 7 years. Secondary education is divided into two cycles with the first lasting up to 4 years and the second one up to 2 years. Higher education, which lasts 3 years, is centralized and almost everyone pursues it at the universities established on the Tanzanian mainland lasting. Masters programmes are normally last up to 2 years.

73. The Ministry of Education and Vocational Training is the legal authority for the formulation of policies, coordination, monitoring, quality control and assurance of the whole educational system. The Prime Minister's Office of Regional Administration and Local Government is the responsible agency for overall management of pre-primary, primary and secondary education. Private educational entities might be established but only in accordance with the guidelines issued and monitoring by the Ministry of Education.

74. Several projects related to gender equality within UNESCO programmes have been implemented in Tanzania in the past five years. The aim of the project "Provision of alternative learning opportunities for adolescent girls forced out of schools due to teenage pregnancies" is: (a) to provide adolescent girls access to alternative learning opportunities and to empower them through the acquisition of income-generating and life skills; (b) to develop and test self-learning modules and empowerment toolkits for learners and facilitators; and (c) to assess and document good practices and achievements to inform strategies addressing the issues related to adolescent girls. The project hopes to improve the lives and social well-being of these girls.

75. The main goal of the "Crowd-sourcing girls' education: a community-based approach to lowering drop-out rates in secondary schools in Ethiopia and Tanzania" is to improve the quality of life and social well-being of adolescent girls in poor rural communities. It is built on the premise that gender responsive and inclusive education cannot be achieved without the direct involvement of the adolescent girls themselves, and the local communities including families, community leaders, community level school inspectors and education officers. A bottom-up approach of initially piloting innovative methods and processes, including the use of community radio programmes as alternative modes of delivery to mobilize, sensitize and train has been used. The project aims at: (a) empowering girls to be agents of their own transformative process in identified high-risk areas; (b) establishing inclusive and gender-responsive learning approaches and environments in schools; (c) empowering parents, particularly mothers, to make the right choice to invest in education through adult learning programmes; (d) documenting proven good practices and achievements to develop gender responsive and inclusive strategies and guidelines for improved learning outcomes and retention of adolescent girls in schools.

76. The project “Digital literacy skills training for women in Tanzania” is an information and communications technology project which aims to empower women, women’s groups and young school girls in secondary school level from both urban and rural areas for personal growth and expanded opportunities. The means of this capacity-building is through the provision of seminars, workshops and dissemination of information materials. Participants are trained in basic computer application skills, use of the Internet, e-mail, social networking and information literacy skills which enable target groups to use those skills to access more information about employment opportunities and to access support services, such as loans, training, markets, and the promotion of products, among others. The project simultaneously hopes to reduce the gender digital divide.

77. The aim of the “Sensitization workshop for the increased participation of girls in science technology engineering and mathematics education” was to attract women and girls to opt for science subjects in order to increase their participation in science, technology, engineering and mathematics (STEM) education. The workshops target parents, teacher and education administrators both at local and community levels. In addition, it affirms positive attitudes and reduces gender stereotypes.

78. The project “Capacity development of select media professionals on investigative journalism into key human rights, gender equity, environment, emergency and development issues of concern to the United Republic of Tanzania” targets mainly selected journalists from upcountry media houses in Tanzania. Selection of the participating journalists ensures that there is equal participation between men and women, as well as a balance between participants from public media, private media and community media. The activity supports a workshop of four days, focusing on developing the capacity of the media professionals to enable effective investigative journalism into key issues of concern to Tanzania. It is closely linked to the journalism of the year awards, so that the trained journalists are encouraged to submit investigative stories in their media houses as well as submissions for the awards nomination.

79. “Promoting community media as a means for women’s empowerment, civic education, democratic discourse and peace-building” aims at civic participation of women, persons with disabilities and youth for peace and development. It also looks at promoting gender equality and sustainable development through community dialogue. This is done through capacity-building activities, such as training workshops and mentoring programmes, weekly local programme production, reviews of community editorial policies and the setting up of new community media projects.

80. The United Republic of Tanzania is one of the five countries in the “Empowering young women and men for self-employment, entrepreneurship and leadership in the five east African partner States” project. To realize its goals, the project’s implementation strategy is to organize capacity-building activities, such as workshops and training sessions to develop leadership and related skills and to provide support to youth-led community-based pilot projects.

81. The immediate goal of the project “Strengthening advocacy capacity of the Tanzania Women in Science Association” is to support and help get recognition for the Women in Science Association called Science, Technology and Innovation for Tanzania Women for their advocacy work and promote the enhancement of the contribution of women to national development.

82. Creating awareness of the contribution of women to development using science and technology is the goal of the project “Technical support to two activities of the Tanzania Women in Science Group for the improvement of women’s income and quality of life in a rural area”. The project was developed in collaboration with the Science, Technology and Innovation for Tanzanian Women Association.

83. “Empowering girls from the pastoralists community in Ngorongoro, Tanzania” focuses on promoting access to quality education on awareness of HIV and sexuality; and promoting access to practical entrepreneur and marketing skills with regard to local and craft products. Strategies such as peer-led teacher assisted and community radio educational programmes as well as creation of a community marketing centre for cultural and creative goods are being applied to reach the goals of the project.

84. “Application of UNESCO gender-sensitive Media indicators as a means of promoting gender equality in Tanzania” intends to address the gender equality gap through the following undertakings: (a) use of the UNESCO gender sensitive indicators for media, conduct of an assessment to establish the level of gender mainstreaming in 14 community radio stations in Tanzania; (b) use of the findings to propose updates for community radio policy to consider issues of gender equality within the 14 community radio stations; and (c) Monitor progress on how community media adhere to the newsroom editorial policy. The aim of the project is to have community radio stations be more gender responsive and build the capacity of community media to promote a gender responsive society. Strengthening the role of the media in promoting freedom of expression, gender equality and conflict prevention proposes to support initiatives that contribute to the improvement of gender equality, within the media houses, especially in community media, as well as promoting community participation and in particular the participation of economically disadvantaged women in civic elections and promoting the quest of youth and economically disadvantaged to vie for positions during the 2015 elections. The project also seeks to address barriers to women’s participation in the community, for example, the low representation of women (particularly at managerial levels), and the relatively few stations supported which have gender policies.

Vanuatu

85. Vanuatu is neither a party to the UNESCO Convention against discrimination in Education of 1960, nor did the country report to the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education.

86. Chapter 2 on Fundamental Rights and Duties of the Constitution of Republic of Vanuatu recognizes that, subject to any restrictions imposed by law on non-citizens, all persons are entitled to the fundamental rights and freedoms of the individual without discrimination on the grounds of race, place of origin, religious or traditional beliefs, political opinions, language or sex, but subject to respect for the rights and freedoms of others and to the legitimate public interest in defence, safety, public order, welfare, health care and equal treatment under the law or administrative action. No law shall be inconsistent with this subparagraph insofar as it makes provision for the special benefit, welfare, protection or advancement of

females, children and young persons, members of underprivileged groups or inhabitants of less developed areas.

87. The principal languages of education are English and French. The government didn't want to choose the medium of instruction only in either French or English and hence consolidated the two introducing a unique education pattern in 1994. It included not only the individual characteristics of the two but also the cultural specificities common to both.

88. The aim of education is to realize the aptitude and potential of every school child to lead a productive and meaningful life in order to contribute to the development of Vanuatu as its citizens.

89. In Vanuatu, the academic year begins in February and ends in December, and the official age at entry into primary school is 6 years. The system is structured so that the primary school cycle lasts 6 years, lower secondary lasts 4 years, and the upper secondary level lasts 3 years.

90. Preprimary education targeted for children between the ages of 3 and 5 years was developed only recently with the help of the private sector. Primary education is mandatory and is attended by children aged 6 years for an additional six years. The system is modelled on the English educational structure, but given that it includes elements of the French educational system, one year is dedicated to preparation and assimilation of the students and the next five years is for academic instruction. The students study languages (English and French), sciences, mathematics, physical education, and receive instruction in the arts and religion.

91. Secondary education lasts four years and is followed by the tertiary education level, which lasts two to three years. The University of South Pacific is situated in Port Vila, the capital. The University also looks after the national higher education scheme which sets the academic course, provides correspondence, and prepares students for their entry into foreign universities.

Annex

Educational statistics for countries reporting to the Committee on the Elimination of Discrimination against Women at its sixty-third session: gross enrolment ratios of women and men and gender parity index

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, secondary		Gross enrolment ratio, tertiary		Gender parity index for gross enrolment ratio, primary	Gender parity index for gross enrolment ratio, secondary (all programmes)	Gender parity index for gross enrolment ratio, tertiary
		Female	Male	Female	Male	Female	Male			
Czech Republic	2009	105.92	106.42	94.60	93.46	71.13	51.73	1.00	1.01	1.37
	2010	103.78	105.21	95.11	94.57	74.97	53.70	1.00	1.01	1.40
	2011	100.66	101.22	96.08	95.90	77.36	54.60	0.99	1.00	1.42
	2012	99.53	99.62	97.18	96.99	77.58	54.78	1.00	1.00	1.42
	2013	98.98	98.90	104.77	104.01	77.12	54.24	1.00	1.01	1.42
Haiti	2009	–	–	–	–	–	–	–	–	–
	2010	–	–	–	–	–	–	–	–	–
	2011	–	–	–	...	–	–	–	–	–
	2012	–	–	–	–	–	–	–	–	–
	2013	–	–	–	–	–	–	–	–	–
Iceland	2009	99.28	98.98	109.79	106.19	97.54	52.04	1.00	1.03	1.87
	2010	99.01	98.37	110.35	108.28	101.32	56.23	1.01	1.02	1.80
	2011	98.84	98.26	108.98	108.14	102.49	60.12	1.01	1.01	1.70
	2012	98.86	98.48	110.77	111.55	104.38	60.66	1.00	0.99	1.72
	2013	–	–	–	–	–	–	–	–	–
Japan	2009	101.93	101.99	101.05	100.81	54.16	61.03	1.00	1.00	0.89
	2010	102.16	102.23	101.70	101.53	54.72	61.27	1.00	1.00	0.89
	2011	102.56	102.69	101.92	101.62	56.56	63.13	1.00	1.00	0.90
	2012	102.21	102.39	102.00	101.62	58.22	64.54	1.00	1.00	0.90
	2013	101.49	102.39	102.13	101.72	–	65.18	1.00	–	0.91
Mongolia	2009	113.50	115.45	101.25	94.17	62.69	40.35	0.98	1.08	1.55
	2010	124.23	127.14	94.84	88.40	65.26	42.51	0.98	1.07	1.54
	2011	120.57	123.53	–	–	66.70	44.79	0.98	–	1.49
	2012	115.24	118.56	–	–	69.47	48.17	0.97	–	1.44
	2013	107.36	110.47	–	–	73.24	51.47	0.97	–	1.42

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, secondary		Gross enrolment ratio, tertiary		Gender parity index for gross enrolment ratio, primary	Gender parity index for gross enrolment ratio, secondary (all programmes)	Gender parity index for gross enrolment ratio, tertiary
		Female	Male	Female	Male	Female	Male			
Sweden	2009	99.71	100.21	99.29	100.08	88.05	55.63	1.00	0.99	1.58
	2010	101.24	101.78	97.66	98.69	90.84	59.26	0.99	0.99	1.53
	2011	100.29	100.70	96.39	97.40	89.46	59.12	1.00	0.99	1.51
	2012	101.88	102.06	97.36	98.68	85.14	55.81	1.00	0.99	1.55
	2013	124.01	117.10	136.75	120.64	77.58	49.88	1.06	1.13	1.56
United Republic of Tanzania	2009	102.54	103.06	–	–	–	–	0.99	–	–
	2010	99.29	98.62	27.54	34.84	1.87	2.40	1.01	0.79	0.78
	2011	–	–	–	–	–	–	–	–	–
	2012	90.54	89.66	31.73	36.78	2.71	5.23	1.01	0.86	0.52
	2013	87.38	86.15	30.82	33.69	2.49	4.87	1.01	0.91	0.51
Vanuatu	2009	112.86	114.23	–	–	–	–	0.99	–	–
	2010	121.88	123.05	59.47	59.59	–	–	0.99	1.00	–
	2011	–	–	–	–	–	–	–	–	–
	2012	–	–	–	–	–	–	–	–	–
	2013	121.21	125.16	–	–	–	–	0.98	–	–

Note: A dash indicates data not available.

National Estimation (**) UIS Estimation (a) Category not applicable.